Graduate Council Meeting
Wednesday, November 13, 2024
(The Bylaws prohibit representation by proxy.)

AGENDA

I.   **Reading, Correction and Approval of Minutes**
     (October 9, 2024)

II. **Graduate Council Committee Reports**

     A. Appeals Committee
         Committee Report (AnnaMarie Conner)

     B. Program Committee
         Committee Report (George Vellidis)

         Since the last meeting of the Graduate Council, the Program Committee has
         reviewed and approved four proposals via Microsoft Teams. The Program
         Committee would like to bring the following action items to the Graduate Council
         for its approval.

         Action Item 1: From the Franklin College of Arts and Sciences, Department of
         Statistics, a proposal to offer the M.S. in Data Science online.

             *Action Item 1A***:** From the Franklin College of Arts and Sciences, Department of
             Statistics, a proposal to offer an Area of Emphasis in Applied Data Science
             under the M.S. in Data Science online.

         Action Item 2: From the Franklin College of Arts and Sciences Department of
         Geology, a proposal to offer the M.S. and M.S. Non-Thesis in Geology online.

             Action Item 2A: From the Franklin College of Arts and Sciences, Department of
             Geology, a proposal to offer an Area of Emphasis in Environmental Geology
             under the M.S. Non-Thesis online.

         Action Item 3: From the Mary Frances Early College of Education, Department of
         Workforce Education and Instructional Technology, a proposal to offer the MAT in
         Workforce Education online.

         Action Item 4: From the Mary Frances Early College of Education, a proposal to
         create an Area of Emphasis in Workforce Education (Teacher Certification) and an
         Area of Emphasis in Workforce Education (Advanced Preparation) under the Ed.S.
         in Education – Workforce Education online.

C. Policy and Planning Committee
Committee Report (Kelly Dyer)

The PPC met on November 4th. The following action items are brought forward to Graduate Council for approval and one discussion item for Council input.

Action Item 1: Confirmation of policy on "Final Registration Requirements" (no changes).

Action Item 2: Confirmation of policy on "Faculty Roles on Advisory Committees" (no changes).

Action Item 3: Proposed policy on "Author Contribution" section for manuscript-style thesis chapters.

Discussion Item 1: Feedback on co-authorship policy for manuscript style thesis chapters.

III.   Information Items

A. Curriculum Report: Since our last meeting, the Graduate School has approved 11 new courses, 67 course revisions, and 1 deletion.

B. Next meeting: Wednesday, January 15, 3:30pm, 327 Brooks Hall

IV.   Adjourn

UNIVERSITY OF GEORGIA

Franklin College of Arts and Sciences
Office of the Dean

October 18, 2024

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

Dear Fiona:

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

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

Sincerely,

Dr. Paula P. Lemons
Senior Associate Dean

PROPOSAL FOR AN ONLINE PROGRAM

Date: September 10, 2024

School/College: Franklin College of Arts and Sciences

Department/Division: Department of Statistics

Program (Major and Degree): Data Science (M.S.)

Program CIP: 30300101

Will any approved areas of emphasis be offered under this major? Area of Emphasis in Applied Data Science

Proposed Effective Date: Fall 2025

1. Assessment

The demand for employees with data science skills is rapidly increasing, fueled by the widespread use of large-scale data across industries. Many professionals aspire to transition into the field of data science due to its promising career prospects, higher earning potential, and the opportunity to work on cutting-edge technologies. Professionals with an undergraduate STEM degree who are already working in data-related roles also aspire to acquire advanced data science degrees to qualify for higher-level positions or leadership roles within their organizations.

According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, employment growth for data scientists is expected to stem from an increased demand for data-driven decisions. As per the BLS Job Outlook, employment of data scientists is projected to grow 35% from 2022 to 2032, much faster than the average for all occupations. About 17,700 openings for data scientists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force due to retirement. Additionally, according to the BLS Occupational Employment and Wage Statistics for Georgia published in May 2023 and the nationwide data on the demand for data scientists, Georgia is among the top 8 states in the U.S. with metro-Atlanta also among the top 8 metropolitan areas in the U.S. having the highest employment levels for data scientists.

Currently, the major in Data Science (M.S.) is offered on the Athens campus. Expanding this offering to an online platform allows working professionals to take advantage of a flexible pathway to transition or advance in their careers, providing a tailored learning experience that balances academic rigor with practical relevance.

2. Admission Requirements

For admission into the online master's in Data Science with Area of Emphasis in Applied Data Science, all applicants are expected to have:

1. **Undergraduate degree:** A bachelor's degree from a regionally accredited institution in the United States or a comparable degree from a foreign academic institution While a bachelor's degree in a quantitative field (e.g., mathematics, statistics, computer science, engineering, economics) can be a plus, applicants from other disciplines who demonstrate quantitative skills are strongly encouraged to apply to the program.
2. **GPA Requirement:** A minimum GPA of 3.0 on a 4.0 scale from undergraduate studies. However, flexibility can be provided if the applicant has strong professional experience or other compensatory qualifications.
3. **Quantitative Coursework**: Completion of at least one introductory course in probability and statistics and some working knowledge of calculus and linear algebra is preferred.
4. **Programming skills:** Basic proficiency in a programming language is preferred. This can be demonstrated through coursework, professional experience, or online courses/certifications.
5. **Professional Experience**: Since the program also targets working professionals, relevant work experience in a related field is preferred. This shows the ability to apply theoretical knowledge in practical settings.
6. **Statement of Purpose**: A personal statement outlining the applicant's background, achievements, and future goals, relevant experience, and reasons for pursuing the online degree is required. This helps assess the applicant's motivation and suitability for the program.
7. **Resume:** A student may include a recent copy of his/her resume as part of the application packet; however, this is not required.
8. **Letters of Recommendation:** Typically, two or three letters from professionals or academics who can speak to the applicant's qualifications and potential for success in the program is required.
9. **English Proficiency:** For non-native English speakers, proof of English proficiency (e.g., TOEFL, IELTS) may be required to ensure they can succeed in the coursework.
10. **Test Scores (Optional)**
    You may choose to submit standardized test scores, most commonly GRE or GMAT. However, this is not required for admission into the program.

3. **Program Content**

The Area of Emphasis in Applied Data Science, which will be offered online, requires completion of 30 credit hours.

Core Courses (15 hours):
STAT 6381E, Introduction to Python and Data Science (3 hours) - NEW
STAT 6382E, Statistics for Data Science with R programming (3 hours) - NEW
CSCI 6361E, Advanced Python and Data Structures (3 hours) - NEW
STAT 6383E, Statistical Modeling in Data Science (3 hours) - NEW
STAT 6384E, Basics of Clustering and Classification Algorithms (3 hours) - NEW

Advanced Courses (15 hours):
MSIT 7510E, Data Management and SQL (3 hours) - NEW
STAT 6385E, Advanced R Programming for Data Science (3 hours) - NEW
STAT 6386E, Advanced Machine Learning and Deep Learning Methods (3 hours) - NEW
STAT 6387E, Advanced Statistical Modeling for Data Science (3 hours) - NEW
LING XXXXE, Natural Language Processing (3 hours) - NEW

4. **Student Support Services**

An **Admissions and Advising committee** for the program will be formed. This committee will consist of members who will oversee the admission process (see Section 6 for more details) and those who will provide academic advising after admission.

Academic Advising: The Advising committee members will provide robust advising to help students navigate the program and achieve their academic and career goals.

Technical Support: The Office of Online Education will maintain a reliable and user-friendly Learning Management System that supports multimedia content, interactive elements, and assessments. Furthermore, they will also ensure that students have access to technical support for any issues related to the online learning platform.

Financial Aid: Students needing advice on financial aid will be directed to the Office of Student Financial Aid for information about financial assistance.

Career Planning: The UGA Career Center Offers excellent career counseling to meet the unique career development needs of Graduate and Professional students, including opportunities to build professional network and career development eLC modules that are specifically designed to help achieve professional goals. Additionally, the Career Center also provides a variety of resources for student support.

Disability Services: The Disability Resource Center (DRC) at the University of Georgia is dedicated to supporting students with disabilities who qualify for admission. Their mission is to ensure equal educational opportunities in compliance with the ADA and other relevant legislation, while also fostering a welcoming academic, physical, and social environment for these students. The DRC's professional staff work directly with students to evaluate their individual disability-related needs and develop appropriate plans for academic accommodations and services. The DRC also offers three key services to support a variety of student needs: the Test Accommodations Office for onsite classroom testing, the Assistive Technology Lab with various programs designed for people with disabilities, and Alternative Media Services to assist students with print or reading disabilities by converting course materials into accessible formats.

Special Accommodations: The Office of Online Education and the Department of Statistics will work with DRC to ensure ensure that the program's online materials are accessible to all students, including those with disabilities.

5. **Resident Requirements**
Residence requirements for the online Data Science (M.S.) are the same as those for the on-campus program.

6. **Program Management**

Administration and Program Coordination:

Offered through the Franklin College of Arts and Sciences, the University of Georgia's online master's in Data Science, with an Area of Emphasis (AoE) in Applied Data Science, is tailored for working professionals seeking career advancement. Administered exclusively by the Department of Statistics, this program leverages the expertise of statisticians and data scientists of the Department to deliver a comprehensive curriculum which includes courses from the Department of Management Information Systems and the School of Computing, at UGA. For over a decade, the Department of Statistics has housed a Big Data Analytics Lab that has made key contributions to

solving grand challenges of big data analytics. Additionally, through UGA's cluster hire initiatives in artificial intelligence and data science, the Department has partnered with many units within UGA and recruited talented data scientists engaged in a variety of interdisciplinary research. This makes the Department of Statistics uniquely qualified to administer the online master's in Data Science, with an Area of Emphasis (AoE) in Applied Data Science.

The Head of the Department of Statistics will offer general guidance, while a Program Director will be appointed as the primary contact and coordinator who will oversee program maintenance and program quality. This 12-month position will involve various responsibilities, including serving as a liaison between the Head of Statistics, the Director of the Office of Online Learning, the Admissions and Advising Committee, and the course instructors. In addition to instructional duties, the Program Director will oversee all aspects of the online program to ensure its smooth operation.

Timetable:

For working professionals, the proposed asynchronous online master's program offers the flexibility to pursue advanced education in applied data science without the need to relocate or pause their careers. In terms of duration of the program, this is a five-semester program that begins in the fall semester of Year 1 (Fall 2025) and ends in the spring semester of Year 2, as illustrated in the Program of Study given below.

	Summer	Fall	Spring
Year 1		STAT 6381E: Introduction to Python and Data Science (3 hours) STAT 6382E: Statistics for Data Science with R programming (3 hours)	CSCI 6361E: Advanced Python and Data Structures (3 hours) MIST 7510E: Database Management and SQL
Year 2	STAT 6383E: Statistical Modeling for Data Science (3 hours) STAT 6384E: Basics of Clustering and Classification Algorithms (3 hours)	STAT 6385E: Advanced R Programming for Data Science (3 hours) STAT 6386E: Advanced Machine Learning and Deep Learning Methods (3 hours)	STAT 6387E: Advanced Statistical Modeling for Data Science (3 hours) LING XXXXE: Natural Languages Processing (3 hours)

The schedule of courses will follow the five-semester timetable given in the program of study. It is implicit in the timetable that courses offered within the same semester are co-requisites, while those offered in preceding semesters serve as prerequisites for the courses in subsequent semesters.

Given below is a list of seven overall learning outcomes for the proposed curriculum. These learning outcomes ensure that graduates are well-prepared to tackle a variety of challenges in the data science field, equipped with both theoretical knowledge and practical skills.

1. **Programming Proficiency:** Develop strong programming skills in Python and R, enabling the implementation of complex statistical data analysis and machine learning models.

2. **Statistical Analysis:** Gain a deep understanding of statistical methods and their application to data science, including both basic and advanced statistical modeling techniques.
3. **Machine Learning Expertise:** Acquire expertise in a variety of machine learning algorithms and frameworks, with the ability to apply them to solve real-world data problems.
4. **Data Management Skills:** Learn effective data management practices, including the use of SQL for database querying and data integration.
5. **Problem-Solving and Critical Thinking:** Enhance problem-solving and critical thinking skills through practical projects and real-world data science applications.
6. **Communication and Visualization:** Develop the ability to communicate complex data insights clearly and effectively, using data visualization tools and techniques.
7. **Application of Deep Learning:** Gain hands-on experience with deep learning and its applications, preparing for advanced roles in data science and AI.
8. **Natural Language Processing (NLP):** Learn various text preprocessing techniques, build, train, evaluate, and optimize NLP models, and apply state-of-the-art NLP techniques to solve real-world problems in various domains.

The table below provides a **curriculum map**, giving a comprehensive overview of how each of the 10 courses in the online master's in data science program aligns with the key learning outcomes, what the associated instructional activities are, and how students will be assessed. This ensures a well-rounded educational experience that prepares students for various aspects of the data science field.

Course	Learning Outcomes	Instructional Activities	Assessments
Introduction to Python and Data Science	Develop programming skills in Python; Understand data manipulation and visualization; Gain an overview of the data science process.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly coding assignments, Online Quizzes, Timed Exams, mini-individual projects
Statistics for Data Science with R Programming	Master basic and intermediate statistical concepts; Use R for statistical analysis and visualization; Apply statistical methods to data science problems.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, individual projects
Advanced Python and Data Structures	Develop proficiency in advanced Python programming; Understand and implement various data structures; Optimize code for performance.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly coding assignments, Online Quizzes, Timed Exams, individual projects
Statistical Modeling in Data Science	Understand statistical models and their applications; Build and evaluate models using Python or R; Analyze and interpret complex datasets.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, model-building assignments, case study analysis,

			individual and group projects
Basics of Clustering and Classification Algorithms	Understand principles of clustering and classification; Implement algorithms like k-means, decision trees; Evaluate model performance.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, individual or group classification projects
Data Management and SQL	Learn fundamentals of database management systems; Develop proficiency in SQL; Understand data warehousing and integration techniques.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly coding assignments, Online Quizzes, Timed Exams, individual and/or group database projects
Advanced R Programming for Data Science	Develop advanced programming skills in R; Implement complex data analysis and visualization techniques; Utilize advanced R packages.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Advanced coding assignments, Online Quizzes, Timed Exams, individual final project
Advanced Machine Learning and Deep Learning Methods	Gain expertise in advanced machine learning and deep learning; Explore novel applications. Understand theoretical foundations; Apply techniques to large-scale data problems.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, individual and/or group deep learning projects
Advanced Statistical Modeling for Data Science	Master advanced statistical modeling techniques; Apply models to complex datasets; Interpret and communicate results.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, individual and/or group advanced statistical modeling project
Natural Language Processing	Learn various text processing techniques; Gain experience building, training, evaluating, and optimizing NLP models; Explore novel applications in various domains.	Pre-recorded video lectures, reading assignments, interactive coding tutorials, case studies, discussion forums	Weekly homework assignments, Online Quizzes, Timed Exams, individual and/or group deep learning projects

Application Details:

The **Admissions and Advising Committee** will develop admissions criteria for selecting applicants to ensure fairness and inclusivity. This committee will work with the Office of Online

Education to evaluate and review applications to ensure candidates meet the program's admissions requirements. Periodically, this committee will also refine the admissions criteria.

Since the program begins in the fall semester of each year, the following schedule will be adopted:

Domestic Applicants

- Fall: March 15 (applications received by this deadline will receive priority consideration)
- Fall: July 1 (final deadline)

International Applicants

- Fall: March 15

International applicants must also submit TOEFL or IELTS scores.

Matriculation Details:

The program curriculum is designed so that a typical working professional starting the program in the fall semester can take two courses per semester and complete the entire program in five semesters. As the program expands and more resources become available, it may be possible to offer multiple sections of these courses during a calendar year, providing additional flexibility for students.

Program Maintenance and Quality:

A plan for program maintenance and program quality of the online master's in Data Science with an Area of Emphasis in Applied Data Science is outlined below. This encompasses several key areas, including continuous improvement, curriculum review, faculty development, student support, and technology infrastructure.

1. **Continuous Improvement**

- **Regular Review Cycles:** Establish a cycle (e.g., annually or biennially) for reviewing the program's goals, outcomes, and content.
- **Feedback Mechanisms:** Collect feedback from students, faculty, and industry partners regularly through surveys, focus groups, and advisory boards.
- **Benchmarking**: Compare the program against leading similar programs to identify areas for improvement.

2. **Curriculum Review**

- **Alignment with Industry Standards**: Ensure the curriculum is aligned with current industry needs and standards by consulting with industry experts and professional organizations.
- **Updating Course Content:** Regularly update course materials to reflect the latest developments in data science, including new tools, techniques, and best practices.

3. **Faculty Development**

- **Professional Development**: Provide opportunities for faculty to stay current in their field through workshops, conferences, and continuing education.
- **Teaching Effectiveness**: Offer training in online pedagogy and instructional design to enhance faculty's ability to deliver engaging and effective online courses.

- **Research Opportunities**: Support faculty research in data science, encouraging them to integrate their findings into the curriculum.

4. Quality Assurance

- **Accreditation**: Seek and maintain accreditation from relevant accrediting bodies to ensure the program meets high standards of quality.
- **Assessment and Evaluation**: Develop a comprehensive assessment plan that includes regular evaluation of student learning outcomes and program effectiveness.
- **External Review**: Periodically invite external reviewers to assess the program and provide recommendations for improvement.

5. Community and Collaboration

- **Industry Partnerships**: Build and maintain partnerships with industry to provide students with internship opportunities, guest lectures, and job placements.
- **Alumni Engagement**: Create an active alumni network to support current students and keep the curriculum relevant through their insights and experiences.

By addressing these areas, the program can ensure high quality, relevance, and continuous improvement, making it attractive and valuable to students and industry stakeholders alike.

Similar Programs in the Vicinity:

The following table lists two (2) USG institutions that offer an online master's program that can be classified as an applied data science program for working professionals:

USG Institution Name	Title of the Program with Link	Notes
Georgia Institute of Technology	Online Master of Science in Analytics	The College of Business, the College of Computing, and the College of Engineering offers this program.
Georgia Southern University	Online Master of Science in Computer Science	The Department of Computer Science offers this program with a concentration in data mining and data warehousing. OnlineEducation.com classifies this program as a master's in data science program based on the curriculum.

The proposed online master's program in Data Science with an AoE in Applied Data Science offers a distinct and compelling opportunity to meet the growing demand for skilled data scientists in Georgia. Unlike the business, computer science, and engineering focus of the Georgia Institute of Technology's program or the computer science emphasis at Georgia Southern University, UGA's program led by the Department of Statistics focuses squarely on providing applied data science skills through a relevant blend of statistics, data science, computer science,

and management information system courses. This ensures a comprehensive curriculum that integrates advanced techniques from these disciplines, equipping students with a wide array of tools for analyzing and modeling data.

One of the program's attractive features is that it will use faculty experts from three departments to develop and teach courses in the online program. This ensures that students receive in-depth, interdisciplinary training, preparing them to tackle diverse data challenges across various fields. Additionally, this program also offers an opportunity for working professionals who earned their undergraduate degree in computer science, data science, management information systems, statistics, or other STEM majors to return to UGA to pursue the online program in Applied Data Science.

Importantly, despite the presence of two existing online programs in Georgia, the demand for data scientists far exceeds supply. UGA's online master's in data science is uniquely positioned to address this critical shortfall of skilled professionals, significantly enhancing the talent pool and benefiting the entire state of Georgia.

7. Library and Laboratory Resources

Online students will have access to the same quality UGA Libraries resources as those students in traditional programs, such as GIL, Galileo, and the Distance Learning Librarian. The program will use the current UGA online Learning Management System, E-Learning Commons (eLC), to offer all courses.

There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technology necessary to use eLC as the program is designed to be online.

Online UGA library resources already exist that are adequate to support this program. No laboratory is needed.

8. Budget

The attached budget provides an estimate of the costs involved in developing and implementing the program. Specifically, for FY2026 to FY2032, it includes projections for enrollment, tuition revenue, faculty and teaching assistant expenses, marketing costs, and other key operating expenses. The start-up costs incurred between FY2025 and FY2027 will be covered by UGA Venture Funds. Once the program begins generating eRate revenues, those funds will be used to repay the UGA Venture Funds and cover all other related expenses. The budget outlines both the start-up costs and projected expenses through the completion of the first student cycle, as well as additional costs for future student cohorts.

9. Program Costs Assessed to Students

No additional program costs for students pursuing the Area of Emphasis in Applied Data Science are anticipated.

10. E-Rate

The Area of Emphasis in Applied Data Science will apply for an eRate of $275 per credit hour.

Fill in the green cells to align with your program and enrollment goals. All other cells are calculated.

NOTE: This is the number of credits a typical student would be expected to take in each

Semester Count	Anticipated Credits
Semester 1	6
Semester 2	6
Semester 3	6
Semester 4	6
Semester 5	6
Semester 6	
Semester 7	
Semester 8	
Semester 9	
Semester 10	
Semester 11	
Semester 12	
Semester 13	
Semester 14	
Semester 15	
Total Program Credits	**30**

Start Semester	Number of Students
202408	
202502	
202505	
202508	35
202602	
202605	
202608	50
202702	
202705	
202708	70
202802	
202805	
202808	95
202902	
202905	
202908	115
203002	
203005	
203008	130

NOTE: This is the number of students expected to begin the program in each semester (i.e., each entry represents a cohort).

Credit Hours in Program	30
eRate for Program	275
Tuition Return for Program	300

Credit Hour Return--Calendar Year (SP, SU, FA) Projections

Calendar Year	2025	2026	2027	2028	2029	2030
Number of Students in Program	35	85	120	165	210	245
Projected Credit Hours (Total)	420	1230	1740	2400	3090	3630

	FY27 Budget	FY28 Budget	FY29 Budget	FY30 Budget	FY31 Budget	FY32 Budget
Funding to College	$126,000.00	$369,000.00	$522,000.00	$720,000.00	$927,000.00	$1,089,000.00

eRate--Fiscal Year (SU, FA, SP) Projections

Fiscal Year	2026	2027	2028	2029	2030	2031
Number of Students in Program	35	85	120	165	210	245
Projected Credit Hours (Total)	420	1230	1740	2400	3090	3630

	FY2027	FY2028	FY2029	FY2030	FY2031	FY2032
Budget	$0.00	$115,500.00	$338,250.00	$478,500.00	$660,000.00	$849,750.00
Amendment	$115,500.00	$222,750.00	$140,250.00	$181,500.00	$189,750.00	$148,500.00
Expected eRate Return	$115,500.00	$338,250.00	$478,500.00	$660,000.00	$849,750.00	$998,250.00

Source	FY2025 Unit Cost	Number	Total	FY2026 Unit Cost	Number	Total	FY2027 Unit Cost	Number	Total	FY2028 Unit Cost	Number	Total	FY2029 Unit Cost	Number	Total	FY2030 Unit Cost	Number	Total	FY2031 Unit Cost	Number	Total
Start Up																					
Course Development Overload Compensation			$ -	$5,000	2.00	$ 10,000			$ -												
Program Development Overload Compensation			$ -			$ -			$ -												
Equipment			$ -			$ -			$ -												
Advertising thru March			$ 35,000			$ -			$ -												
Digital Ad Management thru March			$ -			$ -			$ -												
Travel for local conferences/expos/visits			$ -			$ -			$ -			$ -			$ -			$ -			$ -
Start Up Subtotal			$ 35,000			$ 10,000			$ -			$ -			$ -			$ -			$ -
Recurring																					
Academic Professional - Program Administration, Recruitment, Program Revision	$100,000	0.33	$ 33,300	$104,000	1.00	$ 104,000	$108,160	1.00	$ 108,160	$112,486	1.00	$ 112,486	$116,986	1.00	$ 116,986	$121,665	1.00	$ 121,665	$126,532	1.00	$ 126,532
Instructional Faculty	$75,000	0.50	$ 37,500	$75,000	1.00	$ 75,000			$ -			$ -			$ -			$ -			$ -
Part-time Faculty Instruction/Faculty overload (course development)			$ -			$ -	$6,480	1.00	$ 6,480	$6,739	2.00	$ 13,478	$7,009	2.00	$ 14,018	$7,289	2.00	$ 14,578	$7,581	2.00	$ 15,161
Part-time Faculty Training			$ -			$ -			$ -			$ -			$ -			$ -			$ -
TAs for Student Engagement			$ -	$36,217	1.00	$ 36,217	$37,666	2.50	$ 94,165	$39,173	3.00	$ 117,518	$40,740	3.00	$ 122,219	$42,369	3.00	$ 127,108	$44,064	3.00	$ 132,192
Marketing March to March annual contract			$ -			$ 50,000			$ 50,000			$ 50,000			$ 50,000			$ 50,000			$ 50,000
Digital Ad Management March to March			$ -			$ -			$ -			$ -			$ -			$ -			$ -
Welcome swag box (mailed to incoming students)			$ -	$80	35.00	$ 2,800	$90	50.00	$ 4,500	$100	70.00	$ 7,000	$100	95.00	$ 9,500	$100	115.00	$ 11,500	$100	130.00	$ 13,000
Faculty overload for teaching			$ -			$ -			$ -			$ -			$ -			$ -			$ -
Technology expenses			$ -	$10	420.00	$ 4,200	$10	600.00	$ 6,000	$10	840.00	$ 8,400	$10	1,140.00	$ 11,400	$10	1,380.00	$ 13,800	$10	1,560.00	$ 15,600
Equipment updates (every 3 years)	$1,500	2.00	$ 3,000			$ -			$ -	$2,000	1.00	$ 2,000			$ -			$ -			$ -
Recurring Subtotal			$ 73,800			$ 272,217			$ 269,305			$ 310,883			$ 324,122			$ 338,651			$ 352,485
Grand Total			$ 108,800			$ 282,217			$ 269,305			$ 310,883			$ 324,122			$ 338,651			$ 352,485
Revenue																					
eRate Return			$ -			$ -			$ 115,500			$ 338,250			$ 478,500			$ 660,000			$ 849,750
Tuition			$ -			$ -			$ -			$ -			$ -			$ -			$ -
Total			$ -			$ -			$ 115,500			$ 338,250			$ 478,500			$ 660,000			$ 849,750
eRate Revenue/Loss			$ (108,800)			$ (282,217)			$ (153,805)			$ 27,367			$ 154,378			$ 321,349			$ 497,265
Net Revenue/Loss			$ (108,800)			$ (282,217)			$ (153,805)			$ 27,367			$ 154,378			$ 321,349			$ 497,265
Vernture FUNDS									$ (544,823)			$ (27,367)			$ (154,378)			$ (181,539)			$ (181,539)
Adjusted Net Revenue/Loss									$ (698,628)			$ -			$ -			$ 139,810			$ 315,726
NET REVENUE SHARE																					
Department (30% of Net Revenue up to $300K)												$ -			$ -			$ 41,943			$ 90,000
College (70% of net revenue up to $300K)												$ -			$ -			$ 97,867			$ 210,000
Start-Up Investment in New Programs (75%)												$ -			$ -			$ 73,400			$ 157,500
Academic Innovation (25%)												$ -			$ -			$ 24,467			$ 52,500
Department (70% of Net Revenue >$300K)												$ -			$ -			$ -			$ 11,008
College (30% of Net Revenue >$300K)												$ -			$ -			$ -			$ 4,718

PROPOSAL FOR AN AREA OF EMPHASIS

Date: June 25, 2024

School/College: Franklin College of Arts and Sciences

Department/Division: Department of Statistics

Program (Major and Degree): Data Science (M.S.)

Area of Emphasis Title: Applied Data Science

Area of Emphasis CIP: 30700100

Which campus(es) will offer this program? Online

Proposed Effective Date: Fall 2025

Area of Emphasis Description:
The Area of Emphasis in Applied Data Science requires the completion of 30 credit hours. The program starts with an introduction to Python programming and data science, alongside foundational statistical methods using R programming. As students progress, they delve into clustering and classification algorithms, while simultaneously enhancing their knowledge of Python and data structures, establishing a strong foundation in computing. The program then provides a solid grounding in statistical modeling for data science, followed by advanced topics such as data management and SQL. Students will also master advanced R programming for data science, advanced machine learning, advanced statistical modeling, and novel applications of deep learning.

Major Requirements:

Core Courses (15 hours):
STAT 6381E, Introduction to Python and Data Science (3 hours) - NEW
STAT 6382E, Statistics for Data Science with R programming (3 hours) - NEW
CSCI 6361E, Advanced Python and Data Structures (3 hours) - NEW
STAT 6383E, Statistical Modeling in Data Science (3 hours) - NEW
STAT 6384E, Basics of Clustering and Classification Algorithms (3 hours) - NEW

Advanced Courses (15 hours):
MSIT 7510E, Data Management and SQL (3 hours) - NEW
STAT 6385E, Advanced R Programming for Data Science (3 hours) - NEW
STAT 6386E, Advanced Machine Learning and Deep Learning Methods (3 hours) - NEW
STAT 6387E, Advanced Statistical Modeling for Data Science (3 hours) - NEW
LING XXXXE, Natural Language Processing (3 hours) - NEW

PROPOSAL FOR AN ONLINE PROGRAM

Date: September 17, 2024

College/School: Franklin College of Arts and Sciences

Department/Division: Geology

Program (Major and Degree): Geology (M.S., M.S. Non-Thesis)

Will any approved areas of emphasis be offered under this major? Environmental Geology

Proposed Effective Date: Fall 2025

The proposal for an online program must include a brief narrative that addresses the following points:

1. **Assessment**
   A needs assessment demonstrating a sufficient pool of qualified applicants.

   The Department of Geology will be offering the Area of Emphasis in Environmental Geology under the major in Geology (M.S., Non-Thesis) online. Faculty solicited input from its students, faculty, alumni advisory board, and industry contacts in the development of this proposal and incorporated that feedback in the program design of the area of emphasis. The program reflects state, regional, and national employment trends and emerging skills and tools. The job outlook for Environmental Geology graduates is strong. Environmental geology is an in-demand field with competitive salaries and more available positions than qualified candidates. Graduates who pursue this online degree with area of emphasis and resulting credentialization will have expanded opportunities compared to those who do not pursue this option. Overall employment for UGA graduates with geology degrees presently hovers between 95-100% within 3 months of graduation. Environmental Geology graduates should enjoy similar employment outcomes based on available data. A survey of occupational projections in Lightcast suggests that jobs in this area at all degree levels will see 9.71% growth (+1,200 jobs) in Georgia between 2024-2029. The U.S. Bureau of Labor Statistics states the nationwide job outlook for geoscientists is predicted to grow by 5% through 2032, faster than average for all occupations. From December 1, 2022, to March 1, 2024, there were 433 relevant jobs posted in the state of Georgia appropriate for a person with a master's degree. An analysis of the skills from these job postings revealed that employers are most commonly looking for the following skills, each of which would be developed and supported by the Environmental Geology program: geology, communication, environmental science, social science, management, project management, biology, chemistry, leadership, investigation, physics, environmental engineering, groundwater, and business development planning.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net[1]	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Industrial Production Managers	(Outlook)	5002		$133,827	
Natural Sciences Managers		1902		$119,309	
Environmental Engineers		898		$98,987	
Mining and Geological Engineers, Including Mining Safety Engineers		77		$109,887	
Petroleum Engineers		106		$141,157	
Soil and Plant Scientists		387		$78,274	
Conservation Scientists		483		$77,277	
Geoscientists, Except Hydrologists and Geographers		547		$77,376	
Hydrologists		621		$92,527	
Geological Technicians, Except Hydrologic Technicians		92		$75,343	
Hydrologic Technicians		85		$67,330	

[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: Statewide

• 2-Digit SOC: 13

• 6-Digit SOC: 13.2011

• Occupation: Accountants and Auditors

• Typical Education: Bachelor's Degree

• Work Experience: None

• On-the-Job Training: None

• 2020 Base Employment: 35,860

• 2030 Projected Employment: 41,580

• Total Change: 5,720

• Percent Change: 16.0%

• Annual Growth Rate: 1.5%

• Annual Labor Force: 1,080

• Annual Occupational Transfer: 2,290

• Annual Change: 570

• Annual Occupational Openings: 3,940

2. **Admission Requirements**

Prospective students will apply to the UGA Graduate School and include the following:
   a) Three letters of recommendation
   b) C.V./Resume
   c) Statement of Purpose that addresses background, particularly research background, objectives, and career goals. The letter should specifically address the applicant's prospective advisor at UGA and how working with them at UGA will help the applicant reach their goals
   d) Official transcript

Although there are no formal course requirements for admission to the major, previous coursework and training should reflect preparation for advanced study in environmental geology (e.g. coursework in geology or related discipline, work and/or research experience, publications, presentations, REU participation, senior thesis).

3. **Program Content**
The Area of Emphasis in Environmental Geology will be offered online. The requirements for this area of emphasis are:

STEM Core (18 hours)
CRSS(GEOL) 8710, Watershed-Scale Modeling (3 hours)
GEOL 6130, Aqueous Environmental Geochemistry (3 hours)
GEOL 6220, Hydrogeology (3 hours)
GEOL 6530-6530L, Principles and Environmental Applications of GIS (3 hours)
GEOL 8370, Data Analysis in the Geosciences (3 hours)
GEOL 8770, Hazardous Waste Site Remediation (3 hours)

Interdisciplinary Core (3 hours)
ENVM 6800, Water Resource Economics and Management (3 hours)

Scientific Communication and Research Experience (9 hours)
GEOL 6930, Science Communication (3 hours) – **NEW**

Environmental Geology

STEM Core (18 hours)

GEOL6220 Hydrogeology, 3 hours
GEOL6130 Aqueous Environmental Geochemistry, 3 hours
GEOL8770 Hazardous Waste Remediation, 3 hours
GEOL8710 Watershed-scale Modeling, 3 hours
GEOL8370 Data Analysis in the Geosciences , 3 hours
GEOL6530 Principles and Environmental Applications of GIS, 3 hours

+

Interdisciplinary Core (3 hours)

ENVM 6800 Water Resource Economics and Management, 3 hours

+

Scientific Communication & Research Experience (9 hours)

GEOL6930 Science Communication, 3 hours (NEW)
GEOL8780 Research Experience in Environmental Geology, 6 hours (NEW)

Program of Study

Fall Semester Year 1:

GEOL 6130, Aqueous Environmental Geochemistry (3 hours)

GEOL 6220, Hydrogeology (3 hours)

Spring Semester Year 1:

GEOL 6530-6530L, Principles and Environmental Applications of GIS (3 hours)

GEOL 8370, Data Analysis in the Geosciences (3 hours)

Summer Semester:

ENVM 6800, Water Resource Economics and Management (3 hours)

GEOL 6930, Science Communication (3 hours) – **NEW**

Fall Semester Year 2:

CRSS(GEOL) 8710, Watershed-Scale Modeling (3 hours)

GEOL 8770, Hazardous Waste Site Remediation (3 hours)

Spring Semester Year 2:

GEOL 8780, Research Experience in Environmental Geology (6 hours) – **NEW**

E-suffix versions of the above courses will be proposed in CAPA prior to implementation of the Area of Emphasis in Environmental Geology.

4. **Student Support Services**
   Each proposal must describe how students will have access to appropriate learning and student support services to ensure full participation in the learning experience. Services to be considered include academic advising or an advisory committee, technology support, financial aid advising, career planning, and disability services. Any special accommodations made for distance education students must be described.

   Students enrolled in the Area of Emphasis in Environmental Geology will benefit from a comprehensive array of learning and support services designed to foster their full participation and success. An Admissions and Advising committee for the program will be formed. This

committee will consist of members who will oversee the admission process and provide academic advising after admission.

Academic Advising: The Advising committee members will provide robust advising to help students navigate the program and achieve their academic and career goals.

Technical Support: The Office of Online Education will maintain a reliable and user-friendly Learning Management System that supports multimedia content, interactive elements, and assessments. Furthermore, they will also ensure that students have access to technical support for any issues related to the online learning platform.

Financial Aid: Students needing advice on financial aid will be directed to the Office of Student Financial Aid for information about financial assistance.

Career Planning: The UGA Career Center offers excellent career counseling to meet the unique career development needs of Graduate and Professional students, including opportunities to build professional networks and career development eLC modules that are specifically designed to help achieve professional goals. Additionally, the Career Center also provides a variety of resources for student support.

Disability Services: The Disability Resource Center (DRC) at the University of Georgia is dedicated to supporting students with disabilities who qualify for admission. Their mission is to ensure equal educational opportunities in compliance with the ADA and other relevant legislation, while also fostering a welcoming academic, physical, and social environment for these students. The DRC's professional staff work directly with students to evaluate their individual disability-related needs and develop appropriate plans for academic accommodations and services. The DRC also offers three key services to support a variety of student needs: the Test Accommodations Office for onsite classroom testing, the Assistive Technology Lab with various programs designed for people with disabilities, and Alternative Media Services to assist students with print or reading disabilities by converting course materials into accessible formats.

Special Accommodations: The Office of Online Education and the Department of Statistics will work with DRC to ensure the program's online materials are accessible to all students, including those with disabilities.

This holistic support structure is designed to empower students, enabling them to fully engage with their education and achieve their professional goals. Program advisors will actively work to connect students with on-campus services at UGA, ensuring they have access to additional resources in areas such as mental health support, academic workshops, and extracurricular opportunities that enhance their overall educational experience.

5. **Resident Requirements**

Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.

6. **Program Management**
Each proposal must contain a specified plan for program maintenance and program quality. This plan will provide contact persons at cooperating units, a detailed timetable, and complete plans for application and matriculation of students. In addition, specific plans should be provided

concerning the schedule of courses, the duration of the program, program review, and possible duplication with other programs in the immediate area.

To ensure the ongoing maintenance and quality of the Area of Emphasis in Environmental Geology, a structured plan has been established. The program will undergo a comprehensive review every three years, involving input from faculty, industry experts, and student feedback to assess curriculum relevance and effectiveness. Applications will be accepted on a rolling basis, with deadlines set for January 15 and July 15 each year, allowing for timely matriculation in the fall and spring semesters. The program is designed to be completed in two years, requiring students to complete a set schedule of courses, including core classes in the first year and electives or capstone projects in the second year. Course offerings will be offered on a set schedule and will be released in June, to remind students in advance. To minimize duplication with similar programs in the immediate area, the curriculum will be regularly benchmarked against local offerings, focusing on unique aspects of environmental geology and interdisciplinary approaches. This systematic plan will help maintain high academic standards and respond to the evolving needs of the field.

7. **Library and Laboratory Resources**
   The proposal must include a review of existing library and laboratory resources (or other specialized resources) at the host location. If deficiencies exist, the proposal must include a plan, including timetable and budget, for alleviating the deficiencies.

   Students in the online Geology (M.S., M.S. Non-Thesis) will have full access to UGA's extensive library resources, ensuring they can conduct thorough research and utilize academic materials from anywhere. All coursework is designed to be completed online, eliminating the need for in-person laboratory experiences. Instead, students will engage with industry-standard computer programs and applications, such as GIS and modeling software, allowing them to develop essential skills in a flexible, virtual environment.

8. **Budget**
   The budget must provide a realistic estimate of the costs of developing and implementing a quality program. Consequently, each program budget must contain detailed estimates—specified separately for authorized and cooperating units—concerning faculty and staff positions, library, laboratory, and other specialized facility resource requirements, travel and other significant operating expenses. If the support for the program is the result of an internal reallocation of resources, explicit details should be included in the proposal. The budget must reflect the start-up costs of the program, projected costs for completion of the first cycle of students, and additional costs associated with any future cycles of students.

   See attached.

9. **Program Costs Assessed to Students**
   Any costs beyond those normally associated with the program on campus must be spelled out and justified.

   There are no additional costs beyond those normally associated with the program.

10. **E-Rate**
    If an e-rate will be charged, an approved e-rate form must be submitted through the Office of Online Learning at https://faculty.online.uga.edu/administrators/budgeting-funding/requesting-e-rate-differential/.

    This program will use the standard e-rate.

5 August 2024

University of Georgia
Franklin College of Arts & Sciences - Department of Geology

Attention: Dr. Adam Milewski, Ph.D.
               Department Head

Subject: Professional M.S. Degree in Environmental Geology

Dear Dr. Milewski:

Per our last conversation regarding the wonderful things happening at UGA, I wanted to follow up with you regarding the concept you presented to me pertaining to the Professional M.S. degree in Environmental Geology. As you are well aware, Haley & Aldrich, Inc. has hired several Geology and Environmental Science graduates in the last few years. I personally have found that the students graduating from UGA have a firm grasp of theoretical concepts in geology and a practical understanding of the work being completed in industry. The outline of the program that you shared with me would be a wonderful addition to your current offerings.

Your careful consideration of offering a flexible approach to this degree to allow for professionals to continue their education is very important. I could see many professionals looking to continue their education gravitate toward an applied program like this. The curriculum very closely aligns with the types of projects we are working on and reflect the challenges facing our clients/communities in the future. I fully support you and your efforts to make this a reality, please let me know what I can do to support you and your department in the future.

Sincerely yours,

Christopher K. Jones

Senior Associate/Group Leader – Hydrogeology
Haley & Aldrich, Inc.
3 Bedford Farms Drive
Bedford, NH 03110

https://haleyaldrich-my.sharepoint.com/personal/cjones_haleyaldrich_com/Documents/Documents/Letter of Support- PEG degree .docx

www.haleyaldrich.com

Geosyntec ▷
consultants

1255 Roberts Boulevard, Suite 200
Kennesaw, Georgia 30144
PH 678.202.9500
FAX 678.202.9501
www.geosyntec.com

Date: April 12, 2024

To: Adam M. Milewski, Ph.D.
Department Head - Professor of Hydrogeology & Remote Sensing
Department of Geology
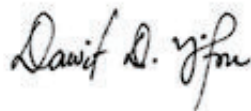Franklin College of Arts & Sciences
University of Georgia

Subject: Letter of Support - Professional M.S. Degree in Environmental Geology

Dear Dr. Milewski:

It is my pleasure to write a letter in support of the proposed Professional M.S. degree in Environmental Geology at the University of Georgia, Department of Geology. As an alumnus of the Department and a professional geologist, I fully support the efforts of the Department as they embark the M.S. degree in Environmental Geology program. As you and I have discussed in the past, finding well-trained environmental geologists has been a challenge to the environmental consulting industry. Environmental Consulting businesses are investing time and resources to train graduates after hiring. Therefore, I can attest to the benefit of the Professional M.S. degree in Environmental Geology in alleviating the shortages of geologists that we are currently experiencing. I also had the opportunity to review the program description and curriculum road map. The courses included in the curriculum are well designed to train the next generation leaders in the field of environmental consulting.

I am confident that graduates of this program will match Geosyntec's hiring needs and we gladly recruit graduates of the new Professional M.S. degree in Environmental Geology. I am happy to let you know that Geosyntec will support the proposed program in any way we can. Please let us know how we can help during the approval process and beyond.

Best regards,

[signature]

....

Dawit D. Yifru Ph.D., P.G. (AL, GA, TN, KY, NC, MS)
Principal Geologist

4 August 2024

Dear Adam,

Thank you for asking for my thoughts on the potential implementation of a professional M.S. degree in environmental geology (PEG) to the geology department at UGA. As an alumnus of UGA's geology department now working as a consulting geologist with WSP's environmental site and remediation team, I can confidently say that I give my wholehearted support for the implementation of this degree. The focus of this master's degree program in more traditional geology-related fields such as groundwater modeling, hydrogeology, and geochemistry should give students a sound technical background to succeed in the industry. Also, the interdisciplinary learning offered for this program in fields outside of traditional geology such as environmental policy, project management and data analysis are imperative for continued success as an environmental professional. This expertise, along with the networking and real-world problem-solving opportunities provided should set the path for PEG M.S. degree holders to thrive as environmental professionals. I am confident that WSP and other well-respected firms are readily looking to hire individuals with the skills and expertise offered by this program. Furthermore, had this master's degree been offered when I graduated from UGA I would have strongly considered applying. I look forward to seeing this program offered in the near future, and as always, Go Dawgs!

Best,

Mark Mann

Mark Mann
Associate Consultant, Geologist
he / him / his

T+ (770) 496-1893
M+ (706) 755-3862
E : Mark.Mann@wsp.com

WSP USA
5170 Peachtree Road,
Building 100, Suite 300
Atlanta, GA 30341

wsp.com

PROPOSAL FOR AN AREA OF EMPHASIS

Date: September 17, 2024

School/College: Franklin College of Arts and Sciences

Department/Division: Geology

Program (Major and Degree): Geology (M.S. Non-Thesis)

Area of Emphasis Title: Environmental Geology

Which campus(es) will offer this program? Online

CIP: 40.060100

Proposed Effective Date: Fall 2025

1. **Area of Emphasis Description:**

   Environmental geology is an interdisciplinary field that explores the interactions between Earth's processes, landscape, and human activities, primarily focusing on addressing environmental geology challenges and promoting sustainability. The Area of Emphasis in Environmental Geology under the Master of Science (M.S. Non-Thesis) in Geology is designed for those passionate about understanding and addressing the complex interplay between geological processes and environmental challenges. This program is tailored for aspiring professionals seeking to positively impact our planet through advanced knowledge and practical skills in environmental geology. The Area of Emphasis will provide students with valuable skills and knowledge to engage with the pressing environmental issues of our time. Environmental challenges such as natural resource management, water remediation, alternative energy storage, natural hazard mitigation, and environmental management and stewardship require a strong foundation in geology, cutting-edge tools and data analysis, and its applications. The program will encourage students to integrate geological principles with other disciplines, fostering a holistic understanding of environmental issues. It will also serve to meet student demand and prepare future leaders in environmental consultancy, regulatory agencies, research institutions, and non-profit organizations.

2. **Major Requirements:**

   STEM Core (18 hours)
   CRSS(GEOL) 8710E, Watershed-Scale Modeling (3 hours)
   GEOL 6130E, Aqueous Environmental Geochemistry (3 hours)
   GEOL 6220E, Hydrogeology (3 hours)
   GEOL 6530E, Principles and Environmental Applications of GIS (3 hours)
   GEOL 8370E, Data Analysis in the Geosciences (3 hours)
   GEOL 8770E, Hazardous Waste Site Remediation (3 hours)

   Interdisciplinary Core (3 hours)
   ENVM 6800E, Water Resource Economics and Management (3 hours)

Scientific Communication and Research Experience (9 hours)
GEOL 6930E, Science Communications (3 hours) – **NEW**
GEOL 8780E, Research Experience in Environmental Geology (6 hours) – **NEW**

Total Program Hours: 30

E-suffix versions of the above courses will be proposed in CAPA prior to implementation of the Area of Emphasis in Environmental Geology.

Environmental Geology

STEM Core (18 hours)

GEOL6220E Hydrogeology, 3 hours

GEOL6130E Aqueous Environmental Geochemistry, 3 hours

GEOL8770E Hazardous Waste Remediation, 3 hours

GEOL8710E Watershed-scale Modeling, 3 hours

GEOL8370E Data Analysis in the Geosciences , 3 hours

GEOL6530E Principles and Environmental Applications of GIS, 3 hours

+

Interdisciplinary Core (3 hours)

ENVM6800E Water Resource Economics and Management, 3 hours

+

Scientific Communication & Research Experience (9 hours)

GEOL6930E Science Communication, 3 hours (NEW)

GEOL8780E Research Experience in Environmental Geology, 6 hours (NEW)

Program of Study

Fall Semester Year 1:

GEOL6220E Hydrogeology, 3 hours

GEOL6130E Aqueous Environmental Geochemistry, 3 hours

Spring Semester Year 1:

GEOL8370E Data Analysis in the Geosciences, 3 hours

GEOL6530E Principles and Environmental Applications of GIS, 3 hours

Summer Semester:

ENVM6800E Water Resources Economics and Management, 3 hours

GEOL6930E Science Communication, 3 hours (NEW)

Fall Semester Year 2:

GEOL8770E Hazardous Waste Remediation, 3 hours

GEOL8710E Watershed-scale Modeling, 3 hours

Spring Semester Year 2:

GEOL8780E Research Experience in Environmental Geology, 6 hours (NEW)
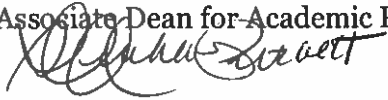
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UNIVERSITY OF GEORGIA

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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 18, 2024

RE: Online Degree Proposal – MAT in Workforce Education

Please find attached a proposal to offer the MAT in Workforce Education as online program.
The College of Education's Curriculum Committee approved this proposal on October 16,
2024.

PROPOSAL FOR AN ONLINE PROGRAM

Date: October 2, 2024

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

Department: Workforce Education and Instructional Technology

Degree: Master of Arts in Teaching (MAT)

Will any approved areas of emphasis be offered under this major? None

Major/Certification: Workforce Education

Proposed Start Date: Summer 2025

1. Needs Assessment

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years to program faculty and the Graduate Program Administrator. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce Education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. With an aging CTAE teaching workforce and economic impact demands for multiple pathways in which youth can experience post-secondary success through transition to the workforce, technical college, or four-year institutions, there is an urgent need to increase the number of middle and high school teachers to attract and support students to complete CTAE pathways. CTAE pathways not only begin students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary initial educator preparation program in Georgia at the graduate level for these CTAE programs.

Until U.S. News and World Report ceased rating vocational education programs, the University of Georgia was ranked in the top three programs in the country in this educator preparation area. CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options

particularly in the 17 areas within workforce education. Moye et al. (2020) note the field's concern about a teacher shortage in this important area of workforce education.

To meet the needs of educators across Georgia, an online program option is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with initial preparation at the graduate level would meet the needs of Georgia students in grades 6-12. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of our current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from our highly-regarded program.

2. Admission Requirements for the Master of Arts in Teaching degree.

Prospective candidates must, at a minimum, hold a bachelor's degree from an accredited college or university. Admission decisions for this program are made by the program faculty. Criteria and standards for evaluating applicants' suitability include:

[a] Completion and submission of an online application, including fee;
[b] Cumulative grade point average for all previous undergraduate and/or graduate courses, with a preferred standard of a minimum of 3.0 on a 4-point scale [note this GPA is also set to meet the requirements of the Georgia Professional Standards Commission];
[c] Official transcripts from all institutions attended as part of the online application. Official transcripts are not required during the review process and will only be required for applicants who are offered admission;
[d] a resume;
[e] submission of official scores for either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE);
[f] three letters of recommendation from individuals familiar with the applicant's abilities; and
[g] a statement of purpose that describes the applicant's interest in the program and relevant experiences which have driven that interest.

Admissions decisions are made on a continuous basis consistent with the Graduate School's deadlines for admission. Although minimum and preferred requirements are outlined, applications are reviewed holistically. Minimum and preferred requirements are not explicitly competitive; meeting the minimum requirements stated above normally results in admission. For this program, students must certify that they have access to a computer with a high-speed Internet connection.

3. Program Content

University of Georgia
Masters of Arts in Teaching in Workforce Education

Course #	Course Title	Hours
WFED 6350E	Curriculum Planning in Workforce Education	3

WFED 6360E	Instructional Strategies in Workforce Education	3
WFED 7550E	Students with Special Needs in Programs of Workforce Education	3
WFED 6010E	Foundations of Work and Family Life Education	3
EPSY (6010E, 6060E, OR 6800E)	Elective in Educational Psychology: Select ONE course EPSY 6010E: Foundations of Human Development for Education EPSY 6060E: Foundations of Motivation for Education EPSY 6800E: Foundations of Cognition for Education	3
WFED 7460E	Internship in Teaching Workforce Education	12
ERSH 6200E	Methods of Research in Education	3
WFED 7020E	Assessing Student Learning in Workforce Education	3
WFED 7560	Diversity in Workforce Education	3
WFED Electives	WFED Electives (12 Credits; Choose four electives; each course below is 3 credits) WFED 7560E : Diversity in Career, Technical, and Agricultural Education WFED 7070E: Enhancing Learning in Workforce Education WFED 7080E: Developing Curricula and Programs for Modern Work WFED 7090E: Critical Issues in Workforce Education WFED 7200E: Evaluation of Programs in Workforce Education WFED 7120E: Needs Analysis in Workforce Education WFED 7050E: Problems of Teaching Workforce Education WFED 7030E: Organizing and Coordinating Work and Community-Based Education Programs	12
TOTAL	Total Hours Required for MAT with Certification	48

The online modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include reading professional materials, composing scholarly papers, and participating in discussions and collaborative assignments. As with the current program, most students are expected to take courses each academic semester and summer, resulting in a modal time-to-degree of approximately 6 semesters (2 calendar years).

4. Student Support Services: Students will be advised virtually by the Workforce Education faculty. Services accessible for face-to-face students will be identical to services offered in the online option. Matriculated students will be made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

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

6. Program Management: This program will be administered by Workforce Education faculty in the Department of Workforce Education and Instructional Technology. Day-to-day services will be supported by a Faculty Program Coordinator. Courses will be taught by program faculty and/or vetted part time instructors (PTI). PTIs will be hired on an as needed basis, although the faculty perceive this to be a rare need. For the past five years (2019-2023), enrollment in the program has been 27, 41, 39, 42, and 44 students, respectively. The online platform will provide the program with the capacity to admit and serve more students.

Role	Name
Program Coordinator, Workforce Education	Elaine Adams, Associate Professor
Faculty	Turhan Carroll, Assistant Professor
Faculty	Roger Hill, Professor

Faculty	Andrew Jackson, Assistant Professor
Faculty	InHeok Lee, Associate Professor
Faculty	John Mativo, Professor
Faculty	Carmen Pedersen, Clinical Assistant Professor
Faculty	Jay Rojewski, Professor
Faculty	Lehong Shi, Assistant Research Scientist

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

Timetable for the first iteration of the degree program:

> Spring 2025: Advertise and carry out admission procedures for Summer 2025 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program.

> Spring 2025: Upon approval, conduct informational and recruitment sessions (e.g., school recruitment fairs).

> Summer 2025: Begin first cohort.

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

8. Budget: Although this online version will mirror the existing face-to-face program, all classes proposed for this major are already developed and have an e-designation. Courses in the program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. The faculty do not anticipate any startup costs for the proposed program. Therefore, this proposal is submitted with a $0 budget.

9. Program Costs Assessed to Student: Costs for students to complete the Masters of Arts in Teaching (MAT) in Workforce Education would be consistent with the established fee structure for the university.

10. E-Rate:
If an e-rate will be charged, an approved e-rate form must be submitted through the Office of Online Learning.

The faculty are not requesting e-rate for this program.

10. Accreditation: The online Masters of Arts in Teaching (MAT) in Workforce Education will be subject to approval by the Georgia Professional Standards Commission (GaPSC). The program will submit a request to the GaPSC for an addition in modality offering.

11. Application and Matriculation: Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed with the schedule that is established by the Graduate School. All applications will be considered for a summer start in the appropriate year.

**Mary Frances Early
College of Education**
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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 18, 2024

RE: Areas of Emphasis under the EDS in Education – Workforce Education

Please find attached two proposals to create the following area of emphasis to be offered under the EDS in Education, online campus.

- EDS in Education- Workforce Education (Teacher Certification) Area of Emphasis Online
- EDS in Education- Workforce Education (Advanced Preparation) Area of Emphasis Online

The College of Education's Curriculum Committee approved this proposal on October 16, 2024.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: October 2, 2024

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education

Program (Major and Degree): Educational Specialist in Education

Which campus(es) will offer this program? Online

Proposed Effective Date: Summer 2025

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

1. **Area of Emphasis Title:** Workforce Education (Teacher Certification)

2. **Area of Emphasis Description:**

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years to program faculty and the Graduate Program Administrator. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce Education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. With an aging CTAE teaching workforce and economic impact demands for multiple pathways in which youth can experience post-secondary success through transition to the workforce, technical college, or four-year institutions, there is an urgent need to increase the number of middle and high school teachers to attract and support students to complete CTAE pathways. CTAE pathways not only begin students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary initial educator preparation program in Georgia at the graduate level for these CTAE programs.

Until U.S. News and World Report ceased rating vocational education programs, the University of Georgia was ranked in the top three programs in the country in this educator preparation area. CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options particularly in the 17 areas

within workforce education. Moye et al. (2020) note the field's concern about a teacher shortage in this important area of workforce education.

To meet the needs of educators across Georgia, an online program option is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with initial preparation at the graduate level would meet the needs of Georgia students in grades 6-12. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of our current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from our highly-regarded program.

This degree is designed for candidates who already hold a master's degree in their respective content field and who are seeking initial certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

3. Major Requirements:

University of Georgia
Educational Specialist in Workforce Education
Teacher Certification

Course #	Course Title	Hours
WFED 6350E	Curriculum Planning in Workforce Education	3
WFED 6360E	Instructional Strategies in Workforce Education	3
WFED 7550E	Students with Special Needs in Programs of Workforce Education	3
WFED 6010E	Foundations of Work and Family Life Education	3
EPSY (6010E, 6060E, OR 6800E)	Elective in Educational Psychology: Select ONE course EPSY 6010E: Foundations of Human Development for Education EPSY 6060E: Foundations of Motivation for Education EPSY 6800E: Foundations of Cognition for Education	3
WFED 7460E	Internship in Teaching Workforce Education	12
ERSH 6200E	Methods of Research in Education	3
WFED 7020E	Assessing Student Learning in Workforce Education	3
WFED 7560	Diversity in Workforce Education	3
WFED Electives	WFED Electives (6 Credits; Choose four electives; each course below is 3 credits) WFED 7560E : Diversity in Career, Technical, and Agricultural Education WFED 7070E: Enhancing Learning in Workforce Education WFED 7080E: Developing Curricula and Programs for Modern Work WFED 7090E: Critical Issues in Workforce Education WFED 7200E: Evaluation of Programs in Workforce Education WFED 7120E: Needs Analysis in Workforce Education WFED 7050E: Problems of Teaching Workforce Education WFED 7030E: Organizing and Coordinating Work and Community-Based Education Programs	6
TOTAL	Total Hours Required for EdS with Certification	42

4. Approvals:

Lloyd P. Rieber

Denise A. Spangler

Department Head	Dean of School/College	Dean of Graduate School

PROPOSAL FOR AN AREA OF EMPHASIS

Date: October 2, 2024

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education

Program (Major and Degree): Educational Specialist in Education

Which campus(es) will offer this program? Online

Proposed Effective Date: Summer 2025

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

1. **Area of Emphasis Title:** Workforce Education (Advanced Preparation)

2. **Area of Emphasis Description:**

Inquiries regarding fully-online options for advanced preparation in Workforce Education have steadily increased over the last few years to program faculty and the Graduate Program Administrator. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

Workforce Education programs are vibrant learning opportunities for youth in Georgia's middle and high schools. In 2022, the Georgia Department of Education (GaDOE) released data on the impact of high school career, technical, and agricultural education (CTAE) courses that indicated that high school students who complete a CTAE pathway graduate from high school at a rate of 97%. This figure is 14 points higher than the general Georgia graduation rate. Additionally, there are over 660,000 students enrolled in CTAE courses annually, with 50,000 seniors completing a career pathway annually. CTAE pathways not only begin 6-12 students on a workforce trajectory, such pathways cement the foundation for employability skills that are key to the quality of Georgia's workforce. With 17 unique pathways in Georgia middle and high schools, the University of Georgia serves as the primary advanced educator preparation program in Georgia at the graduate level for these CTAE programs.

Until U.S. News and World Report ceased rating vocational education programs, the University of Georgia was ranked in the top three programs in the country in this educator preparation area. CTAE programs in Georgia have been revitalized and Georgia's workforce needs have shifted, necessitating the middle school and high school opportunities to explore workforce options particularly in the 17 areas within workforce education.

To meet the needs of educators across Georgia, an online program option for advanced teacher preparation is needed. Workforce Education graduates support critical shortage area fields in schools in Georgia, so supporting the existing workforce with advanced preparation at the graduate level would meet

the needs of Georgia students in grades 6-12 by preparing teachers with contemporary up-to-date content and pedagogy from the field since their last certification. Given applicant interest, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of our current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from our highly-regarded program.

This degree is designed for candidates who already hold a master's degree in their respective content field and who are seeking advanced certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

3. Major Requirements:

University of Georgia
Educational Specialist in Workforce Education
Advanced Preparation

Course #	Course Title	Hours
WFED 7050E	Problems of Teaching Workforce Education	3
WFED 7070E	Enhancing Learning in Workforce Education	3
WFED 7120E	Needs Analysis in Workforce Education	3
WFED 7200E	Evaluation of Programs in Workforce Education	3
WFED 7650	Applied Project in Workforce Education	3
WFED 8210E	Theory and Practice for Web-Based Instruction in Workforce Education	3
WFED 8330E	Exploring the United States Innovation Climate	3
WFED 8350E	The Reflective Practitioner	3
WFED 8360E	Professional Development for Career and Technical Education Teachers	3
ERSH 6200E	Methods of Research in Education	3
TOTAL	Total Hours Required for EdS	30

4. Approvals:

Lloyd P. Rieber   *Denise A. Spangler*

_____   _____   _____
Department Head   Dean of School/College   Dean of Graduate School

Final Registration Requirements

Students must be registered at the University of Georgia for a minimum of three hours of credit the semester in which they complete all degree requirements. Once degree requirements have been completed, no further registration is required, even if the official graduation date is in a following semester.

A graduate course, GRSC 9270 (Graduate Study Completion), is designed for students completing degree requirements who will be using staff time or University facilities and for whom no regular course is appropriate. Permission to register for this course must be granted by the Graduate School.

07.01.012
Faculty Roles on Advisory Committees

Degree-specific requirements for the composition of advisory committees are described in policies 07.03.001-009. In addition, the following policies apply to all advisory committees.

Co-major professors.
Co-major professors, limited to two, may be appointed to an advisory committee provided both parties are appointed members of the Graduate Program Faculty. Co-major professors may comprise two of the three required members of an advisory committee. Both co-major professors must sign all forms that require the signature of an advisory committee chair.

Advising Members of Immediate Family.
The nepotism policy defines members of the immediate family as the following: spouse, partner, child, grandchild, parent, grandparent, sibling, in-laws, or spouse, partner, or child of any of the foregoing or with whom the faculty member has a close, personal relationship. A faculty member may not serve as major professor or as a member of any committee that plans a program of study or evaluates the educational progress of a member of their immediate family.

The policy on serving on graduate advisory committees for family members does not address every conceivable situation or ethical dilemma that may be encountered. Faculty members serving as advisors or on graduate advisory committees are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules, regulations, and Board of Regents' policies and procedures. All reasonable efforts should be taken to avoid real or perceived conflict of interest in advising or serving on advisory committees for family members.

Specific questions pertaining to advising or serving advisory committees for family members should be directed to the Graduate Coordinator, the Department Head/Chair or Dean of the unit or the Dean of the Graduate School.

Non-Affiliated Persons on Advisory Committees.
In addition to the regular committee members, a person having no official relationship with UGA may serve as a voting member on the advisory committee of a graduate student after nomination by the graduate coordinator and approval of the dean of the Graduate School. When nominating a non-affiliated person, the graduate coordinator must submit the nominee's current resume/CV with an Advisory Committee form and a letter addressed to the dean of the Graduate School explaining why the services of the non-affiliated person are requested. A nominee must have a terminal degree in their field and distinguished academic credentials in the field of study. A non-affiliated person appointed to a graduate student's committee must attend meetings associated with the appointment. Compensation, if required, must be provided by the department that requested the appointment. A graduate student may not contribute to the compensation of a non-affiliated committee member.

Adjunct Faculty.
A faculty member who leaves UGA may apply for adjunct status through the Office of Faculty Affairs. If a former Graduate Program Faculty member is approved as an adjunct member of the general faculty, they may retain Graduate Program Faculty status. Please note that Graduate

Program Faculty status is not automatic and is not directly linked to an adjunct appointment; program faculty must have separate votes on appointment as adjunct and as Graduate Program Faculty. Once Graduate Program Faculty status is approved, the faculty member may assume responsibilities normally performed by a regular Graduate Program Faculty member. These responsibilities include direction of a student's dissertation or thesis, service on doctoral or master's level committees, and teaching graduate level courses (if the individual has the requisite credentials to serve as Instructor of Record for graduate level courses according to Academic Affairs policy 03.05.003). An adjunct member of the general faculty who is not a member of the Graduate Program Faculty may serve on doctoral or master's committees in positions where membership on the Graduate Program Faculty is not required.

Retired Faculty.
Membership on the Graduate Program Faculty terminates at the time of retirement. The policy of the Graduate School concerning the participation of retired faculty in graduate programs is:

1. The chair of a doctoral student's advisory committee, who is retired, may continue in that capacity if the student has been admitted to candidacy for the degree and if the student and department wish for the relationship to continue. If the student has not been admitted to candidacy at the time of the chair's retirement, another chair must be selected following regular procedures.
2. A retired professor will not assume the role of chair of an advisory committee for a student.
3. A retired professor may retain Graduate Program Faculty status and continue to serve as a member of a doctoral committee provided that the student has been admitted to candidacy and provided that the student and department wish for the relationship to continue and the professor is in a position to perform the required services. If the student has not been admitted to candidacy at the time of the member's retirement, another member must be selected following regular procedures.
4. A retired professor may be appointed to serve on a doctoral committee as a non-Graduate Program Faculty member following regular procedures.
5. A retired professor may continue to serve as student's major professor for a master's degree providing that the program of study has been received by the Graduate school prior to his/her retirement.

Exceptions.
Consideration will be given to a request to waive any of the above policies upon petition from the graduate coordinator of the academic unit to the dean of the Graduate School.

Addition of an Author Contributions section to co-authored thesis chapters

Current policy: The style manual (https://grad.uga.edu/wp-content/uploads/2024/05/theses_and_dissertations-STYLE-GUIDE_2024.pdf) states in Chapter 5 page 19 "JOURNAL ARTICLES AS CHAPTERS (Manuscript-Style Chapters) states:

Authorship: "The student must be either the sole author or the first co-author of each article submitted as a manuscript chapter."

*Proposed **additional section** to the current policy:*

Author Contributions:
The student must be able to defend the entirety of the research in their thesis or dissertation. If the program allows chapters that are a collaborative effort with co-researchers or co-authors, each such chapter must include an Author Contributions section, regardless of whether that work is unpublished, submitted for publication, or already published. This section should include the specific contributions of each author, including the author of the thesis or dissertation, with credit given according to the norms of the discipline. In addition, the Author Contributions section must include a statement that every co-author agreed that the work may be included in this thesis or dissertation. If the student was unable to secure the permission of every co-author, a statement should be included that due diligence was used to allow all co-authors to opportunity to respond.

Policy on Authorship of thesis chapters

Current policy: The style manual (https://grad.uga.edu/wp-content/uploads/2024/05/theses_and_dissertations-STYLE-GUIDE_2024.pdf) states in Chapter 5 page 19 "JOURNAL ARTICLES AS CHAPTERS (Manuscript-Style Chapters) states:

Authorship: "The student must be either the sole author or the first co-author of each article submitted as a manuscript chapter."

Item for discussion:

To replace the 'Authorship' section above:

Authorship:
The student must be either sole author or first author of each article submitted as a manuscript chapter. If the program allows, a thesis or dissertation can contain co-first author (i.e. equal contribution) chapters. For such a chapter to be included, the student's contribution must be comparable to a sole or first-authored chapter. When a chapter is duplicated in another thesis or dissertation, the author should specifically disclose this on the title page of the chapter.