Graduate Council Meeting  
Tuesday, April 22, 2014, 3:30 p.m.  
Room 104 Graduate School Building  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes  
March 18 2014

II. Graduate Council Committee Reports and Action Items
A. Program Committee  
Committee Report (Scott Merkle, Chair)
The committee recommends approval of the following:

1. At the request of the Department of Communication Sciences and Special Education, a proposal to offer a Graduate Certificate in Speech Language Pathology (online). (Attachment A)

2. At the request of the Department of Agricultural Leadership, Education and Communication, a degree/major name change as follows: (Attachment B)

   FROM: Master of Agricultural Leadership  
   TO: Master of Agricultural & Environmental Education

3. At the request of the Departments of Political Science and International Affairs, a proposal to offer a non-thesis option to the MA degree in political science and international affairs. (Attachment C)

4. At the request of the Department of Kinesiology, a proposal to offer a Graduate Certificate in Sport Coaching (online). (Attachment D)

B. Administrative Committee  
Committee Report (Hal Rainey, Chair)

C. Admission and Retention Committee  
Committee Report (Jessica Muilenburg, Chair)

D. Appointment and Reappointment Committee  
Committee Report (Kerry Oliver, Chair)
E. Curriculum Committee  
Committee Report (William Kisaalita, Chair)

III. Old Business

IV. New Business

V. Information Items
GRADUATE CERTIFICATE PROPOSAL:
Online Graduate Certificate in Pre-professional Speech-Language Pathology
Revised March 7, 2014

I. Basic Information

1. Institution: University of Georgia
2. School/College: College of Education
3. Department/Division: Communication Sciences and Special Education
4. Certificate Title: Online Graduate Certificate in Pre-professional Speech-Language Pathology
5. Proposed starting date for program: Summer 2015
6. An abstract of the program is included on the next page of this proposal.
7. A letter of support from the Department Head was appended at the end of the original proposal.
ABSTRACT

The proposed Online Graduate Certificate in Pre-professional Speech-Language Pathology will provide qualified students with the knowledge, skills, and abilities they need to be prepared to apply to master’s degree programs in speech-language pathology. The need for this certificate emerged from multiple converging factors, including projected job growth nationally for speech-language pathologists for 2010-2020; application data from our existing University of Georgia (UGA) programs; and the national growth of, and demand for, online programs in this content area.

The master’s degree is the required entry-level practitioner’s degree in speech-language pathology, necessary for both state licensure and national certification. Most master’s degree programs, however, including our own, assume and require undergraduate preparation in the area, a requirement that often makes it difficult for many students and other professionals interested in speech-language pathology to move into this field. The proposed certificate will address this need in the form of an 18-credit-hour program (seven online graduate courses) that will provide post-baccalaureate learners with the pre-professional information they require to be able to apply to master’s degree programs. All courses are new and are being proposed as this certificate is proposed, but the content of those courses is familiar to the program faculty from other courses. All faculty and staff in the Communication Sciences and Disorders (CMSD) program are committed to supporting this online certificate and have the time to do so, assuming the allocation of additional funding as described in the complete proposal, in part because it replaces and eliminates a current, inefficient, on-campus “3-year” master’s degree program. Existing library, computer, and other supports and facilities are also adequate to support this program.

In summary, the faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in speech-language pathology and/or at a distance from the Athens campus. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.
II. Response to the Criteria for All Programs

1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.

A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The content of this certificate was designed to be responsive to state and national educational, credentialing, and licensure requirements for speech-language pathologists, including specifically the requirement of the American Speech-Language Hearing Association (ASHA) that applicants for national certification must meet specific academic and clinical professional standards. Of particular relevance are Standards IV-B, IV-C, and V-B of the 2014 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/):

“Standard IV-B. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.”

“Standard IV-C. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates” in each of nine areas, including articulation, fluency, voice and resonance, receptive and expressive language, and others.

The implementation language further specifies that “It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level,” an expectation that effectively transfers satisfaction of Standard IV-B (“basic…processes, including the appropriate biological [and other] bases”) to either the bachelor’s degree level or, for students who have a bachelor’s degree in another area, to post-baccalaureate coursework. Standard V-B then lists many very specific skills requirements (in prevention, evaluation, and intervention for disorders) that, again, are to be developed at the graduate level but require the basic knowledge specified in Standards IV-B and IV-C. The purpose of the proposed certificate, therefore, is to provide post-baccalaureate students with the pre-professional education that they need to be prepared to apply to a master’s degree program in speech-language pathology, effectively meeting ASHA’s Standard IV-B and preparing them to benefit from master’s program work focused on Standards IV-C and V-B.

This certificate complements and expands the role, scope, and long-range development of the communication disorders program, the department, the college, and the University of Georgia, because it is responsive in creative, focused ways to the needs of applicants, learners, and future professionals. More specifically, this Certificate addresses several Strategic Priorities from the 2020 Strategic Plan related to scholarship and education in healthcare and in such inherently interdisciplinary professions as speech-language pathology, including the following:

“II.a.1. Strategic Priority: Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students….

“III.j. Strategic Priority: Expand UGA research programs that advance human health, wellness, and medicine…and [develop] new clinical and translational research programs….
“IV.a. Strategic Priority: Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities” (University of Georgia Strategic Plan: Building on Excellence. October 30, 2012).

B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The proposed certificate program is primarily intended to be discipline-specific and will be developed and administered within the existing Department of Communication Sciences and Special Education in the College of Education. It is also important to note, however, that speech-language pathology is inherently interdisciplinary, as an allied-health profession focused on both educational settings and medical settings. Students will be exposed to topics in areas of biology, physics, education, language, and healthcare professions, among others. In addition, students who need specific coursework in such areas as special education for later licensure can gain that exposure while enrolled as certificate students.

Within five years, we expect this certificate program to be fulfilling a central role in the instructional mission of the department and therefore of the University. Based on the needs analyses described immediately below, we anticipate enrollments of at least 25 students per year.

2. There must be a demonstrated and well-documented need for the program.
A. Explain why this program is necessary.

This program is necessary for several reasons. Nationally, speech-language pathologists remain among the most in demand of professionals. The United States Bureau of Labor Statistics describes speech-language pathology as faster than average in projected job growth and with a positive job outlook for the years 2010-2020, for several reasons (http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm). The reasons for this demand are also themselves projected to grow, including the aging of the population and the ever-increasing ability of medical science and practice to extend the lifespan of very ill or multiply affected newborns, children, and older persons who then need assistance in speech, language, hearing, and related areas. All in all, speech-language pathology is and will continue to be a nationally in-demand profession.

Second, our trends here at UGA in applications, enrollment, and graduate job placement are consistent with national trends. The master’s degree is required for entry-level practice in speech-language pathology, and our master’s program has had essentially steady enrollment at our maximum capacity for many years. We receive over 100 applications each year for our “standard” 2-year master’s degree program; we have room for one cohort each fall of not more than about 25. All of our master’s degree graduates for many years have passed the national licensure exam, and all of our master’s degree graduates who are seeking a job at graduation (which is essentially all of them) tend to have permanent jobs secured before they have graduated. Thus, spaces in our program are in demand, and our graduates are in demand.

Third, and more specifically for this proposal in particular, one of the complexities in running a master’s degree program in speech-language pathology is that it assumes bachelor’s-level preparation in speech-language pathology, but some of the most promising candidates discover the field after they have pursued or completed another undergraduate degree. One of the most interesting features of these “out
of field” applicants is that they are in many ways superior to the “typical” master’s program applicant just finishing a bachelor’s degree in the area. Analysis of our application and admission data, for example, shows consistently that we are rejecting applicants with higher GPAs, higher GREs, and/or better life experiences relevant to allied health or “helping” professions like speech-language pathology simply because they do not have the undergraduate or prerequisite education that our 2-year master’s degree program assumes.

There is no standard for dealing with this problem within our discipline other than that certain knowledge, skills, and abilities criteria must be met by the end of the master’s program to seek licensure and certification (as described above in Section II.1.A.). Thus, different training programs deal with this problem differently. Some training programs in Georgia do not admit master’s students who do not have a bachelor’s degree in the field, a system that requires potential students to spend time and money earning a second bachelor’s degree. Some programs allow “nondegree” students to take undergraduate courses and then apply to the master’s program. Our solution here at UGA for many years has been to accept a small number of what we refer to as “3-year” master’s students each year; these students are admitted as true master’s students, but they spend their first year taking most of what would typically be the junior-year and senior-year courses for the undergraduate major, before moving in their second year to what would typically be the first year of graduate work. This approach is problematic in part because graduate students are advised to take undergraduate courses, which is clearly not an ideal solution for many reasons. In addition, we have had to keep the number of 3-year students very limited, and we cannot accept nondegree post-baccalaureate students, because our undergraduate courses are already at approximately twice their approved “high demand major” capacity (i.e., we were approved some years ago for 35-student undergraduate cohorts, but we have been accepting many more and currently have approaching 70 students in most of our undergraduate courses).

Given the recent rise of online education options, another route is emerging in the field: online “leveling” or “pre-application” courses and programs. These programs are intended to help potential applicants from other fields gain the basic knowledge that they need to then be able to apply to a master’s program in speech-language pathology. They are also intended to be relatively flexible, so that, for example, students are not required to leave their current jobs before they know that they have been fully admitted to a master’s program. Developing such a leveling or pre-professional program here at UGA, which is the focus of this proposal, would serve many needs for us as a program and also for our discipline more generally. For us as a program, an online pre-professional leveling program that replaces and eliminates our current “3 year” master’s program would allow us to serve the needs of our master’s program applicants in a more equitable way, rather than having to be so very selective in accepting only a few “3-year” master’s students each year while accepting “2-year” students whose credentials are arguably weaker in every aspect except their possession of a bachelor’s degree in the field. Moreover, as such online leveling options grow, we need and want to retain some control over their content, and we also want to be able to assist students who would otherwise complete a leveling program through another institution. The use of a graduate-level certificate turns out to be ideal for this purpose, in that graduate courses (as opposed to the practice of allowing post-baccalaureate nondegree-status students to take existing undergraduate courses) can allow, expose students to, and even expect the professional maturity and awareness that is so critical to later success in graduate school and as a clinician. All in all, the goal of the certificate program that we seek to develop is to serve more students in better ways, in a manner that also moves our profession and our discipline forward. We find the combination to be not only ideally suited to our current needs but also a positive contribution to our discipline in the best possible ways.

B. In addition, provide the following information:
   1. Semester/Year of Program Initiation: Summer 2015
2. Semester/Year Full Implementation of Program: Fall 2015
3. Semester/Year First Certificates will be awarded: Spring 2015
4. Annual Number of Graduates expected (once the program is established): 25
5. Projected Future Trends for number of students enrolled in the program: Annual enrollment in this program is expected to increase from 15 in 2015, to 35 by Fall 2016, to a total of 50 at all stages by Fall 2017.

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Evidence of student interest in this program comes from several sources. First, we have received for many years between 50 and 75 applications per year, and more in some years, for our “3-year” master’s degree program. On the assumption that at least half of those applicants would be interested in an alternative program that allows them to keep working while completing the first year, rather than enrolling in a full-time residential program, and also on the assumption that the proposed online certificate can draw students who would not have considered our 3-year master’s program for primarily geographic reasons, we predict initial enrollments of at least 25 students in the proposed certificate program. Informal evidence of demand for an online program in particular exists in the form of multiple inquiries from potential students asking about such a program; many of these students have then chosen not to apply to our on-campus program, so they are not reflected in the estimates generated from application numbers. Reasonable enrollment for this program is approximately 15-40 students per course, or more, numbers that are consistent with anticipated demand. (Students who complete the proposed online pre-professional certificate can be assumed to then apply to multiple graduate programs, including some in the southeast that do not have undergraduate programs and that accept students from our undergraduate program; the assumption is not that our 2-year master’s degree program would need to or would attempt to absorb all students who complete the online pre-professional certificate.)

B. In addition, provide the following information:
To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

It is reasonable to expect that students from traditionally underrepresented backgrounds, including especially older students and those from socioeconomically challenging circumstances, might be more inclined to enroll in this distance-education program, which allows them to complete the prerequisite coursework while remaining in their own jobs or communities. Their success in the Certificate program should then also lead to the consequence of their increased representation in our on-campus (2-year) master’s-degree program itself.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:
A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).
B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.
The proposed certificate will require the following seven fully online courses, with no electives or other options, totaling 18 semester hours of required graduate-level coursework:

- CMSD 6110E: Anatomy & Physiology of Speech and Hearing (3 units)
- CMSD 6120E: Phonetics for Speech-Language Pathology (2 units)
- CMSD 6130E: Speech and Hearing Science (3 units)
- CMSD 6140E: Language Development (3 units)
- CMSD 6150E: Speech and Language Disorders (3 units)
- CMSD 6160E: Audiology Assessment and Rehabilitation (3 units)
- CMSD 6170E: Professional Issues for SLP (1)

All of these courses are formally “new” courses and will be proposed as such through appropriate proposals and systems. One of the strengths of the proposed certificate, however, is that it builds on multiple existing courses and materials; thus, these specific courses will be new and were designed to meet the needs of the students in this certificate program, but existing faculty are well prepared to manage the courses because of substantial experience with the material at both undergraduate and graduate levels. Once the program is fully established, each course will be offered twice per year, to accommodate different student schedules as shown in the two sample programs of study, below. Because of the nature of this program, and based on our substantial experience with “3-year” master’s degree students, we do not expect any students to have completed any equivalent courses prior to their enrollment in this certificate program (i.e., all programs of study can be anticipated to require and include all required courses).

**Example Program of Study A: Full time, no previous coursework, completed in one academic year**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CMSD 6110E: Anatomy &amp; Physiology of Speech and Hearing (3 units)</td>
<td>CMSD 6120E: Phonetics for Speech-Language Pathology (2 units)</td>
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<tr>
<td>CMSD 6130E: Speech and Hearing Science (3 units)</td>
<td>CMSD 6150E: Speech and Language Disorders (3 units)</td>
<td></td>
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<tr>
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<td>CMSD 6160E: Audiology Assessment and Rehabilitation (3 units)</td>
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<tr>
<td>CMSD 6170E: Professional Issues for SLP (1)</td>
<td>CMSD 6170E: Professional Issues for SLP (1)</td>
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</table>

**Example Program of Study B: Part time, spread over four consecutive semesters**

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 6110E: Anatomy &amp; Physiology of Speech and Hearing (3 units)</td>
<td>CMSD 6130E: Speech and Hearing Science (3 units)</td>
<td>CMSD 6120E: Phonetics for Speech-Language Pathology (2 units)</td>
<td>CMSD 6160E: Audiology Assessment and Rehabilitation (3 units)</td>
<td></td>
</tr>
<tr>
<td>CMSD 6140E: Language Development (3 units)</td>
<td>CMSD 6170E: Professional Issues for SLP (1)</td>
<td>CMSD 6150E: Speech and Language Disorders (3 units)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Satisfactory completion of the certificate program will be defined as completing all seven of the required courses with a grade of “C” or better in each course and also with an overall GPA of at least 3.0. Students will be allowed to retake not more than two courses, not more than once each, in an effort to improve their GPA or to complete the certificate.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation

This pre-professional certificate program itself will not be subject to professional accreditation or specific disciplinary standards, but as noted above it was designed to satisfy, in part, the requirement that professionals applying for national certification in speech-language pathology must have demonstrated knowledge and skills in basic human communication and swallowing processes; normal and abnormal human development across the life span; and the evaluation and treatment of persons with disorders or differences of speech, language, hearing, swallowing, or related issues. This certificate was also designed to provide students with the education that graduate programs assume students have received at the undergraduate level, with the exception that this program is explicitly intended to be post-baccalaureate, provided at the graduate level, and designed not only to provide the underlying basic information but also to help student acquire the professional level knowledge, skills, and abilities that underlie successful future practice. This professionalism aspect is also part of the national certification requirements (Standard V.B.3., Interaction and Personal Qualities). The certificate program meets all of these needs, as determined by the departmental faculty, based on our extensive experience with undergraduate programs and our nationally accredited master’s degree program, as well as comparison with other bachelor’s, post-baccalaureate pre-professional, and master’s degree programs.

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

This certificate program will not be offered in isolation and does not need a specialized or devoted faculty; it is intended to become part of the routine instructional programs in the Communication Sciences and Disorders program within the Department of Communication Sciences and Special Education. Existing faculty, supplemented by additional instructors as noted below, are capable of supporting the program and have been working since January 2013 on minor revisions to all CMSD degrees, programs, and course offerings that will allow us to better serve all students, including those in the proposed certificate program.

Theoretically, the 18 credit hours required for this certificate could be covered by one faculty member teaching three or four courses per semester. Much more realistically, given the areas of expertise that are represented, the instructors for these courses will generally need to be at least three different people. As currently envisioned, the teaching for this certificate will initially be shared by six people, three to five of whom will be current members of the faculty and will each absorb one course for this certificate as part of their regularly assigned teaching load, plus one to three part-time instructors who will be supported by income from this certificate program.
B. In addition, for each faculty member directly involved in this program, list:
1) Name, rank, degrees, academic specialty, educational background
2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years
4) Projected responsibility in this program and required adjustments in current assignments

<table>
<thead>
<tr>
<th>Name</th>
<th>Special qualifications</th>
<th>Relevant activity</th>
<th>Potential responsibility and adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Brown, Ph.D., Assistant Professor, early childhood language and language disorders</td>
<td>previous experience in online teaching</td>
<td>multiple peer-reviewed publications in the area of childhood language disorders; online and on-campus instruction in same areas</td>
<td>could teach CMSD 6140E or 6150E; no adjustments necessary (new faculty member; teaching load was designed to allow this)</td>
</tr>
<tr>
<td>L. Chen, Ph.D., associate professor, language development and disorders, bilingualism</td>
<td>previous experience in online teaching</td>
<td>multiple peer-reviewed publications in the area of childhood language; online and on-campus instruction in same areas</td>
<td>could teach CMSD 6140E; no further adjustments necessary (recent changes in on-campus assignments were designed to allow this)</td>
</tr>
<tr>
<td>P. Finn, Ph.D., Professor and CMSD Program Coordinator</td>
<td>overall responsibility for CMSD instructional programs</td>
<td>overall responsibility for CMSD instructional programs</td>
<td>will assist in developing CMSD 6110E, assist other faculty, and/or assure consistency of overall quality of CMSD academic programs</td>
</tr>
<tr>
<td>S. Iyer, Ph.D., Associate Professor, infant vocal development and speech sound disorders</td>
<td>expertise in speech and language development and disorders</td>
<td>multiple peer-reviewed publications in the area of speech and language; on-campus instruction in same areas</td>
<td>will assist in developing CMSD 6120E; could teach CMSD 6120E in some years if adjustments were made to on-campus undergraduate teaching assignments</td>
</tr>
<tr>
<td>H. Kaplan, Ph.D., Associate Clinical Professor, audiologic assessment and rehabilitation</td>
<td>previous online teaching experience</td>
<td>substantial instructional and clinical experience; state and national leadership in certification, licensure, and program accreditation</td>
<td>will teach CMSD 6160E; may share in CMSD 6170E; no adjustments necessary depending on other instructional assignments</td>
</tr>
<tr>
<td>A. Marcotte, Ph.D., professor and department head, speech disorders and</td>
<td>overall responsibility for department programs</td>
<td>multiple peer-reviewed publications in the area of speech disorders and professional issues; on-campus instruction in</td>
<td>could teach CMSD 6120E or CMSD 6150E; no adjustments needed (current instructional assignments are flexible)</td>
</tr>
</tbody>
</table>
C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

Additional temporary and/or part-time instructional faculty will be required to manage the program, initially to be hired to teach one section of one course at a time. Instructors will need to hold the master’s degree in speech-language pathology, communication disorders, or an equivalent field; have current state or national licensure or certification in speech-language pathology or audiology, if that is relevant to the particular course; have experience in online education; and demonstrate specific expertise through previous clinical or instructional experiences in the specific topics for the course. Assuming that enrollments support the need for another full-time instructor, and provide the revenues for such a position, the qualifications of that additional full-time person would be similar to those listed for part-time instructors but tailored to complement existing faculty’s specific areas of expertise.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.
   A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.
   B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

Existing library resources, computer facilities, and other support resources are adequate to support students completing this certificate. These include especially online journal subscriptions held by the university libraries, which are generally adequate for departmental scholarship and instruction, and instructional technology supports provided within the College of Education. As an online instructional program, this program will not require research or other facilities or equipment for students.

7. Physical facilities necessary to fully implement the program must be available.
   Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

Because this is an online program, physical facilities required for students are minimal. Until 25 students are enrolled, this certificate can be managed in existing physical facilities. Once an additional 0.5 EFT advisor or faculty member is required, additional office space will be identified within departmental areas or in collaboration with the College of Education.

<table>
<thead>
<tr>
<th>professional issues</th>
<th>same areas</th>
<th>could assist with portions of CMSD 6150E or CMSD 6170E</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Marshall, Ph.D., Associate Professor, adult language disorders</td>
<td>expertise in adult language and treatment issues</td>
<td>multiple peer-reviewed publications in the area of language disorders and treatment; on-campus instruction in same areas</td>
</tr>
</tbody>
</table>
8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.  
A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below.  Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

The “UGA Online Program Proposal Budget Sheet” was used to estimate expenses and revenue for this certificate for its Year 1 and its Year 2.  Year 2 should be representative of a full-scale implementation. A brief summary of relevant items and some discussion is provided below.

<table>
<thead>
<tr>
<th></th>
<th>Year 1: 2015-2016</th>
<th>Year 2: 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Credit hours</td>
<td>198</td>
<td>414</td>
</tr>
<tr>
<td>Tuition differential revenue</td>
<td>$59,400</td>
<td>$124,200</td>
</tr>
<tr>
<td>Program expenses estimated per spreadsheet instructions, including allocating time of existing faculty</td>
<td>$93,750</td>
<td>$186,250</td>
</tr>
<tr>
<td>Departmental commitment, by this method of estimating expenses (to come from tuition differential revenue)</td>
<td>$34,350</td>
<td>$62,050</td>
</tr>
<tr>
<td>Minimum actual additional expenses required specifically for this program (program expenses per spreadsheet minus direct instructor support costs, assuming all courses are taught by existing faculty; to come from tuition differential revenue)</td>
<td>$56,250</td>
<td>$55,000</td>
</tr>
</tbody>
</table>

Following the instructions provided with that spreadsheet, faculty time for existing faculty who will teach a course for this program was factored into the expense of the program.  As shown immediately above, the departmental contribution using that method will need to be approximately $35,000 in the first year and approximately $62,000 in a full-scale year.  If tuition differential is made available to the department, and if current faculty and staff continue to be supported from resources other than tuition differential specifically, these amounts will be covered by tuition differential funding and, indeed, program expenses remain comfortably below tuition differential amounts, as shown above, in Year 1 and also for fully enrolled years such as Year 2 and following.

To the extent that courses cannot be absorbed by existing faculty and are instead taught by temporary parttime faculty at $4000/course, both total program expenses (because costs were estimated using 12.5% of a $75,000 salary per course, or $9375, for existing faculty) and the difference between the actual additional expenses (currently estimated at $55,000) and the tuition differential revenue (estimated at $124,200) will be reduced.  The program’s overall goal, in terms of tuition differential revenue and instructor costs, is to generate enough funding from this online program to support a new faculty position that would teach in this program or meet other departmental needs. The “annual
program balance” of $77,882 at line #34 (spreadsheet F51) would more than support such a goal.

B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

We do not anticipate offering student fellowships or scholarships for this program.

9. Commitments of financial support needed to initiate and fully develop the program must be secured.
   A. Identify the sources of additional funds needed to support the program and the probability of their availability.

This program was designed assuming “E-rate” revenues of $275/credit hour and becoming $300/credit hour for 2014-2015 (per the Online Program Proposal Budget Sheet). As shown in those worksheets, the program requires only the continuation of current faculty salaries and the tuition differential revenues that will be generated. If program enrollment is larger and requires more sections of courses, each additional necessary instructor (at $4000/course) is supported by as few as 7 students, even assuming conservatively that the department might ultimately receive only $220 of each $300 generated as funding models change. The only foreseeable financial questions will come at the very beginning of the program, when the program faculty may seek support from the Office of Online Learning for some course development, training, and marketing (described in the Online Program Proposal Budget Sheet as provided by the university).

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

Physical facilities to support this online program will be limited primarily to office space and computers. Funding for these facilities should be adequate from available sources, including income generated by the program itself and other resources.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

This program will be administered within and as part of the existing programs in communication sciences and disorders. As mentioned throughout this proposal, it was developed by many of the faculty in that program and is intended to replace and expand on an existing program (the “3-year” master’s degree). The relevant administrative structure will therefore be the same for this program as for the other CMSD degrees, including general oversight by the department head, academic leadership from the CMSD Program Coordinator, and input and assistance from other relevant faculty and staff.
For this particular certificate, the faculty have agreed on two admissions criteria:
  1. must hold a bachelor’s degree from an accredited institution before enrollment in this program;
  2. must have a competitive GPA in all previous college coursework.

We believe these admissions criteria to be reasonable on several grounds. First, this program is explicitly intended to be a post-baccalaureate program for students interested in changing fields. The faculty considered the possibility that some currently enrolled undergraduate students might seek to take these courses, or that other students might have some interest, but have decided to focus this program exclusively on students who are prepared for graduate level work and need the content related to speech-language pathology. We are prepared to accept students with what might otherwise be perceived as relatively low GPAs because students will be changing fields and often returning to school after some time in the workforce in another area. Many of our applicants for our current “3-year” master’s program have very high grades from their previous work, as mentioned above, but another important subset of applicants is those whose grades in another discipline at a previous time were not outstanding for any number of reasons. Many of these adult learners are returning to school to become speech-language pathologists and bring many important skills and abilities that enhance our programs and our profession but that are not reflected in previous grades. Students will be expected to meet any Graduate School requirements for admission.

After admissions, and until the program has enrolled 25 students, as mentioned above, student advisement will be handled by two current faculty members by shifting current advisement assignments, and the student support staff in the department can absorb the additional students. As is the case with all other CMSD program students, each student will be assigned to one academic advisor and will be expected to review progress and goals with that advisor once per semester. These conversations will occur as phone calls or video-chat real-time conversations, just as on-campus students meet once per semester with their advisor. Advisement will be initially be guided by either the two-semester program of study or the four-semester program of study shown above, although advisors will assist and allow students to enroll according to individualized schedules. Advisement conversations will monitor student progress, grades, and plans. Students will also be made aware of a 3-year planning sequence of scheduled course offerings to support their enrollment decisions each semester.

As the program grows, the half-time academic advisor specified in the budget will be hired and expected to work as one of the department’s student-related staff members, within existing administrative structures. We have experience and success in the department using staff advisors to meet with students, and as enrollments warrant this shift we will move from faculty as advisors to the use of a committed advisor with expertise in the needs of online students. These structures are well within good practice and accepted standards, currently resulting in the successful recruitment, enrollment, retention, and graduation of the vast majority of students in CMSD programs.

In summary, the Communication Sciences and Disorders program faculty and staff are excited by the opportunity to develop this certificate program. We believe we have designed a program that will be self-supporting or even revenue-positive under the tuition differential funding model, and that will complement our current academic and clinical programs while also expanding our ability to serve our discipline and potential students in creative, professional ways. We thank all concerned for their assistance in this process.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Program Name:</td>
<td>Online Graduate Certificate in Pre-professional Speech-Language Pathology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Projected Enrollments</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 New Students</td>
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<tr>
<td>3 Existing Students</td>
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<td>4 Total Enrollments</td>
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<td>33</td>
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<tr>
<td><strong>Projected Student Credit Hours</strong></td>
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<tr>
<td>5 New Student Credit Hours</td>
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<td>342</td>
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<tr>
<td>6 Existing Student Credit Hours</td>
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<tr>
<td>7 Total Student Credit Hours</td>
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<td>414</td>
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<tr>
<td><strong>E-Rate Tuition</strong>* (no entry required unless differing from UGA standard rates)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Base tuition per credit hour</td>
<td>$308</td>
<td>$318</td>
<td>$328</td>
<td>$338</td>
</tr>
<tr>
<td>9 Differential Tuition per credit hour (UGA standard rate is entered. If program is requesting a different rate, change the figure entered for each year -- assume a $25 increase every other year)</td>
<td>$275</td>
<td>$275</td>
<td>$300</td>
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<tr>
<td>10 Total E-Rate Tuition Per Credit Hour</td>
<td>$583</td>
<td>$593</td>
<td>$628</td>
<td>$638</td>
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<tr>
<td>**Tuition Revenue **</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>11 Total Base Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$139,932</td>
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<tr>
<td>12 Total Differential Tuition Revenue</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>13 Total Tuition Revenue</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$264,132</td>
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# Degree/Certificate Program Departmental Budget

<table>
<thead>
<tr>
<th>Program Expenses ***</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Direct Instructor Support Costs (14 courses, using 12.5% time of a $75,000 9-month salary per course)</td>
<td>$131,250.00</td>
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<tr>
<td>15 Graduate Assistants</td>
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<tr>
<td>16 Faculty Resease Time</td>
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<tr>
<td>17 Program Coordinator (25% time of 9 months at $75,000, plus summer)</td>
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</tr>
<tr>
<td>18 Advising Support (one fulltime position)</td>
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<tr>
<td>19 Clerical Support</td>
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<td>20 Professional Development</td>
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<td>21 Supplies/Operating</td>
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<tr>
<td>22 Additional Marketing</td>
<td>$0.00</td>
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<tr>
<td>23 Course Development/Enhancement ***</td>
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<tr>
<td>24 Faculty Training ***</td>
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<tr>
<td>25 Marketing ***</td>
<td></td>
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<tr>
<td>26 Student Support ***</td>
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<td>27 Other Expenses (please be specific)</td>
<td>$0.00</td>
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<tr>
<td>28 Total Program Expenses</td>
<td>$0 $0 $0 $186,250</td>
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<table>
<thead>
<tr>
<th>Program Revenue</th>
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<tr>
<td>29 E-Rate Differential Tuition Revenue</td>
<td>$0 $0 $124,200</td>
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<tr>
<td>30 Grant Funds</td>
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<tr>
<td>31 Other: (Name source)</td>
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<tr>
<td>32 College/Departmen Redirection</td>
<td>$62,050</td>
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<tr>
<td>33 Total Revenue Allocated for Program</td>
<td>$0 $0 $0 $124,200</td>
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</table>

<table>
<thead>
<tr>
<th>Annual Program Balance</th>
<th>(Total Program Revenue less Total Program Expenses)</th>
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</thead>
<tbody>
<tr>
<td>34 Annual Program Balance</td>
<td>$0 $0 $0 $77,882</td>
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</table>

**Notes:**

*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each year UGA sets a

** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be generated per year. This

*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The University will provide

**Provided by the University**

1/30/2012
March 10, 2014

Dr. Maureen Grasso, Dean
Graduate School
221 Graduate School Building
279 Williams Street
CAMPUS -30602

Dear Dean Grasso:

The Department of Agricultural Leadership, Education and Communication proposes to change the name of the Master in Agricultural Leadership (MAL) to the Master in Agricultural and Environmental Education (MAEE). These proposals were approved by the faculty in the Department of Agricultural Leadership, Education and Communication, the College's Graduate Affairs and Curriculum Committee and the CAES Faculty Council. This proposal has been endorsed by the College of Education.

We respectfully submit this proposal for consideration by the Graduate School. Please find attached, copies of the proposal and signature approval pages.

Thanks for your consideration. Please let me know if you have any questions or need any additional documentation.

Sincerely,

Josef M. Broder
Associate Dean for Academic Affairs

JMB:skh

Attachments

cy: J. Scott Angle
   Libby Morris
   Robert Dove
   Scott Jackson
   Kay Kelsey
Major Name Change Proposal:

Current Title: Master in Agricultural Leadership (MAL)

Proposed Title: Master in Agricultural and Environmental Education (MAEE)

Kay Kelsoy  
Department Head  
2-21-2014  
Date

M. Scott  
Graduate Affairs & Curriculum Committee Chair  
2/21/14  
Date

Marc A. Hamme  
Faculty Council Executive Committee Chair  
2/3/14  
Date

John Bradley  
Associate Dean for Academic Affairs  
3-3-14  
Date

Dean and Director  
3/4/14  
Date
NAME CHANGE JUSTIFICATION FORM

School/College Name: College of Agricultural and Environmental Sciences

Department Name: Agricultural Leadership, Education, and Communication

Major Name Changes:

<table>
<thead>
<tr>
<th>Current Major Name</th>
<th>Degree</th>
<th>Proposed Major Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Agricultural Leadership</td>
<td>Master</td>
<td>Master of Agricultural and Environmental Education</td>
<td>Master</td>
</tr>
</tbody>
</table>

JUSTIFICATION:

The department of Agricultural Leadership, Education, and Communication (ALEC) proposes to change the name of the Master of Agricultural Leadership (MAL) to Master of Agricultural and Environmental Education (MAEE).

The name is requested as the department has undergone curriculum changes to reflect new priorities and seeks to align the title of the Master’s degree to better match the focus of the department—preparing graduates to assume careers in agricultural and environmental education professions. The department currently promotes getting teachers certified to teach in Georgia and the name change would help school systems and also non-formal educational entities (e.g., a zoo, aquarium, or nature center) better understand our graduates’ skill set. The current title, Master of Agricultural Leadership, is a mismatch for our curriculum as the curriculum is more broadly focused on a variety of educational roles (formal, informal, and non-formal) in the context of agricultural and environmental education. Currently, upon graduation with a Master of Agricultural Leadership degree from our department, graduates secure positions as Extension educators, agricultural education teachers, and science/museum educators, to name a few. Changing the name of the degree to MAEE would help our constituents better identify with the skill sets of our graduates and demonstrate student proficiencies more quickly upon reviewing their resume.

In line with the College’s strategic plan, ALEC has adopted a new motto: Promoting Food, Environmental, and Social Sustainability. Our departmental vision is to empower communities toward food, environmental, and social sustainability through leadership, education, and communication. Our mission is to develop leaders, educators, and communicators to engage in food systems that are environmentally and socially sustainable. We are the pedagogical arm of the College—helping students convey technical knowledge in a way that moves audiences from awareness to action—and want the graduate degree name to reflect this.

SIGNATURES:

School/College:  

[Signature]  

Feb 20, 2019  

Josef M. Broder, Associate Dean of Academic Affairs

Department:

[Signature]  

October 22, 2013  

Kay Kelsey, ALEC Head
October 23, 2013

Dr. Joe Broder
Associate Dean of Academic Programs
College of Agricultural and Environmental Sciences
University of Georgia

Dear Dr. Broder,

The department of Agricultural Leadership, Education, and Communication (ALEC) proposes to change the name of the Master of Agricultural Leadership (MAL) to Master of Agricultural and Environmental Education (MAEE).

The name is requested as the department has undergone curriculum changes to reflect new priorities and seeks to align the title of the Master degree to better match the focus of the department - to prepare graduates to assume careers in agricultural and environmental education professions. The current title, Master of Agricultural Leadership, is a mismatch for our curriculum as the curriculum is more broadly focused on a variety of educational roles (formal, in-formal, and non-formal) in the context of agricultural and environmental education.

In line with the College's strategic plan, ALEC has adopted a new motto: Promoting Food, Environmental, and Social Sustainability. Our departmental vision is to empower communities toward food, environmental, and social sustainability through leadership, education, and communication. Our mission is to develop leaders, educators, and communicators to engage in food systems that are environmentally and socially sustainable. We are the educational arm of the College and seek to reflect this focus in the graduate degree name. Thank you for your consideration.

Sincerely,

Kathleen Kelsey
Ph.D.
Professor and Department Head, Agricultural Leadership, Education, and Communication
The College of Education supports the name change from the Master of Agricultural Leadership (MAL) to Master of Agricultural and Environmental Education (MAEE).

Let me know if you need anything else.

Laura

~~~~~~~~~~~~
Laura L. Bierema
Associate Dean for Academic Programs & Professor
The University of Georgia
College of Education
110 Carlton Street
GH3 Aderhold Hall
Athens, GA 30602
706-542-3813—voice
706-542-0360—fax
bierema@uga.edu
Proposal to Add a Non-Thesis Option to the M.A. in Political Science and International Affairs

Departments of Political Science and International Affairs

Submitted to: Dean Maureen Grasso
Graduate School
University of Georgia

Submitted by: Professor M.V. Hood III
Director or Graduate Studies
Department of Political Science
University of Georgia

Proposed Change
The addition of a non-thesis option for the M.A. in Political Science and International Affairs with a start date in the fall semester following approval.

Program Description
The Departments of Political Science and International Affairs, who jointly share the administration of the M.A. in Political Science and International Affairs, are requesting that a non-thesis option be added for this degree. Under this proposal, students would apply to enter the M.A. thesis program or the M.A. non-thesis program.

The current M.A. requires students to take 18 credit hours of graduate seminars; a three-course (9 credit hours) methodology sequence; and three credit hours for the thesis. These students are obviously required to write a thesis and defend it before a faculty committee. The number of minimum hours required for the thesis option totals 30.

Students completing the M.A. with the proposed non-thesis option would be required to take an additional six credit hours of graduate seminars (these two additional classes would be required to be at the 8000-level and approved by the Graduate Director). In addition, students choosing the non-thesis option would be required to complete one of the following two options: 1) take and pass the general field component of the Ph.D. comprehensive exam in the student’s area of concentration or 2) orally present and defend an article-length seminar paper before a two-person faculty committee. Students choosing the non-thesis option would be required to complete a minimum of 33 credit hours.

The table below provides a comparison of the current M.A. degree requirements (with thesis) and the requirements under the proposed non-thesis option.
Table 1. Program of Study for M.A. in Political Science and International Affairs

<table>
<thead>
<tr>
<th>Current M.A. with Thesis</th>
<th>Proposed M.A. Non-Thesis Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Seminars (18 credit hours)</td>
<td>Graduate Seminars (24 credit hours)</td>
</tr>
<tr>
<td>Methodology Sequence (9 credit hours)</td>
<td>Methodology Sequence (9 credit hours)</td>
</tr>
<tr>
<td>Thesis Hours (3 credit hours) -Oral Defense of Thesis</td>
<td>Comprehensive Examination or Defense of Research Manuscript</td>
</tr>
<tr>
<td>Minimum Total Hours: 30</td>
<td>Minimum Total Hours: 33</td>
</tr>
</tbody>
</table>

Program and School Approval
The joint graduate committee from the Departments of Political Science and International Affairs unanimously approved the proposed non-thesis option for the M.A. degree on January 18, 2013 by a vote of 5 to 0. The curriculum committee for the School of Public and International Affairs unanimously approved the same proposal on February 12, 2013 by a vote of 6 to 0.

Justification for Proposed Non-Thesis Option
Our program is requesting a non-thesis option for several reasons which are outlined below:
- The need to take additional coursework to meet the requirements of the non-thesis option will produce a positive externality for our graduate students, allowing for additional 8000-level course offerings. The requirement for additional coursework (and the opportunity for greater exposure to substantive knowledge) will benefit M.A. students who do not wish to pursue a Ph.D., but instead want to teach at the secondary or junior college level or work for a non-profit, government agency, or think-tank.
- Many of our peer and aspirational institutions allow this option for their students, including the University of Florida, Duke University, and the University of Texas. In order to stay competitive in the recruitment of students to our graduate program we are seeking this proposed option for our M.A. degree.

Admission Procedure for Applicants
The admissions procedure and standards will in no way differ for M.A. applicants following the addition of the non-thesis option. Under the proposal passed by the Graduate Committee, after their initial year of coursework students would inform the Graduate Director that they are pursuing the thesis or non-thesis track for the M.A. degree.

Impact on Current Students
The addition of the non-thesis option to the M.A. will, in no way, adversely impact current students enrolled in the M.A. degree. Current students (thesis option) would have the option of switching to the non-thesis option if they so desire. We estimate that 3 to 5 current M.A. students may choose to switch to the non-thesis option.
Financial Impact
To implement the non-thesis option for the M.A. degree will not require any additional funding (no new course, faculty, facilities, or services are necessary).
April 9, 2014

Dean Maureen Grasso
Graduate School
University of Georgia
279 Williams Street
Athens, Georgia 30602-1777

Dear Dean Grasso:

The Proposal to Add a Non-Thesis Option to the M.A. in Political Science and International Affairs was approved by the Graduate Committee and the SPIA Curriculum Committee. I am writing to give my approval of this option.

If you need a more detailed letter, I will be happy to provide one.

Sincerely,

Stefanie Lindquist, Dean
and Arch Professor of Political and International Affairs
March 26, 2014

Dr. M. V. Hood III
Graduate Coordinator
Department of Political Science
University of Georgia
Athens GA 30602

Dear Trey,

I’m very pleased to learn that the Curriculum Committee of the School of Public and International Affairs has approved a non-thesis option for the M.A. in Political Science and International Affairs. I am transmitting this to you with my full approval.

Best wishes,

Robert Grafstein
Georgia Athletic Association Professor and Associate Dean
April 7, 2014

Dean Maureen Grasso  
Graduate School  
University of Georgia  
Athens, GA 30602

Dear Dean Grasso,

This letter is to confirm that the heads of the departments of International Affairs and Political Science support the proposal for a non-thesis option to the M.A. in Political Science and International Affairs. This proposal had the unanimous support of the joint graduate committee of the two departments as well as the curriculum committee for the School of Public and International Affairs.

Sincerely,

[Signature]

Markus M.L. Crepaz  
Professor and Head  
Department of International Affairs

[Signature]

John A. Maltese  
Albert B. Saye Professor and Head  
Department of Political Science
Proposal for an On-line Graduate Certificate in Sport Coaching

Title: On-line Graduate Certificate in Sport Coaching

I. Basic Information

1. Institution: The University of Georgia Date: September 20, 2013

2. School/College: The College of Education

3. Department/Program: Kinesiology/Sport Pedagogy

4. Level: Graduate

5. Proposed Starting Date: Spring of 2015

6. Program Abstract

We request permission to begin offering an On-line Certificate in Sport Coaching beginning in the fall of 2014 for a total of 12 graduate credits. The Graduate Sport Pedagogy Program at the University of Georgia serves two primary audiences – Public and Private School Teachers/Coaches and Researchers in the area of Sport. This proposal is for a certificate that serves both the Teacher and Coach.

We have designed this on-line certificate based on the latest research regarding effective coaching. This on-line certificate is intended, therefore, to provide a foundation in the fundamental skill and knowledge necessary to competently coach a sport from the youth to the elite level. The on-line certificate is designed to meet the needs of any coach who has at least a bachelor degree from an accredited university. Nearly all of the students enrolled in this program will be working on this certificate as a non-degree graduate student. Students currently enrolled in graduate programs across the University of Georgia campus who aspire to coach may also seek this certification. So, while not the majority of the intended students, there will be some students who are currently enrolled at the university who will enroll in these 4 courses for the certificate to gain the knowledge and skills to coach. The four selected courses have been submitted for the “e” designation. Finally, this on-line certificate will help meet the needs of coaches from Georgia, the USA, and abroad, but we also hope this on-line certificate serves to attract more students to our graduate degree programs.

7. Letters of Support

Since this program is offered completely within the Department of Kinesiology using already existing classes, no letters of support were considered necessary.
II. Response to the criteria for all education programs

1. Purpose and Educational Learning Outcomes

A. Purpose

On-line Graduate Certificate in Sport Coaching -- The purpose of this on-line certificate is to provide coaches with the skills and knowledge to effectively coach a sport team or individuals, regardless of the specific sport.

1. Learning Outcomes -- This list is the complete list of courses that will be used in the certificate program. Learning Outcomes for each course are then listed.

KINS 7120e Analyzing Sport Pedagogy
Students completing this course will be able to:
1. explain the history and development of instrumentation for validly and reliably analyzing coaching and teaching behavior in sport;
2. reliably use two recognized, empirically validated instruments for analyzing sport pedagogy: CAFIAS and ALT-PE;
3. use a variety of qualitative techniques for analyzing coaching behavior, cognition and history;
4. craft an empirically valid report of coaching behavior with specific recommendations for improvement.

KINS 7190e Sport Coaching and Coach Education
Students completing this course will be able to:
1. understand the theoretical and empirical foundations of effective coaching practice and education;
2. identify sources of literature related to the study of coaching & coach education;
3. describe the professional opportunities and career development in coaching;
4. understand appropriate certifications and organizations for coaching;
5. understand effective and contemporary coaching behavior, including professional ethics, athlete relationships, leadership, instructional interaction, athlete development and motivation, strategic planning, sport psychology, management and organizational practices, and program assessment;
6. be knowledgeable of past and current scientific inquiry for coaching and be able to interpret research results.

KINS 7180e Injury Prevention for Coaches
Students completing this course will be able to:
1. articulate an understanding of common injuries/illnesses and conditions related to participation in sports or physical activity;
2. identify factors that contribute to or increase risk of injuries/illnesses during participation in sports or physical activity;
3. analyze and apply current injury prevention practices for sports-related injuries and conditions in diverse populations;
4. evaluate coaching practices in light of current legislation and recommended standards for ensuring safe participation in sports and physical activity;
5. synthesize appropriate procedures for preventing and responding to injuries and related to sports and physical activity.
6. identify and implement specific procedures for proper injury management protocols;
7. develop an Emergency Action Plan for sport venues
8. identify communicable and infectious diseases in the sport arena;
9. synthesize a plan to reduce liability and negligence at a specific venue.

**KINS 7930e Research Literature in Sport Coaching & Coach Education**

Students completing this course will be able to:

1. interpret and analyze research in the area of coaching and coach education;
2. demonstrate understanding of assigned readings by scoring a minimum of 80% on quizzes;
3. describe the anatomy of a well-conducted research study;
4. describe & analyze the most salient issues in various areas of coaching and coaching education research;
5. demonstrate the ability to identify and analyze an area of coaching science research through the writing of a 12-15 page paper on relevant topic;
6. demonstrate analytic skills that will foster professional self-development.

**B. Planning**

While the courses already exist as “e” courses, the overall structure and the individual courses will continuously go through improvements to better meet the needs of the learners.

2. There must be a demonstrated and well-documented need for the program

**A. Explain why this program is necessary**

*On-line Graduate Certificate in Sport Coaching*: In a study published in *MarketWatch* September 12, 2013 of the 10 fastest growing jobs in America, coaching ranked #7. The project 10-year job growth is 130%. This is an increase of 114,080 jobs over the current number of coaches. The number of coaches rose from less than 100,000 in 2002 to more than 200,000 in 2012. Several factors have driven job growth of coaches, and the same factors are expected to continue to drive further growth. A growing number of retirees with time to participate in sports such as golf and tennis will be a major source of demand for coaches. But schools and universities are actually the largest source of jobs for coaches. Job growth in college sports, especially women’s sports, is expected to be a key driver of employment growth in the field going forward. There will be a strong need for
education programs to prepare coaches for effective and gainful employment. But that is just the newcomers. Those currently coaching are also in need for advanced, graduate-level education. There are increasing issues of liability and conformance to state legislation aimed at increasing the quality of coaching and decreasing injuries and injury risk for coaches. For example, Georgia High School Association has implemented new requirements for heat illness prevention to which coaches are expected to adhere. Through this on-line certificate program coaches can get a quality education in an environment conducive to their current working conditions.

B. Timeline

On-line Graduate Certificate in Sport Coaching would begin in the Spring Semester 2015.

3. Evidence of Student Demand

A. Documentation of the student interest in the program

According to most recent census, there are 461 high schools and 485 middle schools in Georgia. Each of those schools hires approximately 85 coaches in an academic year. That is a demand for over 80,000 coaches in the state of Georgia alone. In order to qualify for pay increases, graduate education is necessary for many people currently coaching in the public schools. For coaches, this certificate not only supplies needed knowledge and skills for coaching, but financial advancement. Because this certificate is non-degree and on-line, it will not be restricted to coaches in Georgia. Coaches from across the USA and any other primary English speaking country are eligible to successfully complete this program.

B. To what extent will minority student enrollments be increased and, or the equivalent to the proportion of minority students in the overall student body?

One purpose of this program is that this certificate is all inclusive, and consequently students will be attracted from a variety of sports. The sport field is rich in cultural diversity and this should be reflected in the program. By expanding our reach, we will have a greater ability to reach minority students and to recruit them directly to our regular degree programs.

4. The design and curriculum of the program must be consistent with the appropriate disciplinary standards and accepted practice.

This program is in line with and supports the requirements for a Lay Coach by the Georgia High School Athletic Association.

A. Curriculum Outline

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINS 7120e</td>
<td>Analyzing Sport Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>KINS 7190e</td>
<td>Sport Coaching and Coach Education</td>
<td>3</td>
</tr>
<tr>
<td>KINS 7180e</td>
<td>Injury Prevention for Coaches</td>
<td>3</td>
</tr>
<tr>
<td>KINS 7930e</td>
<td>Research Literature in Sport Coaching and Coach Education</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Identify which aspects of the proposed curriculum already exist and which constitute new courses

All courses have been previously taught (some as special topics courses). They have been submitted for approval as e-courses and are currently being converted to the on-line format. The courses require no pre-requisites and do not require a specific sequence.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

During the planning phase for this on-line certificate, colleges and universities were surveyed, particularly peer and aspirant institutions for similar on-line certificate programs and other graduate-level coaching education programs. There were a wide range of programs that offer these on-line specialized training certificates, and ours generally conforms to many of these. While our on-line certificate will align to others that are offered, the quality of our faculty and their expertise will allow us to compete with and provide a much superior alternative to others such as the University of Phoenix or Walden University, two online universities that are considered our direct competitors here in Georgia and even further than our borders.

In regard to other on-line master’s degree coaching education programs, ours provides a unique alternative. Two leading on-line master’s degree sport coaching programs exist at West Virginia University and Ohio University. Both programs have a heavy focus on sundry topics such as sport technique, exercise physiology, the science of training, sport nutrition, risk management, coaching administration, and performance psychology. Our program will have a central focus on the pedagogy of coaching and introduce coaches to the burgeoning research literature base in their profession along with a world-class exposure to injury prevention. In other words, our offerings will be attractive to those wanting more than just a convenient means of obtaining a degree—it will attract those who are serious about becoming effective coaches.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Program accreditation is not required for the On-line Graduate Certificate in Sport Coaching

5. Faculty resources must be adequate to support an effective program

A. Define the size, experience, and specialization of the full time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution. Specify how many FT faculty will provide direct instructional support to the program.

Faculty who teach courses in this on-line certificate program are all full time regular faculty. All courses are taught by faculty whose expertise aligns to the content.
1. List each faculty member directly involved in the program: name, rank, degrees, academic specialty, background; special qualifications related to this program; relevant professional and scholarly activity for the past 5 years; projected responsibility in this program and required adjustment in current assignments.

Below is a list of faculty who have agreed to manage the on-line certificate program. These faculty are active in their respective fields as well as in the college in providing leadership in eLearning, technology and information. Other faculty who express an interest and whose scholarship aligns to these programs may also join the program faculty.

<table>
<thead>
<tr>
<th>Name/ rank</th>
<th>Degree</th>
<th>Academic specialty/ background</th>
<th>Special Qualifications</th>
<th>Scholarly activity past 5 years</th>
<th>Projected Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Cathy Brown- Crowell</td>
<td>PhD</td>
<td>Athletic Training; Biomechanics; Sports Medicine; Human Movement Science</td>
<td>Co-Director, Biomechanics Lab; Program Director nationally accredited Athletic Training major; Certified Athletic Trainer</td>
<td>Authored 11 publications in top exercise science journals; Authored 2 chapters in injury prevention books;</td>
<td>Teach KINS 7180e</td>
</tr>
<tr>
<td>Dr. Bryan McCullick</td>
<td>PhD</td>
<td>Physical Education Teacher Education; Coach Education</td>
<td>Fulbright Specialist Scholar at <em>Gaelic Athletic Association</em>, Dublin, IRE; Adjunct Professor, Department of Sports Studies and Physical Education University College, Cork, IRE; <em>Ladies Professional Golf Association (LPGA)</em>, National Education Program Instructor</td>
<td>Co-authored 1 book (1 “in press”), 5 book chapters, 14 journal articles (5 on coaching or coaching education); 5 keynote or invited addresses on coaching research and coach education.</td>
<td>Teach KINS 7930e</td>
</tr>
<tr>
<td>Dr. Paul Schempp</td>
<td>Ed.D</td>
<td>Analysis of Teaching &amp; Coaching Behavior, Curriculum,</td>
<td>Director, Sport Instruction Research Lab, Senior Fulbright Research Scholar</td>
<td>Authored 2 books, including &quot;Teaching Sport &amp; Physical&quot;</td>
<td>Program coordinator, student advisor; teach KINS 7120e, 7190e</td>
</tr>
</tbody>
</table>
2. Added faculty

There is currently sufficient faculty in the Department of Kinesiology to accommodate the load demands of this on-line certificate program.

6. Library, computer or other instructional resources needed

A. Describe available library resources:

On-line access to some library resources will be required, but no additional library resources will be necessary to offering these courses.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.

We will use the current online infrastructure (eLC new) to offer these courses. No additional technology will be required.

7. Physical facilities necessary to fully implement program

No new or dedicated physical facilities are required to implement the program.

8. Expense to the institution (including personnel, operating, equipment facilities, library) to implement program.

As with all the courses online at UGA, we will use the eRate funding to pay for the delivery of these certificates. We will use existing resources, but use the eRate to fund the personnel to deliver the courses. Students can begin at any time and there will always be one course available for the certificate, and sometimes two, in any given semester (Fall, Spring, Summer). If a student cannot take a class in a given semester, there are other options in the subsequent semester. If a student has completed all but one course and that course is not being offered within the next two semesters, an accommodation will be made by either having the student take one of the sections in the degree program or taking an independent study alternative.

<table>
<thead>
<tr>
<th>Statistics &amp; Research Methods</th>
<th>to Germany. UGA Graduate Faculty. University professor since 1981. Consultant PGA of America, Taiwan Olympic Committee</th>
<th>Activity&quot;, 4 book chapters, 12 keynote addresses on coaching, and published 6 refereed data based articles</th>
</tr>
</thead>
</table>
A. Funding Plan

In our typical Summer to Spring year we will have 4 courses. If we average 20 students per course and the eRate return is $825/student, the budget will be approximately $66,000 per year. We will use this income for personnel (primarily graduate teaching assistantships to help maintain and update the courses as technology changes and improves), operating costs and capital outlays for equipment, splitting the amount between hiring instructors and hiring PhD graduate assistants to help the instructors with the teaching of the class and to continuously improve these classes. The capital outlay costs will be applied toward expenses for computer hardware and software and additional equipment needed to maintain and upgrade the quality of the on-line courses (e.g., video equipment, supplemental resources) as well as equipment to support the administration of the program.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>$41,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Costs</td>
<td>$5,000</td>
</tr>
<tr>
<td>Capital Outlays</td>
<td>$20,000</td>
</tr>
<tr>
<td>Library acquisitions</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>$66,000</td>
</tr>
</tbody>
</table>

B. Student Support

There will be no student support for certificate students. However, we will use these programs to help support our PhD program by setting up graduate assistantships (GAs) for our PhD students that will allow them to gain experience in planning, implementing and improving online courses (at least in the form of assisting faculty in the teaching of these classes). As this is an on-line graduate certificate program, no GA will be assigned teaching or instructional responsibilities, but will have an instructional support role with an emphasis keeping the technology of the on-line courses updated and functioning.

9. Commitments of financial support needed

A. Identify sources of additional funds needed to support the program

Besides the eRate funding, there will not be any additional funding necessary.
B. It is important to include the long-range plans for additional or expanded facilities necessary.

The existing online learning technologies should be sufficient to support these courses. These will use the UGA’s eLearning Commons and all of them will be ported to the new Learning Management System when implemented by the Board of Regents.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practices.

The administration of the On-line Graduate Certificate in Sport Coaching will reside in the Sport Pedagogy program in the Department of Kinesiology. Support for these certificates will also come from faculty in the Athletic Training, Exercise Science and Sport Management programs in the Department of Kinesiology. Currently, Dr. Bryan McCullick is the program coordinator of the Sport Pedagogy program, and Dr. Cathy Brown-Crowell is the program coordinator for the Athletic Training program. All students who are interested in the on-line certificate will need to apply to the on-line certificate program (even if they are already UGA students); so that we can assure that they enroll in all required classes and can notify the Graduate School when they have completed the requisite courses. Those students who are not currently enrolled at UGA must apply as a non-degree seeking graduate student to Sport Pedagogy program, Department of Kinesiology. We will use the Graduate School’s admissions standards for non-degree students. We will not impose any further requirements. Current degree seeking students must contact the department to make application to the program.

While the courses include a variety of projects, the primary assessment of the student’s performance will be course grades. Once a student has completed all four courses with a cumulative GPA of 3.0 or better, the Sport Pedagogy program chair will notify the Graduate School that the student has successfully completed the on-line certificate.

All students admitted to the on-line certificate program will be advised by Dr. Paul Schempp to ensure they stay on track to complete their on-line certificate. As part of the advisor role, students will be informed as to any status change as the result of poor performance. Students in this on-line certificate program will be held to the same Graduate School requirements for academic probation and dismissal for academic reasons as degree-seeking graduate students. Students enrolled in the certificate program as non-degree students will be required to register every third semester according to Graduate School policy. In addition, every effort will be made to keep students informed that if they wish to transfer in to one of the degree programs, that only 9 credits can transfer. While the advisor will serve as a mentor at the program level, the PhD graduate assistants will mentor students at the course level providing any necessary assistance and encouragement to help students be successful in the on-line certificate program.

Any currently enrolled student choosing to pursue this on-line certificate must notify the program coordinator of the Sport Pedagogy program and the Department of Kinesiology Graduate Coordinator so that progress can be monitored.

Because students can begin the certificate in any semester, we will not use a cohort model for this program. Students will enroll and complete each course independently of other students with whom they entered the program. While students may choose the pace at which they would like to complete all of the required coursework for the on-line certificate, all students will be expected to meet course deadlines and meet course requirements during the semester the course is taught. In other words, students will have to be enrolled and complete all coursework during the semester the course was offered.
Finally, in order for this program to be successful, we will need to market the on-line certificate program. Our primary mechanism for marketing will be to create an email detailing the On-line Graduate Certificate in Sport Coaching and distribute this email to the various Listservs of teachers and coaches at the state, regional, national and international level.

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