Graduate Council Meeting  
Wednesday, January 20, 2016, 3:30 p.m.  
229 Conference Room, Terrell Hall  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes  
December 9, 2015

II. Graduate Council Committee Reports and Action Items  
A. Program Committee  
Committee Report (Michael Azain, 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 Master of Science degree in applied behavioral analysis. (Attachment A)

2. At the request of the Department of Geography, a proposal to offer a Graduate Certificate in Urban and Metropolitan Studies. (Attachment B)

3. At the request of the Department of Educational Theory and Practice, a proposal to change the name of the major, Middle School Education, for the MAT, MEd, MEd (online), and EdS, to Middle Grades Education. (Attachment C)

B. Administrative Committee  
Committee Report (Michele Lease, Chair)

C. Admission and Retention Committee  
Committee Report (Michele Lease, Chair)

D. Appointment and Reappointment Committee  
Committee Report (Tai Guo, Chair)

E. Curriculum Committee  
Committee Report (Adrian Childs, Chair)

III. Old Business

IV. New Business

V. Information Items  
The following items have been administratively approved by the Graduate School:  
A dual JD/MPH degree
Institution: University of Georgia

Approval by President or Vice President for Academic Affairs:

_____________________________________

Date: March 25, 2015

School/Division: University of Georgia, College of Education

Department: Communication Sciences and Special Education

Departmental Contact: Cindy Vail

Name of Proposed Program/Inscription: Applied Behavior Analysis

Degree: Master of Science

Major: Applied Behavior Analysis

CIP Code:

Anticipated Implementation Date: August 2016

Approval by Chief Business Officer (or designee):

Contact Information:

Approval by Chief Facilities Officer or designee (if different from CBO):

Contact Information:

1. Description of the program’s fit with the institutional mission, existing degrees and majors.
The Master of Science in Applied Behavioral Analysis (ABA) will fit the mission of the University of Georgia as it provides students the knowledge and skills necessary to evaluate individuals’ behavioral and skill needs, develop relevant interventions, and assess the effectiveness of those interventions. A mission of the University of Georgia is to “prepare the University community and the state for full participation in the global society of the twenty-first century.” Furthermore, UGA strives to help its students develop an “understanding of and respect for cultural differences necessary for an enlightened and educated citizenry.” Fortunately, in the twenty-first century individuals with special needs have gained a level of respect and appreciation that they were not afforded in the past. To a greater extent than previous generations, our society respects their differences but unfortunately their needs are often misunderstood due to lack of personnel with the expertise to work with these individuals and their caregivers. The ABA program will help UGA meet its mission by increasing the number of personnel with (a) the knowledge and skills necessary to improve the lives of individuals with special needs and (b) the background to conduct research related to assessing and teaching behavioral and academic skills to individuals with disabilities.

The ABA program will combine the talents of individuals within two departments in the UGA College of Education (Department of Communication Sciences and Special Education; Department of Educational Psychology), thus complementing the Graduate Schools’ Strategic Plan 2020 (Goal 2: Enhance the culture of innovation and interdisciplinarity in graduate education). Faculty in these two departments have worked together in development of a course sequence approved by the Behavioral Analysis Certification Board (BACB). Taking a course sequence approved by the BACB allows individuals who also gain their supervision hours to sit for the Board Certified Behavior Analyst (BCBA) examination. Being a credentialed BCBA allows service providers (clinical settings) to know that an individual has the knowledge to conduct behavioral assessments, develop functionally relevant interventions, and monitor intervention effects. Students across these two COE Departments have completed the course sequence and earned their BCBA while earning master's in special education or master's and doctoral degrees in special education and educational psychology with a concentration in school psychology. A master's in ABA would allow individuals who wish to focus their expertise in behavioral analysis to do so without having to complete courses that are necessary for a degree in special education, communication sciences, or educational psychology. Furthermore, it would allow individuals who already have a master’s degree in special education or a related field to earn a second degree that would enable them to develop expertise in ABA and work outside of a school system.

Although in absence of an ABA master’s level program, some graduate students elect to enroll in the UGA Special Education Program, that program does not perfectly match their degree objectives. The ABA program will enable us to provide a program that mirrors the needs and interest of graduate students who do not wish to later become special education teachers. Not only will the degree better match some students’ interest, but it will enable these students to earn their degree in a shorter period of time as they will not have to both conduct practicum coursework within schools for the special education major and take practicum requirements necessary for the students to sit for the BCBA exam. Furthermore, the ABA program will attract students who might otherwise choose to pursue a degree out of the USG set of institutions. It is not expected that students who are currently enrolled in the special education program, and thus have at a minimum one year of course work towards
their special education degree, will change their major to ABA. Choosing to do so would result in students losing credits that they earned through student teaching. Furthermore, the special education students who might consider changing their degree objective would be the students of the faculty who also make up the ABA program. We would advise against students making such a change in their program of study.

2. Program Description and Goals:

   a. Institutional Priority: Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.

   The proposed ABA program is aligned with multiple components of UGA’s strategic directions/priorities. First, a strategic direction of UGA is to build graduate and professional programs. Currently, there are only 55 master's-level ABA programs across the United States, with the large majority of the programs being online programs. Furthermore, unlike the majority of programs, the UGA program will offer students supervised practicum experiences, enabling them to have all of the components necessary to sit for their BCBA exam. Personal communications with three of the five master's-level ABA programs identified through a search of the internet indicates that these programs receive in excess of 75 applicants to their program per year. Thus, it is suspected that there will be a high demand for the program. As a strategic priority in building graduate and professional programs, UGA seeks to increase the number of interdisciplinary opportunities provided to students. The courses offered through the proposed master's ABA program are courses currently being offered by school psychology and special education faculty across two departments within the College of Education. Thus, all courses enrolled in by students within the ABA program will be interdisciplinary.

   A second strategic direction that the proposed ABA programs would address is that of investing in research excellence at UGA. There are five core faculty members who would offer courses through the ABA program (Drs. Ardoin, Ayres, Davis, Ringdahl, Wunderlich). Drs. Ringdahl and Wunderlich are new to the UGA faculty as of fall 2015. Three of these faculty members have been successful in obtaining external funding both for training and research purposes. Currently Ardoin and Ayres are Co-PIs of a master's-level training grant and have an interdisciplinary doctoral-level training grant under review by the U.S. Department of Education. The proposed master's and doctoral ABA program would provide further evidence for grant reviewers of the ability of the ABA faculty to collaborate. Furthermore, a primary mission of the UGA COE’s Center for Autism and Behavioral Education Research (CABER) is to enhance the instructional environment of children with and without disabilities by training graduate students in evidence based assessment and intervention skills. The proposed program of study for the Master of Science in ABA is a perfectly aligned for such training.

   A third strategic direction addressed by the proposed ABA program is that the program would be “Serving the Citizens of the State of Georgia and Beyond.” Recently the State of Georgia joined 33 other states in requiring that insurance companies assist families in providing ABA/BCBA services to individuals with autism. Unfortunately, across the nation there is a shortage of individuals with the necessary credentials to provide these services to schools and families. Thus, the master's program would provide a service to
the state and nation by developing graduate students in an area of high need. Under this strategic direction is also a strategic priority that UGA provide “educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities.” As part of the ABA course sequence students would complete practicum experiences supervised by faculty which would involve the students conducting assessments, developing interventions, and monitoring the effects of those interventions for individuals with disabilities. Drs. Ardoin and Ayres have working relationships with local school districts and service agencies in which these services would be provided. Furthermore, Dr. Ayres directs the UGA Applied Behavior Analysis Support Clinic and Dr. Ardoin directs the UGA School Psychology Clinic, both clinics provide services to students in need of assessment and intervention services at a reduced/no-cost rate. The ABA program would allow for increased provision of assessment and intervention services through these clinics, thus allowing the clinics to improve the well-being and mental health of a greater number of individuals and communities in Georgia.

A second priority under the strategic direction to “Serve the Citizens of Georgia” is that the University “Link UGA research and innovation to real-world problems by supporting and encouraging faculty involvement in public service and outreach activities including, but not limited to, the sharing of research.” As previously stated, the faculty which will make up this program have been successful in applying for both training and research grants. All of their grants, regardless of type, have involved the conducting of research in applied settings that have direct and beneficial outcomes for the research participants (reduction of problem behavior, improved academic outcomes) and their graduate students (increased knowledge regarding research methodology, assessment practices, intervention implementation). These projects also almost always result in the provision of information related to the research project to the caregivers (parents/teachers) of the participants. The proposed ABA programs would allow the related faculty to further extend their research into applied settings.

b. Brief description of the program and how it is to be delivered
Master's-level students will be required to complete 24 credit hours of didactic courses, 3 hours of thesis, and 9 hours of practicum course work. Didactic courses will be offered in the traditional format, with students attending classes on the UGA-Athens campus. The practicum experiences will be conducted either across community settings or within the UGA Applied Behavior Analysis Support Clinic. These practicum experiences will often involve graduate students in the ABA program working with parents, teachers, and other individuals who provide care to students with developmental disabilities. Through these supervised experiences, the program will essence be providing professional development opportunities to these individuals.

c. Goals/objectives of the program
The goal of the ABA master's-level program is to increase the capacity of the Citizenship of Georgia to meet the needs of individuals with developmental disabilities and their care providers. In order to achieve this goal, objectives of the programs include providing students with didactic instruction and applied experiences in order that they are able to successfully accomplish the following: (a) assess the environmental causes of
individuals' behavioral excesses and deficits, (b) develop interventions that are functionally related to clients' behavioral challenges, and (c) use single case design methodology to evaluate the effectiveness of the behavioral interventions.

d. Location of the program – main campus or other approved site
All didactic coursework will be conducted on the UGA-Athens campus. Practicum coursework will be conducted on the UGA Campus as well as within local community sites (e.g., local elementary schools who contract with the UGA Autism Clinic to provide consultation to teachers and administrators in the provision of evidence based assessment and intervention services).

3. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area VI requirements (if applicable).

All courses for the proposed master's program in ABA are pre-existing courses that are offered regularly by the respective departments. A listing of the courses is provided below. Although students might apply to the program already having a master’s degree in a related field, it is expected that most students will enter the master’s program only having an undergraduate degree either in education or psychology.
Master's in Applied Behavior Analysis

12 Credit Hours in ABA are Required

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<tr>
<th>Credits</th>
<th>Course Prefix</th>
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<tbody>
<tr>
<td>3</td>
<td>SPED 7210</td>
<td>Behavioral Methods of Instruction (Instructor: Wunderlich)</td>
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<tr>
<td>3</td>
<td>SPED 7230</td>
<td>Advanced Applied Behavioral Analysis (Ayres)</td>
</tr>
<tr>
<td>3</td>
<td>SPED 8320</td>
<td>Ethics in Applied Behavior Analysis (Ayres)</td>
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<tr>
<td>3</td>
<td>EPSY 8120</td>
<td>Autism Spectrum Disorders (Harrison)</td>
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6 Credit Hours in Intervention are Required

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<tr>
<td>3</td>
<td>EPSY 7320</td>
<td>Individual Psychoeducational Interventions (Ardoin)</td>
</tr>
<tr>
<td>or</td>
<td>SPED 6050</td>
<td>Management of Severe Aggressive Behaviors in the Communities and Schools (Ringdahl)</td>
</tr>
<tr>
<td>3</td>
<td>EPSY 7330</td>
<td>Individual Academic Interventions (Ardoin)</td>
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18 Credit Hours of Research/Practicum Experiences are Required

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<tr>
<td>3</td>
<td>ERSH 6300</td>
<td>Methods Research in Education</td>
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<tr>
<td>3</td>
<td>SPED 8370</td>
<td>Design and Analysis of Single Subject Research* (Ayres)</td>
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<tr>
<td>3</td>
<td>EPSY 7300</td>
<td>Thesis</td>
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<td>or</td>
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<td>9</td>
<td>SPED 7440</td>
<td>Practicum in ABA</td>
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36 hours are required to graduate with a master’s degree.

For the program, an equivalent course can be used to replace a required course with the consent of the degree committee. For example, if the student enters the program with a strong research foundation and took research methods courses in undergraduate, a higher level course may be substituted.
Sample Program of Study for Master's in ABA

### Fall Year 1

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SPED 7210*</td>
<td>Behavioral Methods of Instruction</td>
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<td>Advanced Applied Behavioral Analysis</td>
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<td>SPED 7440</td>
<td>Practicum in ABA</td>
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### Spring Year 1

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<tr>
<td>EPSY 7320</td>
<td>Individual Psychoeducational Interventions</td>
</tr>
<tr>
<td>SPED 8370*</td>
<td>Design and Analysis of Single Subject Research</td>
</tr>
<tr>
<td>SPED 7440</td>
<td>Practicum in ABA</td>
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<tr>
<td>SPED 7300</td>
<td>Thesis</td>
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### Summer Year 1

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<tr>
<td>SPED 8320</td>
<td>Ethics in Applied Behavior Analysis (Ayres)</td>
</tr>
<tr>
<td>SPED 7440</td>
<td>Practicum in ABA</td>
</tr>
</tbody>
</table>
a. **Clearly differentiate which courses are existing and those that are newly developed courses.** Include course titles as well as acronyms and credit hour requirements associated with each course.

All courses which make up the proposed program of study are currently being offered on an annual basis. Approving the proposed degree program would increase enrollment in these courses.

b. **Append course descriptions for all courses (existing and new courses).**

See Appendix A.

c. **When describing required and elective courses, list all course prerequisites.**

Information attached.

d. **Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.**

Evidence is provided in that all courses have been offered on a regular basis for a minimum of 3 years. The courses all exist within CAPA.

e. **Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.**

As part of the ABA master's program, students will take courses that will enable them to sit for certification as Board Certified Behavior Analysts. In 2010 a course sequence was submitted by Ayres and Ardoin to and approved by the Behavior Analysis Certification Board (BACB). Since that time BACB course requirements have slightly changed and the UGA course sequence was modified accordingly. The current course sequence is approved by BACB. Please see Appendix C for documentation of the certification.

f. **Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.**

Currently there are few ABA programs across the United States. Many of the programs that do exist are online programs which do not provide students with the experiences and supervision necessary to earn their BCBA or to apply their skills to school or clinical settings. The proposed program will provide students with a superior opportunity to learn while being supervised by leaders in the field of ABA. Furthermore, in addition to being able to take a course sequence approved by the BACB, students will gain the supervised experience hours required to sit for the BCBA exam. Most programs do not offer this supervision, which will make the UGA program highly attractive to potential students. We also believe that as opposed to an online program, the proposed program will better prepare students to enter into a doctoral program as through the ABA master's program,
students will gain research experiences. We hope to submit a doctoral program proposal after the master program is established.

g. **If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.**
   Students will gain field-based experiences through providing assistance to senior level students as they work with the clients and parents in the UGA Applied Behavior Analysis Support Clinic, directed by Dr. Kevin Ayres. Students will also gain field-based experience through assisting in the collection of data for research projects being conducted in local school settings as well as within the UGA Applied Behavior Analysis Support Clinic.

h. **Indicate the adequacy of core offerings to support the new program.**
   All courses proposed for the master's program are currently being offered either annually or twice annually by respective departments (Communication Sciences & Special Education and Educational Psychology).

i. **Indicate the method of instructional delivery.**
   All courses will be offered in the traditional face-to-face format and or in practicum format which will require supervision of students within practicum settings, group supervision meetings, and individualized supervision meetings.

4. **Admissions Criteria: Please include required minimal scores on appropriate standardized tests and grade point average requirements.**
   Prospective students must have completed a baccalaureate degree from an accredited institution and met the minimum admissions requirements of the Graduate School for domestic and international applicants. Admission will be based on a portfolio of information, including the graduate application, official transcripts, a personal statement, letters of recommendation and resume.

   Students who meet all of the following requirements will be eligible to apply for the ABA Master’s Degree Program:
   - **Professional preparation**: Earned, or will have earned, a bachelor’s degree from an accredited institution before the date of enrollment at the University of Georgia.
   - **GRE or Miller Analogies Test scores**: Minimum GRE results of 146 verbal and 146 quantitative; alternatively, applicants may choose to take the Miller Analogies Test. We require a minimum score of 402 for the Miller Analogies Test.
   - **GPA**: Minimum cumulative undergraduate GPA of 3.0 for all courses taken.
   - **TOEFL**: Foreign applicants will also need to score a minimum of 20 points each on the Speaking and Writing sections of the TOEFL with an overall minimum score of 80. Test scores must be within 5 years from the date of application.

5. **Availability of Assistantships (if applicable).**
   N/A
6. Evaluation and Assessment:
   a. Provide the student learning outcomes and other associated outcomes of the proposed program.
      Students earning their master's in ABA will acquire the knowledge and skills necessary to conduct behavioral assessments, develop interventions for individuals with behavioral and intellectual disabilities targeted at teaching them daily living and academic skills, decrease aberrant behavior, increase appropriate behavior; and monitor intervention effects. They will further gain the skills needed for training parents, staff, and teachers to conduct prescribed interventions.
   b. Describe how the institution will monitor and ensure the quality of the degree program.
      Monitoring and ensuring quality of the degree program will incorporate the following activities on an annual basis. Data will be collected regarding the following: (a) percent of the master's-level students that successfully pass the BCBA exam within one year of exiting the program, (b) percentage of students following one year of graduation that are employed within settings that require their ABA skill/knowledge set, (c) number of students who pursue a PhD in ABA or a related field, and (d) percent of students who graduate within one semester of their expected graduation date.

7. Administration of the Program:
   a. Indicate where the program will be housed within the academic units of the institution.
      The program will be housed in the Department of Communication Sciences and Special Education.
   b. Describe the administration of the program inclusive of coordination and responsibility.
      The program will be co-coordinated by Ayres and Ardoin who are co-directors of the Center for Autism and Behavioral Education Research. Ayres will maintain responsibility for managing certification by the BACB. Ardoin will be in charge of graduate admissions. Given that the courses being offered largely are drawn from the Special Education and School Psychology programs, Ardoin and Ayres will coordinate with the program directors of these programs to manage the course offerings. Each faculty advisor will provide advising to the advisees that they admit into the program. Administrative responsibilities will be conducted through the Department of Communication Sciences and Special Education within the UGA College of Education.

8. Waiver to Degree-Credit Hours (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor’s degrees is 120-
semester credit hours and the maximum for master’s degrees is 36-semester credit hours.
N/A

9. Accreditation (if applicable): Describe the program’s alignment with disciplinary accreditation requirements and provide a timeline for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.
A number of the courses that are part of the proposed program were approved by the BACB. See Appendix C

10. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.
TIMOTHY R. VOLLMER
Professor of Psychology
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vollmera@ufl.edu
Dr. Vollmer’s primary area of research is applied behavior analysis, with emphases in developmental disabilities, reinforcement schedules, and parenting. He has published over 100 articles and book chapters related to behavior analysis. He was the recipient of the 1996 B.F. Skinner New Researcher award from the American Psychological Association (APA). He received another APA award in August, 2004, for significant contributions to applied behavior analysis. (Source: http://www.psych.ufl.edu/~vollmer/). Dr. Vollmer is currently Editor of the Journal of Applied Behavior Analysis.

NATHAN CALL
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404-785-9400
Dr. Call is director of the Behavior Treatment Clinic at the Marcus Autism Center in Atlanta, GA. Institutes such as the one managed by Dr. Call would serve as an employer for graduates of the ABA program. Dr. Call has also served as President of the Georgia Association of Applied Behavior Analysis.
Throughout his career Dr. Call has balanced and blended the dual roles of researcher and clinician. As a researcher he has focused much of his scholarly activity on developing empirically-supported interventions for autism, and has published extensively in this area. He has also developed an in-depth knowledge of the methods and theory of applied behavior analysis. As such, he has a track record of publishing in journals such as the Journal of Applied Behavior Analysis. He is on the board of editors for the Journal of Applied Behavior Analysis and the Journal of Behavior Analysis in Practice.
MARK O’REILLY
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Dr. O’Reilly is holder of the Mollie Villeret Davis Professorship in Learning Disabilities and is Professor of Special Education. He coordinates the graduate training programs in Autism and Developmental Disabilities. Graduate coursework in autism is approved by the Behavior Analysis Certification Board. He is also Director of the Autism Spectrum Disorders Institute within The Meadows Center for Preventing Educational Risk. His research focuses on the functional assessment and treatment of severe challenging behavior and interventions to promote generalization and maintenance of skills with children with autism and developmental disabilities (source: http://www.meadowscenter.org/people/mark-oreilly). Dr. O’Reilly was also a former associate editor of the Journal of Applied Behavior Analysis.

KATHLEEN LANE
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Kathleen Lynne Lane is a Professor in the Department of Special Education at the University of Kansas. Prior to entering academia, Dr. Lane served as a classroom teacher of general and special education students for five years and provided consultation, intervention, and staff development services to five schools districts in Southern California for two years as a Program Specialist. Dr. Lane’s research interests focus on school-based interventions (academic and behavioral) with students at risk for emotional and behavioral disorders (EBD), with an emphasis on systematic screenings to detect students with behavioral challenges at the earliest possible juncture. While at Vanderbilt University, Dr. Lane served as the primary investigator of a state-funded technical assistance grant, Project Support and Include (PSI). PSI provides professional development and technical assistance to schools in 17 counties, focusing on the design, implementation, and evaluation of comprehensive, integrated, three-tiered (CI3T) models of prevention. Dr. Lane also served as the PI of other federally-funded grants. She is the co-editor of Remedial and Special Education and is an associate editor for Journal of Positive Behavior Interventions and Education and Treatment of Children. She also serves on several editorial boards including Exceptional Children, the Journal of Special Education, and Journal of Emotional and Behavioral Disorders. Dr. Lane has co-authored five books and published 133 refereed journal articles and 30 book chapters. (Source: http://specialedu.soe.ku.edu/kathleen-lane)

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Dr. Ledford's research program is centered around the concepts of observational learning and social reinforcement, and is primarily concerned with improving academic and non-academic outcomes for young children with autism spectrum disorders and other disabilities. Her research occurs primarily in the context of typical school settings (classroom and non-classroom locations) and has focused on the acquisition of discrete academic skills, improvement of peer-related pro-social skills (e.g., sharing), and increasing physical activity. Recent and current research projects have focused on (1) the use of academic small group instruction as a context for teaching social skills; and (2) teacher-implemented playground interventions to increase physical activity, engagement, social behaviors. (Source: http://vkc.mc.vanderbilt.edu/people/ledford-jennifer)

JENNIFER MCCOMAS
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Dr. Jennifer McComas is a professor in the Department of Educational Psychology at the University of Minnesota where she directs the Urban Indian Education Partnership with the Minneapolis Public Schools and heads the teacher licensure program in the area of emotional/behavior disorders. In 2009, Dr. McComas was named the Rodney S. Wallace Professor for the Advancement of Teaching and Learning. Her research is primarily focused on the influence of behavioral mechanisms and social context on severe problem behavior and academic difficulties and the acquisition and persistence of pro-social behavior. She has published research on the influence of establishing operations, stimulus control, schedules of reinforcement, and matching theory on self-injurious, aggressive, and destructive behavior. Dr. McComas’ research has been funded by the NIMH and the U.S. Department of Education. She also serves as co-principal investigator with her colleague, Frank Symons, on a number of NIH-funded grants on the bio-behavioral analysis of self-injury and pain. She served as associate editor for the Journal of Applied Behavior Analysis and is currently associate editor for the Journal of Behavioral Education. Dr. McComas oversees a federally-funded leadership training grant in which she is preparing doctoral students to be leaders in the area of response to intervention, a three-tiered approach to promoting academic and behavioral success of K–12 students. (Source: https://www.abainternational.org/constituents/bios/JenMcComas.aspx)

JAMES E. CONNELL, JR.
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Dr. Connell is an associate professor and Director of the Master’s Degree program in ABA at Drexel University as well as the Clinical Director and Research Fellow of the A.J. Drexel Autism Institute. He earned his PhD in School Psychology from Louisiana State University and currently conducts research in the areas of interventions for adults with developmental disabilities in community settings and evidenced-based behavioral and academic interventions within school and community settings.

RAYMOND MILTENBERGER
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(813) 974 5079

Dr. Miltenberger is currently a professor in the Department of Child and Family Studies and the Director of the Applied Behavior Analysis programs at the University of South Florida. Dr. Miltenberger is a former President of the Association for Behavior Analysis International, and has served on the Executive Committee of the Florida Association for Behavior Analysis and the Board of Directors of the Society for Advancement of Behavior Analysis. He serves or has served on the editorial boards of Journal of Applied Behavior Analysis, Journal of Behavioral Education, Behavioral Interventions, Journal of Positive Behavioral Interventions, and Education and Treatment of Children.

Dr. Miltenberger also has been an associate editor for Education and Treatment of Children and Behavior Analysis in Practice and a guest associate editor for Journal of Applied Behavior Analysis. He is currently the Literature Review Editor for Education and Treatment of Children. Dr. Miltenberger's research in applied behavior analysis focuses on teaching safety skills to children and individuals with disabilities, ABA approaches in sports and fitness, analysis and treatment of repetitive behavior disorders, and functional assessment and treatment of problem behaviors. He has published 160 journal articles and 34 chapters, has co-edited a text on analysis and treatment of tics and repetitive behavior disorders, and has written a popular behavior modification textbook, now in its fifth edition. (Source: http://aba.cbc.c.edu/faculty/Miltenberger.cfm)

11. Enrollment Projections and Monitoring:
   a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)

<table>
<thead>
<tr>
<th>MASTER'S in ABA</th>
<th>First FY</th>
<th>Second FY</th>
<th>Third FY</th>
<th>Fourth FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. ENROLLMENT PROJECTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Board of Regents’ Revised Form 7/11/2014
New to the institution | 5 | 15 | 20 | 20
\hline
**Total Majors** | 5 | 15 | 20 | 20
\hline
Course Sections Satisfying Program Requirements
\hline
Previously existing | 9 | 9 | 9 | 9
\hline
New | 0 | 0 | 0 | 0
\hline
**Total Program Course Sections** | 9 | 9 | 9 | 9
\hline
Credit Hours Generated by Those Courses
\hline
Existing enrollments | 637 | 637 | 637 | 637
\hline
New enrollments | 180 | 540 | 720 | 720
\hline
**Total Credit Hours** | 817 | 1177 | 1357 | 1357
\hline

b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

Projections for Year 1 are based upon the fact potential students are regularly contacting Ardoin and Ayres with interest in earning a Master of Science in ABA. Given the timeline we do not expect to have sufficient time to advertise and thus we project the number of student applicants in year 1 to be fewer than during the following years as potential applicants will not be aware of the existence of the ABA program. Given the high demand for this degree, we suspect in year 2 we will have higher demand than 15 positions, but we will only accept 15 applicants in an effort to ensure that all involved are ready for the increase course loads. Furthermore, with only 5 students from the first year cohort we will not have sufficient numbers of 2nd year students to provide the necessary guidance for first year students. From year 3 forward we will accept 20 students into the program but expect to have more than 20 candidates who meet requirements for acceptance into the program.

The program will be offered through a cohort-based based model. Furthermore, students’ practicum experiences will increase in complexity with first year students performing observational task during practicum experiences and second year engage in more interactive behavior with clients.

Given that no new faculty and no new courses need to be offered as part of this program of study, enrollment is not necessary to sustain the program. The program will, however, be more instructive for first year students if there are a sufficient number of second year students. With a greater number of second year students, there will be greater observational/learning opportunities for first year students to observe during practicum experiences.

12. Provide the year when the program is expected to be reviewed in the institution’s comprehensive program review process. 2016

13. Describe anticipated actions to be taken if enrollment does not meet projections.
Traditional/Face-to-Face Delivery

Should we not meet enrollment projections we will contact psychology and special education departments within the state and nearby states to ensure that their students and faculty are aware of the program and the potential for employment as a person with a BCBA and master's in ABA.

We will advertise the program at the conference of the Association of Applied Behavior Analysis International.

14. Faculty Qualifications and Capacity:
   
a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>Degrees Earned</th>
<th>Academic Discipline</th>
<th>Area of Specialization</th>
<th>Current EFT Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Ardoin</td>
<td>Full</td>
<td>PhD</td>
<td>MS</td>
<td>Psychology</td>
<td>School Psychology/ABA</td>
<td>.187 instruction in EPSY .375 research .187 service</td>
</tr>
<tr>
<td>Kevin Ayres</td>
<td>Full</td>
<td>PhD</td>
<td>MA</td>
<td>Special Education</td>
<td>ABA, Special Education</td>
<td>.375 instruction in CSSE .375 research</td>
</tr>
<tr>
<td>Alicia Davis</td>
<td>Clinical Faculty</td>
<td>PhD</td>
<td>MEd</td>
<td>Special Education</td>
<td>ABA, Special Education</td>
<td>.563 instruction in CSSE .187 service in CSSE</td>
</tr>
<tr>
<td>Joel Ringdahl</td>
<td>Assistant</td>
<td>PhD</td>
<td>MS</td>
<td>Psychology</td>
<td>ABA, Special Education</td>
<td>.375 instruction in CSSE .375 research</td>
</tr>
<tr>
<td>Kara Wunderlich</td>
<td>Assistant</td>
<td>PhD</td>
<td>MS</td>
<td>Special Ed</td>
<td>ABA, Special Education</td>
<td>.375 instruction in CSSE .375 research</td>
</tr>
<tr>
<td>Ashley Harrison</td>
<td>Assistant</td>
<td>PhD</td>
<td>MA</td>
<td>Psychology</td>
<td>Clinical/School Psychology</td>
<td>.375 instruction in EPSY</td>
</tr>
</tbody>
</table>
All faculty with the exception of Ardoin and Harrison currently have their BCBA. Ardoin will be sitting for the exam in November of 2015.

b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added and a timetable for adding new faculty.
   Additional faculty are not required.

c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)
   The coursework required for the program exists across programs in the UGA College of Education. The configuration of coursework for these degrees allows for a more streamlined and dedicated approach to pursuing the qualifications to work as a behavior analyst at the master's level. Therefore, no additional load will be required to accommodate new course offerings.

15. Budget – Complete the form below and provide a narrative to address the following:

   a. For Expenditures:
      i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
      - All faculty resources needed for the program are pre-existing. The programs require five faculty members all of whom are existing faculty within the college of education. These faculty will not be teaching any new courses.
      - Need for administrative staff time is limited and is built into existing duties within the Department of Communication Sciences and Special Education. No new staff and no quantifiable redirection are needed.
      - As the program grows the addition of a graduate assistant will help to handle the resulting increase in supervision duties.
      - All classes are face-to-face classes and thus will require classroom space for instructional purposes. These classes, however, are all currently being offered by their respective departments and thus no new class space will be required.
      - The practicum experience requires a lab space that allows for the conducting of functional analyses. The UGA Applied Behavior Analysis Support Clinic, directed by Dr. Ayres, already has the space and equipment necessary.
ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Neither faculty nor staff hiring nor reassignments are necessary.

b. For Revenue:

i. If using existing funds, provide a specific and detailed plan indicating the following:

1. Source of existing funds being reallocated
   Existing faculty lines budgeted for instruction will be utilized to cover program instructional costs. As these courses were to be offered already, and only the class size is expanding, funds are being used more efficiently rather than being truly reallocated.

2. How the existing resources will be reallocated to specific costs for the new program
   Instructional time for existing faculty lines will be used to cover the needed program instruction.

3. The impact the redirection will have on units that lose funding
   No funding or instruction will be lost as a result of these programs.

ii. Explain how the new tuition amounts are calculated.
   The total credit hours per academic year have been calculated based on the anticipated number of students enrolled in the programs. This number was then multiplied by the new graduate tuition rate of $354 per credit hour for the 2015-2016 academic year.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
   No additional fees are to be charged at this time.

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
   N/A

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
   N/A

c. When Grand Total Revenue is not equal to Grand Total Costs:

i. Explain how the institution will make up the shortfall.
   N/A. There is no shortfall because there is no new cost as a result of these programs.

ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall. If reallocated funds are the
primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

If enrollments do not match projections, there will be no budget shortfall. The additional graduate assistant would not be needed if the enrollment is that low, and there would be no additional cost to the University.
# Traditional/Face-to-Face Delivery

## Form 3A

### I. EXPENDITURES

<table>
<thead>
<tr>
<th>Personnel – reassigned or existing positions</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (see 15.a.ii)</td>
<td>$143,592.66</td>
<td>$182,771.46</td>
<td>$182,771.46</td>
<td>$182,771.46</td>
</tr>
<tr>
<td>Part-time Faculty (see 15 a.ii)</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Graduate Assistants (see 15 a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators (see 15 a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff (see 15 a.ii)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$47,458.61</td>
<td>$59,212.25</td>
<td>$59,212.25</td>
<td>$59,212.25</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Existing Personnel Costs</strong></td>
<td>$195,051.27</td>
<td>$245,983.71</td>
<td>$245,983.71</td>
<td>$245,983.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel – new positions (see 15 a.i)</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>$19,234</td>
<td>$19,234</td>
<td>$19,234</td>
</tr>
<tr>
<td>Administrators</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>0</td>
<td>$718</td>
<td>$718</td>
<td>$718</td>
</tr>
<tr>
<td>Other Personnel Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total New Personnel Costs</strong></td>
<td>0</td>
<td>$19,952</td>
<td>$19,952</td>
<td>$19,952</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Start-up Costs (one-time expenses) (see 15 a.i)</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library/Learning Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total One-time Costs</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Costs (recurring costs – base budget) (see 15 a.i)</th>
<th>First FY Dollars</th>
<th>Second FY Dollars</th>
<th>Third FY Dollars</th>
<th>Fourth FY Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies/Expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library/Learning Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Recurring Costs</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| **GRAND TOTAL COSTS**                                         | $195,051.27      | $265,935.71      | $265,935.71     | $265,935.71      |
II. REVENUE SOURCES

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Source of Funds</th>
<th>Source of Funds</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation of existing funds (see 15 b.i)</td>
<td>$195,051.27</td>
<td>$245,983.71</td>
<td>$245,983.71</td>
</tr>
<tr>
<td>New student workload</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New tuition (see 15 b.ii)</td>
<td>$73,278</td>
<td>$190,098</td>
<td>$260,190</td>
</tr>
<tr>
<td>Federal funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other grants (see 15 b.iv)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fees (see 15 b.iii)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclude mandatory fees (i.e., activity, health, athletic, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (see 15 b.v)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New state allocation requested for budget hearing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL REVENUES</strong></td>
<td><strong>$268,329.27</strong></td>
<td><strong>$436,081.71</strong></td>
<td><strong>$506,173.71</strong></td>
</tr>
</tbody>
</table>

Nature of Funds

<table>
<thead>
<tr>
<th>Recurring/Permanent Funds</th>
<th>One-time funds</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Projected Surplus/Deficit

(Grand Total Revenue – Grand Total Costs)

(see 15 c.i. and 15 c.ii.)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$73,278</td>
<td>$170,146</td>
<td>$240,238</td>
</tr>
</tbody>
</table>

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

16. Facilities – Complete the table below.

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
<th>Total GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.</td>
<td>Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)</td>
<td>2,971</td>
</tr>
</tbody>
</table>

Board of Regents’ Revised Form 7/11/2014
<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Construction of new space is required.</td>
<td>N/A</td>
</tr>
<tr>
<td>ii. Existing space will require modification.</td>
<td>N/A</td>
</tr>
<tr>
<td>iii. If new construction or renovation of existing space is anticipated, provide the justification for the need.</td>
<td>N/A</td>
</tr>
<tr>
<td>iv. Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.</td>
<td>N/A</td>
</tr>
<tr>
<td>v. Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.</td>
<td>N/A</td>
</tr>
<tr>
<td>vi. Existing space will be used as is.</td>
<td>X Yes, existing facilities will satisfy program needs.</td>
</tr>
</tbody>
</table>

c. If new space is anticipated, provide information in space below.

| i. Estimated construction cost                                               | N/A                 |
| ii. Estimated total project budget cost                                      | N/A                 |
| iii. Proposed source of funding                                              | N/A                 |
| iv. Availability of funds                                                    | N/A                 |
| v. When will the construction be completed and ready for occupancy? (Indicate semester and year.) | N/A                 |
| vi. How will the construction be funded for the new space/facility?           | N/A                 |
| vii. Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? | N/A                 |

d. If existing space will be used, provide information in space below.

Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.

Athens Campus only. Two offices for the core faculty. Three classrooms in Aderhold Hall.
### Traditional/Face-to-Face Delivery

#### Form 3A

List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).

<table>
<thead>
<tr>
<th>No. of Spaces</th>
<th>Type of Space</th>
<th>Number of Seats</th>
<th>Assignable Square Feet (ASF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Classrooms</td>
<td>110</td>
<td>2,179</td>
</tr>
<tr>
<td>1</td>
<td>Labs (dry)</td>
<td></td>
<td>392</td>
</tr>
<tr>
<td></td>
<td>Labs (wet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting/Seminar Rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Offices</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Assignable Square Feet (ASF) 2,971

If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

**Chief Business Officer or Chief Facilities Officer Name & Title**

<table>
<thead>
<tr>
<th></th>
<th>Phone No.</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew M. Garber</td>
<td>706-542-7486</td>
<td><a href="mailto:agarber@uga.edu">agarber@uga.edu</a></td>
</tr>
</tbody>
</table>

Signature

*Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.*
November 18, 2015

Dr. Pamela S. Whitten  
Senior Vice President for Academic Affairs  
and Provost  
The Administration Building  
University of Georgia

Dear Provost Whitten,

The Franklin College of Arts and Sciences Curriculum Committee and Senate has reviewed and approved the following proposal:

_Urban and Metropolitan Studies Graduate Certificate_

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

Sincerely,

Hugh Ruppersburg  
Senior Associate Dean
October 19, 2015

Dr. Pamela Whitten  
Senior Vice President for Academic Affairs and Provost  
University of Georgia  
203 Administration Building  
Athens, Georgia, 30602-1651

Dear Provost Whitten,

The Franklin College of Arts and Sciences supports the creation of a Graduate Certificate of Urban and Metropolitan Studies, submitted by Dr. Steven Holloway, Dr. Hilda Kurtz, Dr. Jerry Shannon, Dr. Stephen Ramos, and Dr. Andrew Carswell. This certificate program will bolster UGA's offerings in the dynamic field of Urban Studies by drawing together currently disparate units across campus that focus on the multi-faceted dynamics that shape the cities, suburbs, and exurbs of metropolitan areas, along with the spaces that link them together. The certificate will appeal to graduate students across a wide array of majors who are interested in learning about contemporary urbanization processes and the relationships between people, space and the environment. Given the growing global significance of urbanization, the certificate will provide a solid academic foundation to students who seek careers in government, business and finance, the nonprofit sector, real estate, law, architecture, education, medicine, and health, as well as the planning and design disciplines.

The Certificate will be administratively housed in Geography, and its first Director will be Dr. Steven R. Holloway, a senior faculty member with an international research reputation and co-author of Urban Geography, the leading textbook in its field. The courses required for the certificate are already taught on a regular basis and no substantial additional resources are required to implement the program.

We look forward to establishing what promises to be a timely and important new program.

Sincerely,

[Signature]

Steven R. Holloway  
Department of Geography

[Signature]

Alan Dorsey, Dean  
Franklin College of Arts & Sciences

An Equal Opportunity/Affirmative Action Institution
Thomas L. Mote, Head
Department of Geography

Jody Clay-Warner, Head
Department of Sociology

Claudio Saunt, Head
Department of History
October 26, 2015

Dr. Pamela Whitten  
Senior Vice President for Academic Affairs and Provost  
University of Georgia  
203 Administration Building  
Athens, Georgia, 30602-1651

Dear Provost Whitten,

The College of Environment and Design (CED) is in complete support of the Graduate Certificate of Metropolitan and Urban Studies, submitted by Dr. Steven Holloway, Dr. Hilda Kurtz, Dr. Jerry Shannon, Dr. Stephen Ramos, and Dr. Andrew Carswell. The program will draw students from all of CED’s professional graduate programs: Master of Landscape Architecture (MLA), Master of Historic Preservation (MHP), and Master of Environmental Planning and Design (MEPD). The certificate program will particularly create a strong linkage to our planning program, which explains Dr. Ramos’ great interest in its development.

It is also very timely, because the world has become more than 50% urban during the last few years. The program will provide an important forum for University of Georgia graduate students from various backgrounds to discuss the problems and opportunities created by those significant demographic shifts from their own disciplinary perspectives.

CED promises its full cooperation as this important certificate program develops over the next several years.

Best regards,

Daniel J. Nadenicek, Dean and  
Draper Chair in Landscape Architecture
October 23, 2015

Dr. Pamela Whitten  
Senior Vice President for Academic Affairs and Provost  
University of Georgia  
203 Administration Building  
Athens, Georgia, 30602-1651

Dear Provost Whitten,

The Department of Financial Planning, Housing and Consumer Economics (FHCE) and the College of Family and Consumer Sciences (FACS) support the development of a Graduate Certificate of Urban and Metropolitan Studies. This proposal will be submitted by Dr. Steven Holloway, Dr. Hilda Kurtz, Dr. Jerry Shannon, Dr. Stephen Ramos, and Dr. Andrew Carswell. The Certificate will be administratively housed in Geography, directed by Dr. Steven Holloway, Professor in Geography.

The Urban and Metropolitan certificate program will teach students about the relationships between people, space and the environment. Students graduating with this certificate will be qualified for careers in real estate, government, business and finance, the nonprofit sector, architecture, and planning and design. We are confident this certificate will appeal to graduate students majoring in Consumer Economics and Housing as well as from other majors across campus.

The FHCE courses listed as electives for the certificate, FHCE 6310 Housing Policy, FHCE 6340S Housing and Community Development, FHCE 7310 Managing Nonprofit and Special Community Housing, and FHCE 6300 Advanced Housing Theory, are already taught on a regular basis and no substantial additional resources are required to implement the program. We look forward to being a part of this new certificate.

Sincerely,

[Signature]

Sheri Worthy, Professor and Head  
Department of Financial Planning, Housing & Consumer Economics  

Linda Kirk Fox, Dean  
College of Family and Consumer Sciences
October 23, 2015

Provost Pamela Whitten
Office of the Senior Vice President for Academic Affairs and Provost
University of Georgia
203 Administration Building
Athens, Georgia 30602-1561

Dear Pam,

The Real Estate Program in the Terry College of Business supports the inclusion of REAL 7100 (Real Estate) as one of the electives for the proposed Graduate Certificate of Urban and Metropolitan Studies, submitted by Steven Holloway, Hilda Kurtz, Jerry Shannon, Stephen Ramos, and Andrew Carswell. This course focuses on issues related to property rights, urban and regional economics, market analysis, and brokerage, with an emphasis on decisions related to investment, asset management, and debt financing. Given the goal of the certificate, a course in real estate would be an asset to its program of study.

Sincerely,

Benjamin C. Ayers

Henry Munneke
Department of INS/LS/RE, Real Estate Program

/abg
OUTLINE FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution **University of Georgia**  Date **October 23, 2015**
2. School/College **Franklin College of Arts and Sciences**
3. Department/Division **Department of Geography**
4. Certificate Title (as it will appear in the Bulletin) **Urban and Metropolitan Studies**
5. Level (undergraduate or graduate) **Graduate**
6. Proposed starting date for program **Fall 2016**
7. Abstract of the program for the University Council’s agenda:

   Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.

   The purpose of this certificate program is to combine interdisciplinary academic approaches with real world experiences to enable students to develop expertise in how cities and their metropolitan areas are built, change over time and impact both residents and their environments.

   The Certificate in Urban and Metropolitan Studies will bolster UGA’s offerings in the dynamic and growing field of Urban Studies by bringing together units on campus that focus on the multi-faceted urbanization dynamics that shape the cities, suburbs and exurbs of metropolitan areas, along with the spaces that link them together into dynamic megapolitan regions.

   The Certificate will appeal to graduate students who are interested in learning why people live in cities, suburbs and exurban areas and the interrelationships between natural environment and urban form and behavior. This topic is especially salient for students interested in the very rapid urban growth experienced throughout the Southeast, including Georgia. Students will exit the program understanding the concrete steps that address seemingly intractable problems like urban poverty, growing inequality and homelessness, environmental degradation, financing of aging urban infrastructure and uneven access to quality education.

   Given the global significance of urbanization, a certificate in Urban and Metropolitan Studies opens several career paths: government, business and finance, the nonprofit
sector, real estate, law, architecture, education, medicine and health as well as arts and design. This certificate will provide students with a combination of domain expertise and practical skills in high demand in both the public and private sector. The Certificate will also provide specialized academic training for graduate and professional students pursuing a wide range of degree and professional objectives.

Applicants to the certificate program must be degree-seeking University of Georgia students and will be required to satisfy the requirements of their chosen degree objective in addition to earning the certificate. Once students meet all of the requirements for the certificate, the Director of the certificate program will notify the Graduate School in order to place the Certificate of Urban and Metropolitan Studies on the student’s transcript.

No additional costs will be incurred in creating the Certificate in Urban and Metropolitan Studies. All of the necessary courses either already exists are on their way toward approval through the CAPA system. Because UGA already employs high-quality faculty from a range of disciplines who cross-cut urban and metropolitan studies, there will be no need to hire new faculty to start the program and administration can be adequately carried out by these faculty members. The UGA library maintains adequate holdings, and with the addition of other on-line resources there are sufficient materials to support the program. There are adequate physical facilities to initiate and maintain the certificate program.

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

SIGNATURES:

Thomas L. Mote
Department Head

Dean of School/College
II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

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 Certificate in Urban and Metropolitan Studies at UGA will combine interdisciplinary academic training with real-world experiential learning opportunities to understand how cities and their metropolitan areas are built, change over time and impact both residents and their environments. **The purpose of the certificate program is to** provide students with a broad, interdisciplinary grounding in conceptual frameworks related to cities, urbanization and metropolitan dynamics. The program will combine academic with experiential learning in a range of settings. Urban Studies is by definition interdisciplinary, and the certificate program will foster cross-fertilization among departments and colleges, including history, housing, criminology, sociology, planning, and geography.

   **The proposed Urban and Metropolitan Studies Certificate Program will help position UGA to fill a need in Urban Studies nationally by engaging with settings shaped by urbanization processes outside of the downtown sections of large cities, including small and moderately sized cities and their metropolitan areas. In the Southeast, urbanization has been a very rapid process that has had very significant impacts on the economies and ecologies of states throughout the region. In particular, ribbon-like urbanization now connects what were once separate urban places into new and rapidly growly conurbations. Programs that focus on the range of Urban and Metropolitan contexts are necessary to prepare students for the challenges of today and the future. Cities and metropolitan areas play an increasingly important role in political, economic and social life, and are vitally important and richly complex objects of study in their own right. Many career paths are strengthened by a solid grounding in the geographical phenomena associated with historical and contemporary urbanization; students in the certificate program will develop competencies in critical analysis of such issues as metropolitan fragmentation, financial and housing crises, gentrification, suburbanization, and suburban immigrant destinations, to name a few.**
Presently, 6 departments in 4 colleges offer graduate-level courses related to cities/urbanization/metropolitan areas, yet students with an interest in a career in this area have no formal mechanism for engaging the topic in depth, or for exploring related course opportunities outside their discipline. The result is that students often fail to get the “big picture” when it comes to solving problems related to cities and metropolitan areas. Those who do take significant coursework within or outside their discipline to pursue this interest receive no institutional recognition for coursework taken. The proposed certificate program will provide a formal mechanism that better credentials UGA students to take on some of the many challenges caught up in urbanization and metropolitan change.

Because the rapid urban growth of the Southeastern U.S. is projected to have a transformative impact on resources, economic dynamics and political structures, training students who are prepared to make valuable contributions to society through their knowledge of cities and metropolitan areas is a significant contribution to the region’s future growth. Ultimately, one of the main objectives of the program will be to help students learn how to transform knowledge about cities and urbanization processes into urban practice in ways that provide solutions to explicitly urban problems. The objectives of the proposed program are to a) merge theoretical understandings of urbanization with the practical skills needed to analyze specific municipalities; b) understand the structural forces shaping urban communities, with attention to the role of planning and economic networks; c) foster expertise in techniques ranging from geospatial analysis to ethnographic field research; and d) equip students across many disciplines to focus their thesis/dissertation research upon urban (and urbanizing) places. Training students with these objectives in mind, as well as offering several opportunities for experiential learning, will provide students with the knowledge and expertise needed to more effectively work for healthier and stronger cities both in the United States and abroad. Moreover, graduate research will be more relevant to urban communities and will strengthen graduate students for entry into the workforce, where most of their jobs will be located in urban and urbanizing places.

Meeting these goals will help equip UGA students and graduates for career paths and/or complement graduate study in fields impacted by urban and metropolitan processes. These might include urban planning, the non-profit sector, real estate, law, architecture and urban design, business and finance, education, government, medicine and health as well as arts and design.

This proposal is consistent with the long-range development plan for participating departments, colleges, and university as a whole. The Urban and Metropolitan
Graduate Urban & Metropolitan Studies Certificate

Studies Certificate Program dovetails with the emphasis of the University Strategic Plan 2020, which calls for educating students to be “critical thinkers, problem solvers, and good collaborators who recognize the value of the opinions, ideas, and experiences of their colleagues” (UGA 2012:4-5). The certificate program’s interdisciplinarity and attention to experiential learning position it well to “to encourage students to discover connections among disciplines, to connect their knowledge with choices and actions, to generate questions and solutions regarding real life challenges, and to demonstrate a deeper understanding of complex problems and problem-solving through reflection and research” (UGA 2012:5).

In short, as a foundational credential in urban studies, the certificate program will position students to play meaningful roles in understanding the causes and ramifications of urbanization, the planning of cities and how policy implementation occurs in cities both within the State of Georgia but also the world over.

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 certificate program requires students to take courses from at least two units. In addition, elective courses can be drawn from five units in three colleges. The diffused nature of urban-oriented course offerings to date both helps explain why, as of yet, UGA lacks a focused urban studies program, and underscores the important opportunities to foster interdisciplinary urban-focused dialog centered on instruction, research, and service at UGA. Several participating departments have significant coursework related to urban issues. This includes Financial Planning, Housing, and Consumer Economics, which has courses and programs focused on urban housing issues. The College of Environment and Design already offers a graduate degree in Environmental Planning and Design. Several of these courses are open to students in other departments and address substantial urban themes. In addition to providing an essential credential for students pursuing traditional academically-oriented degree objectives, a graduate-level certificate in Urban and Metropolitan Studies will provide an ideal supplemental academic credential for students pursuing graduate-level professional training in Planning, Public Administration or any of several design-related disciplines. The certificate program does not offer specialized professional training. Other departments offering urban-themed courses include Sociology, whose related Criminal Justice program offers courses focused specifically on urban policing and crime policy, and History, who offers several courses related to global cities. Geography, the home of this certificate, has made a concerted effort to increase its own course offerings on a range of urban issues, and urban geography has historically been one of the major
subfields within the discipline. Through collaboration and program development, we also hope that the certificate will spur more departments across campus to offer courses relevant to the certificate. Over the next five years, we will collaboratively identify additional courses that expand the range of course offerings.
2. There must be a demonstrated and well-documented need for the program.

   A. Explain why this program is necessary.

   Two trends illuminate the need for the Certificate in Urban and Metropolitan Studies at UGA. First, student interest in the nature of and issues pertaining to urban and metropolitan places has steadily increased over the last several decades. Numerical support for this claim is provided in section 3 below. In addition, students seeking graduate and professional training at the University of Georgia increasing come from, and will settle in, urban and metropolitan areas.

   B. In addition, provide the following information:
   1) Semester/Y ear of Program Initiation: Fall 2016
   2) Semester/Y ear Full Implementation of Program: Spring 2017
   3) Semester/Y ear First Certificates will be awarded: Spring 2017
   4) Annual Number of Graduates expected (once the program is established): 10-15
   5) Projected Future Trends for number of students enrolled in the program:

       Because UGA’s course offerings in urban studies-related content are rich, but diffused across colleges and units, the catalytic impact of this program is projected to be significant. We anticipate that in ten years, we will have an average of 15-20 students completing certificate requirements in a given year, with 30-40 students actively enrolled each year.
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.

We administered an online survey to current students enrolled in graduate and professional programs at UGA. Out of 34 responses, 26 indicate that they are “Very Interested” (18) or “Interested” (8) in the program, and an additional 5 would be interested with additional information. Students’ degree objectives range from Environmental Planning and Design, Geography, Historic Preservation, Landscape Architecture, Public Administration and Policy, and Integrative Conservation. Anonymous student comments include affirmations of enthusiasm; “I would have been very interested in this sort of field,” “PLEASE offer this!” “Great!,” and “While it may not work for me to get the certificate at this point, I think it’s a great idea. It sounds useful and like a good fit for a lot of work students are already doing across disciplines at this University.”

The Certificate can be sustained by 15-20 enrolled students, with about half graduating each academic year. Given that the majority of courses listed as Core Requirements or Electives are already being taught on a regular basis, we do not anticipate enrollment difficulties.

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?

We anticipate that minority student enrollment in the Urban and Metropolitan Studies Certificate Program will match and perhaps exceed that of the participating units. Faculty research programs and course topics include many issues that directly affect socially marginalized populations (economic/racial segregation, uneven patterns of urban development, inequitable exposure to hazards, etc.), and so we will strive to have higher than average enrollment from those groups as a result. One course, GEOG 6631, is in the process of being cross-listed by African American Studies.
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).

Total required credits: 12

Required core courses, 6 credits:

Geography will offer GEOG8630 (Seminar in Urban Geography) at least once per year and will offer at least one 66xx course each academic year. All courses listed below are 3 credits unless otherwise indicated – primary instructor is indicated in parentheses. Some courses have pre-requisite requirements not listed – please consult the UGA Bulletin for details. There are additional urban-title or themed courses listed in the UGA Bulletin, but have not been recently taught. If these courses are revived, we will be happy to add them to the list of electives. Students are encouraged to petition the Director of the program for course substitutions. The program Director and Steering Committee will seek to expand this list of courses as new courses are developed across campus and in case we are currently unaware of potentially relevant courses. UGA Faculty from any unit will be encouraged to request that their courses be included, contingent upon approval by the Steering Committee.

- GEOG8630 Seminar in Urban Geography (Kurtz, Holloway, Rice, Heynen)
- One of the following courses:
  - GEOG6630, Advanced Urban Geography, (Heynen, Kurtz)
  - GEOG6631, Race, Inequality, and the American City (Holloway)
  - GEOG6632, Urban Social Movements (Heynen)
  - GEOG6633, Urban Political Ecology (Heynen)
  - GEOG6635, Cities and Film, in development (Barkan, Holloway, Kurtz)

Electives, 6 credits (at least one course must be from outside Geography):

- No more than one additional course from the GEOG66xx sequence listed above, and no more than 3 total Geography courses
- Upon approval by the Program Director, no more than one instance (3 credit maximum) of ONE of the following may be used:
  - 6xxx-level or higher discipline-specific independent or directed readings
Internship (for graduate credit)

- At least one elective should open only to graduate students -- 8xxx-level seminars can count upon approval by the Program Director when their topic and focus is substantially urban and fits with the student’s academic and professional objectives. Multiple instances of GEOG8630 can count upon approval when the instructor and topic substantially differ.

- EDES6270/E, Environmental Design Uses of Geographic Information Systems (Rivero)
- EDES6640, History of Urban Planning (Ramos)
- EDES(PLAN)6650, City Planning (Ramos)
- FHCE6300, Advanced Housing Theories (Carswell)
- FHCE6310, Housing Policy (Carswell)
- FHCE6340S, Housing & Community Development (Skobba & Tinsley)
- FHCE7310, Managing Nonprofit and Special Community Housing (Skobba)
- GEOG6160, Applied Climatology in the Urban Environment (Shepherd)
- GEOG6380, Transportation GIS (Yao)
- GEOG6385, Community GIS, undergoing review (J. Shannon)
- GEOG6890, Athens Urban Food Collective (Kurtz, Heynen, & Trauger)
- LAND6120, Designing Healthy Places (Wasserman)
- PLAN6420, Urban Design (Yilmaz)
- PLAN6430, Urban Infrastructure (Crowley)
- PLAN6520(4 hours), Environmental Planning Studio I (Crowley, Rivera)
- PLAN6540(4 hours), Environmental Planning Studio II (Crowley, Yilmaz)
- PLAN6560(4 hours), Environmental Planning Studio III (Yilmaz)
- REAL7100, Real Estate
- SOCI6470, Deviance and Social Control (Cooney)
- SOCI8820, Communities and Crime (S. Shannon, T. McNulty)

These courses are grouped into several suggested themes for students (students may design their own themes in consultation with their advisor):

- Culture, Society, and Politics: FHCE6300, GEOG6631, GEOG6632, GEOG6635, GEOG6830, SOCI6470, SOCI8820
- Policy and Planning: EDES6640, EDES6650, FHCE6310, FHCE6340S, GEOG6631, PLAN6420, PLAN6430, PLAN6520, PLAN6540, PLAN6560, LAND6120
- Cities and Nature: GEOG6160, GEOG6633, GEOG6890
- Community Engagement: FHCE4340S, GEOG4385, GEOG4632, GEOG4890
- Urban & Community GIS: EDES6270/E, GEOG6380, GEOG6385
B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

Most of the courses listed as Core or Elective requirements for the certificate already exist and are either taught regularly or have been taught in the recent past. GEOG6385 (Community GIS) is currently in the curriculum review process, and GEOG6635 (City in Film) is a new course to be proposed during Fall 2015.

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.

Several prominent peer and aspirational institutions offer urban and metropolitan studies certificate programs (see table below). Many more offer fully developed graduate degree programs. Our lower credit hour requirement reflects the early stages of our program development and is in line with other certificates offered at UGA, many of which require 12 or 15 credit hours.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergrad/Grad</th>
<th>Administrative Home/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern University</td>
<td>G</td>
<td>School of Public Policy and Urban Affairs</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>G</td>
<td>Urban Studies Program</td>
</tr>
<tr>
<td>Washington University in St Louis</td>
<td>G</td>
<td>Center on Urban Research and Public Policy</td>
</tr>
<tr>
<td>Simon Fraser (Canada)</td>
<td>G</td>
<td>Urban Studies</td>
</tr>
</tbody>
</table>

Many more colleges and universities offer undergraduate minors or majors focused on urban studies, including Cleveland State University, Fordham, Minnesota State-Mankato, MIT, Portland State University, Queens College, Temple, University of New Orleans, University of Texas-Arlington, University of Wisconsin-Milwaukee, Virginia Commonwealth University, and Simon Fraser University, among others.

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

Formal accreditation is not available, but we intend to enroll UGA as an institutional member of the Urban Affairs Association (UAA) with this certificate program serving as the central contact for the University.
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.

Sufficient faculty expertise currently exists at UGA to support this certificate – no additional faculty will be necessary to successfully implement the proposed Certificate program. A successful and effective Certificate program can be supported by as few as 5 full-time faculty.

B. In addition, for each faculty member directly involved in this program, list:

1) Name, rank, degrees, academic specialty, educational background

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree</th>
<th>Academic Specialty</th>
<th>Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven R. Holloway</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Urban geography, race &amp; inequality, segregation, neighborhood change</td>
<td>Urban Geography, Demography, Sociology</td>
</tr>
<tr>
<td>Hilda Kurtz</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Urban geography, race and racialization, food politics</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Jerry Shannon</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Food access and food security, health and neighborhood design, community engaged research</td>
<td>Human Geography/GIS</td>
</tr>
<tr>
<td>Jennifer Rice</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Political ecology, climate, urban development</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Nik Heynen</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Urban political ecology, food systems</td>
<td>Human Geography</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Research Interests</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Joshua E. Barkan</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Critical social theory; Legal studies; Historical Geography of Capitalism</td>
<td>American Studies</td>
</tr>
<tr>
<td>Andrew Herod</td>
<td>Distinguished Research Professor</td>
<td>Ph.D.</td>
<td>Architecture, urban planning &amp; the spatial politics of the built environment</td>
<td>Labor Geography</td>
</tr>
<tr>
<td>Angela X. Yao</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>GIScience; Urban &amp; Transportation Modeling, Network Science, Location-based Social Media Data</td>
<td>Geography, Urban/Regional Analysis</td>
</tr>
<tr>
<td>James Marshall Shepherd</td>
<td>Georgia Athletic Association Distinguished Professor</td>
<td>Ph.D.</td>
<td>Urban climatology, Hydroclimate processes, Mesoscale weather</td>
<td>Physical Meteorology</td>
</tr>
<tr>
<td>Andrew T. Carswell</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Residential Property Management, Homeownership, Mortgage Finance</td>
<td>Urban Affairs &amp; Public Policy, Business Economics, Finance</td>
</tr>
<tr>
<td>Kimberly Skobba</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Housing &amp; income precarity, Community development &amp; social capital</td>
<td>Design, Housing &amp; Apparel, Housing Studies</td>
</tr>
<tr>
<td>Karen Tinsley</td>
<td>Public Service Associate</td>
<td>Ph.D.</td>
<td>Community housing, Workforce housing, Housing and demographic linkages</td>
<td>Economics</td>
</tr>
<tr>
<td>Sarah Shannon</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Social effects of incarceration, Relation of crime and welfare</td>
<td>Sociology/Criminal Justice</td>
</tr>
<tr>
<td>Thomas L. McNulty</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Criminology; Urban Sociology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Stephen J. Ramos</td>
<td>Assistant Professor</td>
<td>D.Design</td>
<td>Infrastructure, urbanism, international development</td>
<td>Urban Planning &amp; Design</td>
</tr>
</tbody>
</table>
2) Special qualifications related to this program

All faculty have a background and expertise related to urbanization, and urban and metropolitan issues in their respective disciplines.

3) Relevant professional and scholarly activity for past five years

Collectively, faculty associated with the certificate program have maintained active programs of teaching and scholarly research appropriate to their professorial rank that includes university-level teaching and/or research publications in peer-reviewed journals appropriate to their discipline that are related to urban studies.

4) Projected responsibility in this program and required adjustments in current assignments

Faculty affiliated with this Certificate program will teach this coursework as part of
their regular teaching assignments. Administrative responsibility for the program will reside in the Department of Geography.

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.

It is not deemed necessary to add any faculty to launch the program.
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.

      All resources are sufficient. There is no need for improvement.

   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.

      Our respective units, departments, colleges, and faculty have the computer and instructional resources necessary to support this program.
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.

Our respective units, departments, colleges, and faculty have access to the classrooms needed to support this program.
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.

<table>
<thead>
<tr>
<th>Item</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Operating Costs</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Capital Outlays</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Total</td>
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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 seek to provide assistantships specifically tied to this certificate 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.

There are no additional direct costs anticipated as participating units already teach the courses that we list as core or elective requirements of the certificate.

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.

If enrollment grows so that undue administrative burden is borne by the Program Director, additional funds will be sought to provide a course release and/or administrative assistance.
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.

The Urban and Metropolitan Studies Certificate program will be administratively housed in the Department of Geography. The Program Director will be a member of the Department of Geography faculty and will be responsible for appropriately administering the program within the institution. A Steering Committee of at least four additional members drawn from the academic faculty of at least three departments in at least two colleges will ensure the interdisciplinary nature of the program. The initial Program Director will be Dr. Steven Holloway, who commits to serving in this capacity for at least three years. Steering Committee members will commit to serving for at least two years, staggered so as to ensure continuity across academic years. Nominations for Steering Committee membership will be reviewed and voted upon by the existing Steering Committee members. Nominations for Program Director will be reviewed and voted upon by the existing Steering Committee members, contingent upon approval by the Head of the Department of Geography. The Program Director will convene the Steering Committee for a meeting at least once per academic year. The responsibilities of the Steering Committee include (a) reviewing course requirements for the certificate and updating as needed, including reviewing requests for additions and course substitutions, (b) nominating and voting upon replacement and additional Steering Committee membership, (c) nominating and voting upon Program Director, (d) advising certificate students, and (e) advancing the interests of interdisciplinary urban and metropolitan studies in their home units and among current and potential future students.

In addition to the Steering Committee, all University of Georgia faculty and academic staff members will be eligible to request Affiliate status. Requests will be reviewed and approved by the Steering Committee.

Admission of students into the graduate Urban and Metropolitan Studies certificate program will be restricted to degree-seeking undergraduate students in good standing according to the standards implemented by the University of Georgia. In addition, recently graduated students may enroll as a non-degree seeking post-
baccalaureate student in order to complete the certificate program requirements. Students who meet these requirements may select the certificate from within Athena and will be required to (a) register their intention to complete the certificate via a digital form to be developed and submitted to the Program Director, (b) successfully complete all certificate course requirements with a grade of “B” or better, and (c) meet for advisement each semester with the Program Director or an delegate advisor familiar with the requirements of the program. All certificate-seeking students will be reviewed once annually by the Steering Committee in order to ensure adequate progress.
TO: Dr. Julie A. Coffield, Associate Dean of the Graduate School
   Fiona Liken, Assistant Vice President

FROM: Dr. Laura Bierema, Associate Dean for Academic Programs

DATE: December 8, 2015

RE: Name change for Middle School Education

Please find attached a proposal to a request to change the name of all degrees under the current name of Middle School Education to Middle Grades Education. The College of Education’s Curriculum Committee approved this proposal on November 16th, 2015.
November 2, 2015

The Middle School Program's name change request has unanimous departmental support from the Department of Educational Theory and Practice. The change to the name Middle Grades Program more accurately captures the intent of the program, which is to focus on the educational needs of young adolescents in grades 4-8. The proposed name also aligns with the terminology currently used in this field of study.

Sincerely,

Cynthia B. Dillard, Ph.D.
Chair, Educational Theory and Practice &
Mary Frances Early Professor of Teacher Education
University of Georgia
NAME CHANGE JUSTIFICATION FORM

School/College Name: College of Education
Proposed Name: ________________________________

Department Name Changes:
Current Department Name: Middle School Education Program
Proposed Department Name: Middle Grades Education Program

Major Name Changes:
Current Major Name: Middle School Education
Degree: BSED
Proposed Major Name: Middle Grades Education
Degree: BSED
Middle School Education
Degree: MAT
Proposed Major Name: Middle Grades Education
Degree: MAT
Middle School Education
Degree: MED
Proposed Major Name: Middle Grades Education
Degree: MED
Middle School Education
Degree: MED (online)
Proposed Major Name: Middle Grades Education
Degree: MED
Middle School Education
Degree: EdS
Proposed Major Name: Middle Grades Education
Degree: EdS

Minor Name Change:
Current Minor Name: ________________________________
Degree: ________________________________
Proposed Minor Name: ________________________________
Degree: ________________________________

Prefix Changes:
A prefix change package should be submitted after the name change has been approved.

Current Prefix
EDMS
Department
Middle School Education program
Proposed Prefix
EDMG
Department
Middle Grades Education program

JUSTIFICATION:

Attach a page justifying changes.

SIGNATURES:

School/College: ________________________________

Department: ________________________________

Signature: ________________________________

Date: 11/4/10
NAME CHANGE JUSTIFICATION

We seek to change the name of our program from Middle School Education (EDMS) to Middle Grades Education (EDMG) in order to (1) better reflect the mission of our program and (2) be aligned with the current terminology used in our field.

(1) The Middle School Education program name is a misnomer. Our program focuses on meeting the needs of young adolescents in grades 4-8, and prepares teachers for those grade levels. However, the name “middle school” it typically used to refer to school buildings that house students in grades 6-8. Thus, the program’s current name does not accurately reflect our work, which includes the preparation of teachers for upper elementary grades (4th and 5th). As we seek to recruit and prepare students who are interested in teaching both upper elementary and middle school students, changing our name to Middle Grades Education will more accurately reflect our focus.

(2) We seek to change the name of our program in order to stay current in our field. The Association of Middle Level Education, the professional organization for our field, specifically focuses on students ages 10-15 (a focus on 4th-9th grades). Further, the following Georgia institutions with similar programs use the name Middle Grades Education:

- Armstrong State University
- Brenau University
- Columbus State University
- Georgia College
- Georgia Regents University
- Georgia Southern: Middle Grades Education
- Georgia State University (Middle Level Education)
- Middle Georgia State College
- Piedmont College
- The University of West Georgia
- Tift College
- University of North Georgia
- University of West Georgia
- Valdosta State University