Graduate Council Meeting  
Wednesday, February 13, 2019 3:30 p.m.  
Peabody Board Room  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes  
   (January 16, 2019)

II. Graduate Council Committee Reports

   A. Administrative Committee  
      Committee Report (Rotating Chair)

   B. Appeals Committee  
      Committee Report (Amy Pollard, Chair)

   C. Program Committee  
      Committee Report (Fikri Avci, Chair)  
      Action Items: Request from the Department of Epidemiology and Biostatistics to deactivate  
      the Doctor of Philosophy degree program in Epidemiology AND to change the name of the  
      Master of Science and Doctor of Philosophy degree programs in Biostatistics to  
      Epidemiology and Biostatistics.  
      Action Item: Request from the Department of Comparative Literature to change the name of  
      the Doctor of Philosophy and Master of Arts degree programs from Comparative Literature  
      to Comparative Literature and Intercultural Studies.  
      Action Item: Request from the Department of Counseling and Human Development to change  
      the name of the Doctor of Philosophy degree program in Counseling & Student Personnel  
      Services to Education.  
      Action Item: Request from the Department of Financial Planning, Housing and Consumer  
      Economics to deactivate the Master of Science Non-thesis in Financial Planning, Housing,  
      and Consumer Economics on the Griffin Campus only.

   D. Strategic Planning Committee  
      Committee Report (Jessica Muilenburg, Chair)  
      Action Item: Revision of the Procedures under the Revocation of Graduate Faculty Status.

III. Old Business

   Requested review by the Strategic Planning Committee of how Procedures under the Revocation  
   of Graduate Faculty Status section are structured to develop greater clarity in the process.
IV. New Business

Information Items

A. Curriculum Report: The Graduate School has approved 24 new courses, 77 course revisions, and 17 course deletions.

V. Adjourn
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

1. Basic Information
   1. Institution __________________ Date ____________ 12/4/2018 ____________
   2. School/College _____________ College of Public Health __________________
   3. Department/Division ________ Epidemiology and Biostatistics ____________
   4. Program Degree _______ PhD ______________________
      Major ________________ Epidemiology ____________________
   5. Deactivation _______ X ________ or Termination __________________
   6. Last date students will be admitted to this program ____________ Fall 2019 ____________
   7. Last date students will graduate from this program ______ 2023 (expected) __________
   8. Abstract of the deactivated or terminated program
      Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

Our department currently offers a PhD in Epidemiology and a PhD in Biostatistics. We want to streamline and update our departmental graduate degrees.

We want to offer a single departmental PhD in Epidemiology & Biostatistics with 3 different areas of emphasis (Biostatistics, Epidemiology, Data Analysis and Modeling).

As such, we request to deactivate the PhD in Epidemiology.

The proposal to create areas of emphasis is part of this requested name change.

Also part of this request is a request to change the name of the PhD in Biostatistics to PhD in Epidemiology and Biostatistics, to correspond to the name of our department, and a request to apply equivalent changes to the MS program such that we end up with a single MS in Epidemiology and Biostatistics with the above mentioned 3 areas of emphasis.

Students currently in the program will be allowed to choose if they want to finish according to the existing rules for the PhD in Epidemiology, or follow the new rules for the Epidemiology area of emphasis of the updated PhD in Epidemiology and Biostatistics.

We do not expect the deactivation of this degree to affect any current or future students, courses offered or faculty/staff in any negative way. Instead, we expect that our modification of the PhD program will lead to increased enrollment and strengthening of our departmental program.

9. Signatures
   Department Head __________________ Dean of School/College ____________ Dean of Graduate School ____________

II. Conditions for Deactivating or Terminating Programs
NAME CHANGE JUSTIFICATION FORM

School/College Name: ____________________________
Proposed Name: ________________________________

Department Name Changes:
Current Department Name: ______________________
Proposed Department Name: ______________________

Major Name Changes:
Current Major Name: Biostatistics
Degree: PhD

Proposed Major Name: Epidemiology and Biostatistics
Degree: PhD

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: ____________________________
Department: ____________________________
Proposed Prefix: __________________________
Department: ____________________________

JUSTIFICATION:
See attached page.

SIGNATURES:
School/College: ____________________________
Department: ____________________________
NAME CHANGE JUSTIFICATION FORM

School/College Name: ___________________________________________________________
Proposed Name: _______________________________________________________________

<table>
<thead>
<tr>
<th>Department Name Changes:</th>
<th>Proposed Department Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Department Name:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Name Changes:</th>
<th>Proposed Major Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Major Name:</td>
<td>Degree</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Epidemiology and Biostatistics</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minor Name Change:</th>
<th>Proposed Minor Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Minor Name:</td>
<td>Degree</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Current Prefix</th>
<th>Department</th>
<th>Proposed Prefix</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JUSTIFICATION:
Attach a page justifying changes.

SIGNATURES:
School/College: ____________________________
Department: ________________________________

[Signature]

[Signature]
PROPOSAL FOR AREA OF EMPHASIS

1. School/College:
   College of Public Health

2. Department/Division:
   Epidemiology and Biostatistics

3. Major:
   PhD in Epidemiology and Biostatistics

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

4. Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.

For a detailed description, please see the attached handbook.

5. Area of Emphasis Title (as it will appear in the Bulletin):
   #1 Epidemiology, #2 Biostatistics, #3 Data Analysis & Modeling

6. Proposed starting date: ______ fall 2020 ________________

7. Area of Emphasis Description:
   Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

For a detailed description, please see the attached handbook.

Signatures:

[Signature]

Epidemiology + Biostatistics 12/19/2018

Department Head

Epidemiology + Biostatistics 12/19/2018

College of Public Health

[Signature]

School/College Curriculum Committee Chair

[Signature]

Dean of Graduate School

[Signature]

University Curriculum Committee Chair
Justification:

Our department currently offers a PhD in Epidemiology, a PhD in Biostatistics and an MS in Biostatistics. We want to streamline and update our departmental graduate degrees and offer only a single departmental PhD and a single MS. We want to have them structured the same way, namely a single degree named MS (and PhD) in Epidemiology and Biostatistics with 3 different areas of emphasis (Biostatistics, Epidemiology, Data Analysis and Modeling).

As such, we request to change the name of the MS in Biostatistics to MS in Epidemiology and Biostatistics, to correspond to the name of our department.

The proposal to create areas of emphasis is part of this requested name change.

Also part of this request is to apply equivalent changes to the PhD program such that we end up with a single PhD in Epidemiology and Biostatistics with the above mentioned 3 areas of emphasis.
PROPOSAL FOR AREA OF EMPHASIS

1. School/College:
   
   College of Public Health

2. Department/Division:
   
   Epidemiology and Biostatistics

3. Major:
   
   MS in Epidemiology and Biostatistics

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

4. Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.

   For a detailed description, please see the attached handbook.

5. Area of Emphasis Title (as it will appear in the Bulletin):
   
   #1 Epidemiology, #2 Biostatistics, #3 Data Analysis and Modeling

6. Proposed starting date: _____ fall 2020

7. Area of Emphasis Description:
   Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

   For a detailed description, please see the attached handbook.

Signatures:

[Signature]
Department Head

[Signature]
Department
College of Public Health
12/19/2018

School/College Curriculum Committee Chair

[Signature]
School/College

[Signature]
Dean of Graduate School

[Signature]
University Curriculum Committee Chair

Date

Date

Date
MS in Epidemiology & Biostatistics
Goals of the Program

The primary objective of the M.S. Program in Epidemiology and Biostatistics is to train students in the knowledge, application and evaluation of core epidemiological, data analysis, modeling and biostatistical methods in public health and biomedicine. In addition, students will become subject matter experts in their chosen area of emphasis of Biostatistics (BIOS), Epidemiology (EPID), or Data Analysis & Modeling (DAM). The Department of Epidemiology and Biostatistics embraces competency-based education as set forth by the Association of Schools and Programs of Public Health. We specifically expect students to acquire the following competencies:

General competencies

Students receiving a M.S. in Epidemiology and Biostatistics are expected to gain the following competencies:
- Demonstrate a command of core epidemiological and biostatistical approaches and techniques.
- Critically review and assess the primary public health and biomedical literature.
- Communicate effectively with stakeholders in public health and biomedical research.
- Demonstrate ethical research practices as pertains to data collection, data management, analysis, and interpretation.
- Demonstrate ability to use computational approaches in the analysis of public health data.

Specific competencies

For the biostatistics area of emphasis, the following additional competencies apply:
- Critically review the statistical content of the public health and biomedical literature.
- Consult with investigators in public health and biomedicine on the design of clinical trials, case-control studies, public health surveys, and other experimental and observational studies.
- Critically evaluate and apply extant and new statistical methods.

For the epidemiology area of emphasis, the following additional competencies apply:
- Evaluate surveillance programs, participate in an outbreak investigation, and design a valid survey instrument.
- Demonstrate ability to design cohort and case-control studies to address a public health question, and appropriately analyze the resulting data.

For the data analysis & modeling area of emphasis, the following additional competencies apply:
- Demonstrate proficiency in writing computer code
- Demonstrate ability to apply sophisticated analysis methods to public health data
Pre-requisites
Applicants must satisfy the requirements specified by the graduate school. Applicants may have training in any discipline including but not limited to mathematics, public health, the biological or physical sciences, computer science, engineering, psychology, sociology, business, statistics or biostatistics. Previous coursework or standardized test results should demonstrate strong quantitative skills. Students are expected to have previous epidemiological and biostatistical knowledge at a level taught in our EPID and BIOS 7010 courses. Applicants seeking to complete the area of emphasis in data analysis and modeling or biostatistics must have additional biostatistical knowledge at the level of BIOS 7020. Biostatistics students should additionally have a completed course in differential, integral and multivariate calculus. Linear algebra is strongly encouraged. Students may be admitted without all of these pre-requisites under the condition that they take any remedial courses (e.g. EPID/BIOS 7010 or BIOS 7020), during their first semester of study. Any remedial courses do not count toward the degree.

Curriculum Overview
The M.S. degree in Epidemiology and Biostatistics will be awarded in recognition of general graduate level knowledge and understanding in Epidemiology, Biostatistics and Data Analysis & Modeling, as well as specialized knowledge in the chosen area of emphasis. Students will have to pass all required classes with a grade of B or above and need to maintain an overall B average. No grade below a C can be counted toward completion of the degree. To show their research proficiency, students have to perform research culminating in a Master’s Thesis. As part of this requirement, students will form a thesis committee, complete the thesis research project, and write and defend the final thesis to the committee and other members of the academic community at the university. The student is guided through the experience by a research advisor (mentor) and advisory Committee. All requirements for M.S. programs as specified by the Graduate School will have to be met.

Coursework
Students will complete a minimum of 36 credits. The courses are divided into those that are required to be taken by all students, and courses that are specific to a student’s chosen area of emphasis.

Required by everyone (18 credits):
- Fundamentals of Epidemiology (EPID 7020), 3 credits
- Research Data Management and Computing (BIOS 7400), 3 credits
- Regression and ANOVA (BIOS 8010), 3 credits
- Master level research (BIOS/EPID 7000), 3 credits
- Master thesis (BIOS 7300), 3 credits
- Graduate Seminar (EPID 9100), 2 credits
- Ethics Seminar, 1 credit
Required for BIOS (12 credits):
- STAT 6510 3 (might be substituted with STAT 6810)
- STAT 6520 3 (might be substituted with STAT 6820)
- BIOS 8020 3 Linear and Generalized Linear Models
- BIOS 8200 3 Biostatistical Consulting

Required for EPID (12 credits):
- BIOS 7020 3 Introductory Biostatistics II
- EPID 7410 3 Field Epidemiology
- EPID 8010 3 Cohort Study Design
- EPID 8020 3 Case Control Design

Required for DAM (12 credits):
- EPID 7500 3 Introduction to Coding in R for Public Health.
- EPID/BIOS 8060 3 Modern Applied Data Analysis
- BIOS 8200 3 Biostatistical Consulting
- BIOS 8020 3 Linear and Generalized Linear Models

Electives (6+ credits):
- Any EPID or BIOS class, or (with permission of advisor or program director), any other appropriate 7000/8000 graduate level class. Taking further electives is encouraged.

Additional coursework:
- As per UGA rules, a student who receives any level of support or is assigned teaching duties has to take a section of GRSC 7770. This course does not count toward the 36 credit program requirement.

Students who can prove mastery of content taught in a required class may be exempt from such a class at the discretion of the Department of Epidemiology and Biostatistics. Such students must replace exempted courses with qualified electives so as to maintain the total number of course credit hours required for each aspect of the degree.

**Sample Program of Study**

This is an example program of study for the different areas of emphasis. This can be adjusted based on needs and interests of individual students.

<table>
<thead>
<tr>
<th>Time</th>
<th>BIOS</th>
<th>EPID</th>
<th>DAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Fall</td>
<td>BIOS 7400, EPID 7020, BIOS 8010, STAT 6510, EPID 9100</td>
<td>BIOS 7400, EPID 7020, BIOS 7020, EPID 8010, EPID 9100</td>
<td>BIOS 7400, EPID 7020, BIOS 8010, EPID 7500, EPID 9100</td>
</tr>
<tr>
<td>Year 1 Spring</td>
<td>BIOS 8020, STAT 6520, BIOS 8200, EPID 9100, Ethics, elective</td>
<td>EPID 7410, EPID 8020, EPID 9100, Ethics, elective</td>
<td>EPID 8060, BIOS 8020, EPID 9100, Ethics, elective</td>
</tr>
<tr>
<td>Year 1 Summer</td>
<td>Classes or Research as Available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2 Fall</td>
<td>BIOS/EPID 7000, electives</td>
<td>BIOS/EPID 7000, electives, BIOS 8010</td>
<td>BIOS/EPID 7000, electives, BIOS 8200</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Year 2 Spring</td>
<td>BIOS 7300, electives</td>
<td>BIOS 7300, electives</td>
<td>BIOS 7300, electives</td>
</tr>
</tbody>
</table>

### Advisement

Upon entering the program, students are generally advised by the GC or PD for their area of emphasis. **By the end of the first semester, students must identify a departmental faculty as their main advisor and form an advisory committee.** The master’s advisory committee must consist of a minimum of three members. The chair and at least one other member must be members of the graduate faculty of the University of Georgia and the Department of Epidemiology and Biostatistics. The third member may be any person holding graduate faculty status at UGA. The third member can also be a non-UGA faculty member with a PhD or equivalent doctoral degree. For an external member, the GC will have to write a letter of justification to the graduate school. For more details, see the graduate school website.

### Thesis

A candidate must submit a thesis which shows independent judgment in developing and addressing a research question. The thesis shall be written under the direction of the chair of the student’s master’s advisory committee. The chair is responsible for mentoring the student through the steps and procedures of the research project. Other members of the advisory committee should be engaged by the student as the need arises. The thesis must be approved by the chair of the student’s advisory committee. The committee members must have three weeks to read and evaluate the completed thesis prior to its final defense.

A final oral defense of the thesis is required of all candidates. All members of the advisory committee must be present for the entire defense period and must vote to either agree to or dissent from the candidate’s thesis approval. Thesis approval can only proceed with no more than one dissenting vote.

The Graduate School must receive the Final Defense Approval form and an electronic submission of the corrected thesis prior to graduation. For more detailed requirements regarding deadlines and formatting of the thesis, see the graduate school website.
PhD in Epidemiology & Biostatistics
Goals of the Program
The objective of the PhD program in epidemiology and biostatistics is to provide students with in-depth knowledge of core epidemiological, data analysis, modeling and biostatistical methods. Students are expected to apply their knowledge to design, implement and evaluate research in public health and biomedicine. In addition, students will become subject matter experts in their chosen area of emphasis of Biostatistics (BIOS), Epidemiology (EPID), or Data Analysis & Modeling (DAM). The Department of Epidemiology and Biostatistics embraces competency-based education as set forth by the Association of Schools and Programs of Public Health. We expect students to acquire the following competencies:

General Competencies:
Students receiving a PhD in Epidemiology and Biostatistics should meet the following competencies:

- Improve public health through the development and application of new and innovative methods and approaches in Epidemiology & Biostatistics.
- Create new knowledge in the field of Epidemiology & Biostatistics, with a special emphasis on identifying emerging areas of enquiry, especially those that cross disciplinary boundaries.
- Translate new knowledge in Epidemiology & Biostatistics so that it may be implemented and used to improve public health.
- Improve the quality of public health and biomedical investigations through the use of sound study design and the appropriate application of state-of-the-art modeling, data analysis and biostatistical methods.
- Train epidemiologists, data scientists & biostatisticians to respond to future challenges in public health, to educate future generations of students in the field, and to provide service to the community.
- Serve the larger communities in which we live and work, by using our skills and knowledge.
- Evaluate and synthesize primary research literature to appraise the state of knowledge in an area of public health.
- Demonstrate and practice ethical research as it pertains to all aspects of data collection, management, analysis, and interpretation. This includes ethical and legal principles as they pertain to the collection, maintenance, use, and dissemination of data.
- Communicate effectively with lay audiences, with investigators in public health and other biomedical researchers.

For the biostatistics area of emphasis, the following additional competencies apply:

- Critically review the statistical content of the public health and biomedical literature.
- Consult with investigators in public health and biomedicine on the design of clinical trials, case-control studies, public health surveys, and other experimental and observational studies.
- Critically evaluate and apply extant and new statistical methods.
- Demonstrate a command of core biostatistical techniques, including their computation,
theoretical underpinnings, and their application in public health and biomedicine.

For the epidemiology area of emphasis, the following additional competencies apply:

- Choose valid observational or interventional study designs, data sources, and analytic methods to answer epidemiological questions.
- Apply key sources of epidemiologic data to inform programmatic and research activities.
- Lead and manage a research team to conduct an epidemiologic study.
- Articulate research questions in epidemiology that address critical problems in public health.

For the data analysis & modeling area of emphasis, the following additional competencies apply:

- Analyze epidemiologic data using valid statistical or mathematical methods to draw appropriate inferences from the results.
- Collect, organize, and manage data to ensure data integrity.
- Demonstrate a command of core biostatistical techniques, including their computation, theoretical underpinnings, and their application in public health and biomedicine.

Pre-Requisites

Applicants must satisfy the requirements specified by the graduate school. In addition, all students entering the program must show strong quantitative skills as evidenced by performance on standardized tests (e.g. GRE) or in prior quantitative courses (e.g. math, statistics, physics, engineering etc.).

Students are expected to have proficiency in the content and material equivalent to that covered in the EPID and BIOS 7010 and 7020 courses offered by the department. If students do not have that knowledge, they might still be admitted but might need to take those courses before starting the PhD course sequence outlined below. Those courses will not count toward the degree.

Applicants seeking to complete the area of emphasis in biostatistics must have completed courses in differential, integral and multivariate calculus, and linear algebra.

Curriculum

The degree of Doctor of Philosophy in Epidemiology & Biostatistics will be awarded in recognition of a strong foundational understanding of fundamental concepts in Epidemiology & Biostatistics, together with in-depth knowledge in the chosen area of emphasis. All students will demonstrate the ability to perform independent research and to communicate clearly the results of such research.

In this program, all students will acquire foundational knowledge and expertise in epidemiology, data analysis and biostatistics through successful completion of core course series. The student must further demonstrate their mastery of their chosen area of emphasis by taking required and elective courses in that area and by completing an independent research project under the
direction of a faculty mentor.

Advanced academic knowledge will be demonstrated by meeting the requirements of each required and elective course and by passing both a department-wide written qualifying exam, which covers the general curriculum content, and a comprehensive exam, administered by the student's advisory committee, which focuses on what the student needs to know for their chosen program of study. The exams are described in more detail below.

Research expertise will be demonstrated through the successful completion and defense of a dissertation research project. As part of this requirement, students will form a dissertation committee, write and defend a dissertation prospectus (i.e., proposal), complete the dissertation research project, and write and defend the final dissertation for the committee and other members of the academic community at the University. The student is guided through the experience by a research advisor (mentor) and Advisory Committee. This is described in more detail below. A minimum of 12 credits of dissertation research, and at least three credits of dissertation writing are also required.

The PhD program in Epidemiology & Biostatistics has three areas of emphasis. Biostatistics (BIOS), Epidemiology (EPID) and Data Analysis & Modeling (DAM). All students are expected to take core courses required for each area of emphasis. Each area of emphasis has additional specific requirements.

Students who can prove mastery of content taught in a required class may be exempt from such a class at the discretion of the Department of Epidemiology and Biostatistics. Such students must replace exempted courses with qualified electives so as to maintain the total number of course credit hours required for each component of the degree.
Coursework
To complete the Ph.D. the student will complete the following courses. The courses are divided into those that are required to be taken by students of any concentration, courses that are specific to concentrations, and electives.

Required by all concentrations:
- BIOS 8010 3 Regression and ANOVA
- BIOS 8020 3 Linear and Generalized Linear Models
- BIOS 8030 3 Longitudinal Data Analysis
- EPID 8010 3 Cohort Study Design
- EPID 8020 3 Case-Control Study Design
- EPID/BIOS 9100 2x1 Graduate Seminar
- EPID XXXX 1 Ethics Seminar
- GRSC 7770 3 Teaching Assistantship required class
- EPID/BIOS 9000 >=12 PhD level research
- EPID/BIOS 9300 >=3 PhD thesis writing

Required for BIOS (18 credits):
- STAT 6810 3 Probability Distributions
- STAT 6820 3 Statistical Inference
- BIOS 8040 3 Advanced Biostatistical Methods
- BIOS 8200 3 Biostatistical consulting project
- BIOS 8310 3 Advanced Biostatistical Inference
- BIOS 8320 3 Asymptotic Biostatistical Inference

Required for EPID (12 credits):
- EPID 8500 3 Infectious Disease Epidemiology
- EPID 8400 3 Chronic Epidemiology
- EPID 8040 3 Clinical trials
- EPID 8050 3 Integrated Research Design

Required for DAM (12 credits):
- BIOS 7400 3 Introduction to SAS and Data Management
- EPID 7500 3 Intro Coding in R for Pub Hlth
- BIOS 8200 3 Biostatistical consulting project
- EPID/BIOS 8060 3 Modern Applied Data Analysis

Electives (9 credits):
- Any EPID or BIOS class or any class within the college of public health at the 7000/8000 level.
- Students are allowed to take classes outside the department/college. In general, classes that are related to the student’s program of study and research are permitted. For any class outside our college, it is recommended that students discuss the class they want to take with their advisor or program director to obtain permission.
Franklin College of Arts and Sciences
Office of the Dean

September 18, 2018

Fiona Liken
Director of Curriculum Systems
University of Georgia
318 Old College
UGA Athens Campus

Dear Fiona:

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

Comparative Literature
NAME CHANGE FROM: Comparative Literature Department
NAME CHANGE TO: Department of Comparative Literature and Intercultural Studies

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

Sincerely,

Jean Martin-Williams
Dr. Jean Martin-Williams
Josiah Meigs Distinguished Teaching Professor of Music
Associate Dean, Franklin College
September 12, 2018

Dear Dean Dorsey,

I have attached the two documents required for the change of the name of our department from the Comparative Literature Department to the Department of Comparative Literature and Intercultural Studies. Please let me know if we need to submit any other forms.

Many thanks,

Mihai I. Spariosu
Distinguished Research Professor and Head
NAME CHANGE JUSTIFICATION FORM

School/College Name: Franklin College of Arts and Sciences
Proposed Name: Same

Department Name Changes:
Current Department Name: Comparative Literature Department
Proposed Department Name: Department of Comparative Literature and Intercultural Studies

Major Name Changes:
Current Major Name: Comparative Literature
Proposed Major Name: Comparative Literature and Intercultural Studies

Degree
BA/PhD
MA

Minor Name Change:
Current Minor Name: Comparative Literature
Proposed Minor Name: Comparative Literature and Intercultural Studies

Degree
BA

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

Current Department
Prefix
CMLT
Comparative Literature Department

Proposed Department
Prefix
CLIS
Department of Comparative Literature and Intercultural Studies

JUSTIFICATION:
Attach a page justifying changes.

SIGNATURES:

School/College: Franklin College of Arts and Sciences

Department: Comparative Literature Department
At the beginning of the 2017-18 academic year, the CMLT faculty debated and decided, by a large majority vote, to change the name of the department from the Comparative Literature Department to the Department of Comparative Literature and Intercultural Studies. This decision reflects the most recent national and international developments in our field. From its inception, Comparative Literature has been conceived by its founders as a cross-disciplinary, cross-national, and cross-cultural enterprise that brings together theoretical developments in various fields of the humanities and the social sciences to reflect on the most important intellectual and cultural trends in various parts of the world from a comparative perspective through the lens of literary studies. But, the founders of the field of Comparative Literature in the United States in the 1950s were mostly distinguished European scholars who sought a safe haven from the ravages of World War Two and its aftermath and who, understandably, focused on the Western literary, intellectual and cultural tradition, which at the time was in danger of being annihilated by the onslaught of Fascism and Communism.

During the past two decades, the Comparative Literature Department at UGA has experienced a much-needed diversification, strongly supported by its senior members who were mostly conversant in the Western literary and cultural traditions, but felt the need to expand their horizon and that of their students to other major world traditions. Today, our Department involves the integrated, comparative study of several world literatures, languages and other cultural expressions in their interrelation, from a humanistic, interdisciplinary and global perspective. We now see our mission as helping prepare our students for the cognitive and ethical challenges of our age of globalization, so they can become not only good national, but also good global citizens. To this end, we provide them with the tools to analyze and compare several literatures of the world both in their specific cultural and linguistic contexts and in their intercultural, regional and global reference frames. We provide instruction in intercultural and interdisciplinary methodology, literary theory and criticism, translation studies, the African, Asian and Western traditions and their relevance to the contemporary American and global scene. Thereby, we develop our students’ intercultural interpretive and communicative skills, their ability to feel at home in other cultures, effectively engaging in intercultural dialog and mutually beneficial cooperation, as well as their know-how, creativity, and flexibility in meeting the challenges of the new global economy and the super-diversity of our global society.

Since Fall 2017, we have overhauled our graduate and undergraduate curriculum in line with the new orientation of the Department toward intercultural studies. We have redesigned a significant number of CMLT course offerings, eliminating old courses and proposing new ones. So far, CAPA has approved 7 (seven) courses that have been redesigned and renamed, and 10 (ten) entirely new courses, oriented toward intercultural studies. Therefore, we would like to have the new orientation of the department reflected in its name as well.
TO: Dr. Suzanne Barbour, Dean of the Graduate School
Fiona Liken, Assistant Vice President

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

DATE: November 26, 2018

RE: Name Change and Areas of Emphasis Proposals

Please find attached the following three proposals from the Department Counseling and Human Development.

- Name Change Proposal for the PhD in Counseling & Student Personnel Services to the PhD in Education
- Area of Emphasis in College Student Affairs Administration under the proposed name change of PhD in Education
- Area of Emphasis in Counselor Education and Supervision under the proposed name change of PhD in Education

The College of Education's Curriculum Committee approved this proposal on November 15, 2018
October 14, 2018

Office of Curriculum Systems
319 New College
CAMPUS

Dear Curriculum Systems:

The faculty in the Department of Counseling and Human Development Services voted unanimously to rename one of its doctoral programs on October 9, 2018. The faculty would like the current doctoral program in Counseling and Student Personnel Services to be renamed PhD in Education. The department is also simultaneously submitting two areas of emphasis for this renamed degree. These areas of emphasis are College Student Affairs Administration and Counselor Education and Supervision.

A request for a name change and the two accompanying areas of emphasis are submitted with this vote notification letter. Thank you for your assistance in forwarding this paperwork to the College of Education Curriculum Committee for its review.

Sincerely,

Brian A. Glaser
Brian A. Glaser, Ph.D.
Professor and Department Head
NAME CHANGE JUSTIFICATION FORM

Major Name Changes:
Current Major Name: Counseling & Student Personnel Services
Degree: PhD
Proposed Major Name: Education
Degree: PhD

JUSTIFICATION:

See attached justification

Effective Term: Summer 2019

School/College: College of Education
Dean Name: Denise A. Spangler
Dean (sign & date): [Signature] 6-24-19

Completed proposals containing graduate programs should be submitted to the Graduate School at kcrabney@uga.edu or Graduate School, Terrell Hall.

For information or assistance, please contact the Office of Curriculum Systems at curtsys@uga.edu or 542-6358.
Within the College of Education’s Department of Counseling and Human Development Services, there has been a generalist doctoral program in Counseling and Student Personnel Services (CSPS) for more than 50 years. In 1967, a faculty member was hired to develop a student affairs specialty within that existing CSPS doctoral program, as well as to develop a master’s program in Student Personnel in Higher Education (SPHE). At that time, the CSPS doctoral program became, in essence, a Ph.D. based in counseling and focused on student affairs. In 1988, the doctoral program was evaluated to determine whether it was meeting the needs of student affairs practice at the doctoral level. The two-year study involved program, departmental, and college faculty; senior UGA Student Affairs administrators; alumni; and current doctoral students. It should be noted this local question reflected changes occurring nationally in the relationship of disciplines and professional associations in counseling and student affairs. Based on this study, as well as changes in the profession at a national level, the faculty concluded the counseling-based student affairs doctoral program should be re-focused substantially to become an administration-based program. Thus, in 1990, the informal name of the Ph.D. emphasis area was changed to Student Affairs Administration, although administratively the program continued to exist as an informal area of emphasis within the CSPS Ph.D. The Student Affairs Administration emphasis was the only doctoral program with the CSPS designation for nearly 20 more years, and despite that historical degree name, it has been an administration-based program since 1990.

About 10 years ago, professional school counselors and student affairs professionals within the state of Georgia expressed the need for a part-time doctoral program to enhance skills and content knowledge as a method of improving services and programming within their current positions as well as providing opportunities for professional advancement. A second CSPS informal area of emphasis was therefore developed in 2008, with two unique aspects: (1) a P-16 perspective in counseling and student services that was unavailable at other institutions within the state and region, and (2) a part-time terminal degree program in a geographic area that was untapped at the time and that was being served by the new Gwinnett campus location.

This re-focused Ph.D. program was conceived from the outset as a counselor education program, grounded in social justice and designed to meet Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards to prepare graduates to be counselor educators and/or to assume positions of leadership in P-16 educational settings. As an administrative convenience, the informal area of emphasis was established under the department’s Counseling and Student Personnel Services (CSPS) Ph.D., joining the well-established Student Affairs Administration program. Although the program’s P-16 philosophy was designed to bring P-12 and higher education practitioners together, and the faculty reflected both the department’s School Counseling and Student Affairs Administration areas, this program from the beginning focused on counselor education and supervision and was designed in alignment with CACREP standards. It attracted both school counselors and those student affairs practitioners who desired counseling-based preparation for work in areas such as career counseling or disability services, as well as professionals from both backgrounds who wanted to become counselor education faculty members. The Ph.D. area of emphasis in College Student Affairs continued to enroll those who wanted careers in higher education as student affairs administrators or as faculty members in student affairs and higher education programs. The two CSPS emphases have from the beginning had completely separate programs of study and requirements.

As accreditation and hiring standards have become more restrictive, and as terminology in both emphasis areas has continued to evolve, the Counseling and Student Personnel Services designation no longer serves either informal area well. The CACREP designation for doctoral-level programs is Counselor Education and Supervision; it is not only more descriptive of the area of emphasis' focus, but it is this designation that search committees look for, so graduates can be at a disadvantage when the CSPS designation is not recognized by hiring authorities. Specifically, students in the program who are interested in either serving as a P-12 school counselor or as a faculty member in Counselor Education and Supervision are required to graduate from a CACREP accredited program. Within the state of Georgia, doctoral candidates who earn the degree and return to P-12 schools are required by the state's agency, the Georgia Professional Standards Commission, to graduate from a CACREP accredited program. CACREP's guidelines for accreditation of doctoral programs also require graduates who assume roles in higher education Counselor Education and Supervision programs to graduate from a CACREP accredited program (http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf).
For the student affairs doctoral students, the CSPS designation is misleading and therefore also problematic; although the first word in the degree name is “counseling,” they have no coursework or training in counseling and are not prepared to function as counselors in any professional sense of that word. Moreover, in the student affairs profession, the term “student personnel services” is outdated and not used in current practice. The M.Ed. program name was changed from Student Personnel in Higher Education (SPHE) to College Student Affairs Administration (CSAA) for this reason approximately 21 years ago when UGA changed from a quarter to a semester system; however, no parallel change was made for the CSPS/Student Affairs Administration program. Thus, the CSPS designation for this group is inaccurate and also conveys the impression that graduate’s preparation is not up-to-date.

Moving to a Ph.D. in Education with areas of emphasis in Counselor Education and Supervision and College Student Affairs Administration would convey more clearly the content of both programs, under the larger and more accurate umbrella of doctoral study in Education. The program faculty and department are requesting a name change from a Doctor of Philosophy degree in Counseling and Student Personnel Services to a Doctor of Philosophy in Education. This degree would have two accompanying areas of emphasis that would be titled (1) Counselor Education and Supervision and (2) College Student Affairs Administration. These proposed areas of emphasis are included in this proposed name change request.
PROPOSAL FOR AREAS OF EMPHASIS

1. School/College:
   College of Education

2. Department/Division:
   Counseling and Human Development Services

3. Major:
   Doctor of Philosophy in Education

4a. Major Requirements: Applicants must possess a master’s degree from an accredited institution. All candidates must successfully complete a series of core, research, and supervised practice courses.

4b. Area of Emphasis Title (as it will appear in the Bulletin): College Student Affairs Administration
   This area of emphasis would be offered at the Athens campus.

4c. Proposed starting date: Summer 2019

4d. Area of Emphasis Description:

Required Courses

*College Student Affairs Administration Doctoral Core*

ECHD 8990   Research Seminar in Counseling and Human Development Services
ECHD 9400   Seminar in Student Affairs Administration (Foundations)
ECHD 9410   Organizational Development, and Consultation in Higher Education
ECHD 9420   Advanced Theories of College Student Development
ECHD 9430   Environmental Assessment and Facilities Management
ECHD 9450   Staffing Practices in Student Affairs
ECHD 9460   Issues in Student Affairs Administration
ECHD 9470   Collaboration in Academic and Student Affairs
ECHD 9480   The College Student
ECHD 9490   College Student Outcomes Assessment and Accreditation
ECHD 9930   Equity, Diversity, & Inclusion in Student Affairs
ECHD 9970   Educational Research in Counseling and Human Development Services

*Research and Evaluation Core*

ERSH 8310   Applied Analysis of Variance Methods in Education
ERSH 8320   Applied Correlation and Regression Methods in Education
QUAL 8400   Qualitative Research Traditions
QUAL 8410   Designing Qualitative Research
ECHD 9000   Doctoral
ECHD 9300   Doctoral Dissertation

Elective Courses (at least 6 semester hours)
8000- and 9000-level courses chosen in consultation with major professor based on research area

Supervised Practice*

ECHD 9830   Administrative Internship in Student Affairs Administration
ECHD 9850   Teaching Internship in Counseling and Human Development Services

* All students complete a 3-credit hour teaching internship, in which they co-teach a course in the CSAA M.Ed. program with a member of the core program faculty. Students with less than five years of full-time post-
master's professional work experience in student affairs at the time of admission also complete a 3-credit hour administrative internship, which is planned in consultation with the major professor.

5a. Major Requirements: Applicants must possess a master's degree from an accredited institution. All candidates must successfully complete a series of core, research, and supervised practice courses.

5b. Area of Emphasis Title (as it will appear in the Bulletin): Counselor Education and Supervision
This area of emphasis would be offered at the Gwinnett campus.

5c. Proposed starting date: Summer 2019

5d. Area of Emphasis Description:

**Required Courses**
*Counselor Education and Supervision Core*
- ECHD 8015E Foundations of Counselor Education
- ECHD 8190 Introduction to Social Justice & Advocacy in P-16 Settings
- ECHD 8035E Seminar in Counselor Education
- ECHD 8680 Counseling Supervision in Educational Settings
- ECHD 9050 Career Development and Research
- ECHD 9060 Advanced Multicultural Counseling
- ECHD 9080 Advanced Theories and Procedures of Group Work
- ECHD 9610 Theories of Counseling Psychology
- ECHD 9650 Consultation in Human Systems

*Research and Evaluation Core*
- ECHD 8310 Social Justice Assessment and Program Evaluation in P-16 Settings
- ECHD 8990 Research Seminar in Counseling and Human Development Services (Writing Seminar)
- ECHD 9300 Doctoral Dissertation
- ECHD 9970 Educational Research in Counseling and Human Development Services
- ERSH 8310 Applied Analysis of Variance Methods in Education
- ERSH 8320 Applied Correlation and Regression Methods in Education
- QUAL 8400 Qualitative Research Traditions
- QUAL 8410 Designing Qualitative Research

*Supervised Practice*
- ECHD 9760 Practicum in Counseling Psychology
- ECHD 9850 Teaching Internship in Counseling and Human Development Services
- ECHD 9860 Internship in Counseling Psychology
November 19, 2018

John C. Maerz, Chair
University Curriculum Committee

Dear Dr. Maerz and Committee:

Attached please find the proposal to deactivate the master's non-thesis in Financial Planning, Housing and Consumer Economics (FHCE) emphasis in financial planning for the Griffin campus only. In June of 2017, we received approval to extend our existing MS-NT in financial planning to the Griffin campus hoping we could recruit enough students to have a cohort starting January 2017. We were unsuccessful in that attempt and are now requesting that the Griffin campus MS-NT degree program be deactivated so it is not listed as an option on the graduate online application.

As this master's degree is simply an extension of our Athens campus master's non thesis, I would like it to be very clear that we are only asking to have the Griffin campus program deactivated at this time.

Sincerely,

Sheri Lokken Worthy
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia  Date November 14, 2018
2. School/College College of Family and Consumer Sciences
3. Department/Division Department of Financial Planning, Housing & Consumer Economics
4. Program Degree Master’s Non-Thesis (Griffin campus only)
   Major Financial Planning, Housing & Consumer Economics (FHCE) Financial Planning emphasis (Griffin campus only)
5. Deactivation X or Termination
6. Last date students will be admitted to this program August 2018
7. Last date students will graduate from this program no students ever started the program
8. Abstract of the deactivated or terminated program
   In order to increase enrollment on Griffin campus, we determined there may be a market for a master’s degree program in financial planning. This program was designed as an expansion to our existing master’s non-thesis in Financial Planning, Housing and Consumer Economics (FHCE) financial planning emphasis on the Athens campus. As detailed below, we made multiple efforts to recruit for this program, but ultimately were unable to attain a minimum opening enrollment of 5 students. Therefore, we are requesting deactivating this degree program at this time.

9. Signatures
   [Signature]
   [Signature]
   Department Head       Dean of School/College       Dean of Graduate School

II. Conditions for Deactivating or Terminating Programs

The deactivation (temporary suspension) or termination (discontinuation) of programs is expected to address satisfactorily the conditions listed below in order to be approved and implemented within the University of Georgia. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that warrant deactivation or termination of the program.
   We began marketing and recruiting for the Griffin campus master’s in financial planning fall 2017 when we received approval of the expansion of our current master’s degree to that campus. Recruiting activities before January 2018 included:
   • reached out to UGA Alumni from Athens and Griffin from our college and Terry
   • hosted an information session with 15 participants on October 10, 2017
   • reached out and talked to prospective students. Some that wanted to apply did not have GRE and ended up not qualifying for the waiver
   • participated in the Gordon College graduate college fair, the GMC and SCTC college fairs.
   • participated in Fayette business expo
   • visited some local banks to spread the word about the new program (press release and radio announcements)

   After we were unable to recruit any students for the January 2018 start date, we completed the following recruitment efforts spring 2018 for fall 2018 admission:
   • created a video for the Griffin program ($5,000)
   • created a new Griffin master’s landing page
   • spent over $10,000 on AdWords
• hired consultant to go to military installations and industry in the Griffin area to recruit ($3,500)
• Griffin faculty hosted/attended multiple recruiting functions
• the Griffin AB Interdisciplinary Studies/FHCE MS-NT Financial Planning was approved
• submitted the paperwork for the Griffin BBA/FHCE MS-NT Financial Planning
• investigated the other Griffin campus master’s degrees and determined our FHCE master’s courses would not benefit their programs of study
• met with Melissa Gordon and Lew Hunnicut to develop a recruitment plan (8/15/18)
• Melissa Gordon emailed all USG-Griffin faculty/staff about the program
• held a “Minority Students: Tools to be a Successful Financial Planner” lunch and learn event September 18, 2018 on Griffin campus
• FHCE Griffin faculty made multiple phone calls and emails to recruit students

2. State the reasons for deactivating or terminating the program.
We were unable to recruit the minimum number of students to start the program (5).

3. State the plans for allowing those students already in a program to complete degree requirements, including specific information on a.) how students will be notified of the program termination and b.) how students will be counseled on completing the program.
Two students were admitted to the program spring/summer 2018 (for fall 2018 start date) and were notified by the Department Head on multiple occasions that the beginning of the program was pending 5 students enrolled. Their fall 2018 admission was deferred to January 2019 when it was determined we did not have 5 students. Both students were notified by email in September 2018 that the degree program would not be offered on Griffin campus spring 2019 and that they were accepted into our online master’s degree program and could begin taking online classes. Neither student chose that option.

4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved, specifically a.) how will faculty and staff be notified of the termination and b.) how will faculty and staff be re-deployed?
The proposal to expand of our master’s non-thesis in FHCE emphasis in financial planning was approved fall 2017. We worked diligently to recruit students to the program for spring 2018 and fall 2018 with the goal of a minimum of 5 students. We were unable to reach that enrollment goal, with only 1 full-time student and 1 part-time student admitted for fall 2018. We continued recruitment efforts for another month and decided to cease recruitment efforts in October 2018. The 3 FHCE Griffin faculty were teaching undergraduate classes on Griffin campus prior to the addition of this program. Their assignments have not changed.

5. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?
We are confident our online master’s in financial planning or Athens campus master’s in financial planning have the capacity to accommodate any students who may have been interested in the Griffin campus master’s.

6. What plans, if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated or terminated program?
At this time, we are focusing recruitment efforts on the Griffin undergraduate BSFCS in Consumer Economics emphasis in Financial Planning. Students interested in pursuing the master’s in financial planning are encouraged to apply to our online master’s in financial planning.
The Strategic Planning Committee met on 15 January 2019 and brings the following action item before the Graduate Council:

Revocation of Graduate Faculty Status

Policy

(APPROVED BY THE GRADUATE COUNCIL, NOVEMBER 30, 2016)

The responsibilities of Graduate Faculty can be found in the Rationale section of the Policies and Procedures for Appointment and Reappointment to the Graduate Faculty. A member of the Graduate Faculty of the University of Georgia may have their Graduate Faculty status removed if they fail to meet any or all of the expectations outlined above, as assessed during the periodic review process. Procedures for the periodic review of Graduate Faculty are in Procedures for Appointment and Reappointment of the Graduate Faculty section of the policy document referred to above.

It is also possible for a member of the Graduate Faculty to have their Graduate Faculty status revoked by the dean of their college or school, the Dean of the Graduate School, the Provost, or the President outside the periodic review process. Revocation may occur for egregious acts or when a faculty member fails to fulfill the responsibilities of a member of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality or remain active in the practice of the profession, and to direct the research/professional development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes, but is not limited to, abuse of power, intimidation and harassment, violation of workplace violence policies and other acts covered by the UGA Non Discrimination and Anti-Harassment Policy.

Procedures

1. When a graduate student or faculty member has a complaint about the performance or behavior of a faculty member directly related to their responsibilities as a Graduate Faculty member, the first course of action should be to try to resolve the complaint directly with the faculty member.
2. If the student/faculty member is unable to resolve the complaint with the Graduate Faculty member, then an oral or written complaint should be delivered to the unit head and/or the departmental graduate coordinator.
3. The unit head and/or graduate coordinator must investigate the complaint and work with the student/faculty member making the complaint (complainant) and the Graduate Faculty member.
4. The unit head and/or graduate coordinator must provide a written summary to the complainant and to the Graduate Faculty member against whom the complaint was made of the outcome of their investigation of the complaint and of the recommendations made to resolve the issue. A copy of this letter will be placed in the personnel file of the Graduate Faculty member.
5. A committee consisting of three Graduate Faculty members (at least one of whom must be from outside the unit) must be appointed to further investigate the complaint:
   1. If the unit head and/or graduate coordinator are unable to resolve the issue.
   OR
   2. If the complainant is not satisfied with the resolutions provided by the unit head and/or the graduate coordinator and makes a written appeal to the unit head and/or graduate coordinator.
   OR
   3. If the faculty member is not satisfied with the resolutions provided by the unit head and/or the graduate coordinator and makes a written appeal to the unit head and/or graduate coordinator.
6. The appointed committee must convene to review the complaint and to meet with all affected parties and provide a written assessment to the unit head and/or graduate coordinator with recommendations for necessary action. A copy of this letter will also be provided to the complainant and the Graduate Faculty member against whom the complaint has been made, and a copy will be placed in the personnel file of the Graduate Faculty member.

7. In response to the recommendation from the committee, the unit head and/or graduate coordinator may initiate procedures for re-evaluation of the Graduate Faculty status of the faculty member against whom the complaint has been made.

8. Graduate Faculty in the academic unit will review and vote on a recommendation to revoke the Graduate Faculty status of the faculty member and shall follow Appointment and Reappointment procedures for recommendation to the Graduate Faculty including consideration of all documentation associated with the recommendation.

9. If the Graduate Faculty vote to revoke graduate faculty status, a letter from the unit head and/or graduate coordinator and all documentation associated with the recommendation will be forwarded to the dean of the college/school.

10. The dean of the college/school will forward this information together with a letter of recommendation to the dean of the Graduate School.

11. The faculty member has the right to make an appeal against the decision to the dean of the Graduate School who will forward the information or review to the Appeals Committee of the Graduate Council. The committee will provide a recommendation to the dean, who will render a decision and notify all parties as to the resolution of the matter.

12. If the dean of Graduate School upholds the decision of the unit’s Graduate Faculty, the faculty member has the right to make an appeal against the decision to the Provost. This appeal must be made in writing within 14 days of the dean of the Graduate School providing notification of the removal of Graduate Faculty status. The Provost is the final arbiter of the decision to revoke Graduate Faculty status.

13. If the decision results in revocation of Graduate Faculty status, then the dean of the school or college will work with the academic unit to develop a plan of action that will allow the faculty member to reapply for Graduate Faculty status.

All investigations into complaints against Graduate Faculty must be dealt with expeditiously. Normally, there should be no more than 30 days between the presentation of the complaint and resolution of a complaint or, if necessary, a vote by the Graduate Faculty in the academic unit on the Graduate Faculty status of the faculty member against whom the complaint was made. If efforts are ongoing to resolve the complaint, the unit head and/or graduate coordinator may extend the time for formal review of the complaint.

Both the faculty member and the complainant have the right to seek the advice of an attorney, but attorneys are not authorized to participate in the dispute resolution process.

Students and faculty members who, in good faith, report what they believe to be a valid complaint, or who cooperate in any investigation, will not be subjected to retaliation. Any student or faculty member who believes he or she has been the victim of retaliation for making a complaint or cooperating in an investigation should immediately contact the unit head and/or graduate coordinator. Any person found to have retaliated against a person who has cooperated in an investigation will be in violation of this policy and will be subject to disciplinary action.