AGENDA

I. Reading, Correction and Approval of Minutes
   (January 23, 2020)

II. Graduate Council Committee Reports
   A. Administrative Committee
      Committee Report (Rotating Chair)
   B. Appeals Committee
      Committee Report (Cindy Hahamovitch, Chair)
   C. Program Committee
      Committee Report (James Reap, Chair)
      • Action Item: From the MFE College of Education, a request to terminate the Doctor of Philosophy in Educational Psychology (PhD EPSY), Gwinnett Campus only.
      • Action Item: From the MFE College of Education, a request to terminate the Masters of Science in Kinesiology (MS KINS), Gwinnett Campus only.
      • Action Item: From the MFE College of Education, a proposal to offer an online Graduate Certificate in Online Teaching and Learning.
      • Action Item: From the College of Environment and Design, a proposal to offer a non-thesis option of the Master of Landscape Architecture (MLA NT) degree.
   D. Policy and Planning Committee
      Committee Report (Georgia Harrison-Hall, Chair)
      • Action Item: Revision of Tuition Waiver Policy
      • Action Item: Revision of Dismissal Policy

III. Old Business

IV. New Business

V. Information Items
   A. Curriculum Report: The Graduate School has approved 38 new courses, 84 course revisions, and 21 deletions.
   B. Next meeting: Thursday, April 9, 3:30pm, 229 Terrell Hall

VI. Adjourn
TO:  Dr. Ron Walcott, Interim Dean of the Graduate School
     Fiona Liken, Assistant Vice President

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

DATE: November 20, 2019

RE: Termination of the PhD in Educational Psychology – Gwinnett Campus Only

Please find attached a proposal from the Department of Educational Psychology requesting terminate the PhD degree program offered at the Gwinnett Campus.

The College of Education’s Curriculum Committee approved this proposal on November 18, 2019.
PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 11/4/2019

School/College: College of Education

Department/Division: Department of Educational Psychology

Program (Major and Degree): PhD in Educational Psychology (Gwinnett campus)

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Spring 2020

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

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

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:
Provide a brief summary of the program being proposed for deactivation or termination.

For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

This proposal is to terminate the PhD in Educational Psychology at the Gwinnett campus. The College of Education was contacted by the Office of Accreditation and Institutional Effectiveness to validate programs, for the university’s upcoming SACSCOC accreditation process, offered across University of Georgia campuses. The PhD in Educational Psychology was coded as a program at the University of Georgia Gwinnett campus. This program is only offered at the Athens campus. It is not clear how the program was coded as an option for the Gwinnett campus. There are no faculty assigned to that campus from the Department of Educational Psychology nor are there any students at that campus.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

3. 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?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

Approvals:

[Signatures]

Department Head

Dean of School/College

Dean of Graduate School
TO: Dr. Ron Walcott, Interim Dean of the Graduate School
Fiona Liken, Assistant Vice President

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

DATE: November 20, 2019

RE: Termination of the MS in Kinesiology – Gwinnett Campus Only

Please find attached a proposal from the Department of Kinesiology requesting terminate the MS degree program offered at the Gwinnett Campus.

The College of Education’s Curriculum Committee approved this proposal on November 18, 2019.
PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 11/4/2019

School/College: College of Education

Department/Division: Department of Kinesiology

Program (Major and Degree): MS in Kinesiology (Gwinnett campus)

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Spring 2020

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

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

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:
Provide a brief summary of the program being proposed for deactivation or termination.

For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

This proposal is to terminate the MS in Kinesiology at the Gwinnett campus. The College of Education was contacted by the Office of Accreditation and Institutional Effectiveness to validate programs, for the university’s upcoming SACSCOC accreditation process, offered across University of Georgia campuses. The MS in Kinesiology was coded as a program at the University of Georgia Gwinnett campus. This program is only offered at the Athens campus. It is not clear how the program was coded as an option for the Gwinnett campus. There are no faculty assigned to that campus from the Department of Kinesiology nor are there any students at that campus.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

3. 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?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

Approvals:

[Signatures]

Department Head

Dean of School/College

Dean of Graduate School
PROPOSAL FOR AN INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution: University of Georgia

2. School/College: College of Education

3. Department/Division: Career and Information Studies

4. Certificate Title: Graduate Certificate in Online Teaching and Learning (Online)
   
   Note: This certificate will only be offered online.

5. Level (undergraduate or graduate): Graduate

6. Proposed starting date for program: Summer 2020

7. Program abstract:

   The proposed Graduate Certificate in Online Teaching and Learning seeks to both broaden and better reach the audience for the current Online Teaching Endorsement offered by the College of Education and approved by the Georgia Professional Standards Commission for certified P12 teachers.

   The course sequence required for the Online Teaching Endorsement is currently offered as an option within the current Graduate Certificate in eLearning Design. The intention of this proposal is to separate this optional path and create a more transparently titled graduate certificate. This will allow P-12 teachers looking to earn the PSC-approved Endorsement to more easily find where it is offered at UGA. In addition, we expect that this new certificate will also appeal to a number of current and future graduate students who are planning careers in higher education and business, given the increased movement toward online education and training in those fields.

   The proposed sequence of courses, which has already been approved by the PSC for the Georgia Online Teaching Endorsement, offers students a solid foundation in learning, evaluation, and instructional theories related to online learning and the creation of effective online courses; experience with a range of technology tools commonly used in online education; and multiple opportunities to apply this knowledge in authentic online instructional settings relevant to their current or intended careers. Throughout this program, the emphasis is not on “one best way” to teach online, but rather on students’ developing a deep understanding of online learning and learners, a wide-range of instructional tools and strategies, and the skills to choose critically among these to best teach diverse learners in a variety of online formats, depending on the context and content of the desired learning. Since online education is growing in both P-12 and higher education, and also very common in business and human resource training, graduate students who complete this certificate successfully should be both more marketable and able to make a greater contribution in their chosen professions.
II. Response to the Criteria for All Programs

1. Purposes and Educational Objectives

To provide knowledge, learning experiences, and expertise that will prepare current UGA graduate students, educators in preparation, and educators in other contexts (e.g., business, health education) who plan to engage in online education at any level to teach well online.

To provide certified P-12 teachers from all over the state of Georgia and beyond with an accessible, online opportunity to earn the Online Teaching Endorsement from the Georgia PSC.

These educational objectives support the strategic plan of the University of Georgia, in particular Strategic Direction II: Enhancing Graduate and Professional Programs and Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond. They also directly align with two key objectives in the UGA College of Education strategic plan:

- Objective 3.3: Increase access to undergraduate and graduate programs through extended campus and online education.
- Objective 4.2: Expand educational and professional development opportunities.

The certificate and its courses will be housed in the Learning, Design, and Technology (LDT) program within the Department of Career and Information Studies. Online education is a growing trend in many fields, and it is expected that students from multiple majors and content areas across the University will be enrolled. Since the courses in this certificate are taught from the LDT program's constructivist, interactive pedagogical perspective, students will have many opportunities (indeed requirements) to collaborate with classmates from multiple disciplines, sharing knowledge and gaining an understanding of each other's goals and viewpoints within an interdisciplinary learning community.

2. Demonstrated need for the program

Online education and training is a rapidly expanding area in a number of employment fields, including P-12 and higher education, training in business and industry, health education (both public health and ongoing education for health professionals), and public-service education (e.g., consumer education, voter education). Many currently employed professionals, as well as those hoping to work in these fields, are seeking opportunities to develop recognized skills in this area through a certificate program from a highly respected academic institution like the University of Georgia.

Although the five courses in this proposed certificate are currently available as an option within the current Graduate Certificate in eLearning Design (eLD), this placement is not
ideal for either recruitment of interested students or enhancement of their employment possibilities upon graduation, for the following reasons:

a. Teachers looking online for a certificate program leading to the Georgia PSC Online Teaching Endorsement have a more difficult time finding our program here at UGA because the official certificate title, eLearning Design, does not contain terms like "online teaching" or "online education" which are used by other Georgia colleges and universities, and under which they are likely to be searching.

b. Current UGA graduate students and potential students who plan a career in higher education or online training for business often assume that the online teaching option leads only to the Georgia PSC endorsement for P-12 teachers, and thus do not realize that the courses in that sequence are actually designed to prepare online educators to teach or train in multiple contexts. Because of this, we believe many UGA graduate students are missing this opportunity to gain skills and a credential that would help them in these careers.

c. Students who elect the current OTE option within the eLD Certificate receive the same eLearning Design Certificate completion notation on their diplomas as all other student in the certificate program, so that their diplomas do not accurately reflect the expertise they have gained in online teaching.

3. Indicators of Student demand

One indication of student demand for coursework in this area is the steady increase in enrollment in our course EDIT 7520E, Online Teaching and Learning, over the past several years. This course has grown from 12 students in a single section in 2015 (when it was still titled "Distance Learning," ) to 42 students in summer and fall sections in 2019. Of the 29 students registered for fall, 2019, 9 are not LDT majors, but are from majors as diverse as French, Linguistics, Kinesiology, Workforce Education, and Counseling.

Another indication of demand is the six (6) students out of 18 admitted to the current eLearning Design Certificate program who have chosen to focus on online teaching. Again, three of these six are from majors outside of LDT. These six are enough to get the proposed certificate program going, without adversely affecting the eLD certificate, which plans to admit a new group of students in spring, 2020, and we believe that once established, this proposed certificate will appeal not only to many more P-12 educators in Georgia seeking the PSC Online Teaching Endorsement, but also to graduate students in other departments in the University who plan to teach in higher education or be involved in training for business or industry, and thus will benefit from gaining expertise and marketability in online education.

1. Semester/Year of Program Initiation: Summer 2020

2. Semester/Year Full Implementation of Program: Summer 2020
3. **Semester/Year First Certificates will be awarded:** Fall 2020 (to one or more students shifting from the current eLD certificate program)

4. **Annual Number of Graduates expected (once the program is established):**
   10-20 students

5. **Projected Future Trends for number of students enrolled in the program:**
   15-30 students

**Projected extent of minority enrollment**

Since this certificate program will draw students in part from the population of certified teachers in the state of Georgia (approximately 28% minority in 2015), and based on our department’s experience with students seeking the GA PSC Instructional Technology, it is likely that minority student enrollment will be greater than or equal to the proportion of minority students in the total UGA student body.

4. **Design and curriculum consistent with appropriate disciplinary standards and accepted practice.**

   **A. Curriculum outline**

   Students seeking this certificate will take the following courses:

   - EDIT 6400E, Emerging Approaches in Teaching, Learning, and Technology (3 hours)
   - EDIT 6170E, Instructional Design (3 hours)
     
     *Name change to “Introduction to Instructional Design” in progress*
   - EDIT 7520E, Online Teaching and Learning (3 hours)
   - EDIT 7350E, eLearning Evaluation and Assessment (3 hours)
     
     *Name change to “Evaluation and Analytics in Instructional Design” in progress*
   - EDIT 7460E, Internship in Instructional Technology (1-3 hours)

   For information purposes, the chart below lists the courses that will be required, upon approval of this proposal for the new OTL certification as compared to the eLD certificate:

<table>
<thead>
<tr>
<th>Courses required for eLD certificate</th>
<th>Courses for proposed OLT certificate (which have already been approved for receipt of the Online Teaching Endorsement for the PSC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIT 6400E: Emerging Approaches in Teaching, Learning, and Technology (3 hours)</td>
<td>EDIT 6400E: Emerging Approaches in Teaching, Learning, and Technology (3 hours)</td>
</tr>
<tr>
<td>EDIT 6170E: Instructional Design (3 hours)</td>
<td>EDIT 6170E: Instructional Design (3 hours)</td>
</tr>
<tr>
<td>EDIT 7520E: Online Teaching &amp; Learning (3 hours)</td>
<td>EDIT 7520E: Online Teaching &amp; Learning (3 hours)</td>
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</tbody>
</table>
EDIT 6190E: Design and Development Tools (3 hours)
Name change to “Design Thinking and Development Tools” in progress

EDIT 7350E: eLearning Evaluation and Assessment (3 hours)

CHOICE OF EDIT 6200E: Learning Environments Design I (3 hours)
Name change to “Designing Interactive Learning Environments” in progress
OR EDIT 6500E: Educational Video Production (3 hours)

EDIT 7460E: Internship in Instructional Technology (1-3 hours)

B. All of these courses currently exist and are offered at least once a year, with several being offered twice.

C & D. Accepted Disciplinary Standards & Program Accreditation

This course sequence has already been approved by the Georgia Professional Standards Commission (PSC) as qualifying certified teachers who complete it successfully to receive the Online Teaching Endorsement. This ongoing approval process requires us to demonstrate that the course objectives and contents align with the International Society for Technology in Education (ISTE) Standards for Educators, which are applicable at all levels and in multiple educational or training contexts.

E. Student Learning Outcomes

Per the Georgia PSC standards, graduates of this certificate program will be able to:

1. Use current and emerging technologies to effectively support...learning and engagement in online learning environments;
2. Incorporate instructional design principles and best practices when designing and facilitating online learning environments;
3. Design and implement a variety of assessments and provide high-quality feedback in online learning environments;
4. Engage in data analysis and reflection to increase ... learning and enhance professional growth;
5. Model, guide, and encourage legal, ethical, and safe behavior in online learning environments;
6. Recognize the diversity of [learner's] academic needs, ensure accessibility of online learning, and incorporate appropriate accommodations into online learning environments.

F. Assessment of Learning Outcomes

Learning outcomes will be assessed through the completion of identified assessments within the required courses, primarily individual and team projects requiring application of best practices and principles to authentic tasks in the design and teaching of online education. In addition, students seeking the GA PSC Online Teaching Endorsement will
document and reflect upon how they have met the above six standards through their work in the certificate program.

5. **Faculty Resources**

Students in this certificate program will be taking these required courses along with students in our regular LDT degree programs so that they may be taught by any of our regular graduate faculty, and no adjustments in faculty assignment or additions to the faculty will be needed to fully implement this certificate program. All of our LDT faculty are both personally experienced in online learning and professional experts in the content of the courses they teach. A listing of the LDT faculty most likely to teach courses required for this certificate appears below:

**Robert M. Branch, Professor**

([https://coe.uga.edu/directory/profiles/rbranch](https://coe.uga.edu/directory/profiles/rbranch))

EdD in Instructional Technology, Virginia Polytechnic Institute and State University
Areas of Expertise: Instructional design; Visual literacy; Project management; Strategic planning

**Janette R. Hill, Professor**

([https://coe.uga.edu/directory/people/janette](https://coe.uga.edu/directory/people/janette))

PhD in Instructional Systems, Florida State University
Areas of Expertise: Medical education; Evaluation; Higher education pedagogy, including online learning and resource-based learning

**Nancy F. Knapp, Associate Professor**

([https://coe.uga.edu/directory/people/nfknapp](https://coe.uga.edu/directory/people/nfknapp))

PhD in Educational Psychology, Michigan State University
Areas of Expertise: Literacy and reading; Teacher education; Motivation; Higher education pedagogy, including online and blended instruction

**Theodore Kopcha, Associate Professor**

([https://coe.uga.edu/directory/profiles/tjkopcha](https://coe.uga.edu/directory/profiles/tjkopcha))

PhD in Educational Technology, Arizona State University
Areas of Expertise: P-12 Technology integration; Design-based research; Cognitive apprenticeship in teacher education
Jill Stefaniak, Assistant Professor
(https://coe.uga.edu/directory/profiles/jill.stefaniak)

Ph.D. in Instructional Technology, Wayne State University

Areas of Expertise: Human performance technology; Instructional design; Needs assessment; Medical education

6. Library, computer, and other instructional resources needed
   A. Existing library resources at UGA are adequate to support this program effectively.
   B. Existing computer and instructional equipment will adequately support this program.

7. Physical facilities needed
   Since this certificate will be offered primarily online, no changes or additions to existing physical facilities will be needed.

8 & 9. Expense to UGA & Financial Support
   A. Expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement program

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<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third</th>
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</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Operating Costs</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Capital Outlays</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Library Acquisitions</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5. Total</td>
<td>0</td>
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</table>

   There is no additional cost to the institution. No new or dedicated sources of additional funds are required to support the program.

   B. Student support
   No fellowships or scholarships are typically offered to students who are not degree-seeking, including those who might attend UGA only for this certificate program. Some teachers, however, may be supported by their schools in part or whole to earn the Online Teaching Endorsement through this certificate program, while businesses, colleges and universities, or non-profit organizations may also elect to support certain of their employees in taking this certificate program.
   Degree-seeking students who elect to earn this certificate in addition to their regular graduate degree are eligible for all the types of funding for which any other graduate students may be eligible.

10. Administration
   The eLearning Design certificate program coordinator will also be responsible for the general management of this certificate program, including recruitment,
scheduling, and advising. She will work closely with students enrolled in this certificate program to ensure that they complete all certificate requirements and will work with students who complete the certificate to include the certificate on their formal student record.

All graduate students enrolled at the University of Georgia will be eligible to apply to this certificate program. To enter the certificate program, currently enrolled students will be required to have a 3.0 overall GPA in graduate coursework and to complete a brief form including a statement of interest as application to the program.

Students not yet enrolled at the University will also need to complete the application process and meet the requirements for admission laid out by the Graduate School for certificate applicants.

Upon approval of this proposal, students currently taking the eLearning Design certificate program with the object of earning the GA PSC Online Teaching Endorsement will be offered the choice of completing their current program and receiving the eLearning Design certificate upon graduation, as well as our recommendation for the endorsement to the PSC, or switching to the newer Online Teaching and Learning certificate program. Because this proposed certificate program requires the same set of courses already approved by the GA PSC for the OTE, their actual course requirements will not change in either case.
Proposal to Add a Non-thesis Option to the Master of Landscape Architecture (MLA)
College of Environment and Design

Submitted to: Ron Walcott, Interim Dean
Graduate School
University of Georgia

Submitted by: Sonia Hirt, Ph.D., Dean
College of Environment and Design
University of Georgia
sonia.hirt@uga.edu, (706)542-8113

Prepared by: Georgia Harrison Hall, MLA Graduate Coordinator
sgharris@uga.edu, (706)542-4704

Basic Information
Proposed Change: Non-thesis option for students pursuing a non-research, professional track
Start Date: Spring 2021

Program Description
The Master of Landscape Architecture program in the College of Environmental Design requests
that a non-thesis option be added to the MLA degree to better meet the needs of students
pursuing a career in the professional practice of landscape architecture. This MLA path would be
an optional plan of study within the accredited MLA thesis track (accredited by the LAAB -
Landscape Architecture Accreditation Board).

The addition of a non-thesis option for the MLA would help satisfy student interest in
professional preparation that better aligns with skills required in industry jobs that have limited
research applications. The program would provide graduates with knowledge that would enable
them to be competitive in the job market, by providing additional design exploration, guided by
relevant theory, in a direct application of contemporary problems in the discipline of landscape
architecture.

A design research outcome in the Master of Landscape Architecture would integrate written and
graphic portions, with an emphasis on design and graphic communication as the vehicle to
explore research and its application to contemporary trends. Similar in other ways to the existing
thesis track, design research in the MLA program should tell a clear story of how concepts were
derived from applicable literature and theory, in some combination of written or graphic form
depending on the individual student and exploration. Design research is focused on mastery of
existing knowledge more than development of new knowledge and may be in the form of an
application of existing knowledge to a unique site or new situation. Five key elements must be
delineated:
1. Identification of the design program and objectives;
2. Definition of the research question;
3. Review of relevant literature and precedent designs, e.g., the identification of seminal readings and other resources, accompanied by a description of their relevance and value in supporting evidence-based design;
4. Articulation of the site-specific design research, whether that is primarily written or graphic, from analysis, to concept idea, to alternatives, to evaluation of those alternatives, to final design;
5. Reflection on the process and outcome of the design research in the form of evaluation, discussion and conclusion.

To improve the research sequence for both thesis and no-thesis track, coursework has recently been modified from the existing sequence, but it is designed to be equivalent for both tracks. (Note: The MLA has both a first-professional degree track and an accelerated track for students with undergraduate degrees in the disciplines of landscape architecture, architecture or other closely related design fields. This is determined during the admissions process.)

The multi-semester focus on research is prescribed as following:

I. **Fall Semester** (3rd semester for 3-year track students/1st semester for accelerated track):
Research Strategies focusing on methods, identification and development of the research question, including a CED colloquium (ideally cross-program) featuring faculty research (3 credits);

II. **Spring Semester** (4th semester for 3-year track students/2nd semester for accelerated track):
Proposal Development and research methodology (3 credits guided collectively as a required course); *

III. **Fall-Spring Semesters** (5th and 6th semesters for 3-year track students/3rd and 4th for accelerated track):
Design Research focusing on final execution of the research culminating in public presentation/defense/documentation (6 credits of LAND 7200 guided by a major professor).

*With approval of the graduate coordinator and the major professor, a student may petition to substitute independent research hours with the major professor (LAND 7200 or 7300) for the Proposal Development course. This course is currently taught as an elective under a 6911 number. It will be submitted for approval as a new course, with a permanent number. LAND 7200 will also need to be created as a new course.
There will be no distinction in the overall plan of study for thesis and non-thesis track students.

**MLA DEGREE (78 credit hrs.)**
(3-year path for students with non-design degrees)

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<tr>
<th>Fall 1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>Spring 1&lt;sup&gt;st&lt;/sup&gt; year</th>
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<tbody>
<tr>
<td>LAND 6010 5 hrs. Foundation Studio</td>
<td>LAND 6020 5 hrs. Application Studio</td>
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<tr>
<td>LAND 6210 3 hrs. Representation I</td>
<td>LAND 6220 3 hrs. Representation II</td>
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<tr>
<td>LAND 6320 3 hrs. Plant ID</td>
<td>LAND 6570 3 hrs. Contemporary Theory</td>
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<tr>
<td>EDES 6550 3 hrs. History of Built Environment</td>
<td>LAND 6340 3 hrs. Engineering</td>
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<th>Fall 2&lt;sup&gt;nd&lt;/sup&gt; year</th>
<th>Spring 2&lt;sup&gt;nd&lt;/sup&gt; year</th>
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<tbody>
<tr>
<td>LAND 6030 5 hrs. Ecology Studio</td>
<td>LAND 6040 5 hrs. Community and Place Studio</td>
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<tr>
<td>LAND 6310 3 hrs. Landscape Ecology</td>
<td>EDES 7350 3 hrs. Landscape Management</td>
</tr>
<tr>
<td>LAND 6330 3 hrs. Construction</td>
<td>6 hrs. Electives</td>
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<tr>
<td>LAND 6950 3 hrs. Research Strategies</td>
<td>LAND 6911 3 hrs. Proposal Development</td>
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<th>Fall 3&lt;sup&gt;rd&lt;/sup&gt; year</th>
<th>Spring 3&lt;sup&gt;rd&lt;/sup&gt; year</th>
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<tbody>
<tr>
<td>LAND 7050 5 hrs. Signature Studio</td>
<td>3 hrs. Elective</td>
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<td>3 hrs. Elective</td>
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**ACCELERATED DEGREE (52 credit hrs.)**
(2-year path for BLA or BARCH graduates)

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<th>Fall 1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>Spring 1&lt;sup&gt;st&lt;/sup&gt; year</th>
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<tr>
<td>LAND 6030 5 hrs. Ecology Studio</td>
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<td>LAND 6950 3 hrs. Research Strategies</td>
<td>LAND 6911 3 hrs. Proposal Development</td>
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<th>Spring 2&lt;sup&gt;nd&lt;/sup&gt; year</th>
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<tbody>
<tr>
<td>LAND 7050 5 hrs. Signature Studio</td>
<td>2 hrs. Elective</td>
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<tr>
<td>LAND 6710 2 hrs. Pro Practice (or Elective)</td>
<td>LAND 7200/7300 3 hrs. Non-Thesis/Thesis</td>
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<tr>
<td>6 hrs. Electives</td>
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**Faculty Vote**

The Graduate Faculty in the Master of Landscape Architecture program voted 10-1 in favor of the non-thesis proposal.
Justification for the Proposed Non-Thesis MLA Option

This non-thesis research design option would enhance career preparation for graduates, by providing additional training in the application of theory to design projects. Top tier landscape architecture firms, such as OLIN in Philadelphia, Scape in New York City, NBW in New York/Charlottesville and West 8 in Rotterdam, are increasingly applying research directly into their design process. Our students aspire to be hired by this tier of firm.

The addition of a non-thesis option would help to make the MLA program competitive with peer institutions in recruiting students. In 2019 a review of 33 peer and aspirational MLA programs revealed that all 33 programs have added a non-thesis option, referring to the terminal requirement by a wide range of titles, including "advanced design studio," "final culminating experience," "project," "professional report," "practicum" and "design research." Nine have discontinued the traditional thesis track entirely.

The non-thesis option would be helpful in recruiting students to the program and potentially increase our College’s graduate enrollment numbers, which have not shown significant growth in over 6 years. Recruiting has become increasingly difficult as the number of MLA programs in last 10 years have doubled nationally. By offering the non-thesis option, the University of Georgia will be more attractive to both domestic and international students who are looking for a competitive edge by enhancing their portfolios. The emphasis on graphic communication will especially enhance the appeal of the MLA program to ESL international students who have a language barrier in drafting the written thesis.

Admission Procedure for Domestic Applicants

The admissions procedure will be the same for thesis and non-thesis option students. Prospective students submit through the Graduate School portal: 1) the Graduate School application and fee, 2) official academic transcripts from all colleges and universities attended; 3) GRE scores; 4) three letters of recommendation, 5) a letter of intent. While all applicants are encouraged to submit a design portfolio, applicants with prior design training or education are required to submit a portfolio. These are submitted directly to the College.

Admission Procedure for International Students

The admissions procedure for International applicants is identical to that of domestic students except that TOEFL scores are taken into consideration, and their portfolios may be submitted online.

Impact on Current Students

There will be no adverse effects on current students. The addition of a non-thesis option will provide the opportunity for students to focus on advanced design preparation for practice in
landscape architecture, by integrating research and design in a way that mimics the integrative research and design work being done by leading practitioners of the profession today. Current students will have the ability to switch to the non-thesis option. Future students will be able to declare their plan of study selection upon admission.

**Financial Impacts**

No new faculty, facilities or funds will be needed to implement the non-thesis option for the MLA.

**Assessment**

The current assessment plan for the MLA is projected to begin assessment of the thesis in the 2020-2021 assessment cycle. A rubric will be developed to assess the learning outcomes of the non-thesis path. Expected student learning outcomes to be evaluated include proficiency in:

1. Relevant theory of the discipline of landscape architecture;
2. Design processes and procedural theory;
3. Design thinking skills;
4. Communication skills including digital and/or analogue techniques.
Original Tuition Waiver Policy Proposal:

Graduate Assistants on a ≥1/3-time appointment will qualify for a reduction of tuition to $25 per semester. Graduate Assistants receiving a tuition waiver are expected to work for the entire semester and maintain full-time registration (12 graduate credit hours). Failure to work for the period of time covered by your program’s semester or failure to maintain 12 graduate credit hours will result in the removal of the tuition waiver and reversal of the tuition reduction. It is the academic program’s responsibility to ensure that each student works the required number of hours associated with their assistantship and that the student maintains full-time enrollment. If a student is unable to complete the time commitment required by their assistantship for a justifiable reason, a request for an exemption may be filed with the Graduate School. The Graduate School will conduct audits to ensure that academic programs comply with this policy. Academic programs that violate this policy will be required to reimburse tuition waivers.

Revised Tuition Waiver Policy Proposal (after Graduate Council input on 1/23/20):

Graduate Assistants on a ≥1/3-time appointment will qualify for a reduction of tuition to $25 per semester. Graduate Assistants receiving a tuition waiver are expected to work for the entire semester and maintain full-time registration (12 graduate credit hours). Failure to work for the period of time covered by your program’s semester or failure to maintain 12 graduate credit hours will result in the removal of the tuition waiver and reversal of the tuition reduction. Ensuring that the student works the required number of hours associated with their assistantship and maintains full-time enrollment is the shared responsibility of the academic program, the hiring unit, and the student. If a student is unable to complete the time commitment required by their assistantship for a justifiable reason, a request for an exemption may be filed with the Graduate School. The Graduate School will conduct audits to ensure that academic programs comply with this policy. The academic program or the unit employing students that violate this policy may be required to reimburse tuition waivers. However, if it is determined that the student is responsible for failing to meet the work or enrollment expectation, then the student may be required to pay the tuition.

Proposed Dismissal Policy:

Students may be dismissed by their program at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Dismissal of graduate students will follow policies and procedures adopted by the program. The program must immediately notify the Graduate School of a dismissal. A program may dismiss a student for:

- Failure to pass comprehensive or other required examinations
- Inadequate academic progress
- Failure to meet program requirements (academic, professional)
- Failure to adhere to the honor code
- Title IX/Non-Discrimination and Anti-Harassment violation
- Research misconduct
- Violation of ethical (professional) standards in program’s handbook (or professional society)
Program dismissal triggers dismissal from the UGA Graduate School, unless you remain in good standing in another program at UGA. Dismissal by a program may be appealed to the dean of the Graduate School after all avenues of appeal have been exhausted at the school or college level. This should be completed within 30 calendar days of the decision at the previous level.

If a student is dismissed by a program, they may reapply to the Graduate School for admission to a graduate program in a different degree-granting unit, unless the dismissal was triggered by:

- Failure to adhere to the honor code
- Title IX/ Non-Discrimination and Anti-Harassment violation
- Research misconduct
- Violation of ethical (professional) standards in program’s handbook (or professional society)

**Graduate School Dismissal.** Students with a cumulative graduate course GPA below 3.0 for two consecutive terms are placed on academic probation by the Graduate School. They then must make a 3.0 or higher GPA (in graduate courses) every succeeding semester until the cumulative graduate GPA is 3.0 or above. If they make below a 3.0 semester graduate GPA while on probation, they are dismissed. When students repeat a graduate course, the last grade will be utilized to calculate the cumulative graduate GPA that is used for probation, dismissal, admission to candidacy and graduation. Grades of S, U, I, and V will not be used in calculating the cumulative graduate average. However, when a grade of I converts to F, this may result in an action of probation or dismissal for the semester in which the conversion takes place, even if the student is not registered for the semester in which it converted.

Students who are dismissed by the Graduate School for academic reasons may appeal the dismissal to the dean of the Graduate School. The appeal must be submitted to the dean within 30 calendar days following receipt of notice of dismissal. Information concerning the appeal process may be obtained in the Graduate School. Please contact gradassociatedean@uga.edu for more information."