

**Graduate Council Meeting**  
**Wednesday, September 13, 2023 3:30**  
**p.m.**  
**327 Brooks Hall**  
(The Bylaws prohibit representation by proxy.)

**AGENDA**

**I. Reading, Correction and Approval of Minutes**  
(August 23, 2023)

**II. Graduate Council Committee Reports**

- A. Appeals Committee  
Committee Report (Don Nelson)
- B. Program Committee  
Committee Report (Kristen Navara)

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

*Action Item:* From the Mary Francis Early College of Education, Department of Language and Literacy Education, a proposal to terminate the M.A.T. in Teaching English to Speakers of Other Languages.

*Action Item:* From the Mary Frances Early College of Education, Department of Language and Literacy Education, a proposal to terminate the following areas of emphasis under the M.Ed. in Reading Education on the Athens campus only:

- a. Area of Emphasis in New and Digital Literacy P-5
- b. Area of Emphasis in New and Digital Literacy 6-12

*Action Item:* From the Mary Frances Early College of Education, Department of Communication Sciences and Special Education, a proposal to terminate the M.Ed. in Special Education on the Griffin campus only.

*Action Item:* From the Mary Francis Early College of Education, Department of Mathematics, Science and Social Studies Education, a proposal to revise the curriculum for the EDD in Science Education.

*Action Item:* From the Mary Frances Early College of Education, Department of Workforce Education and Instructional Technology, a proposal to create a new Area of Emphasis in Research-Oriented Learning Design under the M.Ed. in Learning, Design, and Technology.

- C. Policy and Planning Committee  
Committee Report (Yoo-Kyoung Seock)

**III. Information Items**

- A. Curriculum Report: The Graduate School has approved 10 new courses and 11 course revisions.
- B. Next meeting: Wednesday, October 11, 3:30pm, 327 Brooks Hall

**IV. Adjourn**

# PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

**Date:** November 21, 2022

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

**Department/Division:** Language and Literacy Education

**Program (Major and Degree):** Teaching English to Speakers of Other Languages (M.A.T.)

**Which campus(es) offer this program?** Athens

**Deactivation or Termination?** Termination

**Proposed Effective Date:** Summer 2023

**Last date students will be admitted to this program:** Spring 2023

**Last date students will graduate from this program:** Spring 2023

## **Program Abstract:**

Teaching English to Speakers of Other Languages (M.A.T.) is designed for students who wish to pursue Georgia teacher certification in P-12. The program has a minimum of 36 semester hours of coursework, an end-of-program portfolio, and a departmental conference poster presentation.

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

The content of Teaching English to Speakers of Other Languages (M.A.T.) is being moved to an area of emphasis in Teaching English to Speakers of Other Languages under the major in TESOL and World Language Education (M.A.T.). Combining these programs will allow the department to better utilize resources and mirrors the structure of the undergraduate major.

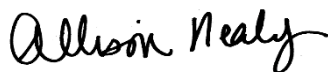
## **2. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the termination, and b) how faculty and staff will be reallocated.**

There will be no impact on faculty or staff, as the program and all courses will still be offered under the major in TESOL and World Language Education (M.A.T.).

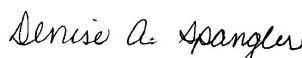
## **3. What will be done to ensure that termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?**

There will be no impact on other programs as this program and all courses will still be offered under the major in TESOL and World Language Education (M.A.T.).

## **Approvals:**



Department Head



Dean of School/College

Dean of Graduate School

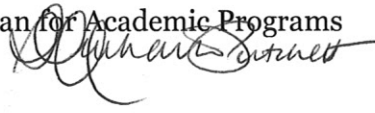


UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
www.coe.uga.edu

Mary Frances Early College of Education  
*Office of Academic Programs*

TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


DATE: March 20, 2023

RE: Termination of Areas of Emphasis under the MED in Reading Education

Please find attached a proposal from the Department of Language and Literacy to terminate requesting to the following areas of emphasis under the MED in Reading Education.

- New and Digital Literacy P-5 (Athens Campus Only)
- New and Digital Literacy 6-12 (Athens Campus Only)

The College of Education's Curriculum Committee approved this proposal on March 16, 2023.

**PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS**

Date: 2/27/2023

School/College: Mary Frances Early College of Education

Department/Division: Language and Literacy Education

Area of emphasis to be terminated: New and Digital Literacy P-5 (Athens Campus)

Major(s) and degree(s) the area of emphasis is offered under? MED in Reading Education

Which campus(es) offer this area of emphasis? Athens

Proposed effective date: Fall 2023

Last date students will be admitted to this area of emphasis: N/A - No students are enrolled

Last date students will complete this area of emphasis: N/A - No students are enrolled

**Program Abstract:**

**Provide a brief summary of the area of emphasis being proposed for termination.**

The area of emphasis, initially created for our online M.Ed. in Reading Education program, is one that focuses on the ways in which new and digital literacies is integral to students' literacy development and academic success. The emphasis, as described on our website, "enables teachers to advance their students as reader in the broadest sense from printed materials to digital multimedia environments."

- 1. Why is this area of emphasis being proposed for termination?** This area of emphasis is not offered at the Athens campus as the area of emphasis is only offered online.
- 2. What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?** This is not applicable since students in our on-campus degree have not identified this as their emphasis. Their emphases are in other areas.
- 3. How will faculty and staff be notified of the termination? Will termination of the area of emphasis have any impact on the faculty and staff offering the area of emphasis?** The faculty who teaching in this degree and emphasis were the ones who have opted to terminate the emphasis. There will be no impact on faculty or staff since enrolled students have not opted for this emphasis.
- 4. How will students be notified of the termination? How will students currently in the area of emphasis be advised to complete the requirements?** N/A There are no students currently enrolled who have this emphasis.
- 5. What plans, if any, are there for subsequent reactivation of the area of emphasis?**  
There are no plans to reactivate this area of emphasis.
- 6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.** There is no need to revise the program of study since the program of study has only listed online courses.

Approved: *Allison Nealy*  
Department Head

*Denise A Spangler*  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School

**PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS**

Date: 2/27/2023

School/College: Mary Frances Early College of Education

Department/Division: Language and Literacy Education

Area of emphasis to be terminated: New and Digital Literacy 6-12 (Athens Campus)

Major(s) and degree(s) the area of emphasis is offered under? MED in Reading Education

Which campus(es) offer this area of emphasis? Athens

Proposed effective date: Fall 2023

Last date students will be admitted to this area of emphasis: N/A - No students are enrolled

Last date students will complete this area of emphasis: N/A - No students are enrolled

**Program Abstract:**

**Provide a brief summary of the area of emphasis being proposed for termination.**

The area of emphasis, initially created for our online M.Ed. in Reading Education program, is one that focuses on the ways in which new and digital literacies is integral to students' literacy development and academic success. The emphasis, as described on our website, "enables teachers to advance their students as reader in the broadest sense from printed materials to digital multimedia environments."

- 1. Why is this area of emphasis being proposed for termination?** This area of emphasis is not offered at the Athens campus as the area of emphasis is only offered online.
- 2. What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?** This is not applicable since students in our on-campus degree have not identified this as their emphasis. Their emphases are in other areas.
- 3. How will faculty and staff be notified of the termination? Will termination of the area of emphasis have any impact on the faculty and staff offering the area of emphasis?** The faculty who teaching in this degree and emphasis were the ones who have opted to terminate the emphasis. There will be no impact on faculty or staff since enrolled students have not opted for this emphasis.
- 4. How will students be notified of the termination? How will students currently in the area of emphasis be advised to complete the requirements?**  
N/A There are no students currently enrolled who have this emphasis.
- 5. What plans, if any, are there for subsequent reactivation of the area of emphasis?**  
There are no plans to reactivate this area of emphasis.
- 6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.**  
There is no need to revise the program of study since the program of study has only listed online courses.

Approval:

Alison Nealy  
Department Head

Denise A. Spangler

Dean of School/College

Dean of Graduate School



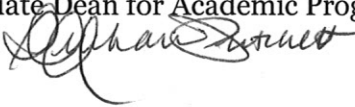
UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
www.coe.uga.edu

Mary Frances Early College of Education

*Office of Academic Programs*

TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


DATE: March 20, 2023

RE: Termination of the MED in Special Education- Griffin Campus

Please find attached a proposal from the Department of Communication Sciences and Special Education to terminate the MED in Special Education at the Griffin Campus.

The College of Education's Curriculum Committee approved this proposal on March 16, 2023.

## PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

**Date:** March 2, 2023

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

**Department/Division:** Communication Sciences and Special Education

**Program (Major and Degree):** Special Education (MEd)

**Which campus(es) offer this program?** Griffin campus ONLY

**Deactivation or Termination?** Termination of the Griffin campus only

**Proposed Effective Date:** Fall 2023

**Last date students will be admitted to this program:** Spring 2021

**Last date students will graduate from this program:** Summer 2025

### **Program Abstract:**

The MEd in Special Education is for students entering the master's program who have completed undergraduate training in a teacher education field and who have a teaching certificate. This advanced program includes the study of research methods and findings that allow students to become skilled consumers. The emphasis in general curriculum is for those interested in teaching students with mild disabilities who are primarily following the general curriculum. Training in this emphasis area prepares teachers to work in collaboration, inclusion, or resource models. The P-12 students with special needs who are most frequently served in these settings include those with behavior disorders, learning disabilities, mild intellectual disabilities, other health impaired, and some students with autism or Asperger's.

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

All faculty in Special Education who were based on the Griffin campus have retired. Although the program was open for a number of years, enrollment in the program does not meet minimum enrollment criteria. Only one student remains in the program and was admitted in Spring 2021. Given lack of faculty and minimal graduate student interest, the faculty would like to close the program on the Griffin campus.

### **2. What will be done to minimize the impact of the 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 termination, and b) how faculty and staff will be reallocated.**

No faculty will be impacted by this closure as there are no faculty on the Griffin campus. The one remaining student can be accommodated by Athens-based courses. The student takes one course per semester and will complete the degree program in Summer 2025.

### **3. What will be done to ensure that termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?**

There will be no impact on the other master's programs within the Special Education major. A MEd program option is available on the Athens campus with 29 students enrolled in Fall 2022.

### **Approvals:**

*Bethany Hamilton Jones*  
\_\_\_\_\_  
Department Head

*Denise A. Spangler*  
\_\_\_\_\_  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School



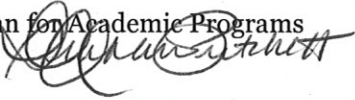
UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
[www.coe.uga.edu](http://www.coe.uga.edu)

Mary Frances Early College of Education

*Office of Academic Programs*

TO: Dr. Ron Walcott, Vice Provost for Graduate Education & Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


DATE: March 16, 2023

RE: EDD in Science Education Revision of Curriculum

Please find attached a proposal from the Department of Mathematics, Science and Social Studies Education to revise the curriculum for the EDD in Science Education.

The College of Education's Curriculum Committee approved these proposals March 16, 2023.





# Mary Frances Early College of Education

*Department of Mathematics,  
Science, and Social Studies Education*

UNIVERSITY OF GEORGIA

March 2, 2023

To: Curriculum Committee  
Mary Frances Early College of Education

From: Georgia Hodges, Program Coordinator and Dan Capps, Graduate Coordinator  
Department of Math, Science, and Social Studies Education

CC: Roger Hill, Department Head  
Department of Math, Science, and Social Studies Education

To Whom It May Concern:

The Science Education faculty seek to modify our Doctor of Education (Ed.D.) in Science Education program of study. The revised program of study is necessary to update the program to reflect the knowledge and skills graduates should possess in science education as leaders in the field, supporting science teachers in our state and beyond. These modifications will clearly differentiate the Ed.D. in Science Education from the Ph.D. program, and the changes will offer more clarity and scaffolds to support practicing science teachers. Currently, the Ed.D. program has very low enrollment, and we believe that practicing teachers in Georgia will find these innovations compelling, leading to an increased enrollment in our program. These innovations will be used to strategically recruit practicing science teachers into our program. A summary of the changes follows:

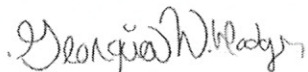
1. *Creating a Science Education Leadership Pathway.* Our program currently requires Ph.D. and Ed.D. students to take various courses in educational theory and philosophy. We propose allowing Ed.D. students to follow the current plan or choose to follow the *Science Educational Leadership Pathway* by completing the series of courses offered in the Lifelong Education, Administration, and Policy department leading to a Georgia Tier I leadership certification. We have communicated with the Tier I certification program leader, Dr. Jamon Flowers (letter of support included), and we have conceptualized a partnership that will enhance the offerings of both programs. Our state is in a leadership crisis in STEM education, and this innovation directly addresses this need. While some Ph.D. or Ed.D. students currently complete a concentration of coursework in science content areas, evaluation, or diversity, equity, and inclusion or other areas, we plan to offer this pathway to leadership as an explicit offering. Georgia Hodges and Jamon Flowers are currently mentoring an Ed.D. student through the process of completing the Ed.D. in science education and the Tier 1 leadership, using the traditional program of study for the Ed.D. The innovation is the support provided and the two offerings of literature reviews to support the Ed.D. process.

2. Currently, our program is structured so students can take any six of more than 10, 3-credit doctoral science education courses of their choosing. We propose a slight modification where Ed.D. students must take only four specific science education concentration courses.

3. The second slight modification to the Ed.D. program of study includes dropping the teaching internship and research internship requirement for this program.

The revised program of study is included below. Thank you for considering this request.

Sincerely,



Georgia Hodges, Ph.D.  
Associate Research Scientist  
Program Coordinator, Science Education  
University of Georgia  
georgiahodges@uga.edu



Daniel Capps, Ph.D.  
Associate Professor  
Graduate Program Coordinator, Science Education  
University of Georgia  
dcapps@uga.edu



# Mary Frances Early College of Education

*Department of Mathematics,  
Science, and Social Studies Education*

UNIVERSITY OF GEORGIA

Doctorate in Education (Ed.D.) of Science Education

## Revised Curriculum Description

### ❖ Research Methodology Courses – 6 credit hours (2 courses)

Select two courses from the following:

- ERSH 6300 Applied Statistical Methods in Education
- ERSH 6600 Applied Educational Assessment
- ERSH 7250 Education Program and Project Evaluation
- ERSH 7600 Construction of Educational Measurement Instruments
- ERSH 7610 Questionnaire-based Research in Education
- QUAL 8400 Qualitative Research Traditions

### ❖ Science Education Required Concentration Courses – 18 credit hours (6 courses)

All six courses must be completed:

- ESCI 8200 Science Supervision, Mentoring, and Induction
- ESCI 9020 History and Theory of Science Education
- ESCI 9080 Science Curriculum Theory and Practice
- ESCI 9630- Literature Review 1 and 2 Dissertation Research (2, 3 credit hour courses)
- ESCI 8990 Seminar in Science Education (3, 1 credit hour courses)

### ❖ Area of Focus Elective Concentration Courses – 18 credit hours (6 courses)

Select one concentration area from the following:

- Georgia Tier 1 Leadership Certification
- Post-Secondary Science Teaching
- Focus on Secondary Science Teaching
- Other options as aligned to the student's area of focus and science education goals as approved by the committee and in accordance with graduate school requirements

❖ Doctoral Dissertation Courses – minimum of 10 credit hours

➤ ESCI 9300- Doctoral Dissertation

---

---

---





**UNIVERSITY OF  
GEORGIA**

**Mary Frances Early  
College of Education**

*Department of Lifelong Education,  
Administration, and Policy*

*Department of Lifelong Education, Administration, and Policy  
Programs of Learning, Leadership and Organization Development,  
Educational Administration & Policy, and Qualitative Research  
416 River's Crossing, 850 College Station Road Athens, GA 30602  
TEL 706-542-2214 | FAX 706-542-5873  
www.coe.uga.edu/leap*

February 28, 2023

To: Curriculum Committee  
Mary Frances Early College of Education

It is with much excitement that I submit this letter in support of the collaboration between the Program of Educational Administration & Policy (EDAP) – Tier I Educational Leadership and the Science Education Ed.D. programs. As the Tier I Program Coordinator, I have participated in multiple conversations with Dr. Georgia Wood Hodges related to the development of a program of study that integrates Tier I certification into the Science Education Ed.D. program. We understand that the primary involvement of our program in assisting is providing the coursework, outlined in the Science Education Ed.D. Handbook, which leads to Georgia's Tier I Educational Leadership certification.

*Jamon H. Flowers*

Jamon H. Flowers, Ph.D.

Clinical Assistant Professor and Tier I  
Program Coordinator



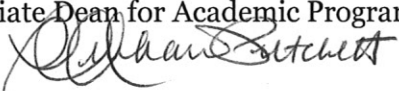
UNIVERSITY OF  
GEORGIA

Aderhold Hall, G4  
110 Carlton St.  
Athens, Georgia 30602  
TEL 706-542-6446 | FAX 706-542-0360  
[www.coe.uga.edu](http://www.coe.uga.edu)

Mary Frances Early College of Education

*Office of Academic Programs*

TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


DATE: March 20, 2023

RE: New Area of Emphasis under the MED in Learning, Design, and Technology

Please find attached a proposal from the Department of Workforce Education and Instructional Technology to create a new area of emphasis under the MED in Learning, Design, and Technology in Research-Oriented Learning Design.

The College of Education's Curriculum Committee approved this proposal on March 16, 2023.

## PROPOSAL FOR AN AREA OF EMPHASIS

**Date:** March 3, 2023

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

**Department/Division:** Workforce Education and Instructional Technology

**Program (Major and Degree):** Learning, Design, and Technology (M.Ed.)

**Which campus(es) will offer this program?** Athens, GA

**Proposed Effective Date:** Fall 2023

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

**1. Area of Emphasis Title:** Research-Oriented Learning Design

**2. 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.*

The MEd in Learning, Design, and Technology trains graduate students in the latest technologies and tools to design and implement lessons and training programs. The program's goal is to prepare professionals to identify and analyze learning problems, and then create and implement more effective designs for learning to address these needs.

The research-oriented learning design master's degree track is designed to prepare students for doctoral-level study in educational technology research and for careers in academia and research. Coursework prepares students to design instructional interventions, leverage data to identify learning needs and opportunities for research, evaluation and analytics as it applies to instructional design practices. This area of emphasis is located on the UGA main campus in Athens, although students have the opportunity to take courses offered from other concentrations (some of these may be online). Coursework includes learning theory and instructional models, research methods, needs analysis, data analytics and evaluative techniques, e-learning development, and design thinking.

The Learning, Design, and Technology program has been offering a research-oriented masters under the M.Ed. in Learning, Design, and Technology for several years. The program is requesting to list this as its own area of emphasis.

**3. Major Requirements:**

*Attach a list of requirements for the major. For undergraduate programs, attach a copy of the*

*major requirements from the Bulletin. For graduate programs, provide a list of general requirements for the major.*

The Area of Emphasis in Research-Oriented Learning Design under the major in Learning, Design, and Technology (M.Ed.) requires 36 credit hours and a major project that students will present at the end of the program.

## **YEAR 1**

### ***Fall semester***

EDIT 7990- Masters Seminar in Educational Technology (2 credit hours)

GRSC 7001- GradFIRST: First-Year Introduction to Research and Scholarship Training (1 credit hour)

EDIT 6170/e- Introduction to Instructional Design (3 credit hours)

EDIT 6190e- Design Thinking and Development Tools (3 credit hours)

### ***Spring semester***

EDIT 7630- Review of Educational Technology Research (3 credit hours)

EDIT 7150e- Principles of Human Performance Technology and Analysis (3 credit hours)

Elective (3 credit hours)

### ***Summer semester***

EDIT 7520e- Online Teaching and Learning (3 credit hours)

EDIT 6900e- Research Methods in Instructional Technology (3 credit hours)

ERSH 6300- Applied Statistical Methods in Education (3 credit hours)

## **YEAR 2**

### ***Fall semester***

EDIT 7190- Design Thinking and Innovation in Learning, Design, and Technology (3 credit hours)

EDIT 7000- Master's Research (3 credit hours)

LDT Elective (3 credit hours)

### **4. Approvals:**

  
\_\_\_\_\_  
Department Head                      Dean of School/College                      Dean of Graduate School