

Graduate Council Meeting
Wednesday, January 15, 2025
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes
(November 13, 2024)

II. Graduate Council Committee Reports

A. Appeals Committee
Committee Report (AnnaMarie Conner)

B. Program Committee
Committee Report (George Vellidis)

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

Action Item 1: From the Mary Frances Early College of Education, a proposal to offer the existing MAT in Elementary Education as an online program.

Action Item 2: From the Mary Frances Early College of Education, a proposal to offer an Area of Emphasis in Online Teaching Endorsement under the graduate certificate in Online Teaching and Learning.

Action Item 3: From the Mary Frances Early College of Education, a proposal to offer the existing MAT in Middle Grades Education as an online program.

Action Item 4: From the College of Veterinary Medicine, a proposal to terminate Areas of Emphasis in Biological and Life Sciences Laboratory Management, Zoological Medicine, and Biomedical Sciences under the Comparative Biomedical Sciences MS-NT.

C. Policy and Planning Committee
Committee Report (Kelly Dyer)
No business to report.

III. Information Items

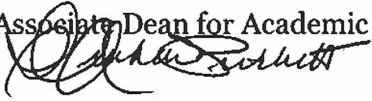
A. Curriculum Report: Since our last meeting, the Graduate School has approved 66 new courses, 34 course revisions, and 14 deletions.

B. Next meeting: Wednesday, February 19, 3:30pm, 327 Brooks Hall

IV. Adjourn

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: November 19, 2024

RE: Online Degree Proposal - MAT in Elementary Education

Please find attached a proposal to offer the existing MAT in Elementary Education as an online program. The College of Education's Curriculum Committee approved this proposal on November 18, 2024.

PROPOSAL FOR AN ONLINE PROGRAM

Date: November 8, 2024

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

Department: Educational Theory and Practice

Degree: Master of Arts in Teaching (MAT)

Will any approved areas of emphasis be offered under this major? None

Major/Certification: Elementary Education

Proposed Start Date: Summer 2025

1. Needs Assessment

This proposal is in response to market demand changes for individuals interested in pursuing a master's degree in elementary education that affords teacher certification as an outcome. Although the college has an existing face-to-face program, many educators are obtaining provisional teaching certificates and working full-time while teaching. Over the last five years, an increasing number of our students have inquired about engaging with an online variant of the program. In the last month, we conducted a survey of our enrolled students and graduates from the last five years. Of these, 75% indicated that they would have preferred an online option.

2. Admission Requirements for the Master of Education degree.

Candidates enrolled in the initial preparation Master of Arts in Teaching (MAT) in Elementary Education will enter the program through a rigorous admissions process. This review includes a University of Georgia Graduate School application and required elements for initial preparation admission stipulated by the Georgia Professional Standards Commission (GaPSC). A holistic review of candidates is conducted meaning that faculty make an overall decision about admission from all data sources, although minimum requirements are also considered to meet both institutional and GaPSC requirements. The components for the holistic review include: (1) a Graduate School application for admission; (2) undergraduate grade point average of 2.8 or higher; (3) an application essay; (4) a resumé; (5) GRE scores for applicants whose undergraduate grade point averages are 2.99 or below; (6) transcripts from all institutions attended; (7) three letters of recommendation; (8) a summary of previous coursework; and (9) a summary of previous experiences with children.

3. Program Content

The online modality option requires the same standards of academic excellence and rigor as the face-to-face delivery option. Expectations for the coursework include reading professional

materials, composing scholarly papers, and participating in discussions and collaborative assignments. As with the current program, most students are expected to take courses each academic semester and summer, resulting in a modal time-to-degree of four terms.

Program of Study

Course	Course Name	Credits
EDEL 6040E	Learning Ecologies I: Equity, Access, and Inclusion in Context	3
EDEL 6045E	Introduction to Elementary Education Theory and Practice	3
EDEL 6050E	Learning Ecologies II: Integrated Curriculum and Assessment	3
EDEL 6060E	Learning Ecologies III: Culturally Responsive Learning Environments and Classroom Management	3
EDEL 6070E	Learning Ecologies IV: Arts-Based Pedagogies in Elementary Education	3
EDEL 7460	Student Teaching in Elementary Education	3
EMAT 6420E	Mathematics Methods for PreK-Grade 8	3
LLED 6010E or LLED 7320E	Survey of Reading Instruction Pre-K through Grade 12 or Writers and Writing Pedagogy, Grades P-8	3
ESOC 7420E	Social Studies for the Young Child	3
ESCI 6420E	Science for Pre-K-8 th Grade	3
EDSE 6020E	Inclusion of Students with Special Needs: PreK-Grade 5	3
	Total:	33

4. Student Support Services: Students will be advised virtually by the Elementary Education faculty. Services accessible for online students will be identical to services offered in the face-to-face option. Matriculated students will be made aware of university student support services (e.g., libraries, CAPS, career center, etc.).

5. Resident Requirements: Residence requirements will be identical to those established for the existing face-to-face authorized degree program.

6. Program Management:

This program will be administered by faculty in the Department of Educational Theory and Practice with cooperation from content and pedagogy faculty from the Department of Communication Sciences and Disorders; Language and Literacy Education; Mathematics, Science, and Social Studies Education. Day-to-day services will be supported by a faculty member with support from the department’s Graduate Program Coordinator and Graduate Program Administrator. Additional support will be provided

by the college's Office of Academic Programs and Office of Clinical Practice. Courses will be taught by program faculty and/or vetted part time instructors (PTI). PTIs will be hired on an as needed basis, although the faculty perceive this to be a rare need. Once established, the hope is the program will attract and support, at minimum, 20-25 new students per year.

Admissions will be managed on a once a year start in the summer semester. Student Learning Objectives for this proposed online program are reported within the UGA required processes and are already operationalized based on the current face-to-face program. All courses are offered each year. The program should be completed in four terms and within the graduate school's timeline requirements of six years before courses begin to expire.

For the past five years (2020-2024), enrollment in the program has been students, 13, 31, 21, 23, and 16, respectively. The online platform will provide the program with the capacity to admit and serve more students.

Timetable for the first iteration of the degree program:

Spring 2025: Advertise and carry out admission procedures for Summer 2025 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program.

Spring 2025: Upon approval, conduct informational and recruitment sessions (e.g., school recruitment fairs).

Summer 2025: Begin first cohort.

7. Library and Laboratory Resources: There are no laboratory requirements for the program. In terms of library access, students will have access to Galileo and GIL. Students will be required to meet the basic technologies necessary to use eLC as the program is designed to be online.

8. Budget: Although this online version will mirror the existing Athens face-to-face program, all classes proposed for this major are already developed and have an e-designation. Courses in the program would be subsumed in regular faculty teaching loads. When enrollment increases, separate sections of courses for students can be established and incorporated into instructional teaching loads or supported through part-time instructors. The proposed program will employ current library resources and does not anticipate additional fees in the form of library, laboratory, or other specialized facility resource requirements. The faculty do not anticipate any startup costs for the proposed program. Therefore, this proposal is submitted with a \$0 budget.

9. Program Costs Assessed to Student: Costs for students to complete the Masters of Arts in Teaching (MAT) in Elementary Education would be consistent with the established fee structure for the university.

10. E-Rate:

If an e-rate will be charged, an approved e-rate form must be submitted through the Office of Online Learning.

The faculty are not requesting e-rate for this program.

11. Accreditation: The online Masters of Arts in Teaching (MAT) in Elementary Education will be subject to approval by the Georgia Professional Standards Commission (GaPSC). The program will submit a request to the GaPSC for an addition in modality offering.

12. Application and Matriculation: Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed with the schedule that is established by the Graduate School. All applications will be considered for a summer start in the appropriate year.

Approvals:



Department Head



Dean College

Dean Graduate School




**Mary Frances Early
College of Education
UNIVERSITY OF GEORGIA**

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110 Carlton St.
Athens, Georgia 30602
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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: November 19, 2024

RE: Area of Emphasis Proposal Under the Graduate Certificate in Online Teaching and Learning.

Please find attached a proposal to create an area of emphasis in Online Teaching Endorsement under the graduate certificate in Online Teaching and Learning. The College of Education's Curriculum Committee approved this proposal on November 18, 2024.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: October 28, 2024

School/College: Mary Frances Early College of Education

Department/Division: Workforce Education & Instructional Technology

Program (Major and Degree): CERT_2OTL – Online Teaching and Learning

Which campus(es) will offer this program? Online

Proposed Effective Date: Fall 2025

1. Area of Emphasis Title: Online Teaching Endorsement

2. Area of Emphasis Description:

Courses (5 courses, 15 credits):

EDIT 6400E: Emerging Approaches in Teaching, Learning, and Technology (3 hours)

EDIT 6170E: Introduction to Instructional Design (3 hours)

EDIT 7520E: Online Teaching & Learning (3 hours)

EDIT 7350E: Evaluation and Analytics in Instructional Design (3 hours)

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

3. Major Requirements:

This Area of Emphasis (Georgia PSC-approved Online Teaching Endorsement) is only open to Georgia-certified P-12 teachers seeking the Graduate Certificate in Online Teaching and Learning. All courses are offered online. When applying, P-12 educators interested in this Area of Emphasis must state their intention to earn the endorsement in the statement of purpose. To comply with the UGA Graduate School requirements, all students must maintain a 3.0 (B) course average and may not receive less than a 2.0 (C) in any course.

4. Approvals:

Lloyd P. Riether
Department Head

Denise A. Spangler
Dean of School/College

Dean of Graduate School



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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: December 17, 2024

RE: Online Degree Proposal – MAT in Middle Grades Education, Online

Please find attached a proposal to offer the existing MAT in Middle Grades Education as an online program. The College of Education's Curriculum Committee is scheduled to review and approve this proposal on January, 10 2025.

PROPOSAL FOR AN ONLINE PROGRAM

Date: November 6, 2024

College/School: Mary Frances Early College of Education

Department/Division: Educational Theory and Practice

Program: Master of Arts in Teaching (M.A.T.)

Will any approved areas of emphasis be offered under this major? Middle Grades English/Language Arts, Middle Grades Mathematics, Middle Grades Science, Middle Grades Social Studies

Major/Certification: Middle Grades Education

Proposed Start Date: Summer 2025

1. Assessment

The Master of Arts in Teaching (M.A.T.) in Middle Grades Education leads to initial certification for students who hold undergraduate degrees in other fields and who do not hold a teacher certification. The curriculum includes required courses and applied research individualized to the student's teaching interests in English/Language Arts, Mathematics, Science, or Social Studies, allowing students to gain advanced content knowledge and pedagogical skills in educating young adolescents.

One of the purposes of gaining approval as a fully online M.A.T. program is to increase the attractiveness of the program to teachers who are working on Georgia Professional Standards Commission-issued provisional certificates and who need to be enrolled in a teacher certification program to earn full certification. In spring 2024, the Georgia Professional Standards Commission that there were 295 middle grades teachers in the five largest school districts in Georgia who are teaching on provisional certificates. Additionally, the Middle Grades Education Program has offered a Master of Education (MED) online since 2016. The Middle Grades MED Online does not lead to initial certification. However, of the hundreds of inquiries about the Middle Grades Education MED Online since the program launched in 2016, more than 60% of those prospective students inquiring about the Middle Grades Education MED Online degree want to pursue a fully online master's degree program that will lead to initial teacher certification.

2. Admission Requirements

All requirements for admission to the online Middle Grades Education (M.A.T.) with Areas of Emphasis in English/Language Arts, Mathematics, Science, and Social Studies will be the same as those for the existing on-campus Middle Grades Education (M.A.T.) with the same options for Areas of Emphasis.

Students who meet all of the following requirements are eligible to apply:

- Professional preparation: Earned, or will have earned, a bachelor's degree from an accredited institution before the date of enrollment at the University of Georgia
- GPA: Minimum cumulative undergraduate GPA of 2.50 for all courses taken
- TOEFL: Foreign applicants will also need to score a minimum of 20 points each on the Speaking and Writing sections of the TOEFL, with an overall minimum score of 80. Test scores must be within 5 years from the date of application.

Georgia's teacher certification agency, the Georgia Professional Standards Commission, requires that all candidates have a minimum 2.5 GPA on undergraduate or previous graduate work. Go to the [Georgia Professional Standards Commission website](#) for details.

In addition to the Graduate School application, applicants will also submit:

1. *Statement of Purpose*: two-page, single-spaced statement of purpose outlining teaching philosophy, experience, and career goals.
2. *Resume/CV*
3. *Three Letters of Recommendation*

Applicants will be admitted based on the faculty's evaluation of undergraduate GPA and, if relevant, TOEFL scores, quality of the essay, letters of recommendation, and resume.

3. Program Content

The curriculum of the online Middle Grades Education (M.A.T.) with Areas of Emphasis in English/Language Arts, Mathematics, Science, or Social Studies will be equivalent to the curriculum of the existing on-campus Middle Grades Education (M.A.T.) with Areas of Emphasis in English/Language Arts, Mathematics, Science, or Social Studies. Students will choose one Area of Emphasis. The criteria for electives or substitutions for specific requirements will be equivalent online.

The program of study requires 36 credit hours of coursework.

- EDMG 7010E, Community Contexts in Middle Grades Education (3)
- EDMG 7020E, Educating Young Adolescents (3)
- EDMG 7035E, The Middle Grades Curriculum (3)
- EDMG 7040E, Teaching in the Middle Grades (3)
- LLED 6060E, Content Area Literacies (3)

- EDSE 6030E, Inclusion of Students with Special Needs: Grades 6-12 (3)
- ETAP 7610E, Classroom Management in Culturally Responsive Classrooms (3)
- LLED 7630E, ESOL Grades P-12 (3)
- Area of Emphasis Course 1 (3)
- Area of Emphasis Course 2 (3)
- Area of Emphasis Course 3 (3)
- EDMG 7020L, Educating Young Adolescents Laboratory (1)
- EDMG 7035L, Middle Grades Curriculum Laboratory (1-3)
- EDMG 7460, Student Teaching in the Middle Grades (1-3)

4. Student Support Services

Advising services will be provided by Middle Grades Education program faculty. Each student will be assigned a faculty advisor, and they will meet regularly with that advisor either using virtual meeting platforms. Additionally, each graduate student in the Online Middle Grades Education (M.A.T.) will have access to technological services and supports through the Office of Instructional Technology within the Mary Frances Early College of Education (MFECOE). The MFECOE Office of Academic Programs will provide resources to assist students with career development. Like all students at the university, students will have access to university resources such as the Office of Student Financial Aid, Student Care and Outreach, CAPS, libraries, and the Disability Resource Center.

5. Resident Requirements

Residence requirements for students in the Online Middle Grades Education (M.A.T.) with Areas of Emphasis in English/Language Arts, Mathematics, Science, or Social Studies will be identical to those established for students in the existing on-campus Middle Grades Education (M.A.T.).

6. Program Management

The Middle Grades Education Program Coordinator will serve to maintain program processes and procedures. Additionally, Middle Grades Education faculty serving as advisors to students in the online program will provide support for program maintenance. Middle Grades Education faculty who are serving as instructors of online course offerings will maintain curricular and instructional quality. Monthly program meetings allow faculty to collaborate and continuously evaluate program needs. Annual review of Student Learning Outcomes will allow faculty to further assess student success and program effectiveness. The deadline for applying to the Online Middle Grades Education (M.A.T.) is April 1st, and students will matriculate in the summer semester. The duration of the 36-credit hour program is four semesters, and the anticipated start semester is Summer 2025.

Timetable for the first iteration of the degree program:

Spring 2025: Advertise and carry out admission procedures for Summer 2025 cohort. Compile data, complete request for substantive change by the Georgia Professional Standards Commission (GaPSC), complete applications for approval from the GaPSC and University, complete advertisement (e.g., video) for the program.

Spring 2025: Upon approval, conduct informational and recruitment sessions (e.g., school recruitment fairs).

Summer 2025: Begin the first cohort.

7. Library and Laboratory Resources

Online UGA library resources already exist that are adequate to support this program. No laboratory is needed.

8. Budget

There are no foreseeable start-up costs to establishing a fully Online Middle Grades Education (M.A.T.) as an additional offering to the existing on-campus Middle Grades Education (M.A.T.). Many of the required courses in the existing on-campus Middle Grades Education (M.A.T.) are currently offered in an online format, and those courses are generally operating below full capacity. New students entering the Online Middle Grades Education (M.A.T.) would register for the already offered online versions of those required courses. There are no projected expenses for the first cycle of students due to these factors. Additional costs that may be associated with future cycles of students would be dependent upon student enrollment. If future student enrollment exceeds the current capacity in existing courses, future costs would include funds for the hiring of part-time instructors to cover increased course demand. These funds are available annually through the college's instructional support request process.

9. Program Costs Assessed to Students

Costs for students to complete the Masters of Arts in Teaching (MAT) in Middle Grades Education would be consistent with the established fee structure for the university.

10. E-Rate

The faculty are not requesting e-rate for this program.

11. Accreditation: The online Masters of Arts in Teaching (MAT) in Middle Grades Education will be subject to approval by the Georgia Professional Standards Commission

(GaPSC). The program will submit a request to the GaPSC for an addition in modality offering.

12. Application and Matriculation: Students will apply for admission for this program in the same way they would apply for on-campus programs. The only difference will be their intention to complete the program entirely online and indication that they have the technological capacity to participate in the program. Applications will be reviewed with the schedule that is established by the Graduate School. All applications will be considered for a summer start in the appropriate year.



**UNIVERSITY OF
GEORGIA**

**College of Veterinary Medicine
Office of Research, Faculty, and Graduate Affairs**

November 21, 2024

Re: Proposals to terminate areas of emphasis in Comparative Biomedical Sciences

Dear Members of the University Curriculum Committee:

The College of Veterinary Medicine's Graduate Affairs Committee has approved the following requests for termination of three areas of emphasis within the Comparative Biomedical Sciences graduate program in fulfillment of a request from PARC.

The specific rationale for the request for termination is included in each of the three termination proposals attached for your consideration.

Sincerely,

Sharron Quisenberry, PhD
Associate Dean for Research, Faculty, and Graduate Affairs
College of Veterinary Medicine
University of Georgia

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: _____ 10/18/24 _____

School/College: _____ College of Veterinary Medicine _____

Department/Division: _____ Associate Dean for Research and Graduate Affairs, Office of the Dean _____

Area of emphasis to be terminated: _____ Biological and Life Sciences Laboratory Management
Major(s) and degree(s) the area of emphasis is offered under? _____ Comparative Biomedical Sciences MS-NT

Which campus(es) offer this area of emphasis? _____ University of Georgia Athens Campus _____

Proposed effective date: _____ Spring 2025 _____

Last date students will be admitted to this area of emphasis: _____ N/A (no applicants for this program) _____

Last date students will complete this area of emphasis: _____ N/A (no current students enrolled)

Program Abstract:

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

The area of emphasis was developed in 2017 and was 'designed for students seeking careers as laboratory managers in academic, public, and private sectors. Course work is combined with practical field placement and laboratory experiences in science-related fields. Internships are available from regional and national technology firms.'

1. Why is this area of emphasis being proposed for termination?

The college is seeking to terminate this area of emphasis due to low enrollment. As a college wide interdepartmental program, the Comparative Biomedical Sciences MS-NT degree is designed to have flexible programs of study that can be catered to the individual needs of departments/research units, faculty, and/or student interests. As such, there has been little interest in the formal areas of emphases that were created when the program was starting out. This particular area of emphasis has only had one admitted student since its inception in 2017 and they completed the program in 2020.

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 area of emphasis has never experienced significant interest or growth (see above), despite growth in the MS-NT degree overall. Therefore, we do not foresee any impact from terminating the area of emphases that have experienced minimal/low enrollment or no enrollment.

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?

There are no students currently enrolled nor any active faculty/staff participation in this area of 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?

There are no students enrolled in this area of emphasis.

5. What plans, if any, are there for subsequent reactivation of the area of emphasis?

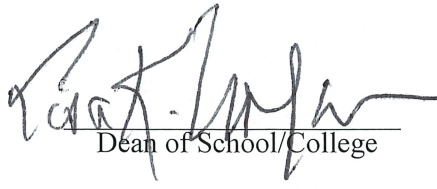
There are no plans to reactivate this due to the reasons stated above.

6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.

NA

Approvals:


Department Head


Dean of School/College

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: _____ 10/30/24 _____

School/College: _____ College of Veterinary Medicine _____

Department/Division: _____ Associate Dean for Research and Graduate Affairs, Office of the Dean _____

Area of emphasis to be terminated: _____ Zoological Medicine _____

Major(s) and degree(s) the area of emphasis is offered under? _____ Comparative Biomedical Sciences MS _____

Which campus(es) offer this area of emphasis? _____ University of Georgia Athens Campus _____

Proposed effective date: _____ Spring 2025 _____

Last date students will be admitted to this area of emphasis: _____ N/A (no applicants for this program) _____

Last date students will complete this area of emphasis: _____ N/A (no current students enrolled) _____

Program Abstract:

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

The area of emphasis was developed in 2016 as a combined MS-residency style program for veterinarians interested in specializing in zoological medicine. 'Zoological medicine is a discipline that integrates principles of ecology, conservation, and veterinary medicine and applies them to non-domesticated animals within natural and artificial environments.'

1. Why is this area of emphasis being proposed for termination?

The college is seeking to terminate this area of emphasis due to low enrollment. This program was initially conceived as a combined MS-residency style program for veterinarians interested in specializing in zoological medicine. However, an alternative pathway (graduate certificate (residency) in zoological medicine combined with the MS-NT degree in CBS) has been universally used/chosen by students and faculty instead. Since its inception, this area of emphasis has not been used by any students in CBS and there are no graduates from this specific area of emphasis.

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 area of emphasis has never been used as another educational pathway has been chosen instead (see above). Therefore, we do not foresee any impact from terminating the area of emphases that have experienced minimal/low enrollment or no enrollment.

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?

There have never been any students enrolled in this area of emphasis since its creation.

4. How will students be notified of the termination? How will students currently in the area of emphasis be advised to complete the requirements?

There are no students enrolled in this area of emphasis.

5. What plans, if any, are there for subsequent reactivation of the area of emphasis?

There are no plans to reactivate this due to the reasons stated above.

6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.

NA

Approvals:


Department Head


Dean of School/College

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: _____ 10/18/24 _____

School/College: _____ College of Veterinary Medicine _____

Department/Division: _____ Office of Research, Faculty, and Graduate Affairs/ Office of the Dean _____

Area of emphasis to be terminated: _____ Biomedical Sciences _____

Major(s) and degree(s) the area of emphasis is offered under? _____ Comparative Biomedical Sciences MS _____

Which campus(es) offer this area of emphasis? _____ University of Georgia Athens Campus _____

Proposed effective date: _____ Spring 2025 _____

Last date students will be admitted to this area of emphasis: _____ N/A _____

Last date students will complete this area of emphasis: _____ N/A _____

Program Abstract:

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

The area of emphasis was established in 2016 as part of a constellation of modifications that were made when three existing MS programs in the college (Avian Medicine, Avian Health and Medicine, and Food Animal) were merged with the Comparative Biomedical Sciences (CBS) MS program and a unique area of emphasis was established under the CBS MS program for each former MS program. At the time, this area of emphasis (biomedical sciences) was created for distinction from the other former MS programs (now areas of emphases).

This program structure proved unsuccessful and as a result, the original MS programs were reinstated and the three areas of emphases (Avian Medicine, Avian Health and Medicine, and Food Animal) were terminated. Unfortunately, due to an oversight, this area of emphasis (Biomedical Sciences) was not terminated at the same time as it should have been. This area of emphasis is now synonymous with the MS program itself and therefore serves no purpose in the program.

1. Why is this area of emphasis being proposed for termination?

This area of emphasis is antiquated and redundant with the program itself. The college is seeking to terminate this area of emphasis because it is no longer relevant.

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?

N/A. This area of emphasis is indistinguishable from the major itself (redundant).

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?

N/A. This area of emphasis is indistinguishable from the major itself (redundant).

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. This area of emphasis is indistinguishable from the major itself (redundant).

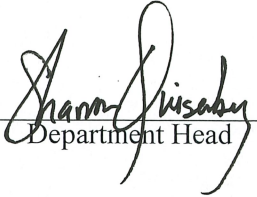
5. What plans, if any, are there for subsequent reactivation of the area of emphasis?

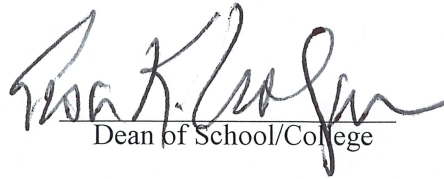
There are no plans to reactivate this due to the reasons stated above.

6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.

NA

Approvals:


Department Head


Dean of School/College

Dean of Graduate School