

Graduate Council Meeting
Wednesday, September 16, 2026, 3:30 p.m.
327 Brooks Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes
(August 26, 2026)

II. Graduate Council Committee Reports

- A. Appeals Committee
Committee Report (Geoff Sheagley)
- B. Policy and Planning Committee
Committee Report (Amy Stich)

Action Item 1:

Proposed addition of the following statement to [PhD Requirements, Section 5. PhD Comprehensive Examination](#): *The oral examination and/or prospectus presentation can be held completely remotely if approved by the Director of Graduate Studies and the unit/department head.*

- C. Program Committee
Committee Report (Andy Grundstein)

Action Item 1: From the College of Agricultural and Environmental Sciences, a proposal to rehome the Graduate Certificate in Agricultural Data Science to the Institute for Integrative Precision Agriculture (IIPA). *(Representatives: Marin Brewer, George Vellidis)*

Action Item 2: From the College of Agricultural and Environmental Sciences, a proposal to create a new Communication and Leadership Excellence for Aspiring Researchers (CLEAR) Graduate Certificate (Athens Campus). *(Representatives: Jennifer Waldeck, Allison Byrd)*

Action Item 3: From the Mary Frances Early College of Education, a proposal to terminate the Educational Specialist (EdS) degree in Special Education (Athens Campus). *(Representative: Lloyd Reiber)*

Action Item 4: From the Mary Frances Early College of Education, a proposal to rename the Physical Education graduate programs (MS, MS-NT, and PhD) to Sport Pedagogy. *(Representative: Bryan McCullick)*

Action Item 5: From the Mary Frances Early College of Education, a proposal to terminate the EdS degree in Science Education (Athens Campus). *(Representatives: Jim Garrett, Daniel Capps)*

Action Item 6: From the Mary Frances Early College of Education, a proposal to create a new Area of Emphasis (AoE) in Science Education (online) under the EdS degree. *(Representatives: Jim Garrett, Daniel Capps)*

Action Item 7: From the Mary Frances Early College of Education, a proposal to create a new Area of Emphasis (AoE) in Music Education (online) under the EdS degree. *(Representative: Stacey Neuharth-Pritchett)*

Action Item 8: From the Mary Frances Early College of Education, a proposal to terminate the EdS degree in Music Education (Athens Campus). *(Representative: Stacey Neuharth-Pritchett)*

Action Item 9: From the Mary Frances Early College of Education, a proposal to create a new Intervention Specialist Graduate Certificate (Athens Campus, online). *(Representative: Stacey Neuharth-Pritchett)*

Action Item 10: From the Mary Frances Early College of Education, a proposal to terminate the Graduate Certificate in Preschool Special Education (Athens Campus). *(Representative: Jenny Brown)*

Action Item 11: From the Mary Frances Early College of Education, a proposal to terminate the Early Childhood Education/Special Education General Curriculum P-5 area of emphasis under the Special Education Master of Arts in Teaching (MAT) degree (Athens Campus). *(Representative: Jenny Brown)*

Action Item 12: From the Mary Frances Early College of Education, a proposal to terminate the Birth Through Five-Preschool Special Education area of emphasis under the Special Education MAT (Athens Campus). *(Representative: Jenny Brown)*

Action Item 13: From the Mary Frances Early College of Education, a proposal to terminate the Adapted Curriculum and Autism area of emphasis under the Special Education MAT (Athens Campus). *(Representative: Jenny Brown)*

Action Item 14: From the Mary Frances Early College of Education, a proposal to terminate the General Curriculum area of emphasis under the Special Education MAT (Athens Campus). *(Representative: Jenny Brown)*

Action Item 15: From the Mary Frances Early College of Education, a proposal to terminate the Master of Education (MEd) in Communication Sciences and Disorders (Athens Campus). *(Representative: Jenny Brown)*

III. Information Items

A. Curriculum Report: The Graduate School has approved 23 new courses, 65 course revisions, and 0 deletions.

B. Next meeting: Wednesday, October 7, 3:30pm, 327 Brooks Hall

IV. Adjourn

Current Policies for Revision

PhD requirements; proposed addition highlighted below

Section 5. PhD Comprehensive Examination

A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. These examinations are administered by the student's advisory committee.

The written comprehensive examination, although administered by the advisory committee, may be prepared and graded according to the procedures and policies in effect in the student's department. The oral comprehensive examination will be an inclusive examination within the student's field of study. An examination of the student's dissertation prospectus (proposal) may precede or follow the oral comprehensive examination but may not take the place of the oral comprehensive examination. All members of the student's advisory committee must be present simultaneously for the oral examination and prospectus (proposal) presentation. The oral examination and/or prospectus presentation can be held completely remotely if approved by the Director of Graduate Studies and the unit/department head.

The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School. The Director of Graduate Studies must notify the Graduate School of the time and place of the examination at least two weeks before the date of the examination.

Following each examination, written and oral, each member of the advisory committee will cast a written vote of pass or fail on the examination. To pass each examination, the agreement of the advisory committee is achieved with no more than one dissenting vote. An abstention is not an appropriate vote for the comprehensive examination. The results of both examinations will be reported to the Graduate School within two weeks following the oral examination.



College of Agricultural and Environmental Sciences

Department of Plant Pathology

June 22, 2026

Dear Programs Committee of the Graduate Council,

We are writing to request transfer of academic oversight of the Graduate Certificate in Agricultural Data Science, currently housed in the Department of Plant Pathology (PATH) in the College of Agricultural and Environmental Sciences, to the Institute for Integrative Precision Agriculture (IIPA) effective Spring Semester 2027.

PATH has served as the academic home for the Certificate since the program's inception in fall semester 2018. Between spring 2021 and spring 2026, 28 students representing 14 graduate majors across four UGA colleges and schools, along with one non-degree-seeking student, have completed the Certificate. This participation documents the program's broad appeal and contribution to interdisciplinary graduate education at UGA.

Transferring the Certificate from PATH to IIPA would have several advantages for its continued development and long-term success:

- The majority of required and elective courses associated with the Certificate are taught by IIPA-affiliated faculty, and most participating students are advised by faculty connected to the Institute. Moreover, the interdisciplinary nature of the Certificate aligns closely with IIPA's mission "to foster interdisciplinary research, education, extension, and outreach on next-generation technologies in agriculture, food, and forestry". Among the 29 students who completed the Certificate to date, only two majored in Plant Pathology.
- The IIPA is ideally positioned to foster further growth of the Certificate. With 91 members across seven UGA Schools and Colleges, the Institute will be able to recruit from a broad pool of interdisciplinary graduate students, including the Integrative Precision Agriculture Club (IPAC) which is advised by an IIPA faculty member. In addition, IIPA's interdisciplinary structure will facilitate planned program expansion, including development of asynchronous online curricula to broaden access for non-UGA students and exploration of the development of a non-thesis master's degree in Agricultural Data Science.
- Stable and sustained program leadership is needed to ensure continued success of the program. The PATH faculty member who led the development of the Certificate in 2017/18 retired in January 2026 and is now serving only in an interim advisory role. During the department's 2025/26 academic program review, the review committee recommended consideration of whether PATH remains the most appropriate academic unit to host the Certificate and any potential future graduate degree derived from it. The present proposal is a direct response to that recommendation.

Transferring the Graduate Certificate in Agricultural Data Science to IIPA will align the program with its main instructional base, strengthen faculty involvement, provide a longer-term administrative structure, and position the program for future growth. This transition represents a logical next step

that will enhance UGA's ability to offer this timely, competitive, and accessible program to both internal and external students.

Sincerely,



Marin Talbot Brewer
Head, Department of Plant Pathology



George Vellidis
Director, Institute of Integrative Precision Agriculture



College of Agricultural and Environmental Sciences
Office of the Dean and Director

Dear Graduate Curriculum Committee,

I endorse the creation of a graduate certificate in Communication and Leadership Excellence for Aspiring Researchers (CLEAR Certificate). Spearheaded by the faculty in our Agricultural Leadership, Education and Communication (ALEC) Department, this certificate program will position doctoral graduates from all disciplines in the College of Agricultural and Environmental Sciences with essential competencies for career success.

Coursework within the CLEAR Certificate will cultivate skills in professional communication, collaboration and teamwork, workplace culture, building a sense of self, and fostering successful mentorship relationships. Our industry partners, as evidenced in this proposal, have indicated a need for graduates to possess these leadership and communication competencies upon entering the workforce. While ALEC Department faculty will train students in competencies through certificate coursework, enrolled students will also be paired with an industry mentor throughout their enrollment in the CLEAR Certificate program. Collaboration with industry partners, UGA Alumni, and the UGA Mentor Program to strategically match mentors and mentees is an essential component of the program.

I hope this certificate program is approved by the University and look forward to its start.

Sincerely,

Dr. Nick T. Place
Dean and Director, CAES



College of Agricultural and Environmental Sciences
Agricultural Leadership, Education, and Communication Department

March 1, 2026

Dear Curriculum Committee:

The Agricultural Leadership, Education and Communication Department is submitting a proposal for the approval of a graduate certificate in Communication and Leadership Excellence for Aspiring Researchers (CLEAR Certificate). Doctoral students within the College of Agricultural and Environmental Sciences are trained in conducting rigorous applied research but may lack formal training in leadership competencies essential for career success. The goal of the CLEAR Certificate is to position graduates as ideal candidates for both industry and academic careers in a competitive hiring landscape. Graduates will fulfill competencies in professional and targeted communication, self-awareness, workplace culture and etiquette, leadership and teamwork, and effective mentoring relationships.

The certificate requires nine hours of coursework including one required course, three cohort-based seminar courses designed to develop interdisciplinary collaboration skills, and one elective course. Mentorship is an integral component of the certificate, and each enrolled student will be strategically paired with an industry mentor who will provide guidance and insight related to the student's career goals. These mentorship relationships will be designed to not only benefit students but additionally bolster relationships between the College and industry partners. All courses will be taught by faculty in the Agricultural Leadership, Education and Communication Department.

The CLEAR Certificate is pertinent to students across disciplines. The unique combination of both leadership and communication components will provide a distinct benefit to our College of Agricultural and Environmental Sciences graduates. Please let us know if you have any questions.

Sincerely,

Jennifer H. Waldeck, Ph.D.
Professor & Head



UNIVERSITY OF
GEORGIA

College of Agricultural & Environmental Sciences

Office of Academic and Faculty Affairs

August 26, 2026

Ron R. Walcott
Interim Senior Vice President for Academic Affairs and Provost

Dear Provost Walcott,

The College of Agricultural and Environmental Sciences is seeking approval for a new Graduate Certificate Program in Communication and Leadership Excellence for Aspiring Researchers (CLEAR Certificate). This certificate program is designed for doctoral students across all majors with CAES and will provide essential competencies for career success. The CAES Graduate Curriculum Committee includes the Director of Graduate Studies for each of the 10 programs within the college. A quorum of present at the meeting to evaluate this proposal and voted unanimously (**10 yes and 0 no**) in favor of this new certificate program.

We appreciate your assistance and partnership as we move forward with seeking approvals for the new CLEAR Certificate program in CAES. If there are any questions or further clarifications needed, please contact me at manpreet@uga.edu.

Sincerely,

Manpreet Singh
Associate Dean for Graduate Studies,
Faculty Affairs and Strategic Initiatives

Nick T. Place
Dean and Director
College of Agricultural and Environmental Sciences

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PROPOSAL FOR A CERTIFICATE PROGRAM

Date: March 9, 2026

School/College/Unit: College of Agricultural and Environmental Sciences

Department/Division: Agricultural Leadership, Education and Communication

Certificate Title: Communication and Leadership Excellence for Aspiring Researchers (CLEAR) Certificate

Effective Term: Fall 2026

Which campus(es) will offer this certificate? Athens

Level (Undergraduate, Graduate, or Post-Baccalaureate): Graduate

Program Abstract: The Communication and Leadership Excellence for Aspiring Researchers Certificate, referred to hereafter as the CLEAR Certificate, offers graduate students—primarily in the applied natural sciences—the ability to develop themselves as strong leaders and communicators positioned for career success in industry or academia. Students will explore a variety of career options outside academia and develop proficiency in professional and targeted communication, self-awareness, workplace culture and etiquette, leadership and teamwork, and effective mentoring relationships. Students in the nine-credit certificate will enroll in a core course covering basics of professional communication and subsequently enroll in a three-semester cohort program in which they learn personal styles of leadership and conflict resolution, implement these skills as members of interdisciplinary teams, develop career management strategies, and engage in mentorship relationships with successful graduate alumni. Students will also choose one course from a variety of elective courses in which they may choose to focus on teaching/academic topics, applied communication, or leadership. This program is designed to add to the existing curriculum of students within the College of Agricultural and Environmental Sciences who are completing their PhDs and wishing to bolster their likelihood of career success by building career competencies and soft skills necessary to succeed in the workplace. The program will utilize existing UGA courses, while adding the three one-hour seminar credits and a core requirement to be taught by existing personnel. The Agricultural Leadership, Education and Communication Department will be responsible for administration of the certificate program and teaching all required courses, as well as the elective courses.

Faculty proposing certificates offered by one academic unit should complete page 2.

Faculty proposing certificates offered by multiple academic units should complete pages 4-6.

After approval by school/college/unit, proposals for undergraduate programs should be sent to the Office of Curriculum Systems (currsys@uga.edu). Proposals for graduate programs should be sent to the Graduate School (gradassociatedean@uga.edu)

Certificates Offered by One Academic Unit

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program.

The purpose of the CLEAR Certificate Program is to equip graduate students within the College of Agricultural and Environmental Sciences (CAES) who are adept at rigorous scientific research to confidently enter the workforce equipped with essential soft skills necessary to succeed in navigating professional dynamics beyond the academy. After completing the certificate program, graduate students will be able to:

- Discern the nuances of communication within professional environments and demonstrate the ability to communicate science with technical and non-technical audiences using evidence-based practices
- Identify personal collaboration, conflict resolution, and time and stress management styles and successfully apply this self-awareness in the workplace
- Successfully navigate job search campaigns and understand organizational culture for a variety of career pathways in their discipline
- Apply knowledge of team, conflict, leadership, and change scenarios in the workplace to effectively collaborate with and supervise others
- Pursue and engage in a purposeful and goal-driven mentoring relationships as both mentor and mentee

How does this program complement the mission of the institution?

The proposed certificate program complements the UGA mission to “prepare the University community and the state for full participation in the global society of the twenty-first century” by equipping CAES graduate students with the professional competencies essential to succeed in the modern business world. The certificate ensures student success by training them with the skills to lead others, while addressing complex agricultural and environmental challenges and communicating the importance of their cutting-edge research to various stakeholder audiences.

Additionally, the program aligns with UGA’s commitment “to teach, to serve, and to inquire into the nature of things” by offering applied learning opportunities and training in interdisciplinary collaboration. By involving students across diverse departments and teaching the skills necessary for the facilitation of successful interdisciplinary teams, the certificate program supports UGA’s goal of overarching goal of collaboration between units.

The certificate program also complements UGA’s goal to enhance external engagement by partnering students in the certificate program with industry mentors. The mentorship component connects existing students with alumni and industry professionals to showcase UGA research excellence, along with its contribution to intellectual and economic development as a land-grant institution.

Finally, the certificate program aligns with the 2027 strategic vision of the College of Agricultural and Environmental Sciences to become the No. 1 college of agriculture in the nation by building upon core values of innovation and leadership. It does so by seeking to create a forward-thinking curriculum that trains the next generation of agricultural scientists to lead with both impact and professionalism.

2. Need for the Program

Explain why this program is necessary.

Trust in science within the United States has suffered since the COVID-19 pandemic (Tyson & Kennedy, 2024), while food and agriculture systems face additional public scrutiny and varying levels of trust in an increasingly complex and globalized food system (Wu et al., 2021). Therefore, the next generation of agricultural scientists should be not only able to defend their research and its methodology but strategically communicate its importance to diverse audiences and provide leadership within the agricultural industry in an ever-changing global landscape.

Additionally, students in CAES pursue various career options in academia, government, industry, and NGOs in which leadership, communication, and professional skills are essential. However, many students enter the U.S. workforce without experience outside academia and lack knowledge of the interpersonal and professional skills (hereafter referred to as essential skills) necessary to succeed. Literature has indicated graduate students desire to gain essential skills; however, they struggle to think critically, work on teams, and “transfer their knowledge and skills effectively in work-related situations” (Zahir, 2023, p. 73). Therefore, an application-based program is necessary in which students not only become cognitively aware of essential skills but develop behavioral competencies to practically apply essential skills in real-world situations.

The application-based certificate program will fill a gap by offering a unique combination of leadership development and communication curriculum tailored to CAES graduate students. Other leadership-based opportunities exist for UGA graduate students, including certificates in complexity leadership¹, organization coaching², entrepreneurship, nonprofit management and leadership³, a portfolio in community engagement⁴, and the GradLEAD⁵ semester-long professional development experience. Science communication opportunities include graduate certificates in crisis, risk, disaster communications⁶ and science and health communication⁷. However, existing programs are not designed for students in applied natural sciences, thus creating a barrier to entry for CAES students who are interested in relevant, discipline-specific training. By creating a targeted certificate tailored to CAES graduate student needs, students

¹ <https://coe.uga.edu/academics/non-degree/graduate-certificate-complexity-leadership/>

² <https://coe.uga.edu/academics/non-degree/graduate-certificate-organization-coaching/>

³ <https://ssw.uga.edu/degrees-programs/certificates/nonprofit-management-leadership/>

⁴ <https://servicelearning.uga.edu/student-resources/graduate-portfolio/>

⁵ <https://grad.uga.edu/gradlead-new-graduate-student-leadership-development-program/>

⁶ <https://grady.uga.edu/certificates/graduate-certificate-in-crisis-risk-and-disaster-communication/>

⁷ <https://comm.uga.edu/graduate-certificates>

will be more likely to enroll and engage in training advantageous in a competitive professional landscape.

Finally, feedback from employers of CAES alumni and stakeholders highlights the need for essential skills to ensure a smooth transition of graduate students into industry roles. Several industry leaders enthusiastically support the development of the certificate program. For example, Masha Trenhaile, Head of University Strategy & Outreach at Bayer, says, “Initiatives like this play a critical role in preparing students to transition from academia to industry by providing invaluable experiential learning and professional skill development. Through training in effective communication, impactful leadership, and change management, students gain the essential competencies needed to succeed and thrive in today’s rapidly evolving industry landscape.” Viren Shah, Chief Digital Information Officer at AGCO Corporation, says, “AGCO’s Farmer-First strategy keeps farmers at the heart of agricultural innovation. UGA CAES’s Leadership Certificate equips PhD graduates with the leadership and communication skills to turn research into on-farm impact, exactly what our industry needs to sustainably feed the world.” Mike Giles, President of the Georgia Poultry Federation, adds, “While Georgia is the nation's leader in producing chicken, we are really in the people business like many other industry sectors. To thrive in the decades to come, our industry needs professionals across all disciplines who will be able to communicate, lead, and work collaboratively with team members. We believe that the UGA CAES proposed leadership certificate program will provide a much-needed additional level of preparation for graduate students entering the workforce.”

The proposed certificate program is intended to equip CAES graduate students with the ability to communicate their research, excel in navigating and leading interdisciplinary teams, and enter the professional workforce with ease. The mentorship component embedded within the certificate program will also connect current students to industry professionals with similar professional interests, both creating connections between CAES and industry partners and equipping students to seek, maintain, and facilitate meaningful mentor-mentee relationships.

In addition, provide the following information:

- a. Semester/Year of Program Initiation: Fall 2026
- b. Semester/Year of Full Implementation of Program: Spring 2028
- c. Semester/Year First Certificates will be awarded: Spring 2028
- d. Annual Number of Graduates expected (once the program is established): 20
- e. Projected Future Trends for number of students enrolled in the program: 20-40

3. Student Demand

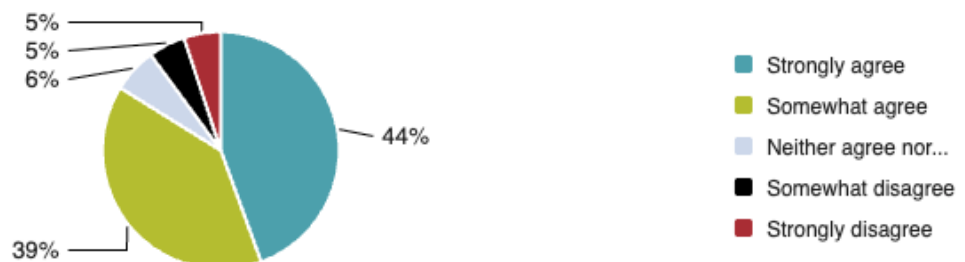
- a. Provide documentation of evidence of student demand for this program, including a student survey.

Graduate students across the College of Agricultural and Environmental Sciences may be interested in the proposed certificate program, especially those who are entertaining careers in industry or international students who would like to remain in the U.S. and understand cultural norms of communication and professionalism.

A student survey was sent out to all graduate students within the College of Agricultural and Environmental Sciences over the graduate student listserv. Ninety-nine (99) students responded (70 Ph.D. students and 29 master's students). The statistics are summarized below.

Interest Statement	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
If the certificate is created, I would consider pursuing it.	5 (5.1%)	5 (5.1%)	6 (6.1%)	39 (39.4%)	44 (44.4%)
This certificate would provide skills I anticipate needing in my work after graduation.	6 (6.1%)	0 (0.0%)	8 (8.1%)	37 (37.4%)	48 (48.5%)
It is important to me that the certificate provides training to help me pursue a career in industry .	5 (5.1%)	8 (8.1%)	8 (8.1%)	28 (28.3%)	50 (50.5%)
It is important to me that the certificate provides training to help me pursue a career in academia .	5 (5.1%)	6 (6.1%)	17 (17.2%)	32 (32.3%)	39 (39.4%)
It is important to me that the majority of the certificate be offered online.	4 (4.0%)	10 (10.1%)	19 (19.2%)	26 (26.3%)	40 (40.4%)

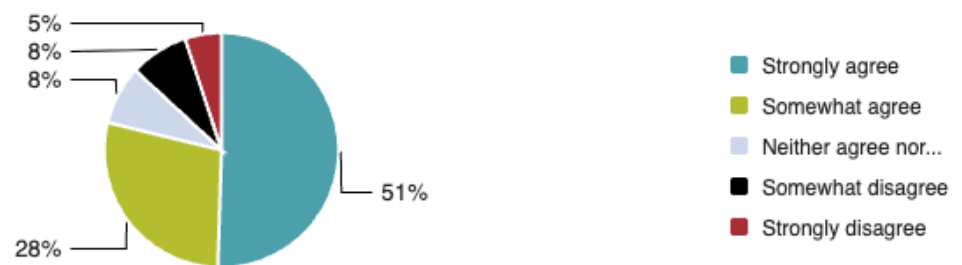
Statement	N	Mean	SD
If the certificate is created, I would consider pursuing it.	99	4.13	1.07



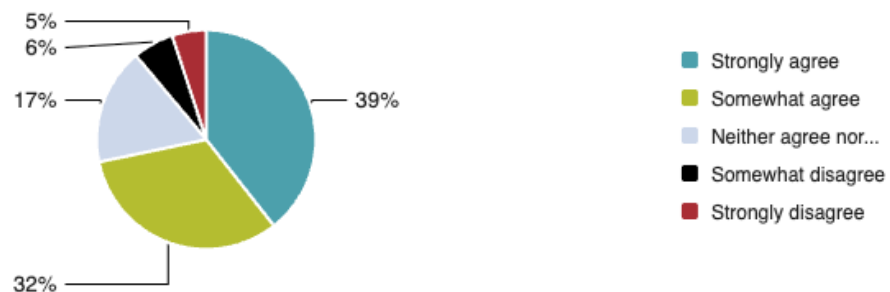
Statement	N	Mean	SD
This certificate would provide skills I anticipate needing in my work after graduation.	99	4.22	1.03



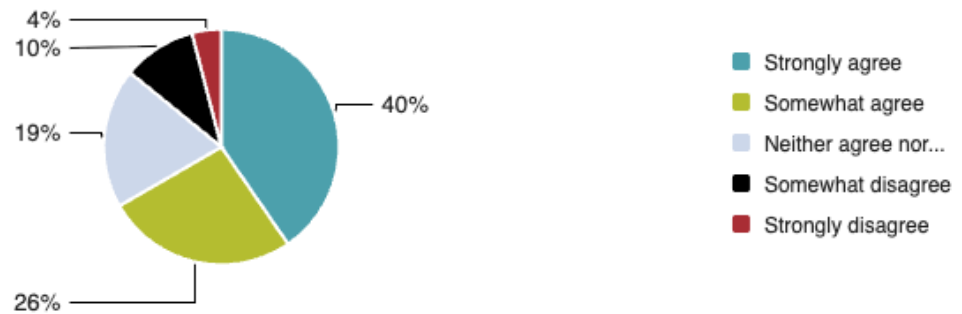
Statement	N	Mean	SD
It is important to me that the certificate provides training to help me pursue a career in industry.	99	4.11	1.16



Statement	N	Mean	SD
It is important to me that the certificate provides training to help me pursue a career in academia.	99	3.95	1.12



Statement	N	Mean	SD
It is important to me that the majority of the certificate be offered online.	99	3.89	1.16



b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

The College of Agricultural and Environmental Sciences offers 19 master's degree paths and 12 doctoral degree paths across 10 departments and institutes. Total graduate student enrollment in fall 2025 was 757. It is expected that at least one student from each department will be interested in pursuing the certificate program within the first year. To encourage enrollment of the first cohort, departments will be asked to nominate a student who would benefit from this program based on their professional aspirations. Upon successful completion of the certificate program by the first cohort, we anticipate 20-40 students will be enrolled at a time.

Given the results of the survey listed above, it appears student interest exists across the College of Agricultural and Environmental Sciences, and there will be sufficient demand to sustain the certificate program, especially among doctoral students who made up 72% of respondents to the survey.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

We anticipate this program will have greater appeal to international students than students from the United States because of their greater need to learn professional cultural norms accepted within the United States workforce. Therefore, we anticipate higher enrollment of international students compared to domestic students within the certificate program.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

- Specific course prefixes, numbers, and titles
- Identify any new courses created for this program

The program of study will utilize one (1) new three-hour course and three (3) new one-hour courses to be developed and taught by the Academic Professional Associate (NTT Faculty member) who was hired to direct the certificate program and teach the cohort-based

programming for the certificate. The program of study will also require at least one (1) three-hour elective. The program will utilize existing UGA courses and instructors for electives options. Electives will be select classes in the Department of Agricultural Leadership, Education, and Communication, given the expertise of faculty members in topics germane to professional development, communication, leadership, and teaching.

To complete the CLEAR Certificate, students will complete a minimum of nine credit hours.

Three credit hours will be required in the new ALDR 6820 Advanced Workplace Communication and Leadership Development. During the ALDR 6820 required course, students will be introduced to concepts of interpersonal communication, creating targeted communication materials for various audiences, making business presentations, understanding the job search campaign process, navigating workplace etiquette and culture, and managing leadership and conflict styles.

Students will also be required to complete three credit hours by participating in three new one-hour, hybrid-style courses designed to provide them with cognitive understanding and practical applications of professional concepts. Students will enroll in the one-hour courses with members of a cohort who will remain consistent with them throughout the completion of the program. Using a combination of asynchronous online modules, synchronous monthly meetings, and at least one face-to-face meeting each semester, students will learn the following concepts:

ALDR 8000 - Individual Leadership and Communication for Researchers (Indiv Rsch Lead & Comm)

- Cohort Seminar 1

- Course Description: Self-awareness and foundational skills in leadership and communication. Discover and apply personal styles of conflict resolution, collaboration, and time and stress management to support research career success while exploring various professional pathway options.
- One-hour cohort-based course covering the following competencies:
 - Awareness of personal communication, collaboration, and conflict resolution styles
 - Networks of support
 - Time and stress management practices
 - Leadership styles
 - Professional pathway exploration
 - Being an effective mentee – initial connection with mentor through UGA Mentor Program
- One (1) in-person meeting during semester

ALDR 8010 - Team Leadership and Communication for Researchers (Team Rsch Lead & Comm)

- Cohort Seminar 2

- Course Description: Leadership and communication within interdisciplinary teams. Focuses on feedback exchange, mentoring strategies, research-policy connections, and professional development through creation of an individual development plan.
 - 1-hour cohort-based course covering the following competencies:
 - Team and conflict management
 - Workplace etiquette and culture
 - Understanding research and policy
 - Working on interdisciplinary teams
 - Receiving and providing feedback
 - Successful mentoring
 - Creation of an IDP with mentor
 - 2 in-person meetings throughout semester
- ALDR 8020 – Capstone in Leadership and Communication for Researchers (Capstone Rsch Lead & Comm)
- Cohort Seminar 3 (Capstone)
 - Course Description: Capstone experience applying leadership and communication skills. Includes intercultural communication, organizational change, science communication campaigns, job search strategies, and implementation of an individual development plan.
 - 1-hour cohort-based course covering the following competencies:
 - Intercultural communication
 - Navigating organizational change in the workplace
 - Job search campaigns (material creation for positions of interest)
 - Team and conflict management simulations
 - Science communication campaign for target audiences (including 3 Minute Thesis competition submission)
 - Implementation of IDP with mentor
 - 2-day capstone retreat

The mentorship component of the proposed courses will be fulfilled by connecting with a seasoned mentor. The connection will be facilitated by the UGA CAES Director of Industry Partnerships and Project-Based Learning. The mentor will be a professional whose career expertise aligns with student's aspirations. This portion of the certificate program will require students to learn how to cultivate meaningful mentorship relationships, reflect on how to become an effective mentor, and create and implement individual development plans with their mentor.

It should be noted that as the new courses are added to CAPA, it may be necessary to list the first offering of ALDR 6820 Advanced Workplace Communication and Leadership Development. in Fall 2026 as ALDR 8910 Advanced Topics in Agricultural Leadership, Education, and Communication. The new course numbers for subsequent cohort-based classes should be approved by the time they are needed in Spring 2027.

Elective options for the three remaining hours of coursework include:

Academia Electives

- ALDR 4080/6080 - Agriculture & Extension Administration*
- ALDR 4700E/6700E - Intro to Extension and Engagement*
- ALDR 4800E/6800E - Grant Seeking*
- ALDR 7230E - Adult Education
- ALDR 8210E - Professional Writing Skills for Agricultural Scientists

Applied Communication Electives

- AGCM 6200S - Digital Engagement Strategies in Agricultural and Environmental Sciences
- AGCM 7600 - Digital Storytelling of AES*
- AGCM 8700 - Communication About AES Innovation
- AGCM 8750 - Effectively Communicating about Emerging Agricultural and Environmental Science Issues*

Leadership Theory Electives

- ALDR 4540/6540* - Advanced Leadership Theories, Ethics, and Culture
- ALDR 4620/6620* - Global Leadership: Strategies for Leading Across Cultural Differences
- ALDR 7340E* - Collaborative Problem Solving and Preferences for Change
- ALDR 8110 - Application of Advanced Leadership Theories
- ALDR 8310* - Leading Volunteers in AES

*Offered on a select rotation

5. Model Program and Accreditation

- a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

The competencies for this program were modeled after leadership development programs for graduate students, primarily the Foundation for Food and Agricultural Research (FFAR) Fellowship⁸ and the Princeton GradFUTURES⁹ program. Competencies were also derived from the National Postdoctoral Association's list of core competencies that should be acquired upon completion of a postdoctoral program¹⁰.

⁸ <https://ffarfellows.org/>

⁹ <https://gradfutures.princeton.edu/>

¹⁰ <https://www.nationalpostdoc.org/page/CoreCompetencies>

The FFAR Fellowship and Princeton GradFUTURES are well-established entities providing graduate students with the opportunity to develop professionally and incorporate their personal research agendas and career goals.

The FFAR Fellowship is a prestigious program in which students receive funding toward their graduate research, interact with an interdisciplinary cohort of graduate students from various institutions, and engage in mentorship relationships and completions of individual development plans with mentors and advisors. Students selected for the three-year fellowship participate in virtual sessions, meet in-person yearly, and are trained in professional development sessions covering a wide range of topics from self-management and assessment to understanding policy and science to grasping business concepts. The proposed graduate certificate adopts the same cohort-based model to bring interdisciplinary students together to improve professional competencies and facilitate meaningful mentorships. While the certificate program cannot offer research funding to enrolled students, it will offer an official certificate added to students' transcripts that signals workforce readiness to employers.

The Princeton GradFUTURES program is based eight competencies including "Writing & Public Speaking," "Teaching & Mentoring," "Research & Data Analysis," "Personal Well-Being & Effectiveness," "Leadership & Collaboration," "Innovation & Entrepreneurship," Diversity, Equity, & Inclusion," and "Career Management" (GradFUTURES, 2026, Eight Core Competencies section). Princeton GradFUTURES offers a wide range of workshops, lectures, seminar series, internships, fellowships, and mentorship opportunities for graduate students across the university with an emphasis on building skills and engaging in experiential learning. While students do not receive academic credit for participation in these programs, involvement in interdisciplinary learning cohorts and successful completion of assignments earn students micro-credentials in the area of focus. The proposed certificate program will incorporate this interdisciplinary cohort approach and provide enrolled students with three semesters of professional development and a capstone experience.

Some topics offered by Princeton GradFUTURES (e.g., research skills, DEI, entrepreneurship) were deemed to be discipline-specific or outside the scope of the proposed certificate program. While the proposed certificate program offers experience in mentoring, teaching skills are not included as a core competency. While not necessary for all certificate participants, developing an optional path for teaching competency could be beneficial for students interested in pursuing careers in academia. Therefore, the proposed certificate contains optional electives for students interested in pursuing careers in academia.

Finally, many other colleges of agricultural and natural resources across the country offer graduate programs in communication or leadership (e.g., University of Florida¹¹, Purdue

¹¹ <https://aec.ifas.ufl.edu/graduate/graduate-certificates/>

University¹², NC State University¹³, Texas A&M¹⁴, Texas Tech¹⁵). However, these programs do not include a mentorship component, incorporate an interdisciplinary cohort experience, or combine communication and leadership. We anticipate the proposed certificate program will provide a unique advantage to UGA CAES students.

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

Program accreditation is not available.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Certificate objectives intended to provide students with skills in six competency areas. The proposed certificate program learning outcomes align with the overarching competencies. Upon completion of the certificate program, students will be able to:

- Communication
 - Critically evaluate and adapt interpersonal communication strategies to manage professional relationships in diverse workplace settings
 - Identify non-technical audience knowledge levels and viewpoints to design and deliver targeted science communication materials
 - Design and deliver targeted, persuasive multimedia presentations using professional visual aids and evidence-based speaking techniques
 - Demonstrate knowledge of intercultural differences in the workplace and revise communication and behavior accordingly
- Self-Awareness
 - Identify personal communication, collaboration, and conflict resolution styles and apply knowledge to interactions in professional settings
 - Demonstrate effective time and stress management practices applicable in the professional workplace
 - Formulate personal methods for receiving feedback from supervisors/ mentors and providing feedback to those whom they supervise
- Career Management
 - Compare and contrast various professional pathways within academia and industry while identifying skills required to pursue each pathway
 - Successfully execute networking, application, and interview processes as part of a job search campaign (academic, industry, governmental, or NGO)
 - Identify processes for establishing peer, mentor, and professional networks of support for professional well-being

¹² <https://ag.purdue.edu/departments/asec/graduate/gradcertprogram.html>

¹³ <https://online-distance.ncsu.edu/program/leadership-in-agriculture-and-human-sciences/>

¹⁴ <https://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/leadership-education-theory-practice-certificate/index.html#text>

¹⁵ https://catalog.ttu.edu/preview_program.php?catoid=11&poid=8907&hl=Agricultural+Communications+Leadership

- Discuss dynamics of U.S. research and policy and compose a plan for communicating the importance of their research agenda with policymakers
- Illustrate the importance of cultivating healthy, ethical workplace culture and etiquette
- Interact with cohort members, university leaders, and mentors using proper workplace etiquette
- **Leadership & Team Skills**
 - Evaluate various models of team and conflict management in the workplace and identify the professional situations in which they would be most effective
 - Practice complex team and conflict management simulations and the workplace and revise behavior based on feedback
 - Evaluate various models of team and conflict management in the workplace and identify the professional situations in which they would be most effective
 - Compare and contrast various leadership styles and personal leadership style experiences and preferences
 - Interact with other experts and effectively demonstrate disciplinary expertise while working on an interdisciplinary team
 - Discuss the implications of navigating organizational change in the workplace across various career paths
- **Mentoring & Mentorship**
 - Develop a mentorship/leadership philosophy for supervising and mentoring other scholars and peers
 - Engage in and cultivate an ongoing mentorship relationship with an experienced professional in student's career pathway(s) of interest
 - Set and achieve career-focused, measurable goals with mentor and advisor through the creation and implementation of an individual/professional development plan

7. Assessment and Admissions

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

Student Assessment

Students will achieve a variety of cognitive and behavioral outcomes upon completion of the certificate program and will, therefore, be assessed in a variety of manners.

1. **Self-Reflections:** Throughout their coursework, students will self-reflect on the competencies they have learned and how they will apply these competencies in their current work and future careers. Because concepts such as personal communication, collaboration, and conflict management styles are unique to individuals, self-reflections will be an integral element of the program and encourage them to take ownership of and apply these concepts according to personal professional aspirations.
2. **Peer Reviews and Critiques:** Students will interact with interdisciplinary certificate program participants in their cohort to learn how to give and receive feedback. Peer

feedback will be incorporated into every required course to ensure students are adept at navigating differing opinions and styles of critiques. Criteria for assessment will include application of course concepts across all semesters, professionalism, and use of science communication skills.

3. **Instructor Assessments:** Faculty will evaluate student success by participation in course activities, engagement with guest speakers, application of assignments to real-world scenarios, and overall development in certificate competencies.
4. **Individual Project Assessments:** Throughout the certificate program, students will be tasked with completing projects that apply course concepts to personal goals. Projects may include creating an online professional presence, defining and exploring non-academic careers in which they could apply their expertise, writing a personal leadership or communication philosophy, or communicating their scientific expertise with a variety of target audiences. Criteria for assessment will include application of course concepts, applicability to students' career aspirations, and overall professionalism.
5. **Team Assessments:** Students will be evaluated on their ability to apply both professionalism and teamwork skills learned in the program to interdisciplinary team projects. Criteria for assessment will include contribution to the team objective, ability to translate disciplinary knowledge to peers, and application of course concepts. Students will have the opportunity to assess themselves and their peers, while the instructor will also offer assessment based on observations.
6. **Mentorship Assessments:** Students will be evaluated on successfully maintaining a mentor relationship with their assigned mentor for the prescribed amount of time. Criteria for assessment will include meeting with the mentor the directed number of times, a reflection on lessons learned from the mentor, and mentor's feedback on student engagement.
7. **Individual Development Plans:** Students will be evaluated on their ability to create and execute an individual development plan with measurable and achievable goals alongside their mentor and advisor. Criteria for assessment will include specificity of goals and progress toward achievement upon completion of the certificate program.

Student Admission and Retention

The first two cohorts of students will be admitted to the program via nomination from their department head. These first students will pilot the certificate program and allow for the development of professional mentor connections at a sustainable rate.

After the first one or two cohorts of students have successfully launched, the opportunity to apply for the certificate program will be offered to students who have enrolled in the required 3-hour ALDR 6820 Advanced Workplace Communication and Leadership Development course. Students will complete an application indicating their interest in the program, research focus, and career goals by a designated deadline (most likely in the fall semester). Interested students will then meet with the Academic Professional Associate who facilitates the program to discuss the expectations and requirements of the program, as well as student fit. For example, if the student has only one year left in their degree program and cannot complete the entire certificate, they will not be admitted. Additionally, doctoral students will be given priority over master's students, as this certificate is primarily aimed at doctoral students. Yearly admissions into the

certificate program will be dependent upon space in the cohort and availability of professional mentors.

Students will be retained through consistent communication with the Academic Professional Associate including meeting once each semester to discuss professional goals and progress within the program. Enrollment in cohort classes throughout their time in the program is also intended to build relationships and accountability with other certificate students. Finally, students enrolled in the certificate program will have the opportunity to make industry and alumni network connections through special events facilitated by certificate administrators, thus encouraging their continued engagement.

References

- GradFUTURES. (2026). *Professional competency model*.
<https://gradfutures.princeton.edu/sharpen-skills/professional-competency-model>
- Tyson, A., & Kennedy, B. (2024). *Public trust in scientists and views on their role in policymaking*. PEW Research Center.
<https://www.pewresearch.org/science/2024/11/14/public-trust-in-scientists-and-views-on-their-role-in-policymaking/>
- Wu, W., Zhang, A., Van Klinken, R. D., Schrobback, P., & Muller, J. M. (2021). Consumer trust in food and the food system: A critical review. *Foods*, 10(10), 2490.
<https://doi.org/10.3390/foods10102490>
- Zahir, H. M. (2023). *Soft skills development through active learning in postgraduate studies: An action research study authors*. 7(2), 73–94. <https://doi.org/10.55712/ijrsri.v7i2.70>

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: April 13, 2026

School/College: College of Education

Department/Division: Communication Sciences and Special Education

Program (Major and Degree): Educational Specialist degree in Special Education

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: June 1, 2026

Last date students will be admitted to this program: September 2025

Last date students will graduate from this program: May 2026

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.

The EdS in Special Education allows students to pursue advanced studies in special education. It is designed for candidates who already hold a master's degree. Students can tailor their studies to their background and goals, and complete the program at their own pace by spreading out your coursework over a number of years.

For Deactivated or Terminated Programs:

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

Over the last few years, enrollment has dropped dramatically which has influenced the program's ability to meet minimum enrollment numbers in preparation courses. First-year admits as well as transfer students were declaring interest in an online option for this program. The students are working professionals, many of whom live more than 60 miles from Athens. We have requested for this on-campus EdS program to be moved online.

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.

All relevant Special Education faculty discussed the proposal to move our on-campus EdS program to online, and to terminate the on-campus program at our program meeting on February 27, 2026. All faculty voted unanimously in favor of this change. No faculty or staff will be reallocated as the program will continue to exist, just in an online format.

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?

All in-person courses currently listed on the on-campus EdS program of study are still being offered through other emphasis areas (e.g., Applied Behavioral Analysis) or other programs (e.g., ERSH, EDAP). Our enrollment in the on-campus EdS program has been fewer than 5 over the last few years; this will not impact the in-person course enrollments.

Approvals:

Lloyd Rieber
Department Head

Denise A. Spangler
Dean of School/College

Dean of Graduate School



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Mary Frances Early College of Education

Office of the Senior Associate Dean

April 13, 2026

Ms. Fiona Liken

Associate Vice President for Instruction and Registrar

102 Holmes Hunter

Athens, GA 30602

Dear Ms. Liken,

The Mary Frances Early College of Education is requesting the administrative addition of the Special Education area of emphasis under the Educational Specialist (EdS) online degree. The online EdS program has already been approved through Curriculum Systems. The existing Special Education area of emphasis has been offered on the Athens campus, under the campus-based offering, with the faculty reporting a reduced demand for that location option in favor of the online option. Specifically, four students are currently enrolled in the program, two of whom were initially enrolled in the PhD program, but were not successful in meeting the comprehensive exam requirements to remain in the doctoral program.

In conference with Curriculum Systems, we were informed that because the Special Education area of emphasis already exists that administrative approval to move the area of emphasis to the online option was possible.

See page 2 for the coursework for the current program of study.

Please feel free to reach out if I can provide additional information. Thank you for your support for this proposed administrative change.

Sincerely,

Stacey Neuharth-Pritchett, PhD
Professor and Senior Associate Dean for Academic Programs



UNIVERSITY OF
GEORGIA

Mary Frances Early
College of Education
*Department of Communication
Sciences and Special Education*

SPECIAL EDUCATION PROGRAM

Educational Specialist Degree in Special Education – ONLINE Degree Objective Ed.S

Name: _____ 810/1#: _____

Email: _____ Advisor: _____

Program of Study 30 hours

Core Courses (12 hours)

_____ EDAP 7040E (3) Education Law (or equivalent course)
 _____ EDSE 7640E (3) Applied Special Education Research Methods (*Spring*)
 _____ EDSE 7010E (3) Clinical Assessment in Special Education (*Spring*)
 _____ EDSE 7650E (3) Applied Project in Special Education

Area of Specialization (12 hours)

_____ EDSE 6010E (3) Instructing Children with Autism Spectrum Disorders (*Spring*)
 _____ EDSE 6070E (3) Behavior Management in Special Education Settings (*Summer*)
 _____ EDSE 7020E (3) Assessment of Dyslexia and Other Learning Disabilities (*Fall, Summer*)
 _____ EDSE 7050E (3) Positive Behavior Supports (*Spring, Summer*)
 _____ EDSE 7100E (3) Foundations and Assessment in Early Childhood Special Education (*Fall*)
 _____ EDSE 7120E (3) Seminar in Dyslexia and Other Learning Disabilities (*Fall, Spring, Summer*)
 _____ EDSE 7150E (3) Designing Reading Interventions for Special Education (*Fall, Spring*)
 _____ EDSE 7160E (3) Communication and Language Development in Young Children (*Spring*)
 _____ EDSE 7200E (3) Methods and Curriculum in Early Childhood Special Education (*Spring*)
 _____ EDSE 7220E (3) Instruction of Students with High-Incidence Disabilities (*Fall*)
 _____ EDSE 7250E (3) Teaching Writing to Students with Disabilities (*Spring, Summer*)
 _____ EDSE 7260E (3) Instructional Design for Students with Autism Spectrum Disorder (*Summer*)
 _____ EDSE 7770E (3) Practicum in Intensive Reading Intervention (*Summer*)
 _____ EDSE 9800 (3): Advanced Practicum in Special Education (*Fall, Spring*)
 _____ Other course approved by advisor

Research Courses (6 hours)

_____ ERSR 6200E (3) Methods of Research in Education (*Fall, Spring, Summer*)
 _____ ERSR 6300E (3) Applied Statistical Methods in Education (*Fall, Spring, Summer*)
 _____ ERSR 6600E (3) Applied Educational Assessment (*Fall, Maymester*)
 _____ ERSR 7500E (3) Action Research (*Fall, Spring, Summer*)
 _____ ERSR 7600E: Construction of Educational Measuring Instruments (*Spring*)
 _____ QUAL 6200E: Introduction to Qualitative Research Methods (*Fall*)
 _____ QUAL 8400E (3) Qualitative Research Traditions (*Fall*)
 _____ QUAL 8410E (3) Designing Qualitative Research (*Spring*)



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Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Program Name Change from Physical Education to Sport Pedagogy

Please find attached a proposal to change the name of the Physical Education graduate programs (MS, MS-NT, and PhD) to Sport Pedagogy.

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.



UNIVERSITY OF
GEORGIA

Mary Frances Early
College of Education

Department of Kinesiology

June 23, 2026

To Whom It May Concern:

The graduate faculty in the Health & Physical Education program has voted to change the name of the graduate program to "Sport Pedagogy." This change would affect only the graduate degrees currently offered in the Physical Education program (MS, MS-NT, and PhD). This would not affect the MS program in Adapted Physical Education

The graduate faculty in this program believe that the name "Sport Pedagogy" more accurately describes the research, teaching, and service within the program. Two additional reasons drive this decision: (a) the term "Sport Pedagogy" is more broadly applicable to the fields in which our students seek employment upon graduation from the program, and (b) the term is more globally recognized, which enhances our visibility to prospective graduate students.

Thank you,

Ginny M. Frederick, PhD, ACSM-EP
Clinical Assistant Professor
Director of Graduate Studies

Bryan McCullick, PhD, FNAK
Professor & Coordinator
Health & Physical Education Program

Jamie A. Cooper, PhD
Professor and Department Head

ACADEMIC PROGRAM NAME CHANGE JUSTIFICATION FORM

Date: June 23, 2026

Department/Division: Department of Kinesiology

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

Proposed Effective Date: Fall 2026

PROGRAM NAME CHANGES:

Current Program Name: Physical Education, MS, MS-NT, PHD

Proposed Program Name: Sport Pedagogy

PREFIX CHANGES:

Current Prefix and Name: N/A

Proposed Prefix and Name: N/A

JUSTIFICATION:

Attach a justification and rationale for the requested changes, and include any relevant documentation. If this change is in response to an accreditation body, please include that language in the proposal.

NOTE: When the new name is effective, the old name will no longer be available, and all students will be moved to the new program name.

APPROVALS:

Attach documentation of approval from all involved units.

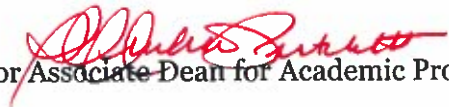


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Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Termination of the Athens Campus Science Education (Ed.S.)

Please find attached a proposal to terminate the Athens campus offering of the Science Education (Ed.S.). The Science Education program will be incorporated as an online area of emphasis under the Education (Ed.S.) in the Mary Frances Early College of Education.

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: May 31, 2026

School/College: Mary Frances Early College of Education

Department/Division: Mathematics, Science, and Social Studies Education

Program (Major and Degree): Science Education (EdS)

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination of the Athens campus

Proposed Effective Date: Spring 2027

Last date students will be admitted to this program: N/A no students are enrolled

Last date students will graduate from this program: N/A no students are enrolled

Program Abstract:

The Area of Emphasis in Science Education consists of a coordinated sequence of online coursework for science educators to gain expertise in science content and pedagogical skills in science education. The program consists of 30 hours beyond the master's degree. Candidates complete courses in educational research, instructional strategies, curriculum, integration of science, technology, engineering, and mathematics (STEM), and other science education-related topics. Candidates also take graduate-level courses in the psychological and social foundations of education and, with permission of the instructor, are permitted to take some doctoral-level courses in science education.

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

This proposal is to terminate the Education Specialist (EdS) in Science Education on the Athens campus only. Over several academic years, interest in the program has shifted from in-person matriculation to interest in matriculation in an online option for the program. Such an online option is attractive to students who are also employed as teachers during the general school day and might not have the extra time needed to travel to the Athens campus for the course work. The online option can serve students from across the state of Georgia. The campus-based option for the program appears to be inconsistent with market demands for the program. In addition, the program was listed on the Aspire roster from the University System of Georgia. A companion proposal is under consideration to add this degree option under the college-wide Education Specialist program that has robust enrollment (e.g., 117 students in Spring 2026).

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.

Not applicable. There are currently no students enrolled in the face-to-face degree on the Athens campus.

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?

Faculty and staff have been reassigned to the BSED, MAT, EDD and PhD options within the program. The faculty have initiated this proposal. There is no change in staffing as the graduate program administrator will shift their work on admission and other graduate school processes from serving campus-based students to supporting the online students.

Approvals:



Denise A. Spangler

Department Head
Mary Frances Early
College of Education

Dean of School/College
Mary Frances Early
College of Education

Dean of Graduate School



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Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Area of Emphasis in Science Education under the Education (Ed.S.)

Please find attached a proposal to create an area of emphasis in Science Education under the Education (Ed.S.).

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: May 31, 2026

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education

Program (Major and Degree): Education (Ed.S.)

Area of Emphasis Title: Science Education

Which campus(es) will offer this program? Online

Proposed Effective Date: Spring 2026

CIP: 13131601

1. Area of Emphasis Description:

The Area of Emphasis in Science Education consists of a coordinated sequence of online coursework for science educators to gain expertise in science content and pedagogical skills in science education. The program consists of 30 hours beyond the master's degree. Candidates complete courses in educational research, instructional strategies, curriculum, integration of science, technology, engineering, and mathematics (STEM), and other science education-related topics. Candidates also take graduate-level courses in the psychological and social foundations of education and, with permission of the instructor, are permitted to take some doctoral-level courses in science education.

Consistent with the other areas of emphasis within the Mary Frances Early College of Education's Education (Ed.S.) major, candidates who complete the Area of Emphasis in Science Education will be assessed with these common student learning outcomes: (1) Students will demonstrate knowledge of theory and research in their discipline; (2) Students will demonstrate knowledge of the research process and capacity to conduct applied research in their discipline; and (3) Students will demonstrate specialized knowledge or skills in one core discipline-specific area.

This proposal is also in response to the Aspire review conducted by the University System of Georgia. The mandate specified the need to merge unique programs into larger programs by adding the content under a unique area of emphasis.

2. Major Requirements

Admissions Requirements: Renewable T-5 level Certification in either a secondary field or middle grades education with science as one of their specialty fields. Required admissions materials for this program include: transcripts, (3) letters of recommendation, resume and statement of purpose.

Choose 18 credit hour(s) from the following:

ESCI 6230E	Environmental Science Education	3
ESCI 6240E	Integration of Technology, Engineering, and Mathematics in Science Teaching	3
ESCI 6250E	Socio-Scientific Issues in Science Education	3
ESCI 6410E-6410L	Physical Sciences for Middle School Teachers	4

ESCI 6470E	Special Topics in Science Teaching (Life Sciences)	3
ESCI 7040E	Strategies for Middle and Secondary School Science Teachers	3
ESCI 7080E	Curriculum Planning in Science Education	3

Choose 9 credit hour(s) from the following:

EPSY 6011E	Foundations of Human Development for Education	3
EPSY 6060E	Foundations of Motivation for Education	3
EPSY 6240E	Abnormal Child Psychology	3
EPSY 6800E	Foundations of Cognition for Education	3
EPSY 7060E	Assessment of Gifted Children and Youth	3
EPSY 7110E	Characteristics of Gifted Children and Youth	3
EPSY 7210E	Multicultural Gifted and Talented Education	3
EPSY 7230E	Strategies and Materials for the Gifted	3
EPSY 7240E	Creativity: Instructional Procedures and Problem Solving Processes	3
EPSY 7250E	Program and Curriculum Development for the Gifted	3
EPSY 7260E	Supporting the Social and Emotional Development of Gifted Students	3
EPSY 7270E	Retention of Ethnic Minorities in Gifted/Advanced Programs	3

Choose 3 credit hour(s) from the following:

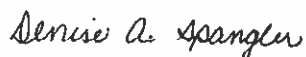
ERSH 6600E	Applied Educational Assessment	3
ERSH 7250E	Educational Program and Project Evaluation	3
ERSH 7600E	Construction of Educational Measuring Instruments	3
ESCI 6990E	Research Seminar in Science Education	3

Each student will complete a capstone applied project under the guidance of their Major Professor. This enrollment is required even if the student has prior research experience at the master's level (e.g., ESCI 7000 and/or ESCI 7300 at UGA or comparable experience in another field or at another institution), and is recommended to be completed in the semester during which the student expects to graduate.

Approvals:



Department Head
Mary Frances Early
College of Education



Dean of School/College
Mary Frances Early
College of Education

Dean of Graduate School



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Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Area of Emphasis in Music Education under the Education (Ed.S.)

Please find attached a proposal to create an area of emphasis in Music Education under the Education (Ed.S.).

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: August 3, 2026

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education; Hugh Hodgson School of Music

Program (Major and Degree): Education (Ed.S.)

Which campus(es) will offer this program? Online

Proposed Effective Date: Summer 2027

CIP: 13131201

1. Area of Emphasis Title: Music Education

2. Area of Emphasis Description:

Further your advanced studies with our esteemed educational specialist programs. Designed for those who already earned a master's degree but don't necessarily want a doctoral degree (though some graduates decide to pursue a doctoral degree after completing a specialist program), these in-depth programs prepare you for leadership positions, university teaching, curriculum planning, consulting, and beyond. Many of our programs also result in certificate upgrades or endorsements.

The program consists of 10 courses [30 hours] beyond the master's degree, and the curriculum is jointly planned by the student and advisor based on prior study in their field and future goals. Logical placement of this degree in a general Educational Specialist program will allow candidates to obtain the advanced credential and join a community of other educational specialist students. By offering this program the educational specialist option under the larger degree program in the College of Education, music educators could still access advanced preparation.

As a program that can lead to advanced teacher certification, this area of emphasis is a unique partnership between the Hugh Hodgson School of Music and the Mary Frances Early College of Education. Colleges with specific content expertise partner with the College of Education, which serves as the university's educator preparation program unit. Although the primary subject matter content will be taken in the School of Music, pedagogy courses for the College of Education will enhance the degree. Certification upgrades through the Georgia Professional Standards Commission (GAPSC) are available for candidates who have already been granted T-5 certification by the GAPSC. Candidates who are certified teachers can apply for this certification advancement through a process led by the College of Education.

Consistent with the other areas of emphasis that fall under the College of Education's Online Education (Ed.S.) major, candidates who complete the Area of Emphasis in Music Education will be assessed with these common student learning outcomes that support the documented outcomes for all other areas of emphasis in the College of Education Specialist Degree: (1) Students will demonstrate knowledge of theory and research in their discipline; (2) Students will demonstrate knowledge of the

research process and capacity to conduct applied research in their discipline; and (3) Students will demonstrate specialized knowledge or skills in one core discipline-specific area.

3. Major Requirements

The Specialist in Education (Ed.S) in music education requires a minimum of 30 hours of study at the graduate level beyond the master's degree and fifth-year certification in music education. The following minimum requirements in each of five areas must be satisfied in consultation with the student's major professor/advisor. Appropriate courses taken for the master's degree may be applied toward these requirements.

Choose 30 credit hour(s) from the following:

Area A: Teaching Field Specialization

Choose 9 credit hour(s) from the following:

Area B: Educational Psychology, Foundations

Choose 9 credit hour(s) from the following:

Area C: Curriculum, Supervision, Administration

Choose 6 credit hour(s) from the following:

Area D: Research, Assessment, Evaluation

Area E: Field Research

Select additional courses, as needed, in consultation with an advisor to meet the minimum number of required credit hours for this program.



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

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Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Termination of the Educational Specialist in Music Education

Please find attached a proposal to terminate the Educational Specialist in Music Education. The Music Education program will be incorporated as an area of emphasis under the Education (Ed.S.) in the Mary Frances Early College of Education.

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: August 3, 2026

School/College: College of Arts and Sciences

Department/Division: Hugh Hodgson School of Music

Program (Major and Degree): Educational Specialist in Music Education

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Summer 2027

Last date students will be admitted to this program: No students are enrolled in this program

Last date students will graduate from this program: No students are enrolled in this program

Program Abstract:

Further your advanced studies with our esteemed educational specialist programs. Designed for those who already earned a master's degree but don't necessarily want a doctoral degree (though some graduates decide to pursue a doctoral degree after completing a specialist program), these in-depth programs prepare you for leadership positions, university teaching, curriculum planning, consulting, and beyond. Many of our programs also result in certificate upgrades or endorsements. The program consists of 10 courses [30 hours] beyond the master's degree, and the curriculum is jointly planned by the student and advisor based on prior study in their field and future goals.

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

This program was listed on a recent roster of University System of Georgia programs that were deemed low-producing. Like the companion Educational Specialist program in Art Education that is housed with the Mary Frances Early College of Education (MFECOE), the program can be folded under the overarching MFECOE's Educational Specialist program. Such placement will allow access to the degree for students post-masters who do not wish to earn a doctoral degree. In addition, this degree option can also serve as a fall back degree for students who do not wish to pursue the Music Education doctoral program's more extensive research requirements. There are currently no students enrolled in the EdS in Music Education.

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.

No students are enrolled in this degree. A proposal to move this option under the College of Education's omnibus Educational Specialist online program as an area of emphasis is being concurrently considered. Faculty already teach courses that would be included within that area of emphasis. Therefore, there is no impact on the personal and professional lives of faculty and staff.

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?

The consolidation of this degree under the College of Education will provide access for students who want to pursue the degree or fall back to the degree without consistent appearance on the USG Low-Producing roster of programs. No other challenges are anticipated.

[back]

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: June 3, 2026

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

Department/Division: Educational Psychology

Certificate Title: Intervention Specialist

CIP:

Effective Term: Spring 2027

Which campus(es) will offer this certificate? Athens, online

Level (Undergraduate, Graduate, or Post-Baccalaureate): Graduate

Program Abstract:

This certificate supports the addition of a teacher certification field for educators in Georgia. The content of this graduate certificate would allow teachers to be recognized for an advanced credential by the Georgia Professional Standards Commission (GaPSC). The Graduate Certificate in Intervention Specialist emphasizes comprehensive preparation in social-emotional learning, data-driven academic interventions, behavior management, and collaboration with families and communities—elements that are consistently linked to increased teacher retention in a high-demand workforce. Coursework equips teachers with the skills needed to address students' behavioral, emotional, and academic needs proactively, thereby reducing classroom stress and burnout—key contributors to educators leaving the profession. Research indicates teachers who feel efficacious in managing diverse learner needs and implementing evidence-based interventions report higher job satisfaction and a lower likelihood of attrition (Kraft, Simon, & Lyon, 2021; Madigan & Kim, 2021).

Additionally, the program's emphasis on collaboration with families and interdisciplinary professionals, along with a focus on trauma, resilience, and mental health, promotes supportive professional environments that serve as protective factors against burnout (Collie, 2021; Will, 2021). By preparing educators to use data-informed decision making, differentiate instruction, and foster supportive, responsive classrooms, the program strengthens the professional competence and relational capacity that are essential for retaining educators in Georgia's workforce (Georgia Department of Education, 2022).

The University of Georgia would be the third GaPSC education program provider to offer this valuable credential to Georgia's teaching workforce. All of the required courses are approved as face-to-face and online courses and have been successfully offered in both formats for many years. The university has already been approved to offer this program of study as an endorsement by the GaPSC. Consistent with all other state-approved endorsements offered at UGA, the department is also seeking to codify this program of study as a certificate. This coding will allow for accurate entrance and exit markers that populate the state teacher certification system as well as credit the university with program completion markers. Such university coding also allows for consistent data tracking of the number of program completers that the university supports and who use the credential in P-12 classrooms.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The **Intervention Specialist Graduate Certificate** is designed to prepare educators with advanced knowledge and skills in social-emotional learning, data-driven academic interventions, behavior management, and collaboration with families and communities. The certificate provides a pathway for educators to earn an additional certification field recognized by the Georgia Professional Standards Commission (GaPSC) and equips them to address students' academic, behavioral, emotional, and mental health needs using evidence-based practices. The program strengthens educators' capacity to implement proactive interventions, use data-informed decision making, and create supportive learning environments that promote student success and teacher effectiveness.

Educational Objectives

Upon completion of the certificate, candidates will be able to:

1. Apply knowledge of human development to support the academic, social, emotional, and behavioral growth of children and adolescents.
2. Implement evidence-based social-emotional learning practices in educational and community settings.
3. Design and implement prevention and intervention strategies for school-age youth experiencing social, emotional, behavioral, or academic challenges.
4. Utilize behavioral principles and classroom management strategies to prevent and address problem behaviors.
5. Conduct assessments of students' academic strengths and needs, develop individualized interventions, and use data-based decision-making to monitor and improve student outcomes.
6. Collaborate effectively with families, educators, and interdisciplinary professionals to support student learning and well-being.

Alignment with and Support of the Institution's Mission

The certificate complements the mission of the University of Georgia and the Mary Frances Early College of Education by preparing highly qualified educators who improve educational outcomes for children and youth while addressing critical workforce needs in Georgia. The program advances the university's commitment to teaching, service, and outreach by developing professionals who can support diverse learners, promote student well-being, and implement evidence-based educational practices in schools and communities. Additionally, the certificate responds to a documented state need for educators with intervention expertise and supports teacher retention by providing advanced professional preparation in high-demand areas. By offering both campus-based and online delivery formats, the program expands access to professional learning opportunities for educators across Georgia and beyond.

2. Need for the Program

Explain why this program is necessary. In addition, provide the following information:

Necessity of the Program: The Intervention Specialist Graduate Certificate is necessary because it addresses a critical need within Georgia's educational workforce for educators who are prepared to support students' academic, behavioral, social, and emotional development through evidence-based interventions. The program provides a pathway for educators to earn a credential recognized by the Georgia Professional Standards Commission (GaPSC) and prepares them to meet increasingly complex student needs in P–12 settings.

Teacher retention as a significant concern and educators who are well prepared to manage diverse learner needs, implement evidence-based interventions, and create supportive learning environments are more likely to experience professional efficacy and remain in the profession. The certificate equips educators with competencies in social-emotional learning, behavioral intervention, academic assessment, and family collaboration, thereby addressing factors associated with teacher burnout and attrition.

The program is also needed because few institutions currently offer this credential. The University of Georgia would become only the third GaPSC-approved educator preparation provider to offer this certification field, expanding access for educators seeking advanced preparation in intervention services. Furthermore, the coursework is already approved for both face-to-face and online delivery, allowing educators throughout Georgia to access the program regardless of location.

Evidence of Demand. Several indicators demonstrate demand for the certificate:

- The credential has already been approved by the Georgia Professional Standards Commission as an endorsement area, indicating state recognition of the need for educators with intervention expertise.
- Georgia schools continue to require professionals who can address student behavioral, emotional, and academic challenges while supporting positive learning environments.

The program directly prepares educators for these responsibilities through specialized coursework and applied intervention training.

- The Department of Educational Psychology anticipates attracting at least 20-25 new students annually, reflecting an expectation of sustained interest from practicing educators and graduate students. Among the approximate 75 students who graduate from other Double Dawgs programs within the college, 50 take courses within the department as part of the electives of their primary degree programs.
- Because the certificate may be completed alongside a graduate degree and offered online, it provides a flexible professional development opportunity for educators seeking advanced credentials and career advancement.

Relationship to Existing Programs: The certificate builds upon existing strengths within the Department of Educational Psychology and utilizes courses already offered by the university. No new courses, faculty lines, facilities, or major infrastructure investments are required. The program formalizes an existing GaPSC-approved endorsement by creating a university-recognized certificate that provides clear admission, enrollment, completion, and reporting processes.

Benefits to Students and the State

The program benefits educators by developing expertise in:

- Human development and learning;
- Social-emotional learning;
- Prevention and intervention for behavioral and emotional concerns;
- Behavioral assessment and classroom management;
- Academic assessment and individualized interventions; and
- Data-based decision making.

For Georgia schools and communities, the program helps develop a workforce of educators who are better equipped to support diverse learners, improve student outcomes, and remain in the profession, thereby addressing workforce and educational needs across the state. In summary, the Intervention Specialist Graduate Certificate is necessary because it responds to a documented workforce need, supports teacher retention, expands access to a valuable state-recognized credential, and prepares educators with specialized intervention skills that benefit students, schools, and communities throughout Georgia.

- Semester/Year of Program Initiation: Spring 2027*
- Semester/Year of Full Implementation of Program: Spring 2027*
- Semester/Year First Certificates will be awarded: Fall 2027*
- Annual Number of Graduates expected (once the program is established): 25-50*
- Projected Future Trends for number of students enrolled in the program: 25-50*

3. Student Demand

- a. *Provide documentation of evidence of student demand for this program, including a student survey.*

There is strong evidence that the proposed Intervention Specialist Graduate Certificate will meet a significant workforce and professional development need among Georgia educators. Georgia continues to experience challenges related to teacher retention, educator burnout, and shortages in specialized instructional support areas. State workforce reports identify teacher retention as a critical concern and emphasize the need for advanced professional learning opportunities that strengthen educators' capacity to address students' academic, behavioral, and social-emotional needs. Further, the certificate directly addresses factors associated with teacher attrition by preparing educators to implement evidence-based academic and behavioral interventions, support students' social-emotional development, collaborate with families, and use data-informed decision making. Research suggests teachers who feel more effective in managing diverse learner needs and implementing interventions report higher job satisfaction and are less likely to leave the profession. The need for this credential is further demonstrated by the fact that only a limited number of Georgia educator preparation providers currently offer the GaPSC-approved Intervention Specialist credential. The University of Georgia would be only the third provider to offer this advanced credential, expanding access for educators throughout the state.

Student Survey Results

To further document demand, the department surveyed current graduate students, practicing teachers, and alumni who may benefit from the credential. Results indicate substantial interest in the proposed certificate.

Survey Population: 125 current graduate students, alumni, and practicing P-12 educators

Survey Item	Result
Interested or very interested in earning the certificate	82%
Believe the certificate would enhance professional effectiveness	89%
Believe training in SEL and behavioral intervention is needed in schools	94%
Indicated interest in completing the program online	76%
Would pursue the certificate within the next three years	68%

Representative Comments

- "Students' behavioral and mental health needs are growing, and teachers need additional training to respond effectively."
- "The certificate would provide practical intervention skills that can be used immediately in the classroom."
- "An online option would make it possible to complete the program while teaching full-time."

- b. *Provide evidence that demand will be sufficient to sustain reasonable enrollment.*
Over the last two years, the department has added sections of the courses contained in the endorsement to meet student demand. This is preliminary evidence that the program is sustainable over time.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

- a. *Specific course prefixes, numbers, and titles*
- b. *Identify any new courses created for this program*

The Intervention Specialist Graduate Certificate requires the successful completion of 15 total hours based on the standards from the Georgia Professional Standards Commission's preparation rule (<https://www.gapsc.com/Rules/Current/Certification/505-2-.168.pdf>).

EPSY 6011, Foundations of Human Development for Education (3 hours)

EPSY 6020, Social-Emotional Learning (SEL) in the Classroom and Beyond (3 hours)

EPSY 6070, Prevention and Intervention with School-Age Youth (3 hours)

EPSY 6310, Application of Behavior Principles and Prevention and Intervention in School and Related Settings (3 hours)

EPSY 7330, Individual Academic Interventions (3 hours)

EPSY 6011, Foundations of Human Development for Education: The interactive influences of biology, family, culture, and extended environment on children's and adolescents' emotional, social, and cognitive development during the school years. The implications of regularities and diversity in development for teaching and learning and on principles of educational practice to enhance development.

EPSY 6020, Social-Emotional Learning (SEL) in the Classroom and Beyond: Theories and practices are examined that focus on social-emotional learning (SEL) among educators, children, and youth in diverse contexts. Students will examine pre-kindergarten through high school SEL programs and consider not only school-based approaches but community-based and youth empowerment approaches.

EPSY 6070, Prevention and Intervention with School-Age Youth: Development, prevention, and intervention approaches for social, emotional, and behavioral problems that occur with children and adolescents, with particular attention to the school context.

EPSY 6310, Application of Behavior Principles and Prevention and Intervention in School and Related Settings: Prevention and management of classroom behavior problems using behavioral, humanistic, and motivational strategies. Focuses on prevention of problem behaviors through effective teaching and classroom design.

EPSY 7330, Individual Academic Interventions: Candidates will learn how to conduct assessments of individual student's academic strengths and weaknesses using direct assessments and problem solving procedures, evaluate the quality of instruction being provided to a student, develop interventions through data based decision making procedures, and assess students' academic growth.

5. Model Program and Accreditation

- a. *Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.*

This program will be offered by adhering to the state rule for the program set forth by the Georgia Professional Standards Commission (GaPSC). The university is reviewed every seven years for productivity and adherence to state standards for the content of this educator preparation program. The state has already approved the offering of this endorsement/certificate based on the university's proposal to the GaPSC. This proposal included approval of the university's efforts to align the curriculum and accompanying assessments with the state rule for the content.

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

In 2021, the educator preparation programs at the University of Georgia were approved by the Georgia Professional Standards Commission with commendation and no material findings. Our next program review will be conducted in 2028.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Upon completion of the certificate, candidates will be able to:

- a. Apply knowledge of human development to support the academic, social, emotional, and behavioral growth of children and adolescents.
- b. Implement evidence-based social-emotional learning practices in educational and community settings.
- c. Design and implement prevention and intervention strategies for school-age youth experiencing social, emotional, behavioral, or academic challenges.
- d. Utilize behavioral principles and classroom management strategies to prevent and address problem behaviors.
- e. Conduct assessments of students' academic strengths and needs, develop individualized interventions, and use data-based decision-making to monitor and improve student outcomes.

- f. Collaborate effectively with families, educators, and interdisciplinary professionals to support student learning and well-being.

7. Assessment and Admissions

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

As required by the Georgia Professional Standards Commission, all endorsement/certificate programs must present annual data for such programs of study across three assessments. The proposed certificate uses three key signature assessments that evaluate candidates' ability to apply developmental, social-emotional, and behavioral intervention knowledge in authentic educational settings.

Assessment 1: Human Development Applied Project (EPSY 6011)

In **Foundations of Human Development for Education**, candidates complete an applied project focused on a developmental topic relevant to educational practice. Students must define a developmental issue, review empirical research, explain its relevance to a specific audience, and demonstrate how developmental science can be applied to educational settings. The project assesses candidates' understanding of child and adolescent development and their ability to translate research into practice.

Assessment 2: Social-Emotional Learning Applied Project (EPSY 6020)

In **Social-Emotional Learning (SEL) in the Classroom and Beyond**, candidates develop an applied project such as a literature review, lesson plan, professional development training, or intervention resource. The project requires candidates to synthesize research on SEL, align content with a specific educational purpose, and demonstrate practical application for schools, families, or community settings. The assessment evaluates candidates' ability to promote social-emotional learning through evidence-based practices.

Assessment 3: Behavior Change/Self-Monitoring Intervention Project (EPSY 6310)

In **Application of Behavior Principles and Prevention and Intervention in School and Related Settings**, candidates complete a behavior-change intervention project. Students identify a target behavior, design and implement a self-monitoring intervention, collect and analyze data, and evaluate outcomes. The project includes an introduction and rationale, intervention methods, presentation of results, and reflection on effectiveness and future improvements. This assessment measures candidates' competency in behavior assessment, intervention implementation, data-based decision making, and evaluation of behavioral outcomes.

To be considered for admission, prospective candidates must hold a bachelor's degree from an accredited college or university and must otherwise meet the requirements for admission to a graduate program at the University of Georgia. Students generally enroll in this certificate

program as a supplemental program for a graduate degree. Specifically, the admission process requires:

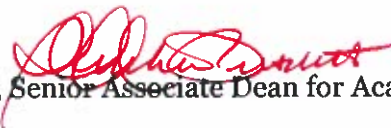
- (a) Completion and submission of an online application including applicable fees;
- (b) Cumulative grade point average for all previous undergraduate and graduate courses, with a preferred standard of a minimum of 3.00 on a 4-point scale;
- (c) A brief statement of purpose for study in the Intervention Specialist Graduate Certificate;
- (d) A current CV/resume; and
- (e) Transcripts from all previously attending universities.

Admissions decisions are made on a continuous (fall, spring, and summer term) basis. No GRE or MAT scores are required. Standardized test scores are typically waived for graduate certificate programs at the master's or specialist levels within the College of Education. Although minimum and preferred requirements are outlined, applications are reviewed holistically, e.g., strengths in one area may mitigate relative weakness in another area. Students are classified as in-state or out-of-state based on University System of Georgia Board of Regents policy. There is a high likelihood for retention in the program given that the completion of the certificate offers teachers an additional credential to practice in Georgia schools. Further, the department structures course offerings so that it is possible to earn the credential in three terms.



Office of Academic Programs

TO: Dr. Anne Shaffer, Interim Dean of the Graduate School
Office of Curriculum Systems

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

DATE: August 21, 2026

RE: Program and Area of Emphasis Terminations – Communication Sciences and
Special Education

Please find attached proposals from the Department of Communication Sciences and Special Education for the following program and area of emphasis terminations:

- Graduate Certificate in Preschool Special Education – Athens campus
- Early Childhood Education/Special Education General Curriculum P-5 area of emphasis under the Special Education (M.A.T.) – Athens campus
- Birth Through Five-Preschool Special Education area of emphasis under the Special Education (M.A.T.) – Athens campus
- Adapted Curriculum and Autism area of emphasis under the Special Education (M.A.T.) – Athens campus
- General Curriculum area of emphasis under the Special Education (M.A.T.) – Athens campus
- Master of Education in Communication Sciences and Disorders

The Mary Frances Early College of Education Curriculum Committee approved this proposal on August 18, 2026.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: June 1, 2026

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Program (Major and Degree): Graduate Certificate in Preschool Special Education

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination of the Athens campus

Proposed Effective Date: Spring 2027

Last date students will be admitted to this program: Spring 2026

Last date students will graduate from this program: Summer 2027

Program Abstract:

As a state endorsement and a UGA graduate certificate, this program is recognized by the Georgia Professional Standards Commission (GaPSC) for advanced educator preparation. The special education preschool endorsement is a three-course sequence (9 semester hours) with applied field experiences. This certificate can be added to a candidates' teaching certificate in elementary education or special education. Completion of this certificate for a certified teacher allows the completer to teach young children with disabilities at the preschool level in both inclusive and self-contained school settings.

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

This proposal is to terminate the Graduate Certificate in Preschool Special Education on the Athens campus only. Over several academic years, interest in the program has shifted from in-person matriculation to interest in matriculation in an online option for the program. Such an online option is attractive to students who are also employed as teachers during the general school day and might not have the extra time needed to travel to the Athens campus for the course work. The online option can serve students from across the state of Georgia. The campus-based option for the program appears to be inconsistent with market demands for the program. Enrollment in program was 14 candidates in Fall 2025 and 12 candidates in Spring 2026. All students will be switched to the online option.

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.

Not applicable. There are currently no students enrolled in the face-to-face degree on the Athens campus.

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?

Faculty and staff have been reassigned to the BSED, MAT, EDD and PhD options within the program. The faculty have initiated this proposal. There is no change in staffing as the graduate program administrator will shift their work on admission and other graduate school processes from serving campus-based students to supporting the online students.

Approvals:

Joy A. B.

Denise A. Spangler

Department Head
Mary Frances Early
College of Education

Dean of School/College
Mary Frances Early
College of Education

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: 7/6/26

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Area of emphasis to be terminated: Early Childhood Education/Special Education General Curriculum P-5

Major(s) & degree(s) the area of emphasis is offered under? Special Education (M.A.T.)

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

Proposed effective date: Spring 2027

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:

The Master of Arts in Teaching (M.A.T.) in Early Childhood Education/Special Education General Curriculum P-5 is designed for individuals seeking initial certification who hold undergraduate degrees in other fields, and who do not hold a teacher certification. The program provides rigorous preparation while meeting the needs of working adults, including paraprofessionals and provisionally certified teachers.

A M.A.T. degree in Early Childhood Education/Special Education General Curriculum P-5 is for those interested in teaching students with mild disabilities who are following the general education curriculum. The age range of students also focuses on children from birth to age five in addition to elementary school years. Training in this emphasis area prepares teachers to work in inclusive and direct service models, including family support programs, while supporting students with learning disabilities, behavioral disorders, mild intellectual disabilities, and autism.

Because of changing workforce needs and sustained low enrollment for an in-person degree, this area of emphasis is being proposed for termination. In addition, the state Georgia Professional Standards Commission does not allow for the combined certification areas anymore.

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

This area of emphasis is being proposed for termination due to sustained low enrollment and changing workforce trends in special education.

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?

Termination of this area of emphasis will not weaken the Special Education (M.A.T.) program because the curriculum and outcomes continue to be offered through the online variant of the M.A.T. program under the Area of Emphasis in Birth Through Five/Preschool Special Education. The online format provides a more accelerated and accessible pathway that better meets the needs of working professionals in the field. There are currently 10 students in the Birth Through Five option.

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?**

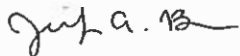
Faculty and staff will be notified of the termination through program communications from the Special Education program coordinator. Faculty involved with the program are already aware of and supportive of the transition to the online M.A.T. pathway. Termination of this area of emphasis will have no impact on faculty or staff assignments, as the curriculum continues to be offered under another area of emphasis through the online program and advising and coordination responsibilities will remain unchanged.

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

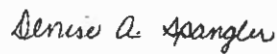
There are no currently enrolled students in the campus-based program.

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

There are no plans to reactivate the area of emphasis.



**Department Head
Mary Frances Early
College of Education**



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

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: 7/6/26

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Area of emphasis to be terminated: Birth Through Five-Preschool Special Education

Major(s) & degree(s) the area of emphasis is offered under? MAT Special Education

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

Proposed effective date: Spring 2027

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:

The Master of Arts in Teaching (M.A.T.) in Birth through Five-Preschool Special Education is designed for individuals seeking initial certification who hold undergraduate degrees in other fields, and who do not hold a teacher certification. The program provides rigorous preparation while meeting the needs of working adults including paraprofessionals, and provisionally certified teachers.

A M.A.T. degree in Special Education (Birth through Five-Preschool Special Education) is for those interested in working with young children (infants, toddlers, and preschoolers) with and without developmental delays and disabilities, as well as Kindergartners in general education. The age range of students also focuses on children from birth to age five. Training in this emphasis area prepares teachers to work in inclusive and direct service models, including family support programs, while supporting children with developmental delays and disabilities and their families

Because of changing workforce needs and sustained low enrollment for an in-person degree, this area of emphasis is being proposed for termination and its content will continue to be offered through the online MAT Special Education (General Curriculum) program.

Why is this area of emphasis being proposed for termination?

This area of emphasis is being proposed for termination due to sustained low enrollment and changing workforce trends in special education. Most prospective MAT candidates are already employed in the field as paraprofessionals or hold preliminary teaching credentials, creating a need for more flexible online program pathway that better accommodates working professionals and aligns with current workforce demands.

What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?

Termination of this area of emphasis will not weaken the MAT Special Education program because the curriculum and outcomes continue to be offered through the online MAT program. The online format provides a more accelerated and accessible pathway that better meets the needs of working professionals in the field. Early enrollment trends demonstrate demand, with 8 students enrolled in Summers 2025 and 2026, indicating that the program area remains viable and is being strengthened through this revised delivery model.

[\[back\]](#)

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?

Faculty and staff will be notified of the termination through program communications from the EDSE program coordinator. Faculty involved with the program are already aware of and supportive of the transition to the online MAT pathway. Termination of this area of emphasis will have no impact on faculty or staff assignments, as the curriculum continues to be offered through the online program and advising and coordination responsibilities will remain unchanged.

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 currently enrolled student in the campus-based program.

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

No plans

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

Total Credit Hours: 36 Hours

Courses for the Degree Program (Offered Online)

EDSE /B-K 18 hours

EDSE 7100/E (3) Foundations & Assessment in Early Childhood Special Education

EDSE 7200/E (3) Methods and Curriculum in Early Childhood Special Education

EDSE 7160E (3) Early Communication and Language Development in Young Children

EDSE 7170E (3) Programs and Curricula for Infants and Toddlers

EDSE 7180E (3) Programs and Curricula for children 3-5 years

EDSE 6070E (3) Classroom and Behavior Management

EDSE 5120E/7120E (3) Dyslexia and Other Learning Disabilities -or-

EDSE 5150E/7150E (3) Designing Reading Interventions for Special Education An Elective

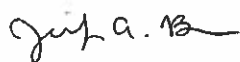
Applied Practice and Research Project (12 hours)

_____ EDSE 7440E (6) total; 3 hours per semester for 2 semesters Practicum in Special Education

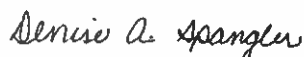
_____ EDSE 7460E (6) Internship in Special Education

****MAT students are required to pass a written comprehensive exam for program completion**.**

Approvals:



Department Head
Mary Frances Early
College of Education



Dean of School/College
Mary Frances Early
College of Education

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: 5/31/26

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Area of emphasis to be terminated: Adapted Curriculum and Autism

Major(s) & degree(s) the area of emphasis is offered under? MAT Special Education

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

Proposed effective date: Spring 2027

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

Last date students will complete this area of emphasis: Spring 2026

Program Abstract:

The Master of Arts in Teaching (M.A.T.) in Special Education – Adapted Curriculum and Autism is designed for individuals who hold an undergraduate degree in another field and seek initial teacher certification in adapted curriculum. This program equips students with both foundational and advanced skills necessary for certification through a combination of coursework and practicum experiences.

Students learn to teach P-12 students with moderate to severe autism and developmental disabilities. The training prepares students for work in adapted curriculum classrooms, which serve students who do not follow the general education curriculum commonly implemented in most classrooms. The adapted curriculum focuses on adapting the general education curriculum, developing functional academic skills, lifelong personal and social skills, vocational training, recreational and leisure skills, and community participation. It also emphasizes behavior management, specialized instructional strategies, and assistive technology. Students most commonly served in adapted curriculum settings include those with moderate to profound intellectual disabilities and moderate to severe autism. This program also provides:

- A strong emphasis on Applied Behavior Analysis (ABA) and Early Childhood Special Education
- Certification spanning preschool through 12th grade
- Flexible pathways for students, including:
 - Paraprofessionals currently working in schools
 - Provisionally certified teachers seeking full certification
 - Traditional students who wish to complete practicum and student teaching (40 hours, unpaid)
- The opportunity to address a critical teacher shortage in Georgia, making a meaningful impact in special education

Because of changing workforce needs and sustained low enrollment for an in-person degree, this area of emphasis is being proposed for termination and its content will continue to be offered through the online MAT Adapted Curriculum & Autism program.

Why is this area of emphasis being proposed for termination?

This area of emphasis is being proposed for termination due to sustained low enrollment and changing workforce trends in special education. Most prospective MAT candidates are already employed in the field as paraprofessionals or hold preliminary teaching credentials, creating a need for more flexible online program pathway that better accommodates working professionals and aligns with current workforce demands.

What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?

Termination of this area of emphasis will not weaken the MAT Special Education program because the curriculum and outcomes continue to be offered through the online MAT Adapted Curriculum & Autism program. The online format provides a more accelerated and accessible pathway that better meets the needs of working professionals in the field. Early enrollment trends demonstrate strong demand and growth, with 4 students enrolled in Summer 2025 without advertising and 12 students admitted for Summer 2026, indicating that the program area remains viable and is being strengthened through this revised delivery model.

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?

Faculty and staff will be notified of the termination through program communications from the EDSE program coordinator. Faculty involved with the program are already aware of and supportive of the transition to the online MAT Adapted Curriculum & Autism pathway. Termination of this area of emphasis will have no impact on faculty or staff assignments, as the curriculum continues to be offered through the online program and advising and coordination responsibilities will remain unchanged.

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

All MAT On Campus Adapted Curriculum & Autism students have completed the program as of Spring 2026.

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

No plans

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

Total Credit Hours: 37 Hours

Summer 1 – 9 Credits

- EDSE 6070E Behavior Management in Special Education Settings (3)
- EDSE 6020E Inclusion of Students with Special Needs: PreK – Grade 5 (3)
- EDSE 7120E* Dyslexia and Other Learning Disabilities (3)

Fall 1 – 10 – 12 Credits

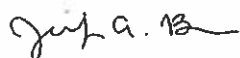
- EDSE 7100E Foundations and Assessment in Early Childhood Special Education (3)
- EDSE 7150E* Designing Reading Interventions for Special Education (3)
- EDSE 7210E Behavioral Methods of Instruction (3)
- EDSE 7440E Practicum in Special Education (1)

Spring 1 – 12 Credits

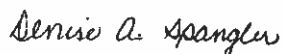
- EDSE 7200E Methods and Curriculum in Early Childhood Special Education (3)
EDSE 7160E* Communication and Language Development in Young Children (3)
EDSE 7350E* Literacy Instruction for Students with Intellectual and Developmental Disabilities (3)
EDSE 7460E Internship in Special Education (3)

Summer 2 – 6/9 Credits

- EDSE 7400E Collaboration Among Families and Professionals (3)
EDSE 7260E* Instructional Design for Students with Autism Spectrum Disorders (3)
EDSE 7440E Practicum in Special Education (1-3)— only needed if P-12 grade bands are not met during
(optional) fall/spring field experiences— students should check with advisor before enrolling

Approvals:

Department Head
Mary Frances Early
College of Education



Dean of School/College
Mary Frances Early
College of Education

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: 5/31/26

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Area of emphasis to be terminated: General Curriculum

Major(s) & degree(s) the area of emphasis is offered under? MAT Special Education

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

Proposed effective date: Spring 2027

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

Last date students will complete this area of emphasis: Spring/Summer 2027

Program Abstract:

The Master of Arts in Teaching (M.A.T.) in Special Education- General Curriculum is designed for individuals seeking initial certification who hold undergraduate degrees in other fields, and who do not hold a teacher certification. The four-semester program provides rigorous preparation while meeting the needs of working adults including paraprofessionals, and provisionally certified teachers.

A M.A.T. degree in Special Education-General Curriculum is for those interested in teaching students with mild disabilities who are following the general education curriculum. Training in this emphasis area prepares teachers to work in inclusive and direct service models while supporting students with learning disabilities, behavioral disorders, mild intellectual disabilities, and autism. In addition, this degree program of study leads to a Graduate Certificate in Dyslexia/Dyslexia Endorsement demonstrating the completion of intensive training in identification and intervention for students with dyslexia.

Because of changing workforce needs and sustained low enrollment for an in-person degree, this area of emphasis is being proposed for termination and its content will continue to be offered through the online MAT Special Education (General Curriculum) program.

Why is this area of emphasis being proposed for termination?

This area of emphasis is being proposed for termination due to sustained low enrollment and changing workforce trends in special education. Most prospective MAT candidates are already employed in the field as paraprofessionals or hold preliminary teaching credentials, creating a need for more flexible online program pathway that better accommodates working professionals and aligns with current workforce demands.

What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?

Termination of this area of emphasis will not weaken the MAT Special Education program because the curriculum and outcomes continue to be offered through the online MAT General Curriculum program. The online format provides a more accelerated and accessible pathway that better meets the needs of working professionals in the field. Early enrollment trends demonstrate strong demand and growth, with 11 students enrolled in Summer 2025 without advertising and 11 students admitted for Summer 2026, indicating that the program area remains viable and is being strengthened through this revised delivery model.

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?

Faculty and staff will be notified of the termination through program communications from the EDSE program coordinator. Faculty involved with the program are already aware of and supportive of the transition to the online MAT General Curriculum pathway. Termination of this area of emphasis will have no impact on faculty or staff assignments, as the curriculum continues to be offered through the online program and advising and coordination responsibilities will remain unchanged.

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

All MAT On Campus General Curriculum students have completed the program by Spring 2027. We will also inquire with the student about the possibility of switching to the online option.

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

No plans

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

Total Credit Hours: 36 Hours

Summer 1 – 9 Credits

EDSE 7120E	Dyslexia and Other Learning Disabilities [3 credit hours]
EDSE 6070E	Classroom and Behavior Management for Individuals with Disabilities [3 credit hours]
EDSE 6020E or EDSE 6030E	Inclusion of Students with Special Needs (Grades P-5 OR Grades 6-12) This course meets the House Bill 671 course requirement, in which all certified teachers in GA must enroll. A grade of B or better must be earned for certification purposes. Select the course that is aligned with either your job placement or the grade level at which you intend to be employed. [3 credit hours]

Fall 1 – 9 Credits

EDSE 7020E	Assessment of Students with Dyslexia and Other Learning Disabilities [3 credit hours]
EDSE 7220E	Instruction of Students with High-Incidence Disabilities [3 credit hours]
EDSE 7440E	GC Practicum [3 credit hours] (school-based field experience; 20 hours a week at school site or job-embedded)

Spring 1 – 9 Credits

EDSE 7250E	Teaching Writing to Students with Disabilities [3 credit hours]
EDSE 7150E	Designing Reading Interventions for Special Education [3 credit hours]
EDSE 7460E	GC Student Teaching (school-based field experience; 40 hours a week at school site or JE) [3 credit hours]

Summer 2 – 9 Credits

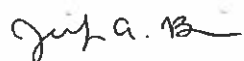
EDSE 7770E	Practicum in Intensive Reading Intervention [3 credit hours]
EDSE 7050E	Positive Behavior Supports [3 credit hours]

EDSE 7400E Collaboration Among Families and Professionals [3 credit hours]

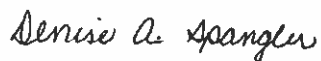
****MAT students are required to pass a written comprehensive exam for program completion**

****MAT students are required to have a Pre-Service Certificate issued prior to beginning their program. See the student certification page for more information about how to obtain a Pre-Service Certificate.**

Approvals:



**Department Head
Mary Frances Early
College of Education**



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

Dean of Graduate School

PROPOSAL FOR TERMINATION OF AN ACADEMIC PROGRAM

Date: 7/31/26

School/College: Mary Frances Early College of Education

Department/Division: Communication Sciences and Special Education

Program Major(s) & degree: Master of Education in Communication Sciences and Disorders

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

Deactivation or Termination? Termination

Proposed Effective Date: Summer 2027

Last date students will be admitted to this degree: Summer 2026

Last date students will complete this degree: Summer 2028 (students can be moved to the MS in Communication Sciences and Disorders (non-thesis option))

Program Abstract:

The M.Ed. in Communication Sciences and Disorders is an ASHA-accredited master's degree program in speech-language pathology. Graduates of this program are prepared to serve as licensed and certified speech-language pathologists in clinical, medical, or school-based settings. Coursework, on-campus clinical practicum, community outreach activities, and off-campus clinical internships will provide you with the knowledge and skills you need to begin your career with confidence.

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

This degree is being proposed for termination because it will be merged under a Master of Science in Communication Sciences and Disorders with thesis and non-thesis options.

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?

Termination of this area of emphasis will not weaken the master's programs in Communication Sciences and Disorders because the curriculum and outcomes will continue to be offered through the combined Master of Science in Communication Sciences and Disorders with thesis and non-thesis options. Faculty and staff will be notified of the termination through program communications from the program coordinator. Faculty involved with the program are already aware of and supportive of the transition to the Master of Science in Communication Sciences and Disorders with thesis and non-thesis options. All current students, upon approval of the name change and termination proposal, will have their degree objective changed to the Master of Science in Communication Sciences and Disorders (non-thesis option). Termination of this area of emphasis will have no impact on faculty or staff assignments, as the curriculum continues to be offered and advising and coordination responsibilities will remain unchanged.

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?

One cohort of students will compete their degree program in Spring 2027. The second cohort of students will be notified that they will be moved to the MS in Communication Sciences and Disorders (non-thesis option). Termination of this degree will have no impact on students as the curriculum continues to be offered under a different degree name and advising and coordination responsibilities will remain unchanged.

What plans, if any, are there for subsequent reactivation of the degree?

No plans

PROGRAM OF STUDY

There are no proposed changes in the current curriculum for this major. The current program of study is listed below.

CMSD 6000 (2 hours)	Special Problems in Communication Sciences and Disorders	3-6
CMSD 6540	Language Assessment and Intervention with Preschool Children	3
CMSD 6550	Language Assessment and Intervention with School-Age Children	3
CMSD 6650	Augmentative and Alternative Communication	3
CMSD 6700	Diagnosis in Speech-Language Pathology	3
CMSD 6740	Speech Sound Disorders	3
CMSD 6750	Voice Disorders Assessment and Intervention	3
CMSD 6760	Fluency Disorders	2
CMSD 6840	Neurogenic Speech Disorders	2
CMSD 6850	Aphasia	3
CMSD 6860	Acquired Cognitive-Communication Disorders	3
CMSD 6870	Dysphagia	3
CMSD 7039	Clinical Methods in Speech Language Pathology	3
CMSD 7042 (4-6 hours)	Speech-Language Pathology Practicum II	3-6
CMSD 7043 (6 hours)	Clinical Practicum in Speech-Language Pathology III	3-6
CMSD 7044 (4 hours)	Clinical Practicum in Speech-Language Pathology IV	3-6
CMSD 7140	Clinical Practicum in Audiology	1-3
CMSD 7300 (3 hours)	Master's Thesis*	1-9
CMSD 7700 (14 hours)	Clinical Internship in Speech-Language Pathology	3-15

*Non -Thesis students do not complete the thesis hours.

If an equivalent course content has not been taken as a prerequisite, complete the following courses:

CMSD 4600/6600	Scientific Thinking in Communication Sciences and Disorders	3
CMSD 4800/6800	Neurobiology of Communication	3

Choose 1 course(s) from the following:

EDSE 2000	Survey of Special Education	3
EDSE 4020/6020	Inclusion of Students with Disabilities: PreK-Grade 5	3

Transfer Equivalent course

Any other course that meets the requirements of GA HB 671

Elective Courses:

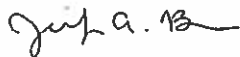
Students are encouraged to take elective courses in areas that complement their program as approved by their faculty advisor.

Additional Requirements:

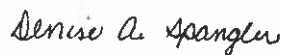
Thesis=options students must have a thesis approved by their advisory committee in alignment with Graduate School guidelines.

Select additional courses, as needed, in consultation with an advisor to meet the minimum number of required credit hours for this program.

Approvals:



**Department Head
Mary Frances Early
College of Education**



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

Dean of Graduate School