Graduate Council Meeting
Wednesday, September 22, 2021 3:30 p.m.
Via Zoom
(The Bylaws prohibit representation by proxy.)

AGENDA

I. **Reading, Correction and Approval of Minutes**
(August 25, 2021)

II. **Graduate Council Committee Reports**

A. Appeals Committee
Committee Report (Shavannor Smith)
No report.

B. Program Committee
Committee Report (Seth Wenger)

- *Action Item:* From the Grady College of Journalism and Mass Communication, a proposal to create the New Media Graduate Certificate.
- *Action Item:* From the College of Pharmacy, a proposal to create a dual degree in Doctor of Pharmacy (PharmD) and Master of Science in Pharmacy with an emphasis in Regulatory Sciences.
- *Action Item:* From the Mary Frances Early College of Education, a proposal to terminate the Educational Specialist in Education at the Griffin Campus.
- *Action Item:* From the Mary Frances Early College of Education, a proposal to terminate the Master of Arts in Education at the Gwinnett Campus.
- *Action Item:* From the Mary Frances Early College of Education, a proposal to terminate the Educational Specialist in Education at the Gwinnett Campus.

C. Policy and Planning Committee
Committee Report (Kaori Sakamoto)

- *Action Item:* Change wording in the qualifying exam and defense policy, by removing "extenuating circumstances" and adding "unit" head.

III. **New Business**

A. Open Discussion

IV. **Information Items**

A. Curriculum Report: The Graduate School has approved 25 new courses, 103 course revisions, and 0 deletions.

B. Next meeting: Wednesday, October 20, 3:30pm, via Zoom

V. **Adjourn**

August 20, 2021

Professor Anne Shaffer
Associate Dean
The Graduate School
Brooks Hall
University of Georgia

Dear Dean Shaffer:

On behalf of the Grady College of Journalism, I am pleased to submit this proposal for a new graduate certificate program to the UGA Graduate School. In April, 2021, the Grady College faculty unanimously approved this proposal for a "New Media Graduate Certificate."

As the formal proposal states, the proposed New Media Graduate Certificate, which emulates our College's highly successful undergraduate New Media Certificate, will provide UGA graduate students with the skills to identify emerging media trends, needs, and advances; develop and design interactive digital media communications; and understand and use a variety of current, new, and emerging media platforms. The Graduate New Media Certificate's curriculum is applicable to a wide variety of disciplines and careers, and as such, we anticipate strong and sustained graduate student interest. To date, Grady's New Media Institute has made special accommodations to allow 17 exceptional graduate students to earn the New Media Certificate offered to undergraduate students.

We look forward to working with The Graduate School to finalize the approval of the Grady College's New Media Graduate certificate. Please let me know if you have questions or need additional information.

Sincerely,

Glen Nowak, Ph.D., Professor
Associate Dean for Research and Graduate Studies
Grady College of Journalism & Mass Communication
University of Georgia
gnowak@uga.edu
706-583-8268

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: July 17, 2021

School/College/Unit: Grady College of Journalism and Mass Communication

Department/Division: New Media Institute

Certificate Title: Graduate Certificate in New Media

Effective Term: Spring 2022

Which campus(es) will offer this certificate? Athens

Level: Graduate

CIP: 09070201

Program Abstract:

The New Media Institute (NMI) is an interdisciplinary academic unit dedicated to exploring the critical, cultural, commercial, and creative dimensions of emerging technologies. The NMI is committed to the teaching and training of new media professionals and to providing technical skills and knowledge to complement a wide range of academic disciplines and professional pursuits. The NMI brings faculty, staff, students, and industry leaders of all disciplines together in an environment dedicated to exploring the applications of new and emerging media technologies. The NMI houses the Undergraduate Certificate in New Media. The Graduate Certificate in New Media will supplement any major and is a credential that demonstrates a student's understanding of new media technologies and their applications. To support the certificate's learning objectives, students have access to hands-on classroom environments, innovative technologies, and networking opportunities. The certificate's curriculum focuses on critical investigations into the constantly changing media landscape, the development of skills to build commercial products, and the creation of projects that use new media solutions to address real-world problems. Upon approval, the Graduate Certificate in New Media will fill an existing gap in UGA graduate offerings and provide valuable and unique opportunities to students in all graduate concentrations.

1. **Purpose and Educational Objectives**
State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

In line with the mission of the New Media Institute, the Graduate Certificate in New Media will provide students with the skills to identify emerging media trends, needs, and solutions; develop and design interactive digital media; and strategically manage a variety of emerging media platforms. The Graduate Certificate in New Media will serve the UGA mission by filling a current void in graduate teaching, service, and research offerings:

Teaching | The NMI is committed to serving a diverse student body by focusing on learning objectives that emphasize high-demand skills that promote student achievement across a variety of disciplines. The NMI has demonstrated a commitment to graduate education through its involvement with Grady College's major in Journalism and Mass Communication (M.A.) with an Area of Emphasis in Emerging Media. This commitment will be enhanced as the NMI furthers its teaching mission by expanding the New Media Certificate to students pursuing an existing graduate degree at the University of Georgia along with non-degree students properly admitted through the Graduate School.

Service | By utilizing a client-model, the Graduate Certificate in New Media will support the University's service mission by preparing students to develop and design new media solutions to real-world problems on the campus and in the community. In addition, students will have unique opportunities to participate in the curation, planning, and programming of various community-facing events such as TEDxUGA. Lastly, the NMI's involvement in the Innovation District will allow the Graduate Certificate in New Media to further serve the University and its partners through its planned integration in the ID's Project Based Discovery efforts.

Research | The Graduate Certificate in New Media will provide students with a collection of technology-focused hard skills to support individual and faculty-led academic pursuits and facilitate research methods involving interactive digital media across a wide array of concentrations.

2. **Need for the Program**
Explain why this program is necessary.
   a. **Semester/Year of Program Initiation:** Spring 2022
   b. **Semester/Year of Full Implementation of Program:** Spring 2022
   c. **Semester/Year First Certificates will be Awarded:** Spring 2023

    d. Annual Number of Graduates Expected: 10 to 60

    e. Projected Future Trends for number of students enrolled in the program:
       Maintain minimum average enrollment of 10 Students

The New Media Certificate's curriculum is applicable to a wide variety of disciplines and careers in today's technology-driven society, making it one of the largest undergraduate certificate programs on campus with over 450 students enrolling annually. With a consistent demand demonstrated by undergraduate students, the Graduate Certificate in New Media will allow the NMI to expand this unique offering to the UGA graduate student population. The Graduate Certificate in New Media will fulfill an unmet need for graduate students at the University of Georgia by providing a practical and interdisciplinary approach to high-demand technical skills.

The Graduate Certificate in New Media allows students from all disciplines to add a collection of technology-focused hard skills in interactive digital development and design that can complement any graduate degree and career path.

3. **Student Demand**
   a. **Provide documentation of evidence of student demand for this program, which may include a student survey.**

   First offered in 2000, the Undergraduate Certificate in New Media has been awarded to more than 1,300 UGA students and is one of UGA's largest undergraduate certificates, with more than 450 students enrolling in NMIX courses annually. Over the years, NMI faculty have made special accommodations to allow 17 exceptional graduate students to earn the Undergraduate Certificate in New Media. The need to offer the Graduate Certificate in New Media stemmed from ongoing demand for these accommodations and feedback provided by the students who benefited from the accommodations.

   To further justify and support the need, the NMI distributed a survey to an interdisciplinary sample of graduate students across campus. Of the 58 responses, 71% of respondents indicated that they would be *Somewhat to Extremely Likely* to pursue a Graduate Certificate in New Media when provided a curriculum overview and asked:

   "If the New Media Institute offered a 12-credit hour graduate certificate, how likely would you be to add the certificate to your current program of study?"

   Specifically, 24% responded *Extremely Likely,* 22% responded *Likely*, and 24% responded *Somewhat Likely.* With an array of disciplines among the respondents (30

Offering graduate students accommodations to earn the Undergraduate Certificate in New Media is not a sustainable method. With ongoing requests from graduate students across multiple disciplines, the NMI feels confident in the value of this new certificate offering. Formalizing the Graduate Certificate in New Media will provide a sustainable means for the Institute to meet increasing graduate student demand in this area of study.

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

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?

The Undergraduate Certificate in New Media has consistently enrolled a student body more diverse than the total University student body. Minority students comprise approximately 38% of the total enrolled in the Undergraduate Certificate in New Media, compared to the approximate 30% minority enrollment of the total University student body.

More so, the large majority of students enrolled in the Undergraduate Certificate in New Media are female, which defies the existing lack of gender diversity in today's technology industries and roles. Undergraduate Certificate in New Media enrollment is approximately 76% female while the University is approximately 58% female. Similar enrollment is expected in the graduate-level certificate.

4. Program of Study
   a. Provide a detailed program of study for the certificate program:
   Twelve credit hours are required to complete the certificate program.

   Required Courses (6 hours):
   NMIX 6110 or NMIX 6110E, New Media Production (3 hours)
   NMIX 6510 or NMIX 6510S, New Media Capstone (3 hours)

Elective Courses (6 hours):
Choose six hours from the following
NMIX 6111 or NMIX 6111E, New Media Design (3 hours)
NMIX 6200, New Media Topics (3 hours)
NMIX 6310 or NMIX 6310E, Native App Development (3 hours)
NMIX 6490 or NMIX 6490E, New Media Directed Study (1-3 hours)
NMIX 7110 or NMIX 7110E, Advanced New Media Production (3 hours)

Course Descriptions:
NMIX 6110 or NMIX 6110E, New Media Production
Provides a solid foundation of technical skills that students can build upon for the rest of their careers. Students learn how to design, develop, and code interactive web products that function effectively across multiple platforms and are introduced to front-end web development.

NMIX 6111 or NMIX 6111E, New Media Design
Explores traditional graphic design topics such as layout, composition, imagery, and typography, as it builds a foundational knowledge of Adobe Creative Cloud. Students explore modern UX principles as they apply design thinking and problem-solving methodology to an assortment of creative projects.

NMIX 6200, New Media Topics
Exploration of specific new media topics and trends. Knowledge will be applied in various projects. Two example topics in frequent rotation are New Media & TED and New Media Photography.

NMIX 6310 or NMIX 6310E, Rich Media Production
Students learn the fundamentals of native application development for a variety of platforms with a primary focus on Apple operating systems.

NMIX 6490, New Media Directed Study
Students work on research or production projects under the direction of a New Media Institute Faculty member.

NMIX 6510 or NMIX 6510S, New Media Capstone
Build new media solutions that address specific client problems, explore and implement emerging technologies, or both. Students call upon all of the skills gained throughout the certificate journey to develop, design, and debut their projects at the end of the semester.

NMIX 7110 or NMIX 7110E, Advanced New Media Production

Provides extensive experience in the use of modern tools and frameworks to design and develop advanced interactive web products that function effectively across multiple platforms. Students develop advanced web production skills that they can draw and build on throughout their careers.

b. Identify any new courses created for this program
No new courses are needed for this certificate.

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.**

   As mentioned previously, the Undergraduate Certificate in New Media has been offered since 2000 with immense success. The high enrollment, consistent accomplishment of performance outcomes, and the high-quality projects developed by students in the program are all testaments to its success.

   The curriculum and operations of the Graduate Certificate in New Media will be very similar to the existing Undergraduate Certificate in New Media. All NMIX classes are split level with both an undergraduate and graduate offering. The graduate sections maintain consistent learning objectives and curriculum focus as the undergraduate sections with a few key variations:

   Increased Rigor: Graduate students enrolled in split-level NMIX classes will be required to demonstrate advanced knowledge, skills, and abilities through a combination of the following:
   ● Leadership in group projects
   ● Conducting additional research
   ● Completing additional assignments
   ● Self-directed advanced study

   Hours Required: The Graduate Certificate in New Media is a 12-hour program, not requiring Intro to New Media and New Media Industries, as both of these courses are better suited for undergraduates - the Undergraduate Certificate in New Media requires 17 credit hours.

   Electives Allowed: The Graduate Certificate in New Media requires 6 hours of NMIX

electives to ensure a greater depth of education in the New Media field. The Undergraduate Certificate in New Media requires undergraduates to take approved New Media-related courses in their existing discipline to satisfy the 6-hour elective requirement.

Program Comparison: In evaluating the opportunity to increase graduate education offerings within the Institute, faculty evaluated media and technology related programs at 51 aspirational, comparator, regional, exemplar, and noteworthy institutions. Academic, research, and professional offerings were evaluated to identify overlap and opportunity. While similarities were found, faculty have determined that the New Media Certificate is a unique offering at both the undergraduate and graduate level. Below are a few curriculum trends that most stood out:
- Many programs noted an inability to include skill-based courses due to limited technology resources, facility constraints, and an inability to keep up with current technology and industry trends. The curriculum offered by the New Media Institute is unique in that students have ongoing access to high tech teaching facilities and emerging technologies. Additionally, regular faculty and industry collaboration allows the curriculum to pivot quickly and focus on current trends.
- At other institutions, limited faculty resources led to high student-to-faculty ratios, resulting in limitations to teaching methods and hands-on instruction. The NMI's Graduate Certificate in New Media will be unique in that student-to-faculty ratios will not exceed 20:1 and all classes will take an active learning approach.
- At other institutions, related curriculum is generally offered within the boundaries of a single major. As an interdisciplinary academic unit, the New Media Institute admits students from all 18 colleges and schools at the University of Georgia. As a result, New Media Certificate courses are composed of students with diverse academic backgrounds and experiences.

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

As part of the Grady College of Journalism and Mass Communication, the NMI and its academic programs are reviewed every 6 years for accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). As is standard with the Undergraduate Certificate in New Media, the graduate certificate will be assessed in all future accreditation cycles.

During the most recent ACEJMC accreditation cycle in 2017, the Undergraduate Certificate in New Media was highlighted for its success.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Certificate Learning Outcomes

Learning Outcome 1: Application
- Students will apply new media to build strategically-driven solutions.

Learning Outcome 2: Knowledge and Practice
- Students will gain a foundational knowledge of new media technologies and their use.

Course Learning Objectives

NMIX 6110 or NMIX 6110E, New Media Production
- Design, develop, and code interactive web products that function effectively across multiple platforms.
- Gain a critical understanding of the underlying principles and theory of modern web development.
- Produce a portfolio that showcases the skills acquired in the class and can be presented to future colleagues and employers.

NMIX 7110 or NMIX 7110E, Advanced New Media Production
- Design and develop advanced interactive web products that function effectively across multiple platforms.
- Gain a critical understanding of advanced web development topics as dictated by industry trends and the theory that supports it.
- Develop or continue to develop a professional portfolio showcasing accomplishments and skillsets.

NMIX 6310 or NMIX 6310E, Rich Media Production
- Develop introductory object-oriented programming skills using a modern programming language.
- Create basic native applications targeting one or more platforms such as iOS.
- Develop or continue to develop a professional portfolio showcasing accomplishments and skillsets.

NMIX 6111 or NMIX 6111E, New Media Design
- Demonstrate an understanding of the fundamentals and theory of design as they apply to layout, composition, typography, imagery, interaction, UI, and UX within new media platforms.
- Develop a foundational skillset in design software including Adobe Creative Cloud, as well as other software with specialized use in new media design.

- Develop or continue to develop a professional portfolio showcasing accomplishments and skillsets.

NMIX 6200, New Media Topics
- Develop a critical understanding of a specific new media theory, topic, or trend.
- Explore the historical development of the theory, topic, or trend, its current uses, applications, and underlying theoretical context, and forecast future developments.
- Develop or continue to develop a professional portfolio showcasing accomplishments and skillsets.

NMIX 6490 or NMIX 6490E, New Media Directed Study
- Students will develop an intellectual understanding of a new media issue, topic, or technology.
- Continue to develop and finalize a professional portfolio showcasing accomplishments and skillsets.

NMIX 6510 or NMIX 6510S, New Media Capstone,
- Explore the real-world application of new and emerging technologies.
- Gain a critical understanding of academic and applied research, rapid prototyping, iterative development, and product marketing and presentation.
- Learn to conceptualize, plan, execute, and present new media products.
- Finalize and debut a professional portfolio showcasing accomplishments and skillsets.

7. **Assessment**
   Describe how the learning outcomes for the program will be assessed.

A Curriculum Assessment for the Undergraduate Certificate in New Media is conducted annually by New Media Institute faculty. The Assessment, outlined further in Xitracs, measures the effectiveness of the New Media Certificate curriculum and identifies areas of excellence as well as areas that need improvement. Repurposed for graduate standards, the NMI will implement a similar model for the Graduate Certificate in New Media. The methods of assessment that will be used for the Program Learning Outcomes are as follows:

Assessment of Outcome 1: Application
Measure: Capstone Evaluation

New Media Certificate Candidates are required to take NMIX 6510, New Media Capstone. This course is integrative and brings together knowledge and skills from all required NMIX

courses. As part of the capstone experience, candidates ideate, design, and build client projects in team settings. Faculty members and industry professionals assess the products in terms of production, design, and functionality.

Assessment of Outcome 2: Knowledge and Practice

Measure 1: Pre-test/Post-test

Pre-test: Pre-tests are administered to all students entering the program. Pre-tests are administered in NMIX 6110, New Media Production, in the first two weeks of class each semester. The evaluation aims to establish a baseline measure for students entering the program.

Post-test: Post-tests are administered to all students enrolled in the final course of the New Media Certificate, NMIX 6510, New Media Capstone. Post-tests are administered in the final two weeks of the course each fall and spring semester.

Post-test and pre-test results are compared to understand the growth of an average certificate candidate during their certificate journey, assessing the skills learned, knowledge gained, and experiences acquired. Student achievements are also reviewed to evaluate the certificate's role in student success within the university and industry settings.

Pre-test/Post-test questions were carefully chosen to assess new media knowledge that is expected by today's technology-centric industries. Comparisons on Pre-test and Post-test data allow faculty to better assess student learning and ensure that graduates are best prepared for employment in the tech industry and are highly qualified candidates.

Measure 2: Digital Portfolio

Each certificate candidate is required to create a web portfolio. Students begin their portfolio in NMIX 6110, New Media Production, and continue to build on it in each NMIX course throughout the certificate program. The portfolio should demonstrate the ability to discover, research, and use a variety of trending new media technologies. A section must be included for each core NMIX course, elective course, and external new media activities. New Media Faculty review portfolios with assistance from New Media Advisory Council members to assess achievement of outcome.

Student Eligibility

The Graduate Certificate in New Media will be available to all students pursuing an existing

graduate degree at the University of Georgia along with non-degree students properly admitted through the Graduate School.

While the Certificate does require an application, there are no required criteria for admission into the Certificate. However, progression is dependent on maintaining a B- or better in each Certificate course. Certificate applications will follow existing procedures. Applications are open annually from October 1 to October 31 and February 1 to February 28 with admission occurring in early November and March. Certificate applications are housed on the NMI website.

Undergraduate students are not eligible to receive the Graduate Certificate in New Media. Additionally, students that have earned the Undergraduate Certificate in New Media are not permitted to also earn the Graduate Certificate in New Media (students can only pursue one of the two Certificate tracks). The individual certificate courses are split-level and cannot be repeated.

The University System of Georgia
Format for Dual Degree Program Proposal
(Submit original and three copies)

The University of Georgia
Dual Degree Proposal for Doctor of Pharmacy and Master of Science in Pharmacy
with an emphasis in Regulatory Sciences

1. <u>Institution</u>: The University of Georgia

2. <u>Date</u>: May 2021

3. <u>Schools/Colleges</u>: College of Pharmacy

4. <u>Degrees</u>: Doctor of Pharmacy (PharmD) and Master of Science in Pharmacy with an emphasis in Regulatory Sciences

5. <u>Starting Date</u>: Spring 2022

6. <u>Contact Information</u>:
   Doctor of Pharmacy: Kelly M. Smith, Dean, <u>kelly.smith@uga.edu</u>, (706) 542-1914 and Duc Do, Assistant Dean, 706-542-7287, <u>duc.do@uga.edu</u>. Master of Science with emphasis in Regulatory Sciences: Michael Bartlett, Associate Dean, <u>mgbart@uga.edu</u>, (706) 542-5390, and Grace Gowda, Director, Regulatory Sciences, <u>grace.gowda@uga.edu</u>, (678) 985-6827

Dean, College of Pharmacy	Date

Dean, Graduate School	Date

7. <u>Program abstract</u>
   The UGA College of Pharmacy proposes a dual degree program that will allow students to complete the Doctor of Pharmacy (PharmD) with the Master of Science degree (with an emphasis in Regulatory Sciences) degree in four to five years. The program will be structured in such a way that highly motivated pharmacy students will be able to complete the requirements for both their Doctor of Pharmacy (PharmD) degree and the MS degree in Pharmacy with an emphasis in Regulatory Sciences (Project Path) within the four years of the Pharm.D. program. The program will provide the University of Georgia's graduating pharmacists with the expertise required to meet the technological, scientific, and research needs of this important sector of the healthcare industry, as well as the regulatory skills necessary for professional advancement and career success. The

MS program in regulatory sciences is 100% online and asynchronous which will be an advantage for the students as it will not interfere with the rotations and internships. The "11 MS credit hour of courses" will be used to fulfill the required Pharm.D. 11-credit hour elective requirements thereby creating another advantage for the PharmD/MS dual degree program.

The PharmD/MS-Regulatory Sciences dual degree program will also advance Strategic Direction by "promoting excellence in teaching and learning" and "experiential learning opportunities" (The University of Georgia 2025 Strategic Plan, 2021).

8. Objectives of the program

The UGA College of Pharmacy's objective is to effectively prepare Doctor of Pharmacy (PharmD) students to meet the challenges of competing in the global environment. The college therefore strives to provide students with both in-class and experiential learning opportunities that enable them to work effectively and collaboratively with professionals from other fields, such as medicine and managed care.

UGA International Biomedical Regulatory Sciences Program's objective is to provide graduate-level distance education designed to increase knowledge in the regulatory framework and develop competencies in regulatory, clinical processes, and government that are critical in helping assure the development, manufacturing, and marketing of safe and effective medical products around the world. The assessments and evaluation during the course and project work enhances competencies such as critical thinking, problem solving, communication and strategic thinking needed to be a successful in the medical industry.

The overall objective of the PharmD/MS dual degree program is to enhance the professional education of pharmacy students so that they have foundations on the regulatory requirements essential in the safe and effective production of medical products. The technical and practical aspects of the scientific field of pharmacy is supplemented with the knowledge of the different regulatory functions so that pharmacy students develop the competencies needed to succeed in the regulated medical product environment. This combination is expected to improve and diversify both the short and long-term career opportunities of pharmacy graduates in academia, industry or government in functional areas such as Clinical or Medical Affairs or Regulatory Affairs or as a Faculty in a regulatory sciences program.

9. Justification and need for the program

a. Benefits:

      Benefits to Students:

i. For the years 2014-2024, the U.S. Bureau of Labor Statistics projects below average employment growth for pharmacists. Therefore, new pharmacy graduates will benefit from the acquisition of regulatory and essential skills, like critical thinking, communication and interpersonal skills, and the experiential learning opportunities provided in this proposed dual degree program will help to distinguish them in the job market.

ii. This program has the potential to positively impact students interested in pursuing industry fellowships. There is also a growing interest of PharmD students pursuing pharmaceutical industry/non-traditional pharmacy practice as a whole. Community pharmacy practice jobs are decreasing. For health-system and clinical jobs, residency is increasingly important and very competitive. As a result, there are more students interested in non-traditional paths. On average, we have about 10 students who are interested in pursuing pharmaceutical fellowship/job opportunities each year. For the Class of 2019 and 2020, we have had one student accepted for the Rutgers Industry Fellowship each year. We also had one student with an industry job right after graduation, although the interest is high. As an indication of interest, in 2018, the Industry Pharmacists Organization (IPhO) chapter was established at the College with the primary goal of advancing the careers of aspiring industry pharmacists.

iii. With this dual degree path, graduates will be more versatile and thus more job-competitive with an alternative career path option. This program provides students with additional flexibility and option to choose from the multiple dual degree options (PharmD/MBA, PharmD/MPH) offered within the college. Pharmacy students typically have expertise in patient care, while regulatory students are highly skilled at the regulatory processes required to get medical products through the regulatory bodies, such as the Food and Drug Administration. With this dual degree program, these dual degree students will become regulatory scientists with direct patient care experience. This program develops a skill set that centers on the patient. The focus on the patient as the focal stakeholder is critical to achieve the regulatory goals of the organization. The dual degree will also support preparing skilled regulatory workforce development needs of the industry which anticipates major gap between demand and supply of regulatory professionals as baby boomers retire.

iv. The students will be able to complete the MS program by taking one or more course per semester. Masters courses are 100% online and asynchronous, allowing students to complete coursework while performing their clinical rotations and internships.

v.   The students will also maximize the 11-credit hour of courses from the MS program by applying them towards the electives credit hour requirements of the Pharm D program.

Benefits to the College of Pharmacy:

i.   By offering a dual PharmD/MS (Regulatory Sciences) program, UGA and the College of Pharmacy would gain greater recognition locally and nationally for producing graduates who have a broad skill set and are in high demand for industry or government jobs. This program will enable the College of Pharmacy to train students with pharmacy and regulatory skillsets without the need to invest new resources to provide this valuable and needed training. This initiative is supported by the College's Pharmaceutical Sciences Advisory Board which is composed of senior industry scientists.

ii.   It is anticipated that there will be more opportunities for pharmacy graduates to find jobs in leading companies if they have the PharmD/MS (Regulatory Sciences) degree and can demonstrate both their technical and regulatory skills. This dual degree program will attract more students to pursue pharmacy degrees, but also enhance the College's interdisciplinary teaching and research efforts and thereby increase recognition for the College of Pharmacy at the local, national, and international levels.

iii.   It is very important that the University and the College of Pharmacy continue to support students and train them effectively for today's competitive work environment. The expected benefits of this dual degree program to the College of Pharmacy will not only include graduates who are more competitive in the job market; it will also support for the development of new corporate relationships in Georgia and the U.S. for the college while augmenting the college's reputation, and improving its capability to recruit top students from Georgia and from around the country.

iv.   Finally, it will also fulfill the mission of the International Biomedical Regulatory Science (IBRS) related to workforce development as a workforce supply demand gap in regulatory professional is anticipated as baby boomers retire.

Student Demand: Faced with an increasingly competitive job market, many students are interested in educational opportunities that will differentiate them from their peers—opportunities that that will give them an edge in securing employment in their field. A Qualtrics survey was sent to current first year pharmacy students in Spring of 2021. Of the 62 students completing the

survey, 15students (23%) indicated they were definitely interested in the PharmD/MS option as presented. An additional 31 students (49%) were possibly interested in pursuing the dual degree. We also currently have 4 Pharm D students pursuing a degree in MS in regulatory sciences and 9 students in the graduate certificate program. This data provides evidence and supports the growing interest of Pharm D students in pursuing the dual PharmD/MS program as a means to advance their careers in leadership roles in Georgia medical companies and beyond.

10. Program Development

In 2019, the College began to offer a new elective course, PMCY/PHAR 4010/6010 to Pharm.D. students as a means to introduce students to the field of Regulatory Sciences. Since that initial introduction, between 5 and 9 PharmD students have enrolled in the Regulatory Sciences Graduate Certificate and four students have enrolled in the current Regulatory Masters of Science degree program in addition to their Pharm.D. studies. Most recently, in the Spring of 2021, Duc Do, Ph.D. Assistant Dean for Student Affairs, Grace Gowda, Ph.D., Director, the International Biomedical Regulatory Sciences Program, began discussions regarding this dual degree program. Based on the discussion within the College of Pharmacy, a team has delineated the curriculum of this dual degree program.

11. Curriculum

The program involves four years of study and a total of 185 credit hours. During year one, PharmD students enrolled in the Pharm D program will apply to the MS in Regulatory Sciences Program (Project Path) in the Spring Semester. Students will start their MS in regulatory sciences course work in Summer Semester of their first year. Students will be able to complete their MS program of study and their Doctor of Pharmacy requirements within four years, or extend to five years if needed to finish up their Regulatory Sciences courses. With the proposed PharmD/MS dual degree program, 11 credit hours of the MS regulatory sciences program will be used to fulfill the 11-credit hour elective requirement in the PharmD Program. This is in line with the current elective policy for the PharmD program.

Table 1. Current PharmD Credit Hour Requirements

	Year 1	Year 2	Year 3	Year 4	Total
Credit Hours	36	35	36	40	148

Table 2. Current MS Degree Credit Hour Requirements

Credit Hours	37-38

Notes:

The electives (11 Credits hours) taken during P2 and P3 years of the Pharm.D. program will be maximized by the regulatory courses.

Advising of the Pharm D/MS students will follow the same process as Pharm.D. advising. IBRS will support student affairs on an as-needed basis for advising.

Table 3. Dual Degree Program – PharmD Credit Hour Requirements

	Year 1	Year 2	Year 3	Year 4	Total
Credit Hours	36	35	36	40	148

Table 4. Dual Degree Program – MS Credit hour Requirements - Graduate Credit Hours

	Year 1	Year 2	Year 3	Year 4	Total
Credit Hours	9 or 12	11 or 15	14 or 15	3	37-38

    a. Program of study for the proposed dual degree program: See Attachment 1.
    b. Program of study for the Doctor of Pharmacy program: See Attachment 2.
    c. Program of study for the MS program: See Attachment 3.
    d. As an alternative, we want to provide a five-year plan for students who may struggle to get this dual degree program done in four years. See Attachment 4.

12. <u>Program Administration</u>
Students will be advised within the College of Pharmacy Office of Student Affairs on their Doctor of Pharmacy degree-related coursework. Students will be able to take the undergraduate level (4010E) introduction to regulatory sciences class in spring to evaluate their interest in regulatory science. Interested pharmacy students can apply to the dual degree program and admission to the MS in Regulatory Sciences program during the Spring Semester of their first year. The students can also apply the undergraduate level regulatory course towards the Pharm D elective requirements even if they do not pursue the dual degree program, giving students flexibility. The Regulatory Sciences program is based on stackable certificates that are credited towards the MS degree. The Pharm D students have flexibility to take Regulatory courses that allow them to meet the 11-credit hour Pharm.D. elective requirement. They continue with as many courses from the MS program including achieving one or two certificates (regulatory or clinical) and culminating in the MS degree in Regulatory Sciences.

Admission: The Regulatory Sciences Program will waive an earned undergraduate BS requirement for MS admissions similar to that for Pharm D/MBA dual degree program. Most of the students entering the Pharm.D. program have either a baccalaureate degree or have significant credit hours earned. For the current P1 class, 59 students (40.4%) earned a baccalaureate degree or higher before beginning the PharmD program in Fall 2020. 41 students (28%) applied had earned approximately 69 hours (just prerequisites). 69 students (47.3%) applied having earned 70 to 120 hours and 36 (24.7%) applied having earned more than 120 hours. So, at a minimum, a student would have 69 credit

hours when they matriculate into the program. After the P1 year, they would have earned at least 105 hours of college-level coursework. Waiving the earned undergraduate requirement will allow more students to participate and with the number of credit hours completed they are prepared to take the graduate courses in regulatory sciences similar to other dual degree program like the Pharm D/MBA dual degree program.

GRE is no longer required for the MS program in regulatory sciences as the IBRS Admission Committee will use a holistic approach including a preferable GPA of 3.0 in determining the ability of the prospective students to complete the dual degree program successfully.

13. <u>Objectives of the MS in Regulatory Sciences Program</u>

Upon completion of the Master of Sciences Program in Regulatory Sciences, students should be able to:
a. Be knowledgeable in food-drug and cosmetic-related laws, regulations and guidelines
b. Outline the product development process of the Food and Drug Administration (FDA)
c. Describe the pre-approval and approval process for new products, including the maintenance of those products after marketing
d. Outline principles of Good Clinical Practice and Clinical Trials Management
e. Explain drug safety and pharmacovigilance requirements for medical products
f. Categorize the complex interaction between regulatory and development processes
g. Identify GMP and quality systems approaches into manufacturing processes to meet FDA regulatory review and inspection policies.
h. Apply established principles of the submission process that FDA uses in regulating new medical product applications
i. Identify the principles used in the ethical conduct of research
j. Analyze and interpret statistical issues related to government approval of new pharmaceutical, biologics, or medical devices
k. PROJECT: Research and analyze in-depth a major critical issue in biomedical regulatory affairs

Note: The MS program has two stackable certificates – Regulatory Sciences and Clinical Trial Management. Students who complete the program partially can get one or both certificates depending on the courses completed.

14. <u>Assessment</u>

The College of Pharmacy has established goals and criteria for assessing the quality of their individual degree programs. Suggested criteria to determine the effectiveness of the dual degree program and criteria for evaluating the success of students earning the dual degree are presented below:

a. Longitudinal review of dual degree program graduates, their employment status, salaries, and employers as compared to PharmD only graduates. The goal is that the dual degree students are hired faster and have higher salaries than those with a Pharm.D. degree only over their career.

b. Longitudinal enrollment numbers in the dual degree program, including statistics on the demographic makeup and academic qualifications of those students who enroll. The goal is informational.

c. Participation in formal exit surveys to assess students' experiences and perceptions of the program. The goal is for students to find value for their time and tuition costs.

d. Periodic survey of employers, assessing the quality of dual degree program graduate hires. The goal is informational and the feedback will be used for course enhancements.

e. Retention, progression, and graduation rates of students taking the extra 5th year to complete versus within their Pharm.D. four years and their grade point averages. The goal is informational.

15. Fiscal and enrollment impact and estimated budget

No additional fiscal investment is anticipated as a result of creating this dual degree program. It is anticipated to enroll about 15 students (as per survey) in the early years. This anticipation can be supported by the 4 Pharm D students currently enrolled in the MS program in regulatory sciences and 9 Pharm D students currently enrolled in either the regulatory or clinical trials certificate. All academic courses identified in the program of study for the proposed dual degree program are currently being offered or being developed for the current MS program in regulatory sciences. We anticipate a gradual increase in student enrollment. If the enrollment goes up, additional faculty or staff resources may be necessary for the administration of the program and timely graduation of the students and additional resources should be supported by students' tuition/fees. At that time a fiscal evaluation will be conducted to determine future resource requirements.

16. Conclusion

This dual degree program will enhance the UGA COP portfolio of offerings. It will also make the College of Pharmacy more competitive with peer and aspirational institutions. The dual degree (Pharm.D./MS in Regulatory Sciences) student will graduate with a broad skill set that allows the student more career options, such as those careers in clinical research and trials, the registration of new medical products with regulatory authorities, careers in medical communication, pharmacovigilance, and drug safety. Moreover, this dual degree program will serve as a model for other professional degrees such as veterinary medicine.

Attachment 1
Program of Study: PharmD / MS Regulatory Sciences
Dual Degree Program

Year 1: Doctor of Pharmacy Program - Integration of the MS courses (see underline)

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 3030 Essentials of Pharmacy Practice I	3	PHRM 3040 Essentials of Pharmacy Practice II	3
PHRM 3300 Pharmaceutical Calculations	2	PHRM 3070 Medicinal Chemistry I	2
PHRM 3310 Principles of Pharmacology I	2	PHRM 3320 Principles of Pharmacology II	2
PHRM 3540 Nutrition & Lifestyle Intervention in Pharmacy Practice	2	PHRM 3500 Opportunities in Pharmacy	1
PHRM 3550 Human Pathophysiology	4	PHRM 3520 Interpreting Clinical Laboratory Tests	1
PHRM 3600 Immunology and Biotechnology	2	PHRM 3750 Pharmacy and the United States HealthCare System	3
PHRM 3900 Pharmacy Intercommunications	2	PHRM 3820 Self-Care, Nonprescription Drugs, and Herbal Products	3
PHRM 3940 Survey of Drug Information	1	PHRM 3950 Introductory pharmacy Practice Experience I	3
		PHAR 4010E Introduction to Pharmaceutical, Biotechnology, and Device Industries (optional)	3
Total Credit Hours	18		18 -21

Interested students will apply to RS Program Spring semester of their 1st year. PHAR4010E will be offered as an option for students to take in P1 Spring so they can learn more about regulatory sciences before they commit to the program. If they take the course and decide not to matriculate into the MS program, the course will be counted towards the 11-credit hour Pharm.D. elective requirements.

Start Summer semester as MS Project student

Summer 1st year	Credit Hours
PHAR 7100E - Biostatistical Applications for the Pharmaceutical and Biotechnology Industries	3
*PHAR 6310E – Good Clinical Practices	3
PHRM 7230E Ethics in Research	3
Total Credit Hours	9

Note: *PHAR 6120E (Process Control) and PHAR 6100E (Quality Control) may serve as substitutes

for students currently taking courses in the Regulatory Sciences Program.

Year 2: Doctor of Pharmacy Program - Integration of the MS courses (see underline)

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 4030 Essentials of Pharmacy III	3	PHRM 4040 Essentials of Pharmacy IV	3
PHRM 4060 Medicinal Chemistry II	2	PHRM 4180 Infectious Disease and Antitumor Agents	3
PHRM 4200 Fundamentals of Pharmaceutics I: Physical Pharmacy and Dosage Form Design	3	PHRM 4211 Pharmaceutics II: Biopharmaceutics and Pharmacokinetics	4
PHRM 4430 Principles of Pharmacology III	3	PHRM 4300 Physical Assessment for Pharmacists	2
PHRM 4700 Statistical Approaches to Drug Literature Evaluation	2	PHRM 4880 Pharmacotherapy II	3
PHRM 4870 Pharmacotherapy I	3	PHAR 6200E Clinical Trials Design and Monitoring	4
PHAR 6010E Introduction to Pharmaceutical, Biotechnology, and Device Industries **IF 4010E is taken** in Spring of P1 PHAR 6030E Current Good Manufacturing Practices, OR, PHAR 6020E Food and Drug Law	4 or 3		
Total Credit Hours	19-20		19

Summer Semester	Credit Hours
PHRM 4650 Health System IPPE	3
PHAR 6030E Current Good Manufacturing Practices, OR, PHAR 6020E Food and Drug Law	4 or 3
PHAR 6210E – Clinical Trials Project Management (optional)	3
Total Credit Hours	6-7 or 9-10

Year 3: Doctor of Pharmacy Program - Integration of the MS courses (see underline)

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 5160 Applied Pharmacy Practice I	2	PHRM 5170 Applied Pharmacy Practice II	2
PHRM 5390 Pharmacogenomic Therapies	2	PHRM 5420 Pharmacy Health Services Outcomes	2
PHRM 5650 Pharmacy Care management	2	PHRM 5560 Integrated Patient Care	2
PHRM 5750 Drug Interactions and Adverse Drug Reactions	2	PHRM 5680 Pharmacy Lawand Ethics	2
PHRM 5880 Pharmacotherapy III	4	PHRM 5890 Pharmacotherapy IV	4
**PHRM 5920 Clinical Seminar	(1)	**PHRM 5920 Clinical Seminar	(1)
*PHAR 6140E – Overview of Drug Safety Throughout Medical Product Lifecycle	4	PHRM 5950 Advanced Drug Information and Drug Policy Management	2
PHAR 6030E Current Good Manufacturing Practices, OR, PHAR 6020E Food and Drug Law *(for students who did not complete PHAR 4010E in P1 Spring)*	4 or 3	PHAR6130E U.S. Marketing Applications for New Drugs, Biologics, Medical Devices, and Animal Health Products	4
Total Credit Hours	19 - 21		18-19

Notes: *PHAR 6120E (Process Control) and PHAR 6100E (Quality Control) may serve as substitutes for students currently taking courses in the Regulatory Sciences Program.

** PHRM 5920: With the new program of study, students will take one MS course per semester in their P3 year; hence, they can take Clinical Seminar either in the Fall or Spring.

Summer Semester	Credit Hours
PHRM 5901 Advanced Pharmacy Practice Experience I	5
PHRM 5902 Advanced Pharmacy Practice Experience II	5
*PHAR 6800 Applied Project in Regulatory Affairs (Comp Exam & Project identification)	3
Total Credit Hours	13

* Note: The PHAR 6800 course represents a functional study of a topic that is related to the student's career objectives. Each student will propose a project on a biomedical (pharma, medical device or biologics) regulatory issue, service, assessment, or application to write up and present according guidelines noted by the instructor. The project should be a "real world" application of a specific body of knowledge to address an area in need of study, development, or evaluation. In addition, the student will select a three-person faculty advisory committee and will complete a

written comprehensive exam covering topics that were addressed in the student's program of study. The comprehensive exam can be deferred or delayed to the future semester but, must be completed for graduation from the MS in regulatory sciences.

Year 4: Doctor of Pharmacy Program

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 5903 Advanced Pharmacy Practice Experience III	5	PHRM 5907 Advanced Pharmacy Practice Experience VII	5
PHRM 5904 Advanced Pharmacy Practice Experience IV	5	PHRM 5908 Advanced Pharmacy Practice Experience VIII	5
PHRM 5905 Advanced Pharmacy Practice Experience V	5	PHRM 5909 Advanced Pharmacy Practice Experience IX	5
PHRM 5906 Advanced Pharmacy Practice Experience VI	5	* PHAR 6950E – Masters Seminar (if needed)	3
* PHAR 6950E – Masters Seminar	3		
Total Credit Hours	18		18

Note:
1. P4 students have approximately five weeks off during the Fall Semester. Under the Masters Seminar (PHAR 6950E), the students will be required to work on their Regulatory Sciences project writing and present their project to the student's selected project committee. Students who are unable to finish the project in fall semester can re-enroll in the Spring of P4 for the PHAR 6950E course, to complete the project with a project write-up and presentation to student's selected committee.
2. *In this proposed dual PharmD/MS Project Path, PharmD students are completing the same project requirements (PHAR 6950E) as traditional MS students. These projects are completed under the direction of Regulatory Sciences faculty members, who are working regulatory professionals.

Attachment 2
Program of Study: PharmD Program

Year 1

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 3030 Essentials of Pharmacy Practice I	3	PHRM 3040 Essentials of Pharmacy Practice II	3
PHRM 3300 Pharmaceutical Calculations	2	PHRM 3070 Medicinal Chemistry I	2
PHRM 3310 Principles of Pharmacology I	2	PHRM 3320 Principles of Pharmacology II	2
PHRM 3540 Nutrition & Lifestyle Intervention in Pharmacy Practice	2	PHRM 3500 Opportunities in Pharmacy	1
PHRM 3550 Human Pathophysiology	4	PHRM 3520 Interpreting Clinical Laboratory Tests	1
PHRM 3600 Immunology and Biotechnology	2	PHRM 3750 Pharmacy and the United States HealthCare System	3
PHRM 3900 Pharmacy Intercommunications	2	PHRM 3820 Self-Care, Nonprescription Drugs, and Herbal Products	3
PHRM 3940 Survey of Drug Information	1	PHRM 3950 Introductory pharmacy Practice Experience I	3
Total Credit Hours	18		18

Year 2

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 4030 Essentials of Pharmacy III	3	PHRM 4040 Essentials of Pharmacy IV	3
PHRM 4060 Medicinal Chemistry II	2	PHRM 4180 Infectious Disease and Antitumor Agents	3
PHRM 4200 Fundamentals of Pharmaceutics I: Physical Pharmacy and Dosage Form Design	3	PHRM 4211 Pharmaceutics II: Biopharmaceutics and Pharmacokinetics	4
PHRM 4430 Principles of Pharmacology III	3	PHRM 4300 Physical Assessment for Pharmacists	2
PHRM 4700 Statistical Approaches to Drug Literature Evaluation	2	PHRM 4880 Pharmacotherapy II	3
PHRM 4870 Pharmacotherapy I	3	Electives	2
Electives	2		
Total Credit Hours	18		17

Summer Semester	Credit Hours
PHRM 4650 Health System IPPE	3
Total Credit Hours	3

Year 3

Fall Semester	Credit Hours	Spring Semester	Credit Hours
PHRM 5160 Applied Pharmacy Practice I	2	PHRM 5170 Applied Pharmacy Practice II	2
PHRM 5390 Pharmacogenomic Therapies	2	PHRM 5420 Pharmacy Health Services Outcomes	2
PHRM 5650 Pharmacy Care management	2	PHRM 5560 Integrated Patient Care	2
PHRM 5750 Drug Interactions and Adverse Drug Reactions	2	PHRM 5680 Pharmacy Law and Ethics	2
PHRM 5880 Pharmacotherapy III	4	PHRM 5890 Pharmacotherapy IV	4
PHRM 5920 Clinical Seminar	(1)	PHRM 5920 Clinical Seminar	(1)
Electives	4	PHRM 5950 Advanced Drug Information and Drug Policy Management	2
		Electives	3
Total Credit Hours	16 - 17	Total Credit Hours	17 - 18

Year 4

Summer Semester	Credit Hours
PHRM 5901 Advanced Pharmacy Practice Experience I	5
PHRM 5902 Advanced Pharmacy Practice Experience I	5
Total Credit Hours	10

Fall Semester	Credit Hours	Spring Semester	Credit Hours
*PHRM 5903 Advanced Pharmacy Practice Experience III	5	PHRM 5907 Advanced Pharmacy Practice Experience VII	5
*PHRM 5904 Advanced Pharmacy Practice Experience IV	5	PHRM 5908 Advanced Pharmacy Practice Experience VIII	5
*PHRM 5905 Advanced Pharmacy Practice Experience V	5	PHRM 5909 Advanced Pharmacy Practice Experience IX	5
*PHRM 5906 Advanced Pharmacy Practice Experience VI	5		
Total Credit Hours	15		15

*Students complete three out of the four APPEs.

Attachment 3
Program of Study: Masters of Science
Degree in Pharmacy with an emphasis in
Regulatory Sciences Program
(Project Path)

Fall Semester

Courses	Credit Hours
PHAR 6010E – Introduction to Regulatory Sciences	4
PHRM 7230E – Ethics in Biomedical Research	3
PHAR 6030E – Current Good Manufacturing Practices (or PHAR 6020 Food and Drug Law)	4
PHAR 6140E – Overview of Drug Safety Throughout Medical Product Lifecycle	4
PHAR 6800 - Applied Project	3
PHAR 6950E Masters Seminar	3

Spring Semester

Courses	Credit Hours
PHAR 6010E – Introduction to Regulatory Sciences	4
PHRM 7230E – Ethics in Biomedical Research	3
PHAR 6020E – FDA Law (or PHAR 6030E – Current Good Manufacturing Practices)	3
PHAR 6130 - U.S. Marketing Applications for New Drugs, Biologics, Medical Devices, and Animal Health Products	4
PHAR 6200 – Clinical Trials Design & Monitoring	4
PHAR 6800 Applied Project	3
PHAR 6950 Masters Seminar	3

Summer Semester

Courses	Credit Hours
PHAR 7100E – Biostatistical Applications Introduction to Regulatory Sciences	3
PHRM 7230E – Ethics in Biomedical Research	3
PHAR 6310E – Good Clinical Practices	3
PHAR 6210E – Project Management for Clinical Trials	3
PHAR 6800 – Applied Project	3
PHAR 6950 - Masters Seminar	3

Attachment 4
Program of Study: Masters of Science
Degree in Pharmacy with an emphasis in
Regulatory Sciences Program
(Project Path) – 5th year extension

Year 5: Doctor of Pharmacy/MS Program

If a student decides after the spring of first year that they want to get their MS in regulatory sciences or requires additional time to complete the MS program, the student will have a choice of Regulatory Sciences courses from which to take the courses as noted below.

Summer Semester	Credit Hours
PHAR 7100E - Biostatistical Applications for the Pharmaceutical and Biotechnology Industries	3
PHAR 6310E – Good Clinical Practices	3
PHRM 7230E Ethics in Research	3
Total	9

Fall Semester	Credit Hours	Spring Semester	Credit Hours
Phar 6010E Introduction to Pharmaceutical, Biotechnology, and Device Industries	4	PHAR 6130E U.S. Marketing Applications for New Drugs, Biologics, Medical Devices, and Animal Health Products	4
PHAR 6030E Current Good Manufacturing Practices OR PHAR 6020 Food and Drug Law	4 3	PHAR 6030E Current Good Manufacturing Practices, OR PHAR 6020 Food and Drug Law	4 3
PHAR 6140E – Overview of Drug Safety Throughout Medical Product Lifecycle	4	PHAR 6200 – Clinical Trials Design and Monitoring	4 3
PHAR 6800 Applied Project in Regulatory Affairs (Comp Exam & Project identify)	3	PHAR 6950E – Masters Seminar	4
	14 -15		14-15

Mary Frances Early College of Education

Office of Academic Programs

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

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

DATE: September 7, 2021

RE: Termination of the EDS in Education - Griffin Campus Only

Please find attached a proposal to terminate the EDS in Education at the Griffin Campus. The College of Education's Curriculum Committee approved this proposal on August 25, 2021.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: ___6/23/2021_____

School/College:_____College of Education_____

Department/Division:_____

Program (Major and Degree): EdS in Education (Griffin campus)_____

Which campus(es) offer this program?_____Athens_____

Deactivation or Termination?_____Termination_____

Proposed Effective Date:_____Spring 2022_____

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

Last date students will graduate from this program: No students are enrolled at the Griffin campus
Note: There may be no enrollment in the program as of the termination effective date.

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

For Deactivated or Terminated Programs:

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

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

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

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

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

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

Approvals:

_____   _____   _____
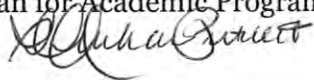Department Head   Dean of School/College   Dean of Graduate School

Mary Frances Early College of Education
Office of Academic Programs

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

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

DATE: September 7, 2021

RE: Termination of the MA and EDS - Gwinnett Campus Only

Please find attached two proposals to terminate the MA and EDS in Education at the Gwinnet Campus. The College of Education's Curriculum Committee approved this proposal on August 25, 2021.

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: ___6/23/2021_____

School/College:_____College of Education_____

Department/Division:_____

Program (Major and Degree): MA in Education (Gwinnett campus)_____

Which campus(es) offer this program?_____Athens_____

Deactivation or Termination?_____Termination_____

Proposed Effective Date:_____Spring 2022_____

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

Last date students will graduate from this program: No students are enrolled at the Gwinnett campus
Note: *There may be no enrollment in the program as of the termination effective date.*

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

For Deactivated or Terminated Programs:

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

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

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

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.
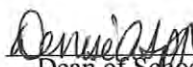
3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

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

Approvals:

_____   _____   _____
Department Head   Dean of School/College   Dean of Graduate School

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: ___6/23/2021_____

School/College:_____College of Education_____

Department/Division:_____

Program (Major and Degree): EdS in Education (Gwinnett campus)_____

Which campus(es) offer this program?_____Athens_____

Deactivation or Termination?_____Termination_____

Proposed Effective Date:_____Spring 2022_____

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

Last date students will graduate from this program: No students are enrolled at the Gwinnett campus
Note: There may be no enrollment in the program as of the termination effective date.

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

For Deactivated or Terminated Programs:

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

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

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

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.
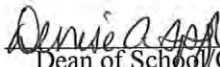
3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

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

Approvals:

_____   _____   _____
   Department Head   Dean of School/College   Dean of Graduate School

II. Master's Thesis Approval and Defense

https://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-ofdegrees-offered/masters-degrees/

The defense of the thesis will be chaired by the student's major professor and attended by all members of the advisory committee simultaneously for the entire defense period. The defense will consist of a public presentation followed by a private defense during which only the student and advisory committee will be in attendance. The public presentation is open to anyone who wishes to attend. The student and committee chair must appear in person for both components of the defense, but other committee members can participate via teleconference or video conference, provided that the comments of all participants can clearly and consistently be heard. If the major professor is not able to attend the defense in person, they can designate a substitute chair who is a current member of the committee. ~~Under extenuating circumstances,~~ the defense can be held completely remotely if approved by the graduate coordinator and the department/unit head. The advisory committee must approve the student's thesis and defense with no more than one dissenting vote and must certify their approval in writing. An abstention is not allowable for the final defense. The results of the defense of the thesis must be reported to the Graduate School at least two weeks prior to graduation for the current semester. ***If a University program would like to deviate from the above policy, the following steps must be taken: (1) request approval from the Graduate School for the revised policy that will be used for program level defenses, (2) documentation in the program's handbook on the revised policy approved by the Graduate School for the program.*** *Such deviations must be applied to all students in the program.*

III. PhD Dissertation Approval and Defense

https://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-of-degreesfered/doctor-of-philosophy-phd/doctor-of-philosophy-dissertation-approval-and-defense/

The defense of the dissertation will be chaired by the student's major professor and attended by all members of the advisory committee simultaneously for the entire defense period. The defense will consist of a public presentation followed by a private defense during which only the student and advisory committee will be in attendance. The public presentation is open to anyone who wishes to attend. The student and committee chair must appear in person for both components of the defense, but other committee members can participate via teleconference or video conference, provided that the comments of all participants can clearly and consistently be heard. If the major professor is not able to attend the defense in person, they can designate a substitute chair who is a current member of the committee. ~~Under extenuating circumstances,~~ the defense can be held completely remotely if approved by the graduate coordinator and the department/unit head. The advisory committee must approve the student's dissertation and defense with no more than one dissenting vote and must certify their approval in writing. An abstention is not allowable for the final defense. The results of the defense of the dissertation must be reported to the Graduate School at least two weeks prior to graduation for the current semester. **If a University program would like to deviate from the above policy, the following steps must be taken: (1) request approval from the Graduate School for the revised policy that will be used for program level defenses, (2) documentation in the program's handbook on the revised policy approved by the Graduate School for the program.** *Such deviations must be applied to all students in the program.*