



The University of Georgia

University Council
Athens, Georgia 30602

March 25, 2016

UNIVERSITY CURRICULUM COMMITTEE – 2015-2016

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Undergraduate Student Representative - Ms. Taylor K. Lamb

Graduate Student Representative - Ms. A. June Brawner

Dear Colleagues:

The attached proposal to make the following changes to combine programs in the College of Education will be an agenda item for the March 25, 2016, Full University Curriculum Committee meeting:

Change the name of the major in Adult Education (Ed.S.) to Education (Ed.S.)

Create the following new areas of emphasis under the major in Education (Ed.S.):

Applied Behavior Analysis

Communication Sciences and Disorders

Early Childhood Education

Learning Leadership and Organization Development

Middle Grades Education

Social Studies Education

Special Education

Move the following existing areas of emphasis from under the major in Language and Literacy (Ed.S.) to

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/Staff Parking Appeals Committee, Human Resources Committee, Program Review and Assessment Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee

An Equal Opportunity/Affirmative Action/Veteran/Disability Institution

the major in Education (Ed.S.):

English Education

Reading Education, Children's Literature and Language Arts P-5

Reading Education, Literature and Language Arts 6-12

Teaching English to Speakers of Other Languages

World Language Education

Terminate the following majors:

Communication Sciences and Disorders (Ed.S.)

Early Childhood Education (Ed.S.)

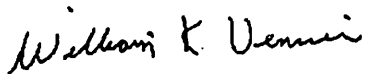
Language and Literacy Education (Ed.S.)

Middle Grades Education (Ed.S.)

Social Studies Education (Ed.S.)

Special Education (Ed.S.)

Sincerely,

A handwritten signature in cursive script that reads "William K. Vencill".

William K. Vencill, Chair
University Curriculum Committee


cc: Provost Pamela S. Whitten
Dr. Rahul Shrivastav



The University of Georgia

College of Education
Office of the Dean

TO: Dean Suzanne Barbour, Graduate School
Fiorn Liken, Assistant Vice President

FROM: 
Dr. Laura Bierema, Associate Dean for Academic Programs

DATE: March 24, 2016

RE: Consolidation of the Educational Specialist degree programs

The College of Education is proposing to consolidate our Educational Specialist (EdS) degree programs into one college wide degree with multiple areas of emphasis. The departments agreed to support this consolidation of the EdS degrees. The faculty in the Adult Education program voted to rename the EdS in Adult Education to the EdS in Education. In this request, the following proposals are attached.

If approved, we are proposing the following new areas of emphasis under the EdS degree in Education. The requirements for the proposed areas of emphasis will remain the same as the current degree program requirements.

- Communication Sciences and Disorders
- Special Education
- Applied Behavior Analysis
- Learning Leadership & Organization Development
- Early Childhood Education
- Social Studies Education
- Middle Grades Education

If approved, we are proposing the following EdS degree programs be terminated.

- Communication Sciences and Disorders
- Special Education
- Early Childhood Education
- Social Studies Education
- Middle Grades Education
- Language and Literacy Education

If approved, we are proposing the following existing and approved areas of emphasis be moved under the EdS in Education.

- World Language Education
- English Education
- Reading Education, Children's Literature and Language Arts P-5
- Reading Education, Literature and Language Arts 6-12

- **Teaching English to Speakers of Other Languages**

The College of Education's Curriculum Committee approved these proposals on March 24th, 2016

NAME CHANGE JUSTIFICATION FORM

School/College: College of Education

Department: Lifelong Education, Administration and Policy

Major Name Changes:

Current Major Name:

Adult Education

Degree

Ed.S.

Proposed Major Name:

Education

Degree

Ed.S.

JUSTIFICATION:

In order to consolidate low enrolled Ed.S. programs, the faculty propose that the existing Ed.S. in Adult Education be renamed to Education. The Ed.S. in Education will have several areas of emphasis under the degree to accommodate our programs that will be terminating their Ed.S. degrees.

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements: Earned master's degree, minimum GRE of 148 verbal and 148 quantitative or 408 on the Miller Analogies Test, minimum cumulative GPA of 3.0 for all undergraduate and graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Applied Behavior Analysis
6. Proposed starting date: Semester Education (Ed.S.) is effective
7. Area of Emphasis Description: The Ed.S. in Education with an Area of Emphasis in Applied Behavior Analysis is designed to prepare candidates to become Board Certified Behavior Analysts. The program includes 29 credit hours of coursework and 12 credit hours of supervised field work.

(See attached)



**Education Specialist Degree in Education
Emphasis in Applied Behavior Analysis
Degree Objective Ed.S.**

Name: _____
Address: _____

Phone (Day): _____
Phone (Evening): _____
Student ID#: _____
Advisor: _____
E-Mail Address: _____
Matriculation: _____

Current Certification: _____
 None
Degree(s) Held, Major(s), & Years Granted
 BA BS _____ Yr _____
Institution: _____
 MA MED MAT _____ Yr _____
Institution: _____

**Program of Study
(29 credit hrs coursework, 12 credit hrs field work)**

Core Area of Specialization-Applied Behavior Analysis (17 hours)

- _____ SPED 7210 (3) Behavioral Methods of Instruction (*Spring*)*
- _____ SPED 7230 (3) Advanced Applied Behavioral Analysis (*Fall*) (*Prereq: SPED 3050*)*
- _____ EPSY 7330 (3) Academic Interventions*
- _____ SPED XXXX(TBD) (3) Ethics for Behavior Analysts: Guidelines and Applications*
- _____ SPED XXXX(TBD) (2) Professional Consultation in the Schools*

And one of the following courses:

- _____ SPED 6050 (3) Managing Severe Aggressive Behavior in the School and Community (*Fall*)*
- _____ EPSY 7320 (3) Individual Psychoeducational Intervention (*Spring*)*

Specialist Core (3 hours)

- _____ SPED 9600 Issues and Trends in Special Education

Research Courses (9 hours)

- _____ SPED 8370 (3) Single-Subject Research Methodology in Special Education (*Summer & Fall*)*
- _____ SPED 7650 (3) Applied Project (field work)

And one of the following

- _____ ERSB 6300-Statistical Methods in Education
- _____ ERSB 8310- Analysis of Variance in Education
- _____ ERSB 8320 – Correlation and Regression in Education

Applied Experience-Field Work (12hours)

- _____ SPED 7440 (3) Practicum #1
- _____ SPED 7440 (3) Practicum #2
- _____ SPED 7440 (3) Practicum #3
- _____ SPED 9800 (3) Advanced Practicum in Special Education

Committee Members: _____

Project Title: _____

**These courses can be accessed via live web broadcast.*

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements: Earned master's degree, minimum GRE of 148 verbal and 148 quantitative or 408 on the Miller Analogies Test, minimum cumulative GPA of 3.0 for all undergraduate and graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Communication Sciences and Disorders
6. Proposed starting date: Semester Education (Ed.S.) is effective

7. Area of Emphasis Description:

The Ed.S. in Education with an Area of Emphasis in Communication Sciences and Disorders is designed to prepare candidates with leadership skills in speech language pathology. The minimum 30 credit hour program includes courses in speech language pathology and specialty areas such as leadership, special education, literacy/reading and autism spectrum disorders. An applied research project is required.

(See attached)



Educational Specialist Degree in Education
Area of Emphasis: Speech-Language Pathology and Communication Sciences and Disorders

Revised March 2016

PROGRAM OF STUDY

Name: _____

Phone: _____

Email: _____

Advisor: _____

Semester of Matriculation:

Current Certification: _____

None

Previous Degree(s) Earned

Bachelor's Degree: _____ **Month/year granted:** _____

Institution: _____

Master's Degree: _____ **Month/year granted:** _____

Institution: _____

Other Degrees:

Current areas of professional practice or specialization:

Desired areas of specialization or professional expertise sought through the Ed.S. program:

The program of study for the SLP/CSD Ed.S. is planned jointly by the student and his/her advisor based on the student's previous educational and professional experiences and desired areas of specialization and practice. All courses for an Ed.S. program of study must be taken and completed while the student is admitted as an Ed.S. student. Transfer credits and total duration of degree program are limited by the Graduate School.

Program of Study Worksheet
Revised March 2016
30 hours total are required for the Ed.S.

Area 1: Research (9 hours)

One research methods course relevant to the student's interests is to be selected (single-subject design, ANOVA, qualitative methods, etc.)

A total of 6 hours of CMSD 7650, Applied Project, is required. These hours may be taken in one or two semesters, to allow planning, conduct, and analysis of the project.

Semester	Hours	Course
	3	Research methods course:
		CMSD 7650: Applied Project in Communication Sciences & Disorders
		CMSD 7650: Applied Project in Communication Sciences & Disorders

Area 2: Courses Related to Desired Expertise or Specialization in SLP/CSD (9-18 hours)

At least 9 semester hours of coursework (at least three 3-hour courses, or equivalent) will address the student's goals within speech-language pathology or communication sciences and disorders.

Independent study or directed reading courses may be used. Courses with prefixes other than "CMSD" may be used.

Semester	Hours	Course

Area 3: Courses Related to Professional Breadth Beyond SLP/CSD (3-9 hours)

At least 3 semester hours of coursework (at least one 3-hour course, or equivalent) will be selected to provide professional breadth beyond speech-language pathology or communication sciences and disorders (e.g., educational policy, special education, administration, quality of life, healthcare economics, additional research coursework). Independent study or directed reading courses may be used.

Semester	Hours	Course

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements:
Earned master's degree, minimum GRE of 146 verbal and 140 quantitative or 402 on the Miller Analogies Test, minimum cumulative GPA of 3.0 for undergraduate courses and 3.3 for graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Early Childhood Education

6. Proposed starting date: Semester Education (Ed.S.) is effective

7. Area of Emphasis Description:

The Ed.S. in Education with an Area of Emphasis in Early Childhood Education is for experienced teachers who would like to assume greater responsibility in educational decisions and processes within a school, district, and/or community by refining their skills in mentorship, professional development, curriculum, and assessment design and by bringing critical theoretical conversations to bear on practical problems of practice in a collaborative and challenging atmosphere. The minimum 30 credit hour program covers five areas, including curriculum and teaching in early childhood environments, social foundations, psychological foundations, school subject areas, and research evaluation. Students are required to take 15 hours of core courses from the Department of Educational Theory and Practice (ETAP) and minimum 6 hours of courses outside of ETAP. Students can also select other courses from offerings both in and outside of the College of Education.

(See attached)

**Educational Specialist Degree in Education
Area of Emphasis: Early Childhood Education**

PROGRAM OF STUDY

Name: _____

Phone: _____ **Email:** _____

Advisor: _____ **Semester of Matriculation:** _____

Current Certification: _____ **None**

Previous Degree(s) Earned

Bachelor's Degree: _____ **Month/year granted:** _____

Institution: _____

Master's Degree: _____ **Month/year granted:** _____

Institution: _____

Other Degrees:

Current areas of professional practice or specialization:

Desired areas of specialization or professional expertise sought through the Ed.S. program:

The program of study for the Early Childhood Education Ed.S. is planned jointly by the student and his/her advisor based on the student's previous educational and professional experiences and desired areas of specialization and practice. All courses for an Ed.S. program of study must be taken and completed while the student is admitted as an Ed.S. student. Transfer credits and total duration of degree program are limited by the Graduate School.

Program of Study Worksheet
30 hours total are required for the Ed.S.

Area A: Curriculum and Teaching (3 courses/9 credit hours)		
<i>The students in this area of emphasis have already taken MEd or MAT focused Curriculum and Teaching courses; therefore, ETAP core courses in this area should be planned based on previous coursework and professional experience, with each student's advisor.</i>		
Semester	Hours	Course
	3	
	3	
	3	

Areas B-D: Courses Related to Early Childhood Education (9 hours)		
<i>Courses in these sections will address the areas of Historical and Social Foundations, Psychological Foundations, and School Subject Areas, chosen with advisor.</i>		
Semester	Hours	Course
	3	Area B: Historical/Social Foundations
	3	Area C: Psychological Foundations
	3	Area D: School Subject

Area E: Research (9 hours)		
<i>Courses in this area can be a combination of research methods and independent research with faculty.</i>		
Semester	Hours	Course
	3	
	3	
	3	

Electives (3 hours)		
<i>Chosen in conjunction with advisor.</i>		
Semester	Hours	Course

In the fall or spring semester closest to, the student will apply to complete the written exit examination.

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: Lifelong Education, Administration and Policy
3. Major: Education (Ed.S.)

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

4. Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.

The Area of Emphasis in Learning Leadership and Organization Development [LLOD] includes the same curriculum as the Adult Education (Ed.S.) and consists of a thorough understanding of the scholarship of adult learning and organizational change and development. The Specialist in LLOD emphasizes deep knowledge of adult learning in multiple contexts and settings, and an understanding of the role of action research in building leadership capacity to change systems.

The program consists of 10 courses [30 hours] beyond the master's and the curriculum is jointly planned by the student and their advisor based on prior study in this field and future goals. The program includes a doctoral core and may focus on either the adult education or the human resource and organization development tracks within LLOD.

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Learning Leadership and Organization Development
6. Proposed starting date: Semester Education (Ed.S.) is effective
7. Area of Emphasis Description:

Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

While Ed.S. programs are generally tailored to meet individual goals, all Ed.S. students must complete five doctoral core courses, at least one research methods course, and present a final problem of practice portfolio in LLOD.

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements:
Earned master's degree, minimum GRE of 146 verbal and 140 quantitative or 402 on the Miller Analogies Test, minimum cumulative GPA of 2.8 for all undergraduate courses and 3.0 for graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Middle Grades Education
6. Proposed starting date: Semester Education (Ed.S.) is effective

7. Area of Emphasis Description:
The Ed.S. in Education with an Area of Emphasis in Middle Grades Education is for educators and others with a master's degree in a related field. This area of emphasis combines a focus on theory and practice related to young adolescents and middle grades education with courses in one content area of a student's choice selected from reading/language arts, mathematics, science, or social studies. The minimum 30 credit hour program includes one course in educational foundations or educational psychology; four courses related to middle grades education; three courses related to one content area; and two courses related to research.

(See attached)



Educational Specialist Degree in Education
Area of Emphasis: Middle Grades Education
Revised March 2016

PROGRAM OF STUDY

Name: _____

Phone: _____ **Email:** _____

Student ID #: _____

Address: _____

Advisor: _____ **Semester of Matriculation:**

Current Certification: _____ **None**

Previous Degree(s) Earned

Bachelor's Degree: _____ **Month/year granted:** _____
Institution: _____

Master's Degree: _____ **Month/year granted:** _____
Institution: _____

Other Degrees:

The program of study for the Ed.S. is planned jointly by the student and her/his advisor based on the student's previous educational and professional experiences and desired areas of specialization and practice. All courses for an Ed.S. program of study must be taken and completed while the student is admitted as an Ed.S. student. Transfer credits and total duration of degree program are limited by the Graduate School.

Program of Study Worksheet

Revised March 2016

30 hours, 10 courses, total are required for the Ed.S.

Area 1: Educational Foundations/Educational Psychology (3 credit hours)

Semester	Hours	Course
	3	

Area 2: Core in Middle Grades Education (12 credit hours)

Possibilities include but are not limited to the following:

EDMG 7030(E): Schooling in the Middle Grades

EDMG 7050(E): Teaching Young Adolescents

EDMG 7080(E): Curriculum Planning in the Middle Grades

EDMG 7090(E): Instructional Strategies in the Middle Grades

EDMG 7100(E): Assessment in the Middle Grades

EDMG/ETAP 7060S(E): Theory and Practice of Service-Learning K-12

ETAP 7300(E): Classroom Management in Culturally Responsive Classrooms

EDMG 9030: Young Adolescents and Schools

EDMG 9080: Theory and Practice in Middle Grades Curriculum

EDMG 9090: Socio-Cultural Issues in Early Adolescence

EDMG 9120: Comparative and International Perspectives in Middle Grades Education

EDMG 9150: School Reform and Young Adolescents

Semester	Hours	Course
	3	
	3	
	3	
	3	

Area 3: Middle Grades Content Area (9 credit hours)

At least three courses in one content area selected from reading/language arts, mathematics, science, or social studies.

Semester	Hours	Course
	3	
	3	
	3	

Area 4: Research (6 credit hours)

Possibilities include but are not limited to the following:

ETAP 6990: Research Seminar

ETAP (QUAL) 7500(E): Action Research

QUAL 8200(E): Introduction to Action Research in Organizations

QUAL 8210(E): The Practice of Action Research in Organizations

QUAL 8400(E): Qualitative Research Traditions

QUAL 8410(E): Designing Qualitative Research

ERSH 6200(E): Methods of Research in Education

ERSH 6300(E): Applied Statistical Methods in Education

Semester	Hours	Course
	3	
	3	

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements:
Earned master's degree, minimum GRE of 146 verbal and 140 quantitative or 402 on the Miller Analogies Test, minimum cumulative GPA of 3.0 for all undergraduate courses and 3.3 for graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Social Studies Education
6. Proposed starting date: Semester Education (Ed.S.) is effective

7. Area of Emphasis Description:
The Ed.S. in Education with an Area of Emphasis in Social Studies Education is for working teachers who already hold a master's degree and who seek to refine their craft or prepare for leadership positions by tailoring their studies to their own experience, interests, and goals. The minimum 30 credit hours of coursework includes 9 hours of core courses in research, problems, and curriculum in Social Studies Education; courses targeting individual students' interests (e.g., mentoring and supervision, curriculum theory and design, teacher education, assessment, socio-political and cultural contexts of education); and a semester-long applied project and oral defense before a committee.

(See attached)



**Educational Specialist Degree in Education
Area of Emphasis: Social Studies Education**

Revised March 2016

PROGRAM OF STUDY

Name: _____

Phone: _____

Email: _____

Advisor: _____

Semester of Matriculation:

Current Certification: _____

None

Previous Degree(s) Earned

Bachelor's Degree: _____ **Month/year granted:** _____

Institution: _____

Master's Degree: _____ **Month/year granted:** _____

Institution: _____

Other Degrees:

Current areas of professional practice or specialization:

Desired areas of specialization or professional expertise sought through the Ed.S. program:

The program of study for the Social Studies Education Ed.S. is planned jointly by the student and his/her advisor based on the student's previous educational and professional experiences and desired areas of specialization and practice. All courses for an Ed.S. program of study must be taken and completed while the student is admitted as an Ed.S. student. Transfer credits and total duration of degree program are limited by the Graduate School.

Program of Study Worksheet
Revised March 2016
30 hours total are required for the Ed.S.

Area 1: Research (3 or more hours)

One research methods course is recommended: ETAP 6990 Research Seminar or ESOC 7090 Survey of Research in Social Studies Education.

There is a course that is recommended (ETAP 7500 Action Research) before the student intends to graduate to support the planning and design of the semester-long applied project that culminates the degree.*

Semester	Hours	Course
	3 (recommended)	ETAP 6990 Research Seminar or ESOC 7090 Survey of Research in Social Studies Education
	3 (optional)	ETAP 7500 Action Research

Area 2: Courses Related to Social Studies Education (6 hours or more hours)

6 semester hours of coursework in the problems and curriculum of Social Studies Education (ESOC 7050 and ESOC 7080) are recommended.

There are a series of content pedagogy courses available as electives, which directly relate to social studies education.

Semester	Hours	Course
	3 (recommended)	ESOC 7050 Problems of Teaching Secondary Social Studies
	3 (recommended)	ESOC 7080 Curriculum Planning in Social Studies
	3 (optional)	ESOC 7010 Teaching Geography
	3 (optional)	ESOC 7020 Teaching United States History
	3 (optional)	ESOC 7030 Teaching Economics
	3 (optional)	ESOC 7040 Teaching Politics, Government and Citizenship
	3 (optional)	ESOC 7060 Teaching World History
	3 (optional)	ESOC 7420 Social Studies for the Young Child

Area 3: Electives (as many as 21 hours)

Electives are chosen jointly between the student and his/her faculty advisor.

Semester	Hours	Course

*Before a student's last semester, s/he will work with an assigned faculty advisor to constitute a committee for the final applied project and enroll in one of two courses for the final semester:

ETAP 7500 Action Research (for research on one's practice)

ETAP 6000 Independent Study (for an alternative project)

The student will draft a proposal to be approved by the committee, then complete the semester-long project, and prepare for a written and oral defense at the close of her last semester. A successful defense is required for completion of the program.

PROPOSAL FOR AREA OF EMPHASIS

1. School/College: Education
2. Department/Division: College of Education
3. Major: Education (Ed.S.)

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

4. Major Requirements:
Earned master's degree, minimum GRE of 148 verbal and 148 quantitative or 408 on the Miller Analogies Test, minimum cumulative GPA of 3.0 for all undergraduate and graduate courses taken.

(See attached)

5. Area of Emphasis Title (as it will appear in the *Bulletin*): Special Education

6. Proposed starting date: Upon approval _____

7. Area of Emphasis Description:

The Ed.S. in Education with an Area of Emphasis in Special Education is designed to prepare candidates with leadership skills in areas such as Autism Spectrum Disorders, Learning Disabilities, Early Intervention Birth through Kindergarten, mild/moderate developmental disabilities, and behavior disorders. The minimum 30 credit hour program includes 6 hours of core courses, 15 hours in a specialty area, 6 hours of research courses and a required research project.

(See attached)



Educational Specialist Degree in Education
Tentative Program of Study – Revised March 2016

Area of Emphasis: Special Education

Name: _____

Current Certification: _____ None

Degree(s) Held, Major(s) & Years Granted

BA BS _____ Yr _____

Institution: _____

MA MED MAT _____ Yr _____

Institution: _____

EDS PHD/EDD _____ Yr _____

Institution: _____

Address: _____

Phone: _____

Email Address: _____

Student ID #: _____ Advisor: _____

Matriculation: _____

The program of study for the Ed.S. degree is planned jointly by the student and his/her advisor based on prior study, future goals, and the framework of the existing program of study. This framework is intended to develop advanced knowledge and skills beyond master's level preparation. Courses taken during the master's degree may not be used to satisfy the Ed.S. program requirements.

Prerequisites for Out-of-Field Students

Must be completed prior to beginning program coursework for Ed.S. degree

_____ _____ SPED 7230 (3) Advanced Applied Behavior Analysis

_____ _____ SPED 7010 (3) Advanced Assessment

_____ _____ SPED (3) Seminar

_____ _____ SPED (3) Methods

_____ _____ SPED 7440 (3) Practicum

Program of Study*
(30 Hours)

Core (9 hours)

- _____ EDAP 7040 (3) Education Law *(or equivalent course)*
- _____ SPED 9600 (3) Issues and Trends in Special Education
- _____ SPED 7650 (3) Applied Project in Special Education

Area of Specialization (15 hours)

- _____ SPED 9800 Advanced Practicum in Special Education
- _____ Elective
- _____ Elective
- _____ Elective
- _____ Elective

**a minimum of three (3) hours must be taken from a program other than special education*

Research Courses (6 hours)

Any two of the following courses:

- _____ SPED 8370 (3) Single-Subject Research Methodology in Special Education
- _____ ERSH 6300 (3) Applied Statistical Methods in Education (Prereq: ERSH 6200)
- _____ ERSH 8310 (3) Analysis of Variance in Education
- _____ ERSH 8320 (3) Correlation and Regression in Education
- _____ QUAL 8400 (3) Qualitative Research Traditions
- _____ QUAL 8410 (3) Designing Qualitative Research
- _____ QUAL 8420 (3) Analyzing Qualitative Data

Prior to completion of the Ed.S. degree, students must satisfactorily present and defend their SPED 7650 Applied Project to their faculty advisory committee. This project is a demonstration of the student's application of advanced knowledge and skills developed during the Ed.S. program of study. The committee is to be composed of three members, 2 of whom must be graduate faculty members. One of the three committee members may be from a program other than special education.

Committee Members: _____

Project Title: _____

**All requirements for the Ed.S. degree must be completed within six years, beginning with the first semester in which the student enrolls.*



The University of Georgia

English Education
Literacies and Children's
Literature
TESOL & World Language
Education

College of Education
Department of Language & Literacy Education
www.coe.uga.edu/lle

315 Aderhold Hall
Athens, Georgia 30602-7123
LLE Department: 706-542-4526
Reading Clinic: 706-542-7866
FAX: 706-542-3817

March 23, 2016

Craig H. Kennedy, Ph.D.
Dean
College of Education
University of Georgia

Re: Termination of the degree "Educational Specialist in Language and Literacy Education" and incorporation of five existing areas of emphasis into the degree "Educational Specialist in Education"

Dear Dean Kennedy:

On behalf of the faculty in the Department of Language and Literacy Education, I request and propose the following changes to the Educational Specialist (EdS) degree programs that allow students to study in areas related to language education, literacy education, reading education, and TESOL and world language education in our department.

1. Terminate the degree "Educational Specialist in Language and Literacy Education."
2. Incorporate all five of the existing and approved areas of emphasis that are currently associated with the "Educational Specialist in Language and Literacy Education" degree program into the newly proposed "Educational Specialist in Education" degree program. This request applies to all five of the existing and approved areas of emphasis, thus creating five areas of emphasis within the new "Educational Specialist in Education" degree program:
 - Educational Specialist in Education with emphasis in World Language Education;
 - Educational Specialist in Education with emphasis in English Education;
 - Educational Specialist in Education with emphasis in Reading Education, Children's Literature and Language Arts P-5;
 - Educational Specialist in Education with emphasis in Reading Education, Literature and Language Arts 6-12; and
 - Educational Specialist in Education with emphasis in Teaching English to Speakers of Other Languages.

As also mentioned in the enclosed "Outline for Deactivation or Termination of a Graduate or Undergraduate Degree Program," the degree requirements, area of emphasis requirements, and

programs of study for each area of emphasis already exist and will continue to govern the requirements and procedures for students seeking the new “Educational Specialist in Education” degree for these five emphasis areas.

In attempting to explain this request to other persons or committees within the college or the university, it would be reasonable to consider this to be a request to change the name of the major, but not the content or the names of the five areas of emphasis involved. Please also allow me to note that all students in the current EdS in Language and Literacy Education program are required to select one of the existing five areas of emphasis; that is, there are not and will not be any students who had been attempting to complete an EdS in Language and Literacy Education without an area of emphasis who will be left without a degree program if the EdS in Language and Literacy Education is closed and its areas of emphasis are incorporated into the new EdS in Education (because all students are necessarily within an area of emphasis).

Thank you for your assistance with these proposed changes. We would be pleased to provide any further information about our department’s programs that you or any other person or committee might require.

Yours very truly,

A handwritten signature in blue ink that reads "Anne Marcotte". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Anne K. Marcotte, Ph.D.
Department Head, Language and Literacy Education
Professor, Communication Sciences and Special Education

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia Date March 8, 2016
2. School/College Education
3. Department/Division Communication Sciences and Special Education
4. Program
Degree Educational Specialist (Ed.S.)
Major Communication Sciences and Disorders
5. Deactivation _____ or Termination X _____
6. Last date students will be admitted to this program Semester before the Education Ed.S. is effective
7. Last date students will graduate from this program Fall 2018
8. Abstract of the deactivated or terminated program:

The Ed.S. in Communication Sciences and Disorders is being reorganized as an area of emphasis within the proposed Ed.S. in Education. As no courses will be added or deleted, students will experience no deleterious effect as a result of this action.

II. Conditions for Deactivating or Terminating Programs

1. The proposal to organize the Ed.S. in Communication Sciences and Disorders as an Ed.S. in Education with an area of emphasis in Communication Sciences and Disorders was supported by program faculty.
2. The Ed.S. in Communication Sciences as a stand-alone degree program is being terminated because of chronic low enrollment.
3. Because no existing courses will be dropped, students currently in the program will easily be able to complete their degree requirements.
4. There will be no impact on the personal and professional lives of the faculty involved.
5. The shift from an Ed.S. in Communication Sciences and Disorders to an area of emphasis area will have virtually no effect on other programs in the department.
6. There are no plans for subsequent reinstatement of this terminated program.

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia Date March 18, 2016
2. School/College Education
3. Department/Division Educational Theory and Practice
4. Program
Degree Educational Specialist (Ed.S.)
Major Early Childhood Education
5. Deactivation _____ or Termination X _____
6. Last date students will be admitted to this program Semester before the Education Ed.S. is effective
7. Last date students will graduate from this program Summer 2022
8. Abstract of the deactivated or terminated program
Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

The Ed.S. in Early Childhood Education is being reorganized as an area of emphasis within the proposed Ed.S. in Education. As no courses will be added or deleted, students will experience no deleterious effect as a result of this action.

II. Conditions for Deactivating or Terminating Programs

1. The proposal to organize the Ed.S. in Early Childhood Education as an Ed.S. in Education with an area of emphasis in Early Childhood Education was supported by program faculty.
2. The Ed.S. in Early Childhood Education as a stand-alone degree program is being terminated because of low enrollment.
3. Because no existing courses will be dropped, students currently in the program will easily be able to complete their degree requirements.
4. There will be no impact on the personal and professional lives of the faculty involved.
5. The shift from an Ed.S. in Early Childhood Education to an area of emphasis area will have virtually no effect on other programs in the department.
6. There are no plans for subsequent reinstatement of this terminated program.

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution ___University of Georgia_____ Date ___March 23, 2016_____
2. School/College ___Education_____
3. Department/Division ___Language and Literacy Education_____
4. Program
Degree ___Educational Specialist_____
- Major ___Language and Literacy Education_____
5. Deactivation _____ or Termination ___termination_____
6. Last date students will be admitted to this program ___semester before the EdS in Education is effective_____
7. Last date students will graduate from this program ___May 2020_____
8. Abstract of the deactivated or terminated program

The “EdS in Language and Literacy Education” allows educators with master’s degrees to gain further knowledge and expertise in related areas including English Education, reading education (literacies and children’s literature), teaching English to speakers of other languages (TESOL), and world language education. This program with its current name and current structure is being terminated to allow all of its associated areas of emphasis to be incorporated into the new “EdS in Education” degree program. This decision is warranted because of the small numbers of students enrolled in the EdS in Language and Literacy Education. Those students who are in the program currently will be able to finish, and any new applicants will be able to obtain an EdS with the same areas of emphasis as currently exist; the only change is that the degree will be known as an EdS in Education with the areas of emphasis listed below rather than an EdS in Language and Literacy Education with the same areas of emphasis. The programs of study for the existing areas of emphasis have already been approved, are currently in use, and will not change.

II. Conditions for Deactivating or Terminating Programs

The deactivation (temporary suspension) or termination (discontinuation) of programs is expected to address satisfactorily the conditions listed below in order to be approved and implemented within the University of Georgia. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that warrant deactivation or termination of the program.

The “EdS in Language and Literacy Education” is being terminated under that name because of its low enrollment and because of the new availability of the “EdS in Education” degree program. The program’s five existing, current, previously approved areas of emphasis will remain and will allow students to receive the same knowledge, skills, and experiences they would have received under the current degree program name. Degree requirements, area of

emphasis requirements, and programs of study for each area of emphasis already exist and will continue to govern the requirements and procedures for students seeking the new “EdS in Education” degree for these five emphasis areas:

- World Language Education
- English Education
- Reading Education, Children's Literature and Language Arts P-5
- Reading Education, Literature and Language Arts 6-12
- Teaching English to Speakers of Other Languages

2. State the reasons for deactivating or terminating the program.

The EdS in Language and Literacy Education is being terminated under that name because of its low enrollment and because of the new availability of the EdS in Education degree program. This change will allow the existing areas of emphasis to be incorporated into the new EdS in Education degree program.

3. State the plans for allowing those students already in a program to complete degree requirements, including specific information on a.) how students will be notified of the program termination and b.) how students will be counseled on completing the program.

Those students already enrolled in the existing EdS program will continue in their existing program of study with their current advisor. The advisor will inform them of the name change.

4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved, specifically a.) how will faculty and staff be notified of the termination and b.) how will faculty and staff be re-deployed?

Because this is essentially a request to rename a program, not a request to stop doing any current work, there will be no effect on current or future employees.

5. 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?

We do not anticipate that renaming this particular program, from “EdS in Language and Literacy Education” with five areas of emphasis to “EdS in Education” with the same five areas of emphasis, will affect any other program in the department.

6. What plans, if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated or terminated program?

The terminated program (EdS in Language and Literacy Education) will essentially and functionally continue under a new name (EdS in Education), with the same (existing) areas of emphasis (as listed above).

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia Date March 18, 2016
2. School/College Education
3. Department/Division Educational Theory and Practice
4. Program
Degree Educational Specialist (Ed.S.)
Major Middle Grades Education
5. Deactivation _____ or Termination X _____
6. Last date students will be admitted to this program Semester before the Education Ed.S. is effective
7. Last date students will graduate from this program Summer 2022
8. Abstract of the deactivated or terminated program
Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

The Ed.S. in Middle Grades Education is being reorganized as an area of emphasis within the proposed Ed.S. in Education. As no courses will be added or deleted, students will experience no deleterious effect as a result of this action.

II. Conditions for Deactivating or Terminating Programs

1. The proposal to organize the Ed.S. in Middle Grades Education as an Ed.S. in Education with an area of emphasis in Middle Grades Education was supported by program faculty.
2. The Ed.S. in Middle Grades Education as a stand-alone degree program is being terminated because of low enrollment.
3. Because no existing courses will be dropped, students currently in the program will easily be able to complete their degree requirements.
4. There will be no impact on the personal and professional lives of the faculty involved.
5. The shift from an Ed.S. in Middle Grades Education to an Emphasis area will have virtually no effect on other programs in the department.
6. There are no plans for subsequent reinstatement of this terminated program.

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia Date March 18, 2016
2. School/College Education
3. Department/Division Educational Theory and Practice
4. Program
Degree Educational Specialist (Ed.S.)
Major Social Studies Education
5. Deactivation _____ or Termination X _____
6. Last date students will be admitted to this program Semester before the Education Ed.S. is effective
7. Last date students will graduate from this program Summer 2022
8. Abstract of the deactivated or terminated program
Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

The EdS in Social Studies Education is being reorganized as an area of emphasis within the proposed Ed.S. in Education. As no courses will be added or deleted, students will experience no deleterious effect as a result of this action.

II. Conditions for Deactivating or Terminating Programs

1. The proposal to organize the Ed.S. in Social Studies Education as an Ed.S. in Education with an Emphasis in Social Studies Education was supported by program faculty.
2. The Ed.S. in Social Studies Education as a stand-alone degree program is being terminated because of low enrollment.
3. Because no existing courses will be dropped, students currently in the program will easily be able to complete their degree requirements.
4. There will be no impact on the personal and professional lives of the faculty involved.
5. The shift from an Ed.S. in Social Studies Education to an Emphasis area will have virtually no effect on other programs in the department.
6. There are no plans for subsequent reinstatement of this terminated program.

OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution University of Georgia Date March 8, 2016
2. School/College Education
3. Department/Division Communication Sciences and Special Education
4. Program
Degree Educational Specialist (Ed.S.)
Major Special Education
5. Deactivation _____ or Termination X _____
6. Last date students will be admitted to this program Semester before the Education Ed.S. is effective
7. Last date students will graduate from this program Summer 2018
8. Abstract of the deactivated or terminated program:

The Ed.S. in Special Education is being reorganized as an area of emphasis within the proposed Ed.S. in Education. As no courses will be added or deleted, students will experience no deleterious effect as a result of this action.

II. Conditions for Deactivating or Terminating Programs

1. The proposal to organize the Ed.S. in Special Education as an Ed.S. in Education with an area of emphasis in Special Education was supported by program faculty.
2. The Ed.S. in Special Education as a stand-alone degree program is being terminated because of low enrollment.
3. Because no existing courses will be dropped, students currently in the program will easily be able to complete their degree requirements.
4. There will be no impact on the personal and professional lives of the faculty involved.
5. The shift from an Ed.S. in Special Education to an Emphasis area will have virtually no effect on other programs in the department.
6. There are no plans for subsequent reinstatement of this terminated program.