



The University of Georgia

University Council
Athens, Georgia 30602

February 5, 2010

UNIVERSITY CURRICULUM COMMITTEE – 2009-2010

Mr. David E. Shipley, Chair

Agricultural and Environmental Sciences - Dr. Timothy L. Foutz

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Family and Consumer Sciences - Dr. Jan M. Hathcote

Forestry and Natural Resources - Dr. Sarah F. Covert

Journalism and Mass Communication - Dr. Wendy A. Macias

Law – No representative

Pharmacy - Dr. Keith N. Herist

Public and International Affairs - Dr. Jerome S. Legge

Public Health – Dr. Phaedra S. Corso

Social Work - Dr. Patricia M. Reeves

Veterinary Medicine - Dr. K. Paige Carmichael

Graduate School - Dr. Malcolm R. Adams

Undergraduate Student Representative – Cameron Secord

Graduate Student Representative – Lauren King

Dear Colleagues:

The attached proposal to terminate the major in Education of the Gifted (Ed.D.) will be an agenda item for the February 12, 2010, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Professor Jere W. Morehead
Dr. Laura D. Jolly

TERMINATION OF A GRADUATE DEGREE PROGRAM

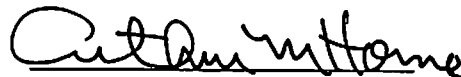
I. Basic Information

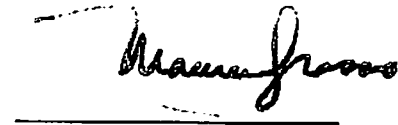
1. Institution: The University of Georgia
Date: 10/2/2009
2. School/College: College of Education
3. Department/Division: Educational Psychology and Instructional Technology
4. Program Degree: Ed.D. in Education of the Gifted
Major: Education of the Gifted
5. Deactivation/Termination: Termination
6. Last date students will be admitted to this program: Spring 2008
7. Last date students will graduate from program: Spring 2012
8. Abstract of Terminated Program

The specific reasons for terminating the Ed.D. in Education of the Gifted are: (1) the access to an applied emphasis for work beyond the master's degree through the Ed.S. program, (2) lack of applicants for the Ed.D. program, and (3) a focus on the doctorate with a research perspective rather than an applied perspective.

9. Signatures


Department Head


Dean of College of Education


Dean of Graduate School

II. Conditions for Terminating Programs

1. Studies and decisions that warrant termination of the program.

The mission of the Gifted/Creative Education Program at the University of Georgia is to advance knowledge about the attributes of giftedness and creativity within and across groups that may vary by age, culture, language and economics, and to promote the application of assessment principles, learning and developmental theories, teaching

strategies, counseling strategies, and research methodology to the education of these gifted and creative individuals.

An increasing number of applicants for programs in Gifted and Creative Education continue to seek a degree program where applied skills from this program can be translated into public school and other consulting settings. The faculty in Educational Psychology, Gifted and Creative Education program, also offer a rigorous Ph.D. program. Traditionally, the Ed.D. in Education of the Gifted has been targeted for individuals who are typically classroom teachers, public school administrators, and curriculum coordinators, and those who would like a more applied knowledge base in the content area. Over the last five years, with the growth of the Educational Specialist (Ed.S.) programs in Gifted and Creative Education, it has become increasingly apparent that for individuals pursue advanced degrees in the this area that the Ed.S. is a better programmatic choice than the Ed.D. in Education of the Gifted. Because students conduct an applied project with the Ed.S. degree which is less demanding than the doctoral comprehensive examinations and dissertation, many applicants believe that they can obtain the same goals with the Ed.S that they can with the Ed.D.

In addition, fewer applicants have expressed interest in the Ed.D. in Education of the Gifted with the Ed.S. program's applied emphasis and ease of access (e.g., online courses). Only three students have graduated from the Ed.D. program in the last five years. Currently, there are four students in the Ed.D. program with one interested in moving to the program's Ph.D. program. Finally, the faculty members in the Gifted and Creative Education program are connected with the Torrance Center for Creativity and Talent Development. Two years ago, an endowed chair was hired for the program with an emphasis in rigorous research which is more consistent with the Doctor of Philosophy degree.

2. State the reasons for terminating the program.

The specific reasons for terminating the program are: (1) the access to an applied emphasis for work beyond the master's degree through the Ed.S. program, (2) lack of applicants for the Ed.D. program, and (3) a focus on the doctorate with a research perspective rather than an applied perspective.

3. State the plans for allowing those students already in a program to complete degree requirements.

Four students are currently enrolled in the Ed.D. in Education of the Gifted program. Of these students, one (the most recently admitted in Fall 2007) is interested in doing a change of degree objective to the Ph. D. program. Of the other three, two have passed their doctoral comprehensive examinations and are working on their prospectus documents for the dissertation. The fourth is still in the course work stage, but making progress. All students should be completed with degree requirements in Spring 2012.

4. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty involved?

Because the faculty in the Gifted and Creative Education program also offer a Doctor of Philosophy degree program, there is minimal impact on the personal and professional lives of the faculty involved. Of applicants who may have chosen to pursue the Ed.D. in Education of the Gifted and who have been counseled into the appropriate Educational Specialist (Ed.S.) program, a newly hired lecturer has assumed responsibility for their programs of study. Termination of the Ed.D. in Education of the Gifted will allow faculty members an opportunity to concentrate their efforts on the Doctor of Philosophy students who are critical to the support of the unit's research mission.

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

Students in the Ed.D. in Education of the Gifted would have taken courses in foundations of educational psychology and research methods. Because of the low numbers of students in the Ed.D. program, three of the four of whom have completed their course work, there is virtually no impact on other programs in the department. In addition, applicants counseled into the Ed.S. programs will take courses in foundations of educational psychology and research methodology. The program perceives no net loss in credit hour production with the termination of this degree.

6. What plans, if any, are there for subsequent reactive or reinstatement, respectively of the terminated program?

There are no plans to subsequently reactivate the Ed.D. in Education of the Gifted. Applicants can choose either the Ed.S. program or Doctor of Philosophy program.