TO: Members of the Graduate Council
FROM: Suzanne E. Barbour, Dean
DATE: March 26, 2018

Graduate Council Meeting
Wednesday, March 28, 2018 3:30 p.m.
Peabody Board Room, Administration Building
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes
   (February 7, 2018)

II. Graduate Council Committee Reports

   A. Administrative Committee
      Committee Report (Welch Suggs, Chair)

   B. Program Committee
      Committee Report (Welch Suggs, Chair)
      Action Item: The College of Family and Consumer Sciences requests to add a non-thesis option to the Master of Science in Textiles, Merchandising, and Interiors.

      Action Item: The Franklin College of Arts and Sciences requests a new Graduate Certificate in Music Performance.

      Action Item: The Warnell School of Forestry & Natural Resources requests to change the name of the Doctor of Philosophy and Master of Science degree programs from Forest Resources to Forestry and Natural Resources.

      Action Item: The College of Veterinary Medicine requests the reactivation of the Master of Avian Medicine, Master of Avian Health and Medicine, and Master of Food Animal Medicine degree programs.

   C. Appeals Committee
      Committee Report (Nicholas Berente, Chair)

   D. Strategic Planning Committee
      Committee Report (Tina Harris, Chair)

III. Old Business

IV. New Business

V. Information Items

   A. Curriculum Report: The Graduate School has approved 136 new courses, 142 course revisions, and 34 deletions.

VI. Adjourn
Proposal to Add a Non-Thesis Option to M.S. in Textiles, Merchandising and Interiors

College of Family and Consumer Sciences

Submitted to: Dean Suzanne Barbour, PhD
Graduate School
University of Georgia

Submitted by: Patricia Hunt-Hurst, PhD
Associate Dean for Academic Programs
College of Family and Consumer Sciences

Date: February 7, 2018

The Department of Textiles, Merchandising and Interiors requests that a non-thesis option be added as an option for the M.S. in Textiles, Merchandising and Interiors. The proposed non-thesis M.S. fundamental course work comes from the thesis track, however a consideration of practical, applied competencies have been added for the non-thesis option, which includes an internship.

The College of Family and Consumer Sciences curriculum committee voted 10 yes and 0 no to approve. The proposal is attached.
Proposal to Add a Non-Thesis Option to the M.S. in Textiles, Merchandising, and Interiors
College of Family and Consumer Sciences
Department of Textiles, Merchandising and Interiors

Submitted to:  Dean Suzanne Barbour, Ph.D.
Graduate School
University of Georgia

Submitted by:  Suraj Sharma, Ph.D., Graduate Coordinator
Department of Textiles, Merchandising, and Interiors
University of Georgia

Basic Information
Proposed Change:  Add a Non-Thesis option for MS Degree in Textiles, merchandising and Interiors for students wishing to pursue a non-research, professionally oriented track.

Start Date:  Fall 2018

Program Description
The Textiles, Merchandising, and Interiors Department requests that a non-thesis option be added for the M.S. degree program. The proposed non-thesis M.S. fundamental course work comes from the thesis track, however a consideration of practical, applied competencies have been added for the Non-Thesis option. Students will still be required to take various research method courses, as critical thinking, statistical methodology and understanding into scientific inquiry are still professionally valued skills in the apparel and textile industry. In the Non-Thesis option, an internship will be mandatory for Non-Thesis students to acquire industry job experience, instead of completing research and a thesis. For students not pursuing an academic or research career, a non-thesis M.S. internship credit will give students practical, marketable skills that potential employers in the apparel and textile industry will value. The total minimum credit hours (30) needed for graduation are the same for both tracks.

At the time of applications, students must choose when they apply whether they will pursue the non-thesis or thesis M.S. option. If they are currently enrolled, a degree objective change will be required if they choose to switch following the same procedures as are in place for changing degree focus.

Table 1: Requirements for the M.S. in Fashion Merchandising

<table>
<thead>
<tr>
<th>Current M. S. with Thesis</th>
<th>Proposed M.S. Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (15-16 Credits)</td>
<td>Core (15-16 Credits)</td>
</tr>
<tr>
<td>STAT 6210: Statistical Methods I OR STAT 3-4</td>
<td>STAT 6210: Statistical Methods I OR STAT 3-4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>STAT 6220</td>
<td>Statistical Methods II OR STAT 8200 Design of Experiments for Research Workers OR Equivalent</td>
</tr>
<tr>
<td>STAT 6260</td>
<td>Statistical Quality Assurance OR Equivalent</td>
</tr>
<tr>
<td>TXMI 6520</td>
<td>Apparel and Textile Economics</td>
</tr>
<tr>
<td>TXMI 8050</td>
<td>Research Methods</td>
</tr>
<tr>
<td>TXMI 8900</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

**Focus Areas Electives* (9-12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TXMI 6150</td>
<td>Nonwovens Science and Technology</td>
</tr>
<tr>
<td>TXMI 6160</td>
<td>Product Development in the Textiles and Apparel Industries</td>
</tr>
<tr>
<td>TXMI 6900</td>
<td>Special Topics in TMI</td>
</tr>
<tr>
<td>TXMI 7710</td>
<td>Study Tour in Textiles, Merchandising and Interiors</td>
</tr>
<tr>
<td>TXMI 8000</td>
<td>Biomaterials based on Polymers, Fibers and Textiles</td>
</tr>
<tr>
<td>TXMI 8120</td>
<td>Polymer Science</td>
</tr>
<tr>
<td>TXMI 8130</td>
<td>Chemical and Instrumental Analysis of Polymers and Fibers</td>
</tr>
<tr>
<td>TXMI 8180</td>
<td>Physics of Polymer and Fiber Structures</td>
</tr>
<tr>
<td>TXMI 6120</td>
<td>Product Standards and Quality Analysis</td>
</tr>
<tr>
<td>TXMI 6160</td>
<td>Product Development in the Textiles and Apparel Industries</td>
</tr>
<tr>
<td>TXMI 6230</td>
<td>Dress, Society and Culture</td>
</tr>
<tr>
<td>TXMI 6240</td>
<td>Fashion Promotion and Visual Merchandising</td>
</tr>
<tr>
<td>TXMI 6250/8270</td>
<td>Merchandising Theories and Methodologies</td>
</tr>
<tr>
<td>TXMI 6260</td>
<td>Apparel Trade and International Retailing</td>
</tr>
<tr>
<td>TXMI 6270</td>
<td>History of Dress: Antiquity to Nineteenth Century</td>
</tr>
<tr>
<td>TXMI 6280</td>
<td>Apparel Design Studio</td>
</tr>
<tr>
<td>TXMI 6520</td>
<td>Apparel and Textile Economics</td>
</tr>
<tr>
<td>TXMI 6900</td>
<td>Special Topics in Merchandising</td>
</tr>
<tr>
<td>TXMI 7210</td>
<td>Digital Apparel Design and Development Applications</td>
</tr>
<tr>
<td>TXMI 7240</td>
<td>Retailing Apparel and Textiles</td>
</tr>
<tr>
<td>TXMI 7270</td>
<td>E-tailing in Apparel and Textiles</td>
</tr>
</tbody>
</table>

**Research and Thesis (6-12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TXMI 7000</td>
<td>Master’s Research</td>
</tr>
<tr>
<td>TXMI 7300</td>
<td>Master’s Thesis</td>
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</table>

**Internship or Coop (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TXMI 7910</td>
<td>Internship</td>
</tr>
</tbody>
</table>

**Oral Defereence of M.S. Thesis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. S. Comprehensive Exam†</td>
<td></td>
</tr>
</tbody>
</table>

**Focus Area Electives:**

*Polymer, Fiber and Textile Sciences (select 9 – 12 hours from the following)*

- TXMI 6150 Nonwovens Science and Technology
- TXMI 6160 Product Development in the Textiles and Apparel Industries
- TXMI 6900 Special Topics in TMI
- TXMI 7710 Study Tour in Textiles, Merchandising and Interiors
- TXMI 8000 Biomaterials based on Polymers, Fibers and Textiles
- TXMI 8120 Polymer Science
- TXMI 8130 Chemical and Instrumental Analysis of Polymers and Fibers
- TXMI 8180 Physics of Polymer and Fiber Structures

*Merchandising and International Trade (select 9 – 12 hours from the following)*

- TXMI 6120 Product Standards and Quality Analysis
- TXMI 6160 Product Development in the Textiles and Apparel Industries
- TXMI 6230 Dress, Society and Culture
- TXMI 6240 Fashion Promotion and Visual Merchandising
- TXMI 6250/8270 Merchandising Theories and Methodologies
- TXMI 6260 Apparel Trade and International Retailing
- TXMI 6270 History of Dress: Antiquity to Nineteenth Century
- TXMI 6280 Apparel Design Studio
- TXMI 6520 Apparel and Textile Economics
- TXMI 6900 Special Topics in Merchandising
- TXMI 7210 Digital Apparel Design and Development Applications
- TXMI 7240 Retailing Apparel and Textiles
- TXMI 7270 E-tailing in Apparel and Textiles

*Focus Areas Electives:*

Polymer, Fiber and Textile Sciences (select 9 – 12 hours from the following)

- TXMI 6150 Nonwovens Science and Technology
- TXMI 6160 Product Development in the Textiles and Apparel Industries
- TXMI 6900 Special Topics in TMI
- TXMI 7710 Study Tour in Textiles, Merchandising and Interiors
- TXMI 8000 Biomaterials based on Polymers, Fibers and Textiles
- TXMI 8120 Polymer Science
- TXMI 8130 Chemical and Instrumental Analysis of Polymers and Fibers
- TXMI 8180 Physics of Polymer and Fiber Structures

Merchandising and International Trade (select 9 – 12 hours from the following)

- TXMI 6120 Product Standards and Quality Analysis
- TXMI 6160 Product Development in the Textiles and Apparel Industries
- TXMI 6230 Dress, Society and Culture
- TXMI 6240 Fashion Promotion and Visual Merchandising
- TXMI 6250/8270 Merchandising Theories and Methodologies
- TXMI 6260 Apparel Trade and International Retailing
- TXMI 6270 History of Dress: Antiquity to Nineteenth Century
- TXMI 6280 Apparel Design Studio
- TXMI 6520 Apparel and Textile Economics
- TXMI 6900 Special Topics in Merchandising
- TXMI 7210 Digital Apparel Design and Development Applications
- TXMI 7240 Retailing Apparel and Textiles
- TXMI 7270 E-tailing in Apparel and Textiles

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1 MS Comprehensive exam will be administered by a committee comprising of Major Professor, GSG Distinguished Professor, Graduate Coordinator, Internship Coordinator & Industry Internship Mentor (or equivalent)
TXMI 7710      Study Tour in Textiles, Merchandising and Interiors
TXMI 7820      Museum Issues in Historic Clothing and Textiles
TXMI 8240      Advanced Topics in Retailing
TXMI 8260      Advanced Topics in Consumer Behavior
TXMI 8500      Contemporary Topics in Textiles, Merchandising and Interiors

**Interior Environments (select 9 – 12 hours from the following)**

- ENGR 6660 Sustainable Building Design
- LAND 6040 Community and Place
- LAND 6540 Ideas of Community and Place
- LAND 6730 Issues and Practices in Sustainable Design
- FHCE 6300 Advanced Housing Theory
- HACE 6350 Household Technology & Systems
- FHCE 8100 Theory of Households, Consumer Economics, and Financial Behavior I
- HIPR 6300 Building Materials Conservation
- TXMI 6350 History of Design, Interiors, and Furnishings I
- TXMI 6360 Decorative Arts and Antiques
- TXMI 6370 History of Design, Interiors, and Furnishings II
- TXMI 6380 Interior Fabrics and Materials: Specifications and Estimations
- TXMI 6900 Special Topics in TMI
- TXMI 7320 Professional Practices in Residential Design
- TXMI 7310 Studio VII: Residential Interior Design for the Community
- TXMI 7710 Study Tour in Textiles, Merchandising and Interiors

**Historic/Cultural Dress and Textiles (select 9 – 12 hours from the following)**

- TXMI 6120 Product Standards and Quality Analysis
- TXMI 6160 Product Development in the Textiles and Apparel Industries
- TXMI 6230 Dress, Culture and Society
- TXMI 6290 History of Dress and Fashion: 19th Century to the Present
- TXMI 6330 American Historic House Museums
- TXMI 6540 International Textiles and Apparel
- TXMI 6900 Special Topics in TMI
- TXMI 7710 Study Tour in Textiles, Merchandising and Interiors
- TXMI 7820 Museum Issues in Historic Clothing and Textiles
- TXMI 8250 Apparel Trade and International Retailing
- TXMI 8270 Merchandising Theories and Methodologies

**Faculty Vote**

TBA

**Justification for Proposed Non-Thesis Option**

Offering a Non-Thesis M.S. will open our program beyond the traditional graduate students. Students whose goals are beyond research and academic and who want a specialized, high-level education in the apparel and textile industry will benefit from this M.S. option. Students are given more freedom to pursue new career paths with a Non-Thesis M.S. degree. Employers care about the applied skills, job experience, and high-level management training that students receive that relating to their specific job field. Many employers are looking
for highly skilled and highly trained individuals. The Non-Thesis track allows students to gain both real life job experience and training that would be most useful to their potential and future employers. Moreover, students already in their career field would be more likely to consider a higher degree if a non-thesis option is available. In today’s business world, Companies seek out Graduates that have a good understanding of business and the associated technical skills combined with competencies in research and analytics in order to have an immediate impact when hired.

**Admission Procedure for Applicants**
The admissions to the Non-Thesis M.S. program will follow the same admissions procedure as the Thesis M.S. Program. However, students will need to declare their track (Thesis or Non-Thesis) upon submission of their application.

**Impact on Current Students**
Existing students will have option to change to their track from Thesis to Non-Thesis following similar procedures when they choose to change their focus area. We do not anticipate many students will chose to change to non-thesis at this time.

**Financial Impact**
No new faculty, facilities, or services will be required to implement this Non-Thesis M.S. program. Thus, no funds are required.

**Assessment**
The current assessment plan for our graduate studies program will be used (with modifications when necessary) to assess non-thesis M.S. program.
August 24, 2016

Dr. Pamela S. Whitten  
Senior Vice President for Academic Affairs  
and Provost  
The Administration Building  
University of Georgia

Dear Provost Whitten,

The Franklin College of Arts and Sciences Curriculum Committee and Senate has reviewed and approved the following proposal:

Music Performance Certificate – Graduate Level

If you have any questions or need any further information, please contact my office.

Sincerely,

Jean Martin-Williams  
Associate Dean
Proposal for a Graduate Certificate in Music Performance
Franklin College of Arts and Sciences
Hugh Hodgson School of Music

Response to Criteria for All Programs

1. The purpose and educational objectives of the program.

A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The opening of the Hugh Hodgson School of Music mission statement—in accord with The University of Georgia's threefold commitment to teaching, research, and service—is to seek excellence, applying national and international standards, in:

Offering instructional programs at the undergraduate and graduate levels to prepare students for a wide variety of professional careers in music performance, scholarship, composition, and music education/therapy; providing a major in music in the context of the liberal arts degree; and offering educational experiences and opportunities to take part in musical performance to all members of the University community;

This principle, to seek excellence in educational opportunities for musicians, is categorically diverse, ranging from performance to scholarship, composition to education. Indeed, imbedded within our structure of a “comprehensive school of music” is the belief that high artistic achievement in many fields is central to our vision. Among these roles is that of the performing musician.

There are many paths to a performance career. For those who desire a university position, the Doctor of Musical Arts is a typical choice. The DMA includes broad studies in music outside performance, such as music theory, history, research, and pedagogy. For those who seek a strictly performing career (such as in a professional orchestra or singing on the opera stage), however, there are other options. Frequently found at universities and conservatories across the country are certificates or diplomas dedicated solely to performance alone. These programs typically provide musicians with the opportunity to hone the skills and experiences that will matter most for their career—this requires practice time, private lessons with a master teacher, and experience in high level performing ensembles. That is the intent of the Performance Certificate we propose, mirroring other existing programs at universities across the country.

This certificate is an independent program open only to non-degree seeking students who are not otherwise enrolled in UGA degree programs, such as the DMA or the Master of Music in Performance.

Students may enroll in this Performer Certificate without passing the TOEFL, if they enroll in the Intensive English Program (IEP) at UGA when they arrive. If they choose to take the TOEFL, they can test out of the IEP requirement if they pass the TOEFL exam at the minimum score used by the UGA Office of International Education for the J-1 “Visiting Scholars” program. That level
is lower (60 overall score, 17 speaking score minimum—see http://international.uga.edu/files/J-1.English.Proficiency.UGA.pdf) than the UGA Graduate School requirements for those seeking graduate degrees (80 and 20). Performance certificate programs nationally draw both US citizens as well as talented foreign students, many of whom have studied in music conservatories abroad. It is typical that foreign students will enroll in a US performance certificate program with some English, but not high enough to pass the graduate-student level TOEFL. The nature of this certificate program, which is founded principally in individual, private studio instruction on an instrument or voice, does not require the same level of language competency as is necessary for most other graduate work. After studying for a while in such a program, some students may choose to transfer to regular degree programs, after language skills improve and they pass the higher-level TOEFL.

2. The need for the program.

A. Explain why this program is necessary.

The performer certificate in music is a widely recognized and nationally-accepted standard for the preparation of a professional performer. There is clear and general interest in such programs throughout the world, and in the US they are found in a large number of universities, colleges, and conservatories. These programs attract students who already hold a bachelor’s or master’s degree, or the equivalent, and who now desire a focused period of intense performance study alone.

The chart on the following page contains data for the 2016-17 academic year compiled by the National Association of Schools of Music HEADS data reporting services. In the Fall Semester of 2016 there are 76 institutions nationally that supported “Graduate Level Non-Degree Granting Programs (Certificate, Diploma, etc.),” with over 1,000 students enrolled and about 450 graduates. The majority of these programs were in performance, though the data is not broken down to that level of detail in this report.
### MUSIC MAJOR ENROLLMENT BY SIZE AND TYPE OF INSTITUTION

#### All Institutions

<table>
<thead>
<tr>
<th>Number of Institutions with Majors</th>
<th>Music Major Enrollment Summer, 2016</th>
<th>Music Major Enrollment Fall, 2016</th>
<th>Number of Degrees / Certificates / Diplomas Awarded July 1, 2015 through June 30, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Fine Arts or Equivalent (65% Music content)</td>
<td>26</td>
<td>497</td>
<td>1,549</td>
</tr>
<tr>
<td>Associate of Music Education, Music Business, and Music Combined with Outside Field (50% Music content)</td>
<td>12</td>
<td>145</td>
<td>1,081</td>
</tr>
<tr>
<td>Associate of Liberal Arts Degree Programs in Music (30–45% Music content)</td>
<td>10</td>
<td>32</td>
<td>321</td>
</tr>
<tr>
<td>Bachelor of Music Degree or Other Professional Degree Program (65% Music content)</td>
<td>437</td>
<td>2,902</td>
<td>26,787</td>
</tr>
<tr>
<td>Baccalaureate Degree Programs in Music Education, Music Therapy, and Music Combined with Outside Field (50% Music content)</td>
<td>524</td>
<td>4,951</td>
<td>38,698</td>
</tr>
<tr>
<td>Baccalaureate Liberal Arts Degree Programs in Music (30–45% Music content)</td>
<td>498</td>
<td>1,914</td>
<td>16,436</td>
</tr>
<tr>
<td>Specific Master's Degree Program</td>
<td>260</td>
<td>3,747</td>
<td>11,115</td>
</tr>
<tr>
<td>General Master's Degree Program</td>
<td>76</td>
<td>792</td>
<td>1,123</td>
</tr>
<tr>
<td>Doctoral Degree Program</td>
<td>67</td>
<td>1,264</td>
<td>5,824</td>
</tr>
<tr>
<td>Undergraduate Level Non-Degree Programs (Certificate, Diploma, etc.)</td>
<td>55</td>
<td>387</td>
<td>888</td>
</tr>
<tr>
<td>Graduate Level Non-Degree Programs (Certificate, Diploma, etc.)</td>
<td>76</td>
<td>239</td>
<td>1,078</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>623</strong></td>
<td><strong>16,870</strong></td>
<td><strong>104,900</strong></td>
</tr>
</tbody>
</table>
B. In addition, provide the following information:

1. **Semester/Year of Program Initiation**
   
   Fall Semester 2018

2. **Semester/Year Full Implementation of Program**
   
   Fall Semester 2018

3. **Semester/Year First Certificates will be awarded**
   
   Spring 2020

4. **Annual Number of Graduates expected (once the program is established)**
   
   5-10

5. **Projected Future Trends for number of students enrolled in the program**

   We project an annual enrollment of 10-15 in this program at a time.

3. **There must be substantial evidence that student demand/or the program will be sufficient to sustain reasonable enrollments in the program.**

   The nature of a performer’s certificate program is highly individualized. These students spend 5-8 hours practicing each day, taking weekly private lessons, and performing in large and small ensembles. Private lessons and ensembles, in their broad outlines, are already offered in the Hodgson School of Music for all majors. There is no new coursework we need to develop, no new resources or instructors who need to be hired. The difference that sets this program apart from our other degree programs is one of intense and exclusive performance study. We are convinced there is interest in the program and expect that we may have to limit enrollment, as our capacity to offer traditional degree programs must take priority. Whether there were 5 or 15 students, however, would have little impact on each student’s educational experience. These students would intermingle with all students in the Hodgson School—a critical mass of numbers is not relevant in this case, since there are already 500 music majors, graduates and undergraduates, in our programs.

   A. **Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.**

   Performer certificate programs exist in music programs of universities across the United States. Among these institutions are:

   - Boston Conservatory
   - Boston University
   - Columbus State University
• DePaul University
• Florida Atlantic University
• New England Conservatory
• Oakland University
• Pennsylvania State University
• Temple University
• University of Denver
• University of Houston
• University of Michigan
• University of South Carolina
• University of Southern California
• University of Texas at Arlington
• University of Wyoming
• Utah State University
• Yale University

B. In addition, provide the following information:

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

We expect that minority student enrollments will be identical with that proportion found in the total student enrollment in the Hodgson School of Music. Enrollment will be based on talent and preparation.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

21 credits total

Core Requirements for all Instruments and Voice
• MUSI 7810 or 8810  Applied Music Instruction  12 hours (4 semesters)
• MUSI 7910 or 8910  Recital  2 hours (2 recitals)

Other Requirements by Area of Specialization

Woodwinds, Brass, Strings, Percussion
• (Various numbers)  Large Ensemble  4 hours
  (Orchestra, Band)
• MUSI 6790  Chamber Music Ensemble  2 hours
• Various numbers  Elective  1 hour

From among graduate offerings in performance or other studies
Voice

- From the following courses: 4 hours
  - MUSI 6855  Opera Theater
  - MUSI 6760  Hodgson Singers
- Various numbers  Electives: 3 hours
  From among graduate offerings in performance or other studies

Keyboard

- MUSI 6520*  Piano Accompanying: 2 hours
  *This course currently exists as MUSI 3520; 6520 is a new, more advanced version of this curriculum*
- MUSI 6790  Chamber Music Ensemble: 2 hours
- Various numbers  Electives: 3 hours
  From among graduate offerings in performance or other studies

All courses either currently exist or have been submitted through CAPA for this program.

**B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.**

All courses currently exist. The single significant course revision would be the creation of MUSI 6520 Piano Accompanying (under the keyboard option), which currently exists as an undergraduate option, MUSI 3520. This requires reshaping existing undergraduate content at a more advanced level.

**C. Identify 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.**

Curricula for performance certificate programs vary widely across the country. Credit hours required range from a low of 16 (University of Arkansas) to 32 (University of North Texas). Most of the high credit-hour programs, such as Michigan, require a significant number of elective hours, which the UGA program does not embrace. For example:

<table>
<thead>
<tr>
<th>School</th>
<th>Title</th>
<th>Total Cr Hours</th>
<th>Lessons Semesters</th>
<th>Recitals</th>
<th>Large Ensemble Semesters</th>
<th>Chamber Semesters</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGA</td>
<td>Performer Certificate</td>
<td>21</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>Elective</td>
</tr>
<tr>
<td>U Michigan</td>
<td>Specialist in Music Performance</td>
<td>30</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>Electives</td>
</tr>
<tr>
<td>N Texas</td>
<td>Graduate Artist Certificate</td>
<td>32</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>Electives</td>
</tr>
<tr>
<td>U Colorado</td>
<td>Professional Certificate Woodwind Performance</td>
<td>24</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>Electives</td>
</tr>
<tr>
<td>U Arkansas</td>
<td>Grad Certificate Advanced Instrumental Performance</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>6 hours electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U Wyoming</td>
<td>Performer Certificate</td>
<td>30</td>
<td>4</td>
<td>2</td>
<td>Ensemb, Chmb, or Accmp</td>
<td>10 hours electives</td>
<td></td>
</tr>
<tr>
<td>Columbus St</td>
<td>Artist Diploma Certificate</td>
<td>24</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

The UGA program would closely parallel these national models in its curricular structure. The basic approach of all such programs has its roots in focused private lessons, generally spread over 4 semesters. Other courses commonly found are recitals, large ensembles (or opera for voice...
students, or collaborative piano—accompanying—for pianists, and chamber music). There are no significant differences in the UGA proposed curriculum.

The performance standards for this program would be based on existing assessment approaches already used in graduate Master and Doctoral programs in music performance. Students would be expected to perform individually and in small and large ensembles at a high level, will be evaluated in performance juries at the close of each semester, and will offer at least one public recital each year.

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

The University of Georgia Hugh Hodgson School of Music is accredited by the National Association of Schools of Music (NASM). The current Handbook 2016-17 describes the professional standards and expectations of non-degree programs, including:

- Section XVII. Non-Degree-Granting Programs in Music
- Section XVIII. Admission to Professional Postsecondary Non-Degree-Granting Programs in Music
- Section XIX. Specific Professional Postsecondary Non-Degree-Granting Programs

These NASM standards are given as Appendix 1 to this report. The significant elements found in those standards, and our ability to meet those standards, are stated in this proposal, with particular note to the following:

XVII.C. (NASM Handbook, p. 137)

The awarding of a certificate, diploma, or equivalent implies the successful completion of a prescribed course of study oriented to the achievement of specific results.

We meet this standard through the defined curriculum and stated program outcomes.

XVII.F. (NASM Handbook, p. 138)

F. Resources

1. Resources must be sufficient to support the purposes, goals, objectives, and content of non-degree-granting programs and must meet NASM operational requirements in this regard (see Section II.).

   This proposal refers to those general areas of program support that are inherit in our existing degree programs, including size and scope, finances, governance and administration, faculty and staff, facilities, equipment, technology, health and safety, library and learning resources, recruitment, admission-retention, record keeping, advisement, published materials and web sites, and community involvement. These resources, required for the certificate program, have previously been evaluated in the context of accreditation for our existing degree programs and have been found to be outstanding.

2. Curricular components of non-degree-granting programs must meet NASM requirements in Section III. (including, but not limited to Credit and Time Requirements; Time on Task, Curricular Proportions, and Competencies; Forms of Instruction, Requirements, and Electives; Individual Program Continuity; Residence).
These NASM requirements and standards are those same standards which NASM applies to our degree-granting programs and which have already been accredited. The same areas apply to the certificate program.

XVIII (NASM Handbook, p. 138)

A. Admission Criteria. Institutions are responsible for establishing specific admission policies or requirements for their non-degree-granting programs in music. Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual programs.

Admission to the Performance Certificate program will be based on prior achievement of at least the level of an undergraduate degree in music and on a stringent performance audition. Diversity of backgrounds will be considered, particularly in the case of foreign students, who will often be graduates of music conservatories.

B. High School Diploma

Not applicable. We are requiring at least one music degree beyond high school.

C. Music Aptitudes and Achievements

1. Auditions and Evaluations. Member institutions must require auditions or other evaluations as part of the admission decision to any professional certificate or diploma requiring more than 30 semester hours or the equivalent, or to any program for which students are eligible for governmentally funded or guaranteed loans or grants.

An audition will be required of all applicants to this program.

2. Professional Certificates or Diplomas. Admission procedures for professional certificates or diplomas in music should develop evidence that the candidate possesses the requisite talent, the potential to develop high-level competencies as a practitioner, artistic sensibilities, and a strong sense of commitment.

Admissions criteria for the UGA Performer Certificate would be controlled by the UGA Graduate School, as students will enter UGA as non-degree seeking students, and by the HHSOM. Admission to the Graduate School would require proof of completion of a Bachelors degree in Music, or the Conservatory equivalent, and other Graduate School requirements. Applicants must hold an undergraduate degree from a regionally accredited institution or the international equivalent. Students may enroll in the Performer Certificate without passing the TOEFL, if they enroll in the Intensive English Program (IEP) at UGA when they arrive. If they choose to take the TOEFL, they can test out of the IEP requirement if they pass the TOEFL exam at the minimum score used by the Office of International Education for the J-1 “Visiting Scholars” program (60 overall score, 17 speaking score minimum). Admission to the Certificate Program through the HHSOM will be by audition, conducted by at least three members of the relevant music faculty. Entering performance levels must meet standards that show significant promise of success as a professional performing musician.

D. Admission to Advanced Standing. Students who are able to pass examinations in music demonstrating competence beyond that required for entrance may be exempted from one or more courses in the subject or subjects covered by the examinations, provided that such demonstration of competence is confirmed by further successful study in residence in the same field.

Not applicable. This certificate program is based on performance progress on an individualized basis. No coursework will or can be exempted.

XIX. Specific Professional Postsecondary non-degree-granting programs (NASM Handbook, p. 139)
A. Specific coherent sets of purposes shall be developed and published that include, but are not limited to:

1. Title or basic information regarding subject matter, techniques, or issues to be addressed;
2. The level and length of the program; and
3. Specific content, methods, and perspectives used to consider subject matter, techniques, or issues, including expectations regarding:
   a. Specific artistic, intellectual, or disciplinary engagement; and
   b. Breadth and depth in component disciplines and specializations.

These standards are addressed earlier in this document.

B. Applicable prerequisites for courses or curricula shall be clearly stated, especially with regard to levels of competence in specific disciplines central to the artistic or educational purposes and content.

C. There must be clear descriptions of what students are expected to know and be able to do upon completion consistent with Section XIX.A., and effective mechanisms for assessing student competencies against these expectations. For programs with specific emphases or concentrations such as performance, musicianship skills, theory, history, etc., students shall be expected to develop the same competencies in the area(s) of specific emphasis or concentration as those required for degree programs at the level of the program.

These expectations must include, but are not limited to:

1. Achieving a measurable degree of advancement in and fulfillment of specified and stated program purposes including mastery in the content and in at least one of the sets of traditional or innovative techniques appropriate to their craft or field of study;
2. Developing an effective work process and a coherent set of ideas and goals which are embodied in their work; and
3. Developing a significant body of knowledge and skills sufficient for evaluation and a level of artistry and/or technical proficiency and/or scholarly competence observable in work acceptable for public exhibition or publication.

D. Evaluation mechanisms shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the specific approach(es) involved.

The same methods and standards for assessment and evaluation of student accomplishment found in our degree-awarding programs will be applied to the Performer Certificate program. These include a performance jury before a body of faculty each semester, evaluation of required recitals, and graded evaluations of lesson progress. These objective measures will give clear understanding of appropriate progress and provide the means to understand mastery of content and technique, effective work process, and depth of knowledge and skills.

E. Guidance, counseling, and mentoring shall be adequate to support the achievement of purposes.

Individual studio teachers will serve as counselors and mentors to each student enrolling in the program. This will consist of weekly, one-on-one discussions and evaluations of the student’s goals, progress, and achievement.

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify
**how many full-time faculty will provide direct instructional support to this program.**

The HHSOM faculty includes instructors of advanced degrees and achievement who will direct this program. All faculty resources currently exist at UGA to meet the needs of this program. No additions to the faculty or other new resources will be required to fully implement the program. Each student’s program is individually attached to a specific studio; there are 18 current instrumental/vocal studios in the HHSOM, supported by 31 full-time, tenured and tenure-track members of the faculty.

As noted earlier, enrollment in this program will be small, with only 4-8 students admitted at a time, and thus 8-16 enrolled in both years. There are 28 individual performance studios (flute, oboe, 3 voice studios, 4 piano studios, 2 trumpet studios, trombone, etc.), and we do not expect more than 1-2 students enrolled in any individual studio. This will have no impact on degree-seeking students and our capacity to serve those programs—any student accepted into the performance certificate program will be enrolled above the normal studio load expectation of 16 students, which serves as a foundation of our degree programs.

**B. In addition, for each faculty member directly involved in this program, list:**

1) Name, rank, degrees, academic specialty, educational background
2) Special qualifications related to this program
3) Relevant professional and scholarly activity for past five years
4) Projected responsibility in this program and required adjustments in current assignments

See Appendix B.

**C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.**

No additions to the faculty are necessary.

**6. Library, computer, and other instructional resources must be sufficient to adequately support the program.**

**A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.**

Library research and resources are not an essential part of this certificate program. Nevertheless, we currently have a music library and collection that supports graduate, doctoral-level research, more than adequate to meet the needs of this program.

**B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.**

Computer equipment, instructional equipment, laboratory equipment, and other research support sources are not germane to the focus of this music performance program. The students will fundamentally require their instrument (which they own), practice rooms (available in adequate
supply in the HHSOM), the instruction through their curriculum.

7. **Physical facilities necessary to fully implement the program must be available.**

*Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program’s full implementation of the program should also be identified.*

Opened in fall 1995, the Performing and Visual Arts Complex is a community of four buildings on the growing East Campus of the University. It includes the Hugh Hodgson School of Music, the Performing Arts Center, the Georgia Museum of Art, and the Lamar Dodd School of Art. The Hugh Hodgson School of Music is housed in the five-story Music Building and the adjacent Performing Arts Center. Students perform regularly in five separate halls.

- The 1,100-seat Hodgson Concert Hall is an acoustical gem that hosts concerts by many of the world’s most prominent artists as well as the Hugh Hodgson School of Music’s major ensembles.
- Edge Recital Hall and Ramsey Concert Hall provide ideal settings for chamber ensembles and solo recitals.
- Opera performances are staged annually in the beautifully restored proscenium theatre in the Fine Arts Building on the historic North Campus.
- Danz Hall is an innovative black-box, multimedia, new-music performance space.

The Music Building includes soundproof practice rooms, chamber and large-ensemble rehearsal areas, a generous percussion suite, three electronic music studios, computer labs, music library, technology classrooms, and two state-of-the-art digital piano labs with individual digital/MIDI workstations. UGA is an All-Steinway school, and two full-time piano technicians maintain the school’s more than 100 pianos. Hodgson School ensembles rehearse in the Betsy Tant Leebern Band Rehearsal Hall, Presser Choral Suite, and the Katherine John Murphy Foundation Orchestra Hall.

The comprehensive and expansive nature of these facilities is more than adequate to meet the needs of this Performer Certificate program. No additional space or remodeling is envisioned or required for this program to succeed.

8. **The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.**

A. **Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.**

   (1) **Personnel**
   (2) **Operating Costs**
   (3) **Capital Outlays**
   (4) **Library Acquisitions**
   (5) **Total**

*First year Second year Third year*
No new funding beyond existing budgets will be required to run this certificate program in any year.

B. **Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.**

No fellowships, assistantships, scholarships, etc. are envisioned in support of this program. Participants will be entirely self-funding.

9. **Commitments of financial support needed to initiate and fully develop the program must be secured.**

A. **Identify the sources of additional funds needed to support the program and the probability of their availability.**

B. **It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.**

No additional funding or new facilities are required. No capital funding is needed.

10. **Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.**

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards.

Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

A comprehensive school of music, such as the Hugh Hodgson School, is a diverse and specialized collection of scholars, performers, technicians, administrators, and staff that seeks to promote the missions of the school, college, and university. With organizations as distinct as opera, the Redcoat Marching Band, international scholars, sound recording engineers, performing virtuosos, piano technicians, an electronic “new music” center, and clinical music therapy programs, the organization of the school addresses each diverse need in a comprehensive manner.

Two Associate Directors, a Performance Coordinator, and an Undergraduate Coordinator provide assistance to the Director in the administration of the school. A basic division separates the academic programs of the school (undergraduate and graduate) and pragmatic operations (performance and facilities). Serving within those areas are faculty committees and officers who help govern daily operations.

The faculty of the HHSOM is rigorously involved in the governance of the School. Meetings of the faculty as a whole occur monthly and are forums to discuss current business of the school, futures
planning, curricula, budgetary concerns, promotion and tenure, and other matters that pertain to the school as a whole. A key organization is the Area Chair Council, which meets bi-weekly. Other faculty committees oversee curricula (Graduate and Undergraduate Committees), technology, external affairs, and travel. At the core of our academic programs are “Areas,” which divide the faculty into groups corresponding to our primary disciplines, including woodwinds, brass, keyboard, strings, voice, percussion, conductors, musicology/ethnomusicology, composition/theory, and education/therapy. These areas meet at least monthly, directed by a chair elected from the area members, to resolve concerns, plan, recommend loads, and discuss assessment.

As a post-baccalaureate, non-degree-granting program, the Performer Certificate will exist in parallel to other advanced degree-granting performance programs of the HHSOM. This group of programs falls under the direction of individual performance studios, performance areas (such as woodwinds or brass), and ultimately are overseen by the Associate Directors (one for Graduate Studies and Research, the other for Undergraduate Studies). Relevant faculty committees that will direct program structure and other decisions include the HHSOM Graduate Committee and Performance Committee. This structure is in keeping with best practices and professional, accepted standards.

As noted above, students will be admitted to the program through proof of having completed the equivalent of a US baccalaureate degree in music and a rigorous performance audition. US applicants must hold an undergraduate degree from a regionally accredited institution. The individual, specific degrees these students will hold upon arrival will vary, depending on the university and music conservatories that provide their training; many foreign students will have conservatory degrees (instead of university degrees) beyond the high-school level (such as from the Conservatoire de Paris, the Conservatorio di Musica “Giuseppe Verdi” di Milano, the Central Conservatory of Music in Beijing, the Moscow Conservatory, the Royal Academy of Music in London, or the Hochschule für Musik Hans Eisler in Berlin).

The nature of assessment in this program is intense, with weekly lessons and juries every semester by appropriate faculty in the student’s area of performance. Consistent advising and mentoring of these students will be a reliable and will be an emphasized feature of its success.
APPENDIX 1

National Association of Schools of Music Handbook 2016-2017
National Accreditation Standards for Non-Degree-Granting Programs in Music
especially performance practices, and analytical skills in music theory are highly developed. Competencies also include a comprehensive knowledge of repertory and literature in the area of specialization.

h. The Doctorate in Sacred Music. The doctoral program in sacred music emphasizes the various applications of music and musical studies to religious settings and/or religious thought. Programs vary in their specific objectives and normally include studies to enhance musical and historical perspective, especially with regard to the development of religion and church music practices.

i. The Doctorate in Music Theory. The doctoral degree program in music theory emphasizes studies in the organization, language, and grammar of music. Competencies also include a broad knowledge of music history, aesthetics, acoustics, technological means of research, and the ability to clarify issues of musical structure.

XVII. NON-DEGREE-GRANTING PROGRAMS IN MUSIC

A. Basic Program Types. The National Association of Schools of Music recognizes two distinct types of non-degree-granting programs:

1. Community or Precollegiate Education. Non-degree-granting programs of study for children, youth, and adults, often in the institution’s local community. These range from private lessons to large institutionalized programs with specialized professional faculty and administration. Community Music School, Preparatory Program, Community Division, Magnet School, and Performing and Visual Arts School, are among the many titles used to designate such programs.

NASM will process applications for Membership from independent schools in this category, including boarding or day schools offering general education, only if the school is accredited by the Accrediting Commission for Community and Precollegiate Arts Schools (see NASM Bylaws, Article I.).

2. Postsecondary Professional Education and Training. Nondegree-granting programs of study in a particular field or fields of music. These programs are at the collegiate or graduate level.

B. Fundamental Purposes and Principles

1. Purposes. Each institution is responsible for developing and defining the specific purposes of its overall non-degree-granting program in music and of each non-degree-granting program it offers.

2. Relationships: Purposes, Content, and Requirements

a. For each non-degree-granting program, there must be logical and functioning relationships among purposes, structure, and content, and levels of competency or proficiency expected for continuation or completion.

b. For each non-degree-granting program, the program or curricular structure and any requirements for admission, continuation, or completion must be consistent with program purposes and content.

c. Titles of programs must be consistent with their content.

C. Certificates and Diploma Programs. The awarding of a certificate, diploma, or equivalent implies the successful completion of a prescribed course of study oriented to the achievement of specific results.

D. Independent Study. Programs that include or are based upon independent study must meet applicable requirements in Standards III., Music Program Components.
E. Programs Involving Distance Learning, Disciplines in Combination, or with a Focus on Electronic Media. Programs in these categories must meet applicable requirements in Standards III., Music Program Components.

F. Resources

1. Resources must be sufficient to support the purposes, goals, objectives, and content of non-degree-granting programs and must meet NASM operational requirements in this regard (see Standards II.).

2. Curricular components of non-degree-granting programs must meet NASM requirements in Standards III. (including, but not limited to Credit and Time Requirements; Time on Task, Curricular Proportions, and Competencies; Forms of Instruction, Requirements, and Electives; Individual Program Continuity; Residence).

3. The standards applicable to each non-degree-granting program are comprised of those referenced in Standards XVII.F.1. and 2. above, as well as those outlined for specific programs that follow.

XVIII. ADMISSION TO PROFESSIONAL POSTSECONDARY NON-DEGREE-GRANTING PROGRAMS IN MUSIC

A. Admission Criteria. Institutions are responsible for establishing specific admission policies or requirements for their non-degree-granting programs in music. Admission standards must be sufficiently high to predict the prospect of success in the program for which the student is enrolling. Diversities of previous education, background, and interests of applicants should be considered in assessments of potential as appropriate to the specific purposes of individual programs.

B. High School Diploma

1. The admission policy must be clearly stated with respect to students entering from high schools.

2. Applicants to postsecondary certificate or diploma programs at non-degree-granting institutions must have a high school diploma or its recognized equivalent. Students who are currently attending high school or who have not received their high school diploma or equivalent may attend classes in certificate or diploma programs, but are considered special students and are not candidates for the certificate or diploma. Special students who subsequently complete high school or who pass the G.E.D. examination, or a nationally recognized equivalent, may apply for advanced standing or similar statuses in the postsecondary certificate or diploma program, according to the policies of the institution.

C. Music Aptitudes and Achievements

1. Auditions and Evaluations. Member institutions must require auditions or other evaluations as part of the admission decision to any professional certificate or diploma requiring more than 30 semester hours or the equivalent, or to any program for which students are eligible for governmentally funded or guaranteed loans or grants.

2. Professional Certificates or Diplomas. Admission procedures for professional certificates or diplomas in music should develop evidence that the candidate possesses the requisite talent, the potential to develop high-level competencies as a practitioner, artistic sensibilities, and a strong sense of commitment.

D. Admission to Advanced Standing. Students who are able to pass examinations in music demonstrating competence beyond that required for entrance may be exempted from one or more courses in the subject or subjects covered by the examinations, provided that such demonstration of competence is confirmed by further successful study in residence in the same field.
APPENDIX 2
Hugh Hodgson School of Music
Faculty Qualifications
<table>
<thead>
<tr>
<th>Name</th>
<th>Year Hired</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Degree</th>
<th>Biographical Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Timothy</td>
<td>2010</td>
<td>Prof Percussion</td>
<td>T</td>
<td>MM &amp; BM/Cleveland Institute of Music/Percussion Performance</td>
<td><a href="http://music.uga.edu/people/timothy-k-adams-jr">http://music.uga.edu/people/timothy-k-adams-jr</a></td>
</tr>
<tr>
<td>Ambartsumian, Levon</td>
<td>1995</td>
<td>Prof Violin</td>
<td>T</td>
<td>DMA, MM &amp; BM/Moscow Tchaikovsky Conservatory/Violin Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/levon-ambartsumian">https://musi.franklin.uga.edu/people/levon-ambartsumian</a></td>
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<tr>
<td>Azimkhodjaeva, Shakhi da</td>
<td>1995</td>
<td>Ac Prof Violin</td>
<td>X</td>
<td>MM/Moscow Tchaikovsky Conservatory/Violin with Piano minor; BM/Uzbekistan Special Music College/Violin with Piano minor</td>
<td><a href="https://musi.franklin.uga.edu/people/shakhida-azimkhodjaeva">https://musi.franklin.uga.edu/people/shakhida-azimkhodjaeva</a></td>
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<tr>
<td>Bara, Daniel</td>
<td>2010</td>
<td>Prof Choral</td>
<td>T</td>
<td>DMA/Eastman-University of Rochester/Conducting-Choral; MM/University of Michigan/Conducting-Choral &amp; Performance-Organ; BM University of Michigan/Performance-Organ</td>
<td><a href="http://www.music.uga.edu/people/daniel-bara">http://www.music.uga.edu/people/daniel-bara</a></td>
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<tr>
<td>Bawcum, Brett</td>
<td>2010</td>
<td>Ac Prof Band</td>
<td>X</td>
<td>DMA in Progress/UGA/Music Education with Conducting minor; MM/UGA/Conducting; BMUS/UGA/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/brett-bawcum">https://musi.franklin.uga.edu/people/brett-bawcum</a></td>
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<td>Broughton, Gregory S.</td>
<td>1991</td>
<td>Assc Prof Voice</td>
<td>T</td>
<td>DMA &amp; MM/University of Michigan/Vocal Performance; BS/University of Tennessee/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/gregory-broughton">https://musi.franklin.uga.edu/people/gregory-broughton</a></td>
</tr>
<tr>
<td>Burchinal, Frederick</td>
<td>2006</td>
<td>Prof Voice</td>
<td>T</td>
<td>MM/Kansas State/; BMed/Kansas State/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/frederick-burchinal">https://musi.franklin.uga.edu/people/frederick-burchinal</a></td>
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<tr>
<td>Burnett, J. D.</td>
<td>2013</td>
<td>Asst Prof Choral</td>
<td>TT</td>
<td>DMA/University of North Texas/Choral Conducting; MM/Westminster Choir College/Choral Conducting/BM/Oklahoma State University/Vocal Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/jd-burnett">https://musi.franklin.uga.edu/people/jd-burnett</a></td>
</tr>
<tr>
<td>Bynum, Josh</td>
<td>2010</td>
<td>Assc Prof Trombone</td>
<td>T</td>
<td>DMA/University of Iowa/Performance &amp; Pedagogy in Trombone; MM/Temple University/Performance in Trombone; BM/Jacksonville State University/Music Education</td>
<td><a href="http://www.music.uga.edu/people/joshua-bynum">http://www.music.uga.edu/people/joshua-bynum</a></td>
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<tr>
<td>Cedel, Mark</td>
<td>1994</td>
<td>Prof Orchestra</td>
<td>T</td>
<td>MM/North Carolina School of the Arts/Conducting; BM/Curtis Institute of Music/Viola</td>
<td><a href="https://musi.franklin.uga.edu/people/mark-cedel">https://musi.franklin.uga.edu/people/mark-cedel</a></td>
</tr>
<tr>
<td>Childs, Adrian P.</td>
<td>1994</td>
<td>Assc Prof Composition</td>
<td>T</td>
<td>PhD &amp; MA/University of Chicago/ Music Theory and Composition; BS/Massachusetts Institute of Technology/Mathematics &amp; Music</td>
<td><a href="http://www.music.uga.edu/people/adrian-p-childs">http://www.music.uga.edu/people/adrian-p-childs</a></td>
</tr>
<tr>
<td>Craswell, Brandon</td>
<td>2008</td>
<td>Assc Prof Trumpet</td>
<td>T</td>
<td>DMA/University of Kentucky/Performance-Trumpet/MM &amp; BM/Indiana University/Performance-Trumpet</td>
<td><a href="http://www.music.uga.edu/people/brandon-craswell">http://www.music.uga.edu/people/brandon-craswell</a></td>
</tr>
<tr>
<td>D'Angelo, David</td>
<td>2012</td>
<td>Temp. Instructor</td>
<td>X</td>
<td>MM/Youngstown State University/Woodwind Specialist; BM/Youngstown/Music Education, K-12, Clarinet</td>
<td><a href="https://musi.franklin.uga.edu/people/david-dangelo">https://musi.franklin.uga.edu/people/david-dangelo</a></td>
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<tr>
<td>Denton, Damon</td>
<td>2010</td>
<td>Ac Prof Accompanist</td>
<td>X</td>
<td>MM/The Juilliard School/Performance-Piano; BMUS/Peabody Institute/Performance-Piano</td>
<td><a href="https://musi.franklin.uga.edu/people/damon-denton">https://musi.franklin.uga.edu/people/damon-denton</a></td>
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<tr>
<td>Foreman, George</td>
<td>2011</td>
<td>Asst Prof Musicology</td>
<td>PhD &amp; M. Phil/University of Kansas/Musicology; MA/University of New Mexico/Musicology/B.M.Ed/University of New Mexico/ Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/george-foreman">https://musi.franklin.uga.edu/people/george-foreman</a></td>
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<td>Frigo, Connie</td>
<td>2011</td>
<td>Asst Prof Saxophone</td>
<td>DMA/University of South Carolina/Saxophon Performance; MM/University of Illinois/Saxophone Performance; BM/Ithaca College/Saxophone Performance; Performance Diploma/Conservatorium van Amsterdam/Fulbright Scholar/</td>
<td><a href="https://musi.franklin.uga.edu/people/connie-frigo">https://musi.franklin.uga.edu/people/connie-frigo</a></td>
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<td>Gertsch, Emily</td>
<td>2012</td>
<td>Lecturer Theory</td>
<td>PhD/Florida State University/Music Theory; MM/Catholic University of America/Piano Pedagogy; BM/Forman University/Piano Performance &amp; Music Theory</td>
<td><a href="http://www.music.uga.edu/people/Emily-gertsch">http://www.music.uga.edu/people/Emily-gertsch</a></td>
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<td>Graber, Naomi</td>
<td>2013</td>
<td>Asst Prof Musicology</td>
<td>PhD &amp; MA/University of North Carolina-Chapel Hill/Musicology; AB/Brandeis University/Music, English &amp; Literature</td>
<td><a href="https://musi.franklin.uga.edu/people/naomi-graber">https://musi.franklin.uga.edu/people/naomi-graber</a></td>
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<td>Griffith, Paul</td>
<td>2016</td>
<td>Asst Prof Recording</td>
<td>BM/University of Miami/Music Engineering Technology</td>
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<tr>
<td>Haas, David</td>
<td>1989</td>
<td>Prof Musicology</td>
<td>PhD &amp; MA/University of Michigan/Music History/Musicology; BM/University of Cincinnati/French Horn Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/david-haas">https://musi.franklin.uga.edu/people/david-haas</a></td>
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<td>Hartenberger, Jaclyn</td>
<td>2013</td>
<td>Asst Prof Band</td>
<td>DMA &amp; MM/University of Texas-Austin/Conducting-Wind; BM/University of North Texas/Music Education with Minor in Applied Horn Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/jaclyn-hartenberger">https://musi.franklin.uga.edu/people/jaclyn-hartenberger</a></td>
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<td>Heald, Michael</td>
<td>1999</td>
<td>Asst Prof Violin</td>
<td>DMA &amp; MM/Michigan State University/Violin Performance; Undergraduate Diploma/Royal Northern College of Music, UK/Violin</td>
<td><a href="https://musi.franklin.uga.edu/people/michael-heald">https://musi.franklin.uga.edu/people/michael-heald</a></td>
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<td>Jones-Reus, Angela</td>
<td>2001</td>
<td>Prof Flute</td>
<td>MM/The Juilliard School/Flute Performance; BM/University of North Carolina School of the Arts/Flute Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/angela-jones-reus">https://musi.franklin.uga.edu/people/angela-jones-reus</a></td>
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<tr>
<td>Roberts, Adam</td>
<td>2016</td>
<td>LT Asst Prof Composition</td>
<td>PhD Harvard University, Postgrad Diploma Universität für darstellende Kunst and Musik, Vienna, BM Eastman School of Music</td>
<td><a href="http://www.jessejonescomposer.com/about">http://www.jessejonescomposer.com/about</a></td>
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<td>Jutras, Peter</td>
<td>2006</td>
<td>Asst Prof Piano</td>
<td>PhD/University of North Texas/Music Education; MM/Southern Methodist University/Piano Performance and Pedagogy; BM/Eastman/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/peter-jutras">https://musi.franklin.uga.edu/people/peter-jutras</a></td>
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<tr>
<td>Kennedy, Roy</td>
<td>2002</td>
<td>Asst Prof Therapy</td>
<td>PhD/University of Kansas/Music Education; MM/East Carolina University/Music Education; BM/ University of North Carolina-Greensboro/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/roy-kennedy">https://musi.franklin.uga.edu/people/roy-kennedy</a></td>
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<tr>
<td>Kidula, Jean</td>
<td>1998</td>
<td>Prof Ethnomusic.</td>
<td>PhD/University of California-Los Angeles/Ethnomusciology; MM/East Carolina University/Ethnomusiciology; Diploma/Goshen College/Piano Pedagogy; B. Ed/Nairobi University/Music &amp; French</td>
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<td>Lane, Peter</td>
<td>2015</td>
<td>Asst Prof, Composition</td>
<td>PhD &amp; MA/Brandeis University/Music Composition and Theory; BM/University of Miami/Music Theory and Composition</td>
<td><a href="https://musi.franklin.uga.edu/people/peter-lane">https://musi.franklin.uga.edu/people/peter-lane</a></td>
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<td>Legette, Roy</td>
<td>1999</td>
<td>Asst Prof Education</td>
<td>PhD/Florida State University/Music Education/MA; University of Iowa/Music Education; Certifications/Orff-Schulwerk Level I-III</td>
<td><a href="https://musi.franklin.uga.edu/people/roy-legette">https://musi.franklin.uga.edu/people/roy-legette</a></td>
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<tr>
<td>Link, Dorothea</td>
<td>2000</td>
<td>Prof Musicology</td>
<td>PhD &amp; MA/University of Toronto/Musicology; BA/McGill University/Philosophy</td>
<td><a href="https://musi.franklin.uga.edu/people/dorothea-link">https://musi.franklin.uga.edu/people/dorothea-link</a></td>
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<tr>
<td>Martin-Williams, Jean</td>
<td>1990</td>
<td>Prof, horn</td>
<td>DMA, MM &amp; BM/Manhattan School of Music/Horn Performance</td>
<td><a href="http://www.music.uga.edu/people/jean-martin-williams">http://www.music.uga.edu/people/jean-martin-williams</a></td>
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<td>Messich, Reid</td>
<td>2010</td>
<td>Asst Prof oboe</td>
<td>DMA &amp; MM/Florida State University/Performance-Oboe; BM/Curtis Institute of Music/Performance-Oboe</td>
<td><a href="https://musi.franklin.uga.edu/people/reid-messich">https://musi.franklin.uga.edu/people/reid-messich</a></td>
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<td>Monson, Dale</td>
<td>2009</td>
<td>Professor/Director musicology</td>
<td>PhD/Columbia University/Historical Musicology; MA/Brigham Young University/Music Theory &amp; Orchestra Conducting; BA/Brigham Young/Clarinet Performance with German minor</td>
<td><a href="https://musi.franklin.uga.edu/people/dale-monson">https://musi.franklin.uga.edu/people/dale-monson</a></td>
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<td>Knight, Elizabeth</td>
<td>2016</td>
<td>Lect Voice</td>
<td>DMA Univ North Texas, MM Indiana University, BM Univ Mississippi</td>
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<td>Pollard, Amy</td>
<td>2009</td>
<td>Asst Prof bassoon</td>
<td>DMA &amp; MM/University of Cincinnati/Performance-Bassoon; BM/Louisiana State University/Performance-Bassoon</td>
<td><a href="https://musi.franklin.uga.edu/people/amy-pollard">https://musi.franklin.uga.edu/people/amy-pollard</a></td>
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<td>Rivkin, Evgeny</td>
<td>1995</td>
<td>Prof piano</td>
<td>DM &amp; MM/Moscow Conservatory/Performance-Piano; BM/Nizhny Novgorod Music College/Performance-Piano</td>
<td><a href="https://musi.franklin.uga.edu/people/evgeny-rivkin">https://musi.franklin.uga.edu/people/evgeny-rivkin</a></td>
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<td>Robinson, Michael</td>
<td>2008</td>
<td>Asst Prof band</td>
<td>DMA/University of Miami/Instrumental Conducting; MM &amp; BM/University of Miami/Music Education</td>
<td><a href="https://musi.franklin.uga.edu/people/michael-robinson">https://musi.franklin.uga.edu/people/michael-robinson</a></td>
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<td>Satterwhite, Dwight</td>
<td>1984</td>
<td>Prof band</td>
<td>DE, MA &amp; BS/University of Alabama/Musice Education</td>
<td><a href="http://www.music.uga.edu/people/dwight-satterwhite">http://www.music.uga.edu/people/dwight-satterwhite</a></td>
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<td>Scott, Arvin</td>
<td>1996</td>
<td>Lect percussion</td>
<td>PhD/The Union Institute/Multicultural Percussion and Music Technology; M.Ed./Cambridge College/Education/Professional Diploma; Berklee College of Music/General Music</td>
<td><a href="http://music.uga.edu/people/arvin-scott">http://music.uga.edu/people/arvin-scott</a></td>
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<td>Sheludyakov, Anatoly</td>
<td>2006</td>
<td>Ac Prof accompanist</td>
<td>DMA/Gnessin's Music Academy of Moscow/Piano Performance; MM/Moscow Tchaikovsky Conservatory/Composition; MM &amp; BM/Gnessin's/Piano Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/anatoly-sheludyakov">https://musi.franklin.uga.edu/people/anatoly-sheludyakov</a></td>
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<td>Simpson-Litke, Rebecca</td>
<td>2012</td>
<td>Asst Prof theory</td>
<td>PhD &amp; MA/University of British Columbia/Music Theory; BM/University of Manitoba/Flute Performance</td>
<td><a href="http://www.music.uga.edu/people/rebecca-simpson-litke">http://www.music.uga.edu/people/rebecca-simpson-litke</a></td>
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<td>Smith, Phil</td>
<td>2014</td>
<td>Prof trumpet</td>
<td>T</td>
<td>MM &amp; BM/The Juilliard School/Trumpet Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/philip-smith">https://musi.franklin.uga.edu/people/philip-smith</a></td>
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<td>Snyder, Maggie</td>
<td>2010</td>
<td>Asst Prof viola</td>
<td>T</td>
<td>MM &amp; Performance Diploma/Peabody Conservatory/Viola Performance; BM/University of Memphis/Viola Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/maggie-snyder">https://musi.franklin.uga.edu/people/maggie-snyder</a></td>
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<td>Bolshoy, Daniel</td>
<td>2016</td>
<td>Lect guitar</td>
<td>X</td>
<td>DM Indiana University, MM Univ Denver Lamont School, BM U Denver Lamont School</td>
<td><a href="https://musi.franklin.uga.edu/people/philip-snyder">https://musi.franklin.uga.edu/people/philip-snyder</a></td>
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<td>Starkweather, David</td>
<td>1983</td>
<td>Prof cello</td>
<td>T</td>
<td>DMA &amp; MM/State University of New York-Stony Brook/Performance-Cello; BM/Eastman-University of Rochester/Performance-Cello</td>
<td><a href="https://musi.franklin.uga.edu/people/david-starkweather">https://musi.franklin.uga.edu/people/david-starkweather</a></td>
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<td>Stepanova, Liza</td>
<td>2015</td>
<td>Assistant Prof piano</td>
<td>X</td>
<td>DMU &amp; MM/The Juilliard School/Performance-Piano; BM/Academy of Music “Hans Eisler” Berlin Germany/Piano Performance and Pedagogy</td>
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<td>Taylor, Clint (Skip)</td>
<td>2001</td>
<td>Assc Prof education</td>
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<td>PhD/University of North Carolina-Greensboro/Music Education, Minors in Administrative Leadership, Research Methodology, Instrumental Conducting; MM/UNCG/Music Education; BM/Winthrop University/Music Education</td>
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<td>Thomas, Martha</td>
<td>1986</td>
<td>Prof piano</td>
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<td>DMU &amp; MM/The Juilliard School/Performance-Piano; BM/University of Texas - Austin/Piano; MM/University of Wisconsin-Madison/Performance-Piano; BM/University of Texas - Austin/Performance-Piano</td>
<td><a href="https://musi.franklin.uga.edu/people/martha-thomas">https://musi.franklin.uga.edu/people/martha-thomas</a></td>
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<td>Thomas, Susan*</td>
<td>2002</td>
<td>Assc Prof musicology</td>
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<td>PhD/Brandeis University/Musicology; MFA/Brandeis University/Women's Studies; MA/Tufts University/Ethnomusicology; MM/New England Conservatory/Vocal Performance; BM/University of California-Santa Barbara/Vocal Performance, Italian</td>
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<td>Tingler, Stephanie</td>
<td>1992</td>
<td>Assc Prof voice</td>
<td>T</td>
<td>DMA/Ohio State University/Vocal Performance; MM/Cleveland Institute of Music/Vocal Performance; BM/Northern Kentucky University/Vocal Performance; BA/East Carolina University/English</td>
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<td>Turner, Cynthia</td>
<td>2014</td>
<td>Prof band</td>
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<td>DMA/University of Rochester/Conducting; MM/University of Victoria/Music Education; BM/Queens University/Music Education</td>
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<td>Valdez, Stephen</td>
<td>1997</td>
<td>Assc Prof musicology</td>
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<td>DMA/University of Oregon/Music History, minor Music Theory; MM/New Mexico State University/Music History, minor Theory; BM/New Mexico St/Music Education</td>
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<td>Wesolowski, Brian</td>
<td>2012</td>
<td>Asst Prof education</td>
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<td>PhD/University of Miami/Music Education; MM/University of North Texas/Jazz Studies; MME/Oberlin College/Music Education; BM/Oberlin College/Music Ed/Jazz</td>
<td><a href="https://musi.franklin.uga.edu/people/brian-wesolowski">https://musi.franklin.uga.edu/people/brian-wesolowski</a></td>
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<td>Wright, Kathryn</td>
<td>2011</td>
<td>Ac Prof opera coach</td>
<td>X</td>
<td>BA/Columbia University/Music</td>
<td><a href="https://musi.franklin.uga.edu/people/kathryn-wright">https://musi.franklin.uga.edu/people/kathryn-wright</a></td>
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<td>Zerkel, David</td>
<td>2000</td>
<td>Prof tuba</td>
<td>T</td>
<td>MM/University of Maryland/Performance-Tuba, Euphonium; BM/Peabody Institute-Johns Hopkins University/Performance-Tuba, Euphonium</td>
<td><a href="http://www.music.uga.edu/people/david-zerkel">http://www.music.uga.edu/people/david-zerkel</a></td>
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## Part Time Faculty

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<th>Education/Background</th>
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<tr>
<td>Burchinal, Veronique</td>
<td>2006</td>
<td>Instructor PT</td>
<td>X</td>
<td>BS/Academy of Montpellier/Biology with Zoology minor</td>
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<td>Hargrave, Monica</td>
<td>1997</td>
<td>Instructor PT</td>
<td>X</td>
<td>MA/Interdenominational Theological Center/Religious-Sacred Music; BM/Indiana University/Harp Performance</td>
<td><a href="https://musi.franklin.uga.edu/people/monica-hargrave">https://musi.franklin.uga.edu/people/monica-hargrave</a></td>
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<td>Kilroe-Smith,</td>
<td>2015</td>
<td>Instructor PT</td>
<td>X</td>
<td>DMA/University of Georgia/Performance-Horn, Minor-Ethnomusicology/MM/University of Georgia/Performance-Horn/Higher Diploma/University of South Africa/Tertiary Education/BM/Nelson Mandela Metropolitan University /Performance-Horn</td>
<td><a href="http://www.ggc.edu/about-ggc/directory/catherine-kilroe-smith">http://www.ggc.edu/about-ggc/directory/catherine-kilroe-smith</a></td>
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<td>Litke, David</td>
<td>2014</td>
<td>Instructor PT</td>
<td>X</td>
<td>DMA &amp; MM/University of British Columbia/Composition; BM/University of Toronto/Composition</td>
<td><a href="http://www.davidlitke.net">http://www.davidlitke.net</a></td>
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<td>Ritchey, Ellen</td>
<td>2003</td>
<td>Instructor PT</td>
<td>X</td>
<td>DMA/University of Georgia/Voice Performance, minor Music History; MM/Southern Methodist University/Music Therapy &amp; Voice Opera; BM/UGA/Music Therapy</td>
<td><a href="https://musi.franklin.uga.edu/people/ellen-ritchey">https://musi.franklin.uga.edu/people/ellen-ritchey</a></td>
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<td>Toscano, Kimberley</td>
<td>2013</td>
<td>Instructor PT</td>
<td>X</td>
<td>MM/New England Conservatory of Music/Percussion Performance; BS/Hofstra University/Music Education</td>
<td><a href="http://music.uga.edu/people/kimberly-toscano-adams">http://music.uga.edu/people/kimberly-toscano-adams</a></td>
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February 27, 2018

Dr. Suzanne Barbour, Dean
Graduate School
University of Georgia
210 S. Jackson St.
Athens, Georgia 30602

Dear Dean Barbour:

The Warnell School of Forestry and Natural Resources is proposing to change the names of our Master of Science (MS) and Doctor of Philosophy (PhD) degrees. The proposed changes are as follows:

MS in Forest Resources to MS in Forestry and Natural Resources
PhD in Forest Resources to PhD in Forestry and Natural Resources.

The name of the Warnell School was changed from Forest Resources to Forestry and Natural Resources in 2006, but the graduate degree name was not changed. These name changes would mirror the name of the School and would more accurately reflect the diversity of disciplines represented. Furthermore, the change would help alleviate confusion for applicants who are applying in a non-forestry degree area, which is approximately 70% of all MS/PhD applicants. The proposed named change received strong support from the Warnell Graduate Affairs Committee and faculty.

Thank you for your consideration. Please contact me if you have questions.

Sincerely,

W. Dale Greene
Dean
**NAME CHANGE JUSTIFICATION FORM**

**School/College Name Changes:**
Current School/College Name: __________________________

Proposed School/College Name: __________________________

**Department Name Changes:**
Current Department Name: __________________________

Proposed Department Name: __________________________

**Major Name Changes:**

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<td>Forest Resources</td>
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**Certificate Name Changes:**

Current Certificate Name: __________________________

Proposed Certificate Name: __________________________

**Minor Name Changes:**

Current Minor Name: __________________________

Proposed Minor Name: __________________________

**Area of Emphasis Changes:**

Current Area of Emphasis Name: __________________________

Proposed Area of Emphasis Name: __________________________

**Prefix Changes:**

Current Prefix and Name: __________________________

Proposed Prefix and Name: __________________________

**JUSTIFICATION:**

Please attach a justification for the requested changes. The justification should include the desired term for the name change to be effective. When the new name is effective, the old name will no longer be available and all students will be moved to the new program name.
Justification for Requested Changes

The Warnell School of Forestry and Natural Resources proposes to change the major names for our Master of Science (MS) and Doctor of Philosophy (PhD) degrees. The MS in Forest Resources is proposed to change to MS in Forestry and Natural Resources. Similarly, the PhD in Forest Resources is proposed to change to PhD in Forestry and Natural Resources. These name changes mirror the name change of the School itself that occurred in 2006 and more accurately reflect the diversity of scholarship for students seeking these degrees. The proposed named change received strong support from the Warnell Graduate Affairs Committee and faculty.

Graduate student enrollment in the school is approximately 195, with nearly 80% of the students seeking MS and PhD degrees (fall 2017 data). Over 70% of the MS and PhD students are in natural resources disciplines outside of forestry, such as wildlife, fisheries and aquatic science, natural resource management and sustainability, and natural resources recreation and tourism. The changes require minimal resources and will help alleviate confusion of students applying to these degrees who are in our natural resources disciplines other than forestry.
NAME CHANGE APPROVAL PAGE:

Current Name(s): __MS in Forest Resources; PhD in Forest Resources

Proposed Name(s): __MS in Forestry and Natural Resources; PhD in Forestry and Natural Resources

Effective Term: __Fall 2018

Department: _N/A

Department Head Name (print): ________________________________

Department Head (sign & date): ________________________________

School/College: ____Warnell School of Forestry and Natural Resources

Dean Name (print): __W. Dale Greene

Dean (sign & date): ________________________________ 02-27-18

Completed proposals containing graduate programs should be submitted to the Graduate School at krabney@uga.edu or Graduate School, Terrell Hall.

Completed proposals containing undergraduate programs only should be submitted to the Office of Curriculum Systems at currsys@uga.edu or 319 New College.

For information or assistance, please contact the Office of Curriculum Systems at currsys@uga.edu or 542-6358.
February 2, 2018

Office of Curriculum Systems
319 New College
The University of Georgia

To whom it may concern:

Attached are forms requesting reactivation of the Master of Avian Medicine (MAM), Master of Avian Health and Medicine (MAHM) and Master of Food Animal Medicine (MFAM) programs in the Department of Population Health, College of Veterinary Medicine. These degree programs were deactivated when they were moved into the new college-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the MAM, MAHM and MFAM programs were deactivated rather than terminated.

The intention of moving the programs under the new college-wide CBS was to facilitate administration within the CVM. Our understanding, which turned out to be incorrect, was that the degrees could maintain their identity within the CVM’s college-wide CBS program. Because these are non-thesis, clinical degrees they actually do not fit within the CBS MS thesis program. Therefore, we are requesting that the MAM, MAHM and MFAM degrees be reactivated and administered as stand-alone clinical-based non-thesis degree programs in the Department of Population Health as they were previously. The degree requirements, curriculum, and faculty instructors in these programs remain the same. In addition, the college and department have the financial and physical resources to reinstate the programs.

There is a compelling argument and a significant benefit to doing this: the MAM degree dates back to 1969 and has become a nationally and internationally recognized brand for excellence in the field of avian medicine. The MAM degree program has been enormously successful. We consistently get 10 times the number of highly qualified applicants that we can accept into the program each year. In addition, all of our students have two to five job offers before they even graduate! There is no other degree program like it in the world. In addition, we have been successful following that branding strategy with the MAHM and MFAM degrees making these clinical degree programs in the UGA Graduate School unique among all other schools worldwide. Graduates from these programs are important for Georgia’s animal agriculture and thus, each of these degree programs have tremendous support from the poultry, cattle, dairy and swine industries in the state. Some of the highest ranking and most influential people in animal agriculture are University of Georgia MAM, MAHM and MFAM graduates. In addition, the Georgia state legislature has demonstrated its support of these programs by committing resources in FY18 for two new faculty positions in the Food Animal Health
and Medicine program and two support staff positions in the Poultry Diagnostic and Research Center in the Department of Population Health.

The Faculty in the Department, along with strong support from the industry and State legislature, are committed to maintaining the extremely high level of excellence for these clinical degree programs. Therefore, we request permission to reinstate the MAM, MAHM and MFAM programs to their prior standalone status in the Department of Population Health.

If you have any questions, please contact either myself at Lisa.Nolan@uga.edu or Dr. Mark Jackwood (Head, Department of Population Health) at mjjackwoo@uga.edu.

Sincerely,

Lisa K. Nolan, DVM, PhD
Dean and Professor
January 29, 2018

Dr. Suzanne Barbour
Dean of Graduate Studies
University of Georgia

Dear Dean Barbour,

Attached are forms requesting the reactivation of the Master of Avian Medicine (MAM), program in the Department of Population Health, College of Veterinary Medicine (CVM). This degree program was deactivated when it was moved into the college-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the MAM program was deactivated rather than terminated.

The intention of moving the MAM program under the CBS was to facilitate administration within the CVM. Our understanding, which turned out to be incorrect, was that the MAM degree could maintain its identity within the CVM’s college-wide CBS program. Furthermore, because the MAM is a non-thesis, clinical degree it actually does not fit within the CBS MS thesis program. Therefore, we are requesting that the MAM degree be reactivated and administrated as a stand-alone clinical-based non-thesis degree program in the Department of Population Health as it was previously. The degree requirements, curriculum, and faculty instructors in the program remain the same. In addition, the college and department have the financial and physical resources to reinstate the program.

The faculty in the Department of Population Health along with the strong support of the poultry industry are dedicated to maintaining the extremely high level of excellence already established for this clinical degree program. The faculty are committed, as am I, to grow the program to an average of 5 students per year within 5 years, which will eliminate the issue of this degree being identified as a low-producing program. Please know that low-enrollment for this program is not due to a lack of interest. We consistently get 10 times the number of highly qualified applicants that we typically accept into the program each year. Low MAM enrollment has been linked to limitations in financial as well as faculty and staff resources. We have strong college and industry support to address and remove these former limitations.

There is another significant reason to reactive the original MAM program: the MAM degree dates back to 1969 and currently is a nationally- and internationally- recognized brand for excellence in the field of avian medicine. Our first students graduated in 1971 and we
currently have 117 MAM alumni, many of whom have powerful leadership roles in the poultry industry. The MAM degree program remains enormously successful; all of our graduates have two to five job offers before they even graduate! There simply is no other degree program like the MAM, which makes UGA world renown as the place for avian medicine education.

In summary, because of the enormous value of this program to the poultry industry and to the College and University, we request reinstatement of the MAM program to its prior stand-alone status in the Department of Population Health.

If you have any questions, please contact me at the above number or at mjackwoo@uga.edu.

Sincerely,

Mark W. Jackwood, Ph.D.
The JR Glisson Professor of Avian Medicine and Head
Department of Population Health
January 26, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia  

Dear Dean Barbour,

I am writing you in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health, and to urge you to reinstate these programs as stand-alone, non-thesis degree programs. These clinical degree programs fulfill a critical need in the poultry industry not only in Georgia, but throughout the United States and indeed the world, through the development of highly qualified poultry veterinarians who have a firm scientific foundation and are superior problem solvers. Graduates of these programs have a practical working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

According to the USDA National Agricultural Statistics Service, The combined value of production from broilers, eggs, turkeys, and the value of sales from chickens in 2016 was $38.7 billion. Georgia is the number one broiler producing state, and accounted for $4.4 billion or 11.5% of that total. Poultry is the largest agricultural industry in Georgia, accounting for 47% of the farm gate value in the state. The entire economic impact of poultry, processing, and allied industries in the state is estimated at approximately $38 billion dollars; these industries employ about 138,000 people. All aspects of these industries, including the hatcheries, farms, processing plants, and allied industries such as vaccine and pharmaceutical firms depend on veterinarians trained in the MAM and MAHM programs.

It is my understanding that one of the past concerns with the MAM and MAHM programs was that they were “low-producing programs” in terms of number of graduates. The importance and value of a degree program cannot always be measured in terms of the number of graduates per year, and a set requirement that all approved degree programs must meet a minimum level of production is short-sighted and indefensible. The current economic structure of the integrated poultry industries results in a small number of highly qualified and trained individuals being responsible for the health programs for massive numbers of birds and farms, on a population basis. These individuals design, implement, monitor, and administer global health programs with assistance from trained lay persons, and their practice is fundamentally different from that of the typical fee-for-service practicing veterinarian. They are responsible for not only the health of the birds, but also for control of zoonotic diseases such as influenza; for control of food safety diseases such as Salmonella and Campylobacter, which represent major public health concerns.
in the United States; for responsible use of antibiotics and mitigation of antibiotic resistance; for
bird welfare programs; and for a myriad of other functions critical to the viability of the industry
and to public health and safety. The MAM program has in the past met the limited but
absolutely critical need for these small numbers of highly trained and specialized positions while
guarding against an oversupply and underemployment of the graduates. One can, and I do, argue
that our industry actually should employ more of these professionals to meet the mounting
challenges in bird health, food safety, animal welfare, antibiotic stewardship, and so forth. The
MAHM program was begun precisely to meet these needs, particularly in areas remote from
Georgia and the United States. The MAM program could similarly be expanded to the benefit of
Georgia and the United States, but that will require time and financial support.

A thesis is not necessary for this type of degree, which is purpose-designed to provide a critical
service to a major food production industry. Veterinary schools today train students primarily
for companion animal practice; this is understandable in view of the constantly expanding
knowledge base that must be absorbed, the trend toward specialization, and the demand for large
numbers of traditional small animal practitioners in relation to the numbers of food animal and
other types of veterinary practitioners needed to meet the needs of society. As a result, most
veterinary curricula contain little to no information on poultry. A student desiring to be a
competent poultry practitioner must either obtain the necessary knowledge via practical
experience, mentorship, and self-guided study, or complete advanced training such as the MAM
or MAHM. These degrees are therefore a critical extension of the DVM program (which is not a
thesis program) to produce a competent practitioner in a specialized field. While students in this
program need to understand and be prepared to evaluate scientific research, a thesis is not
necessary and in fact would interfere with the efficiency (both in terms of time and money) of
training a practitioner who needs to understand the specific diseases, population dynamics and
population medicine, and the structure and economic realities of commercial practice.

The MAM degree was established almost 50 years ago and has become a nationally and
internationally recognized brand for excellence in the field of avian medicine; it is currently
regarded as the gold standard for training commercial poultry veterinarians. In addition,
graduates of the online MAHM degree program have been very successful and this degree is also
becoming an established branded degree like the MAM degree.

The poultry and related industries rely on the MAM and MAHM programs as a source for their
industry veterinarians. Some of the highest-ranking and most influential people in the poultry
industry are University of Georgia MAM and MAHM graduates, and because of these programs,
UGA is known worldwide as the premier location for practical education in commercial avian
medicine. The head veterinarians at the two largest poultry producers in the United States are
MAM graduates: Dr. Scott Gustin with Tyson Foods and Dr. Elizabeth Dale with Pilgrim; Dr.
Jeff Courtney, an MAM, is Vice President of Live Production at Pilgrim, and Tyson has several
other MAM graduates on staff. Other major broiler producers with head or staff veterinarians
that are MAM graduates include Wayne Farms (Dr. Joel Cline); Foster Farms (Dr. Charles
Corsiglia, head veterinarian and Dr. Robert O’Connor, Vice President for Food Safety and
Quality Control); Fries Poultry (Dr. James Dawe); Amick Farms (Dr. Mark Dekich); Simmons
Foods (Dr. Kurt Dobson); George’s (Dr. Robin Gilbert); Mountaire Farms (Dr. Dee Johnson);
Peco Foods (Dr. Chad Malinak); and Fieldale Farms (Dr. Sarah Tilley), to name just a few.
Division directors with major pharmaceutical and vaccine companies include Dr. Charles Broussard at Merck Animal Health; Drs. Eric Jensen and Nicholas Dorko, Jr. at Aviagen, the major primary broiler genetics company in the world; and Dr. Dan Domingo at Zoetis. These and other large pharmaceutical and vaccine companies have numerous other MAM and MAHM graduates on staff. Dr. Louise Dufour-Zavala is the Director of the Georgia Poultry Laboratory Network, and Dr. Danny Magee directs the Mississippi State poultry diagnostic laboratory. Numerous MAM graduates have been or are distinguished professors of avian medicine at major universities, including Dr. Jean Sander, who was Dean of the Oklahoma State University College of Veterinary Medicine, and Drs. John Glisson, Charles Hofacre, Steven Roney, Karen Burns-Grogan, and Jenny Fricke, all at UGA. This list is by no means exhaustive or all-inclusive.

I sincerely hope that you consider the enormous and absolutely critical value of these degree programs to the poultry industries of Georgia, the United States, and the world, and take steps to ensure that they are preserved at the University of Georgia. I would be more than happy to discuss the importance of these degree programs or answer any other questions you might have.

Sincerely,

[Signature]

John A. Smith DVM, MS, MAM, ACVIM, ACPV
Senior Health Services Advisor, Fieldale Farms Corporation
President, American Association of Avian Pathologists
johnsmith@fieldale.com
(706) 499-3227
January 26, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour,

This letter is in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health. These clinical degree programs fulfill a critical need in the poultry industry through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

The MAM degree was established almost 50 years ago and has become a Nationally and Internationally recognized brand for excellence in the field of avian medicine. In addition, graduates of the online MAHM degree program have been very successful and this degree is also becoming an established branded degree like the MAM degree.

The Poultry industry relies on the MAM and MAHM programs as a source for their industry veterinarians. Some of the highest ranking and most influential people in the poultry industry are University of Georgia MAM and MAHM graduates, and because of these programs, UGA is known worldwide as the place for avian medicine education.

I sincerely hope that you consider the enormous value of these degree programs to the poultry industry and take steps to ensure that they are preserved at the University of Georgia.

Sincerely,

JOHN R. GLISSON, DVM, MAM, Ph.D.  
Vice President of Research Programs  
jglisson@uspoultry.org
January 26, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour:

We are writing in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health.

These clinical degree programs fulfill a critical need in the poultry industry through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

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We sincerely hope that you consider the enormous value of these degree programs to the poultry industry and take steps to ensure that they are preserved at the University of Georgia.

Sincerely,

Mike Giles  
President

Abit Massey  
President Emeritus
OUTLINE FOR REACTIVATION OR REINSTATEMENT OF A GRADUATE OR UNDERGRADUATE PROGRAM

I. Basic Information

1. Institution ___________ University of Georgia ______________ Date __ December 4, 2017 ______

2. School/College ___________ College of Veterinary Medicine ____________________________

3. Department/Division ___________ Department of Population Health ____________________

4. Program
   Degree ___________ Master of Avian Medicine ____________________________
   Major ____________________________

5. Proposed date ___________ January 1, 2018 ______ or __ As soon as possible ______

Reactivation Reinstatement

6. Abstract of the deactivated or terminated program
The Department of Population Health offers an 18-month non-thesis Master of Avian Medicine (MAM) graduate degree. This clinical degree program is designed for veterinarians seeking a career in avian medicine in the poultry industry. The purpose of this degree program is to fulfill the need of the poultry industry through the development of highly qualified poultry veterinarians who have a firm basis in science and are superior problem solvers, have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and management practices. Course work in avian virology, avian microbiology, avian pathology, and poultry science is combined with practical field investigations, daily necropsy duties, clinical rounds, laboratory experiences and externships. At least 54 semester credit hours of course work, a clinical case study, and the satisfactory completion of a final oral examination are required. At the completion of the program, graduates are qualified to sit for the American College of Poultry Veterinarians board certification exam.

Technically, the MAM degree program was not actually deactivated or terminated; it was instead moved under the College of Veterinary Medicine's college-wide Master's degree program when the name was changed from "Veterinary and Biomedical Sciences (VBS)" to "Comparative Biomedical Sciences (CBS)" in 2016. The intention of moving the MAM degree under the CBS was to better utilize College resources. Also, it was anticipated that the MAM degree would be kept as a separate degree under the college-wide program. This did not occur however, as it was unintentionally included in the thesis-requiring MS degree program in the CBS. Because the MS degree program in the CBS is a thesis-requiring program, it makes the administration of the clinically-based non-thesis MAM degree within that degree program problematic. Therefore, we are requesting that the MAM degree be reinstated and administrated (as it was previously) as a standalone clinical based non-thesis degree program in the Department of Population Health.

The Department of Population Health is fully committed to maintaining the clinical based graduate programs in the Department including the MAM program as standalone degree programs.
The MAM program is extremely successful and in high demand. We consistently get 10 times the number of highly qualified applicants that we can accept each year into the program. In addition, all of our students have two to five job offers before they even graduate!

The courses and degree requirements will remain the same. The faculty teaching in the program remains the same. There are no new financial or physical resources needed since this degree program is currently being offered.

7. Signatures

[Signatures]

Department Head
Dean of School/College
Dean of Graduate School

II. Conditions for Reactivating or Reinstating Programs

Program reactivation: Reactivated programs are those that have been previously deactivated (temporarily suspended). The conditions that reactivated programs are expected to address satisfactorily in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that resulted in the deactivation of the program.
   Technically the program was not deactivated (see above).
2. State the reasons for the deactivation of the program.
   Technically the program was not deactivated (see above).
3. By a comparison of previous and current conditions, identify the changes in the reasons for the deactivation of the program that now warrant its reactivation.
   Technically the program was not deactivated (see above).
4. Describe the departmental commitment to the reactivation of the program.
   The Department is fully committed.
5. Provide a list of courses and all other degree requirements for the reactivated program.
   See attached.
6. Document the need and the student demand for the reactivated program.
   See above.
7. Provide a list of relevant professional and scholarly activities of the faculty for the past five years, including publications and grants.
   Faculty teaching in this program have not changed.
8. Identify the financial and physical resources needed for the reactivated program and verify that they will be adequate.
   None needed.
OUTLINE FOR REACTIVATION OR REINSTATEMENT
OF A GRADUATE OR UNDERGRADUATE PROGRAM

I. Basic Information

1. Institution ___________________________ Date ________________
   University of Georgia

2. School/College _________________________
   College of Veterinary Medicine

3. Department/Division ____________________
   Department of Population Health

4. Program
   Degree ________________________________
   Master of Avian Medicine

   Major __________________________________

5. Proposed date _________________ or As soon as possible
   January 1, 2018

Reactivation Reinstatement

6. Abstract of the deactivated or terminated program
   The Department of Population Health offers an 18-month non-thesis Master of Avian Medicine (MAM) graduate degree. This clinical degree program is designed for veterinarians seeking a career in avian medicine in the poultry industry. The purpose of this degree program is to fulfill the need of the poultry industry through the development of highly qualified poultry veterinarians who have a firm basis in science and are superior problem solvers, have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and management practices. Course work in avian virology, avian microbiology, avian pathology, and poultry science is combined with practical field investigations, daily necropsy duties, clinical rounds, laboratory experiences and externships. At least 54 semester credit hours of course work, a clinical case study, and the satisfactory completion of a final oral examination are required. At the completion of the program, graduates are qualified to sit for the American College of Poultry Veterinarians board certification exam.

   Technically, the MAM degree program was not actually deactivated or terminated; it was instead moved under the College of Veterinary Medicine’s college-wide Master’s degree program when the name was changed from “Veterinary and Biomedical Sciences (VBS)” to “Comparative Biomedical Sciences (CBS)” in 2016. The intention of moving the MAM degree under the CBS was to better utilize College resources. Also, it was anticipated that the MAM degree would be kept as a separate degree under the college-wide program. This did not occur however, as it was unintentionally included in the thesis-requiring MS degree program in the CBS. Because the MS degree program in the CBS is a thesis-requiring program, it makes the administration of the clinically-based non-thesis MAM degree within that degree program problematic. Therefore, we are requesting that the MAM degree be reinstated and administrated (as it was previously) as a standalone clinical based non-thesis degree program in the Department of Population Health.

   The Department of Population Health is fully committed to maintaining the clinical based graduate programs in the Department including the MAM program as standalone degree programs.
Program reinstatement

A request for reinstatement of the program must be submitted as a proposal for a new program.

This policy statement was approved by the University Council on October 11, 1990. The policy statement and attachments may be reproduced for local use.
# MASTER OF AVIAN MEDICINE
## COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Summer Semester</strong></td>
<td>POPH 6050</td>
<td>Avian Diseases</td>
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<td>POPH 6160L</td>
<td>Poultry Disease &amp; Management Interaction</td>
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<td>POPH 8110</td>
<td>Problems in Poultry Diseases &amp; Parasites</td>
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<td><strong>Fall Semester</strong></td>
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<td>Avian Medicine Clinical Rounds</td>
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<td></td>
<td>POPH 6141</td>
<td>Avian Necropsy</td>
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<td></td>
<td>POPH 8050</td>
<td>Avian Viral Diseases</td>
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<td>POPH 8050L</td>
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<td>POPH 8150</td>
<td>Avian Medicine Seminar</td>
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<td></td>
<td>POPH 8240L</td>
<td>Histopathology for MAM’s</td>
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<td><strong>Spring Semester 2017 (#3 in program)</strong></td>
<td>POPH 6100</td>
<td>Clinical Avian Medicine</td>
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<td>POPH 6121</td>
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<td>POPH 7060</td>
<td>Avian Diagnostic Microbiology</td>
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<td>POPH 7060L</td>
<td>Avian Diagnostic Microbiology Lab</td>
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<td>POPH 8150</td>
<td>Avian Medicine Seminar</td>
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<td><strong>Summer Semester 2017 (#4 in program)</strong></td>
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<td>Avian Necropsy</td>
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<td>POPH 6800</td>
<td>Poultry Pharmacology and Toxicology</td>
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<td>POPH 8120</td>
<td>Poultry Nutrition for MAM</td>
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<td>POPH 8160</td>
<td>Scientific Manuscript Writing</td>
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<td><strong>Fall Semester 2018 (#5 in program)</strong></td>
<td>POPH 6210</td>
<td>Avian Medicine Internship</td>
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<td>12 hrs</td>
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**Degree Total**

54 hours
February 2, 2018

Office of Curriculum Systems
319 New College
The University of Georgia

To whom it may concern:

Attached are forms requesting reactivation of the Master of Avian Medicine (MAM), Master of Avian Health and Medicine (MAHM) and Master of Food Animal Medicine (MFAM) programs in the Department of Population Health, College of Veterinary Medicine. These degree programs were deactivated when they were moved into the new college-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the MAM, MAHM and MFAM programs were deactivated rather than terminated.

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There is a compelling argument and a significant benefit to doing this: the MAM degree dates back to 1969 and has become a nationally and internationally recognized brand for excellence in the field of avian medicine. The MAM degree program has been enormously successful. We consistently get 10 times the number of highly qualified applicants that we can accept into the program each year. In addition, all of our students have two to five job offers before they even graduate! There is no other degree program like it in the world. In addition, we have been successful following that branding strategy with the MAHM and MFAM degrees making these clinical degree programs in the UGA Graduate School unique among all other schools worldwide. Graduates from these programs are important for Georgia’s animal agriculture and thus, each of these degree programs have tremendous support from the poultry, cattle, dairy and swine industries in the state. Some of the highest ranking and most influential people in animal agriculture are University of Georgia MAM, MAHM and MFAM graduates. In addition, the Georgia state legislature has demonstrated its support of these programs by committing resources in FY18 for two new faculty positions in the Food Animal Health Science Department.
and Medicine program and two support staff positions in the Poultry Diagnostic and Research Center in the Department of Population Health.

The Faculty in the Department, along with strong support from the industry and State legislature, are committed to maintaining the extremely high level of excellence for these clinical degree programs. Therefore, we request permission to reinstate the MAM, MAHM and MFAM programs to their prior standalone status in the Department of Population Health.

If you have any questions, please contact either myself at Lisa.Nolan@uga.edu or Dr. Mark Jackwood (Head, Department of Population Health) at mjackwoo@uga.edu.

Sincerely,

Lisa K. Nolan, DVM, PhD
Dean and Professor
College of Veterinary Medicine  
*Department of Population Health*

January 29, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour,

Attached are forms requesting the reactivation of the online Master of Avian Health and Medicine (MAHM), program in the Department of Population Health, College of Veterinary Medicine (CVM). This degree program was deactivated when it was moved into the College-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the online MAHM program was deactivated not terminated.

The intention of moving the online MAHM program under the CBS was to better utilize College resources. Our understanding, which turned out to be incorrect, was that the MAHM degree could maintain its identity within the CVM’s college-wide CBS program. Furthermore, because the MAHM is a non-thesis, clinical degree it actually does not fit within the CBS MS thesis program. Therefore, we are requesting that the online MAHM degree be reactivated and administered as standalone clinical based non-thesis degree program in the Department of Population Health as it was previously. The degree requirements, curriculum, and faculty teaching in the program remain the same. In addition, the college and department have the financial and physical resources to reinstate the program.

The faculty in the Department with strong support from the industry are dedicated to maintaining the extremely high level of excellence already established for this clinical degree program. Currently this program has 11 students enrolled and thus would not be identified as a low-producing program. Due to strong College and Industry support, we are confident that an average of 5 students or more can be maintained in the future.

Although the online MAHM program is relatively new, we have been successful following the branding strategy of the Masters of Avian Medicine degree making the online MAHM clinical degree a highly sought after and respected degree. All of our students have passed the specialty boards and have full time jobs before they even graduate! There is no other degree program like the MAHM making UGA known worldwide as the place for online learning in the field of avian medicine.
In summary, because of the enormous value of this program to the poultry industry and to the College and University, we request that you reinstate the online MAHM program to its prior standalone status in the Department of Population Health.

If you have any questions, please contact me at the above number or at mjackwo@uga.edu.

Sincerely,

Mark W. Jackwood, Ph.D.
The JR Glisson Professor of Avian Medicine and Head
Department of Population Health
January 26, 2018

Dr. Suzanne Barbour
Dean of Graduate Studies
University of Georgia

Dear Dean Barbour,

I am writing you in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health, and to urge you to reinstate these programs as stand-alone, non-thesis degree programs. These clinical degree programs fulfill a critical need in the poultry industry not only in Georgia, but throughout the United States and indeed the world, through the development of highly qualified poultry veterinarians who have a firm scientific foundation and are superior problem solvers. Graduates of these programs have a practical working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

According to the USDA National Agricultural Statistics Service, The combined value of production from broilers, eggs, turkeys, and the value of sales from chickens in 2016 was $38.7 billion. Georgia is the number one broiler producing state, and accounted for $4.4 billion or 11.5% of that total. Poultry is the largest agricultural industry in Georgia, accounting for 47% of the farm gate value in the state. The entire economic impact of poultry, processing, and allied industries in the state is estimated at approximately $38 billion dollars; these industries employ about 138,000 people. All aspects of these industries, including the hatcheries, farms, processing plants, and allied industries such as vaccine and pharmaceutical firms depend on veterinarians trained in the MAM and MAHM programs.

It is my understanding that one of the past concerns with the MAM and MAHM programs was that they were “low-producing programs” in terms of number of graduates. The importance and value of a degree program cannot always be measured in terms of the number of graduates per year, and a set requirement that all approved degree programs must meet a minimum level of production is short-sighted and indefensible. The current economic structure of the integrated poultry industries results in a small number of highly qualified and trained individuals being responsible for the health programs for massive numbers of birds and farms, on a population basis. These individuals design, implement, monitor, and administer global health programs with assistance from trained lay persons, and their practice is fundamentally different from that of the typical fee-for-service practicing veterinarian. They are responsible for not only the health of the birds, but also for control of zoonotic diseases such as influenza; for control of food safety diseases such as *Salmonella* and *Campylobacter*, which represent major public health concerns.
in the United States; for responsible use of antibiotics and mitigation of antibiotic resistance; for bird welfare programs; and for a myriad of other functions critical to the viability of the industry and to public health and safety. The MAM program has in the past met the limited but absolutely critical need for these small numbers of highly trained and specialized positions while guarding against an oversupply and underemployment of the graduates. One can, and I do, argue that our industry actually should employ more of these professionals to meet the mounting challenges in bird health, food safety, animal welfare, antibiotic stewardship, and so forth. The MAHM program was begun precisely to meet these needs, particularly in areas remote from Georgia and the United States. The MAM program could similarly be expanded to the benefit of Georgia and the United States, but that will require time and financial support.

A thesis is not necessary for this type of degree, which is purpose-designed to provide a critical service to a major food production industry. Veterinary schools today train students primarily for companion animal practice; this is understandable in view of the constantly expanding knowledge base that must be absorbed, the trend toward specialization, and the demand for large numbers of traditional small animal practitioners in relation to the numbers of food animal and other types of veterinary practitioners needed to meet the needs of society. As a result, most veterinary curricula contain little to no information on poultry. A student desiring to be a competent poultry practitioner must either obtain the necessary knowledge via practical experience, mentorship, and self-guided study, or complete advanced training such as the MAM or MAHM. These degrees are therefore a critical extension of the DVM program (which is not a thesis program) to produce a competent practitioner in a specialized field. While students in this program need to understand and be prepared to evaluate scientific research, a thesis is not necessary and in fact would interfere with the efficiency (both in terms of time and money) of training a practitioner who needs to understand the specific diseases, population dynamics and population medicine, and the structure and economic realities of commercial practice.

The MAM degree was established almost 50 years ago and has become a nationally and internationally recognized brand for excellence in the field of avian medicine; it is currently regarded as the gold standard for training commercial poultry veterinarians. In addition, graduates of the online MAHM degree program have been very successful and this degree is also becoming an established branded degree like the MAM degree.

The poultry and related industries rely on the MAM and MAHM programs as a source for their industry veterinarians. Some of the highest-ranking and most influential people in the poultry industry are University of Georgia MAM and MAHM graduates, and because of these programs, UGA is known worldwide as the premier location for practical education in commercial avian medicine. The head veterinarians at the two largest poultry producers in the United States are MAM graduates: Dr. Scott Gustin with Tyson Foods and Dr. Elizabeth Dale with Pilgrim; Dr. Jeff Courtney, an MAM, is Vice President of Live Production at Pilgrim, and Tyson has several other MAM graduates on staff. Other major broiler producers with head or staff veterinarians that are MAM graduates include Wayne Farms (Dr. Joel Cline); Foster Farms (Dr. Charles Corsiglia, head veterinarian and Dr. Robert O’Connor, Vice President for Food Safety and Quality Control); Fries Poultry (Dr. James Dawe); Amick Farms (Dr. Mark Dekich); Simmons Foods (Dr. Kurt Dobson); George’s (Dr. Robin Gilbert); Mountaire Farms (Dr. Dee Johnson); Peco Foods (Dr. Chad Malinak); and Fieldale Farms (Dr. Sarah Tilley), to name just a few.
Division directors with major pharmaceutical and vaccine companies include Dr. Charles Broussard at Merck Animal Health; Drs. Eric Jensen and Nicholas Dorko, Jr. at Aviagen, the major primary broiler genetics company in the world; and Dr. Dan Domingo at Zoetis. These and other large pharmaceutical and vaccine companies have numerous other MAM and MAHM graduates on staff. Dr. Louise Dufour-Zavala is the Director of the Georgia Poultry Laboratory Network, and Dr. Danny Magee directs the Mississippi State poultry diagnostic laboratory. Numerous MAM graduates have been or are distinguished professors of avian medicine at major universities, including Dr. Jean Sander, who was Dean of the Oklahoma State University College of Veterinary Medicine, and Drs. John Glisson, Charles Hofacre, Steven Roney, Karen Burns-Grogan, and Jenny Fricke, all at UGA. This list is by no means exhaustive or all-inclusive.

I sincerely hope that you consider the enormous and absolutely critical value of these degree programs to the poultry industries of Georgia, the United States, and the world, and take steps to ensure that they are preserved at the University of Georgia. I would be more than happy to discuss the importance of these degree programs or answer any other questions you might have.

Sincerely,

John A. Smith DVM, MS, MAM, ACVIM, ACPV
Senior Health Services Advisor, Fieldale Farms Corporation
President, American Association of Avian Pathologists
johnsmith@fieldale.com
(706) 499-3227
January 26, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour:

We are writing in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health.

These clinical degree programs fulfill a critical need in the poultry industry through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

The MAM degree was established almost 50 years ago and has become a Nationally and Internationally recognized brand for excellence in the field of avian medicine. In addition, graduates of the online MAHM degree program have been very successful, and this degree is also becoming an established branded degree like the MAM degree.

The Poultry industry relies on the MAM and MAHM programs as a source for their industry veterinarians. Some of the highest ranking and most influential people in the poultry industry are University of Georgia MAM and MAHM graduates, and because of these programs, UGA is known worldwide as the place for avian medicine education.

We sincerely hope that you consider the enormous value of these degree programs to the poultry industry and take steps to ensure that they are preserved at the University of Georgia.

Sincerely,

Mike Giles  
President

Abit Massey  
President Emeritus
January 26, 2018

Dr. Suzanne Barbour
Dean of Graduate Studies
University of Georgia

Dear Dean Barbour,

This letter is in support of the Masters of Avian Medicine (MAM) and online Masters of Avian Health and Medicine (MAHM) degree programs in the Department of Population Health. These clinical degree programs fulfill a critical need in the poultry industry through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and health management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

The MAM degree was established almost 50 years ago and has become a Nationally and Internationally recognized brand for excellence in the field of avian medicine. In addition, graduates of the online MAHM degree program have been very successful and this degree is also becoming an established branded degree like the MAM degree.

The Poultry industry relies on the MAM and MAHM programs as a source for their industry veterinarians. Some of the highest ranking and most influential people in the poultry industry are University of Georgia MAM and MAHM graduates, and because of these programs, UGA is known worldwide as the place for avian medicine education.

I sincerely hope that you consider the enormous value of these degree programs to the poultry industry and take steps to ensure that they are preserved at the University of Georgia.

Sincerely,

JOHN R. GLISSON, DVM, MAM, Ph.D.
Vice President of Research Programs
jglisson@uspoultry.org
OUTLINE FOR REACTIVATION OR REINSTATEMENT
OF A GRADUATE OR UNDERGRADUATE PROGRAM

I. Basic Information

1. Institution ___________ University of Georgia _______________ Date __ December 4, 2017 ___________

2. School/College ___________ College of Veterinary Medicine _______________

3. Department/Division ___________ Department of Population Health _______________

4. Program

Degree ___________ Master of Avian Health and Medicine _______________

Major ___________

5. Proposed date ___________ January 1, 2018 ___________ or __ As soon as possible ___________

Reactivation Reinstatement

6. Abstract of the deactivated or terminated program

The Department of Population Health offers an online non-thesis Master of Avian Health and Medicine (MAHM) graduate degree. This clinical degree program provides a rich learning experience for working veterinarians wishing to maximize their employment opportunities in a global poultry employment market and will ensure that consumers worldwide have an adequate supply of safe/wholesome poultry meat and eggs. Global demand for poultry veterinarians is strong particularly in developing countries. The purpose of this degree program is to fulfill the need of the poultry industry worldwide through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers, have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and management practices. This online clinical degree program is composed of individual units, each focusing on topics relevant to the modern poultry veterinarian. Each unit runs for 16 weeks and there are 6 units total. Each unit has the basic structure of 1 preparatory week, 14 “lecture” weeks and a final examination week. Students are expected to set aside approximately 15 hours per week for participation in online activities. As in a traditional course, the student will then be required to spend time each week reading assignments and studying. At the completion of the program, graduates are qualified to sit for the American College of Poultry Veterinarians board certification exam.

Technically, the MAHM degree program was not actually deactivated or terminated; it was instead moved under the College of Veterinary Medicine’s college-wide Master’s degree program when the name was changed from “Veterinary and Biomedical Sciences (VBS)” to “Comparative Biomedical Sciences (CBS) in 2016. The intention of moving the MAHM degree under the CBS was to better utilize College resources. Also, it was anticipated that the MAHM degree would be kept as a separate degree under the college-wide program. This did not occur however, as it was unintentionally included in the thesis-requiring MS degree program in the CBS. Because the MS degree program in the CBS is a thesis-requiring program, it makes the administration of the clinically-based non-thesis MAHM degree within that degree program problematic. Therefore, we are requesting that the MAHM degree be reinstated...
and administrated (as it was previously) as a standalone clinical based non-thesis degree program in the Department of Population Health.

The Department of Population Health is fully committed to maintaining the clinical based graduate programs in the Department including the MAHM program as a separate degree program.

The relatively new MAHM online degree program is already becoming very successful. We get highly qualified applicants each year and the numbers of students in the program continues to grow. In addition, this past year, all of our graduates passed the ACPV board certification exam on the first try, which speaks to the quality of the learning experience.

The courses and degree requirements remain the same. The faculty teaching in the program remain the same. There are no new financial or physical resources needed since this degree program is currently being offered.

7. Signatures

[Signatures]

Department Head

Dean of School/College

Dean of Graduate School

II. Conditions for Reactivating or Reinstating Programs

Program reactivation
Reactivated programs are those that have been previously deactivated (temporarily suspended). The conditions that reactivated programs are expected to address satisfactorily in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that resulted in the deactivation of the program.  
   Technically the program was not deactivated (see above).
2. State the reasons for the deactivation of the program.
   Technically the program was not deactivated (see above).
3. By a comparison of previous and current conditions, identify the changes in the reasons for the deactivation of the program that now warrant its reactivation.
   Technically the program was not deactivated (see above).
4. Describe the departmental commitment to the reactivation of the program.
   The Department is fully committed.
5. Provide a list of courses and all other degree requirements for the reactivated program.
   See attached.
6. Document the need and the student demand for the reactivated program.
   See above.
7. Provide a list of relevant professional and scholarly activities of the faculty for the past five years, including publications and grants.
   Faculty teaching in this program have not changed.
OUTLINE FOR REACTIVATION OR REINSTATEMENT 
OF A GRADUATE OR UNDERGRADUATE PROGRAM

I. Basic Information

1. Institution ___________________________ Date ________________
   University of Georgia

2. School/College __________________________
   College of Veterinary Medicine

3. Department/Division __________________________
   Department of Population Health

4. Program

   Degree ___________________________
   Master of Avian Health and Medicine

   Major ___________________________

5. Proposed date ________________
   January 1, 2018 or As soon as possible

Reactivation Reinstatement

6. Abstract of the deactivated or terminated program
The Department of Population Health offers an online non-thesis Master of Avian Health and Medicine (MAHM) graduate degree. This clinical degree program provides a rich learning experience for working veterinarians wishing to maximize their employment opportunities in a global poultry employment market and will ensure that consumers worldwide have an adequate supply of safe/wholesome poultry meat and eggs. Global demand for poultry veterinarians is strong particularly in developing countries. The purpose of this degree program is to fulfill the need of the poultry industry worldwide through the development of highly qualified poultry veterinarians which have a firm basis in science and are superior problem solvers, have a working knowledge of the commercial poultry industry and are proficient in poultry production medicine and management practices. This online clinical degree program is composed of individual units, each focusing on topics relevant to the modern poultry veterinarian. Each unit runs for 16 weeks and there are 6 units total. Each unit has the basic structure of 1 preparatory week, 14 “lecture” weeks and a final examination week. Students are expected to set aside approximately 15 hours per week for participation in online activities. As in a traditional course, the student will then be required to spend time each week reading assignments and studying. At the completion of the program, graduates are qualified to sit for the American College of Poultry Veterinarians board certification exam.

Technically, the MAHM degree program was not actually deactivated or terminated; it was instead moved under the College of Veterinary Medicine’s college-wide Master’s degree program when the name was changed from “Veterinary and Biomedical Sciences (VBS)” to “Comparative Biomedical Sciences (CBS) in 2016. The intention of moving the MAHM degree under the CBS was to better utilize College resources. Also, it was anticipated that the MAHM degree would be kept as a separate degree under the college-wide program. This did not occur however, as it was unintentionally included in the thesis-requiring MS degree program in the CBS. Because the MS degree program in the CBS is a thesis-requiring program, it makes the administration of the clinically-based non-thesis MAHM degree within that degree program problematic. Therefore, we are requesting that the MAHM degree be reinstated
8. Identify the financial and physical resources needed for the reactivated program and verify that they will be adequate.

None needed.

Program reinstatement

A request for reinstatement of the program must be submitted as a proposal for a new program.

This policy statement was approved by the University Council on October 11, 1990. The policy statement and attachments may be reproduced for local use.
Master of Avian Health and Medicine
Course Requirements

YEAR 1 – FALL SEMESTER
POPH 7210E Breeder Husbandry and Health
POPH 7220E Incubation Theory, Hatchery Practices, and Poultry Health
POPH 7230E Poultry Genetics and Nutrition
POPH 7414E Poultry Practicum I – Poultry Husbandry

YEAR 1 – SPRING SEMESTER
POPH 7310E Poultry Pathology
POPH 7418E Poultry Practicum II – Management of Disease

After successful completion of Year 1, a Postgraduate Certificate in Avian Health is awarded.

YEAR 2 – FALL SEMESTER
POPH 7320E Poultry Immunology and Infectious Diseases
POPH 7513E Poultry Practicum III – Preventative Medicine

YEAR 2 – SPRING SEMESTER
POPH 7330E Poultry Food Safety Epidemiology
POPH 7420E Poultry and Public Health Issues Impact International Trade
POPH 7517E Poultry Practicum IV – International Trade Issues

YEAR 3 – FALL SEMESTER
POPH 7421E Economics of Poultry Production
POPH 7422E Poultry Disease Prevention Programs
POPH 7610E Poultry Routine Health Surveys
POPH 7612E Poultry Practicum V – Production Economics and Financial Analysis

YEAR 3 – SPRING SEMESTER
POPH 7615E Special Problems in Population Health
POPH 7618E Masters Research Summary
February 2, 2018

Office of Curriculum Systems
319 New College
The University of Georgia

To whom it may concern:

Attached are forms requesting reactivation of the Master of Avian Medicine (MAM), Master of Avian Health and Medicine (MAHM) and Master of Food Animal Medicine (MFAM) programs in the Department of Population Health, College of Veterinary Medicine. These degree programs were deactivated when they were moved into the new college-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the MAM, MAHM and MFAM programs were deactivated rather than terminated.

The intention of moving the programs under the new college-wide CBS was to facilitate administration within the CVM. Our understanding, which turned out to be incorrect, was that the degrees could maintain their identity within the CVM’s college-wide CBS program. Because these are non-thesis, clinical degrees they actually do not fit within the CBS MS thesis program. Therefore, we are requesting that the MAM, MAHM and MFAM degrees be reactivated and administrated as stand-alone clinical-based non-thesis degree programs in the Department of Population Health as they were previously. The degree requirements, curriculum, and faculty instructors in these programs remain the same. In addition, the college and department have the financial and physical resources to reinstate the programs.

There is a compelling argument and a significant benefit to doing this: the MAM degree dates back to 1969 and has become a nationally and internationally recognized brand for excellence in the field of avian medicine. The MAM degree program has been enormously successful. We consistently get 10 times the number of highly qualified applicants that we can accept into the program each year. In addition, all of our students have two to five job offers before they even graduate! There is no other degree program like it in the world. In addition, we have been successful following that branding strategy with the MAHM and MFAM degrees making these clinical degree programs in the UGA Graduate School unique among all other schools worldwide. Graduates from these programs are important for Georgia’s animal agriculture and thus, each of these degree programs have tremendous support from the poultry, cattle, dairy and swine industries in the state. Some of the highest ranking and most influential people in animal agriculture are University of Georgia MAM, MAHM and MFAM graduates. In addition, the Georgia state legislature has demonstrated its support of these programs by committing resources in FY18 for two new faculty positions in the Food Animal Health
and Medicine program and two support staff positions in the Poultry Diagnostic and Research Center in the Department of Population Health.

The Faculty in the Department, along with strong support from the industry and State legislature, are committed to maintaining the extremely high level of excellence for these clinical degree programs. Therefore, we request permission to reinstate the MAM, MAHM and MFAM programs to their prior standalone status in the Department of Population Health.

If you have any questions, please contact either myself at Lisa.Nolan@uga.edu or Dr. Mark Jackwood (Head, Department of Population Health) at mjackwoo@uga.edu.

Sincerely,

Lisa K. Nolan, DVM, PhD
Dean and Professor
College of Veterinary Medicine  
Department of Population Health  

January 29, 2018  

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia  

Dear Dean Barbour,  

Attached are forms requesting the reactivation of the Master of Food Animal Medicine (MFAM) program in the Department of Population Health, College of Veterinary Medicine (CVM). This degree program was deactivated when it was moved into the college-wide Comparative Biomedical Sciences (CBS) Master of Sciences program. Because there were students still enrolled in the original program, the MFAM program was deactivated rather than terminated. 

The intention of moving the MFAM program under the CBS was to facilitate administration within the CVM. Our understanding, which turned out to be incorrect, was that the MFAM degree could maintain its identity within the CVM’s college-wide CBS program. Furthermore, because the MFAM is a non-thesis, clinical degree it actually does not fit within the CBS MS thesis program. Therefore, we are requesting that the MFAM degree be reactivated and administrated as a stand-alone clinical-based non-thesis degree program in the Department of Population Health as it was previously. The degree requirements, curriculum, and faculty instructors in the program remain the same. In addition, the college and department have the financial and physical resources to reinstate the program. 

The Faculty in the Department of Population Health along with strong support from the industry are dedicated to maintaining the extremely high level of excellence already established for this clinical degree program. The Faculty are committed as am I to grow the program to an average of 5 students per year within 9 years, which will eliminate the issue of this degree being identified as a low-producing program. Limitations in financial as well as faculty and staff resources have up to now prevented us from averaging 5 or more students per year. However, we have already made significant progress this year with the hiring of two additional clinical bovine faculty in the Department who will be directly involved in the MFAM program. And, we have strong college and Industry support, to remove additional limitations. 

Although the MFAM program is relatively new, we have been successful following the branding strategy of the Masters of Avian Medicine degree. The value of the MFAM program is that we are training Production Food Animal (beef, dairy and swine)
Veterinarians who go on to work in rural large animal veterinary practices. This has been identified as an important need in Georgia and across the US by the American Veterinary Medical Association, the American Association of Bovine Practitioners and the Georgia Cattleman’s Association.

Because of the recognized need and value of this program to the cattle and swine industries in Georgia and across the US, we request that you reinstate the MFAM program to its prior standalone status in the Department of Population Health.

If you have any questions, please contact me at the above number or at mjackwoo@uga.edu.

Sincerely,

Mark W. Jackwood, Ph.D.
The JR Glisson Professor of Avian Medicine and Head
Department of Population Health
January 26, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour,

On behalf of the Georgia Cattlemen’s Association and our 5,500+ members, we submit this letter in support of the Masters of Food Animal Medicine (MFAM) degree program in the Department of Population Health. This clinical degree program fulfills a critical need in the cattle, dairy and swine industries through the development of highly qualified veterinarians that have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of food animal production medicine and are proficient in health and management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

The MFAM degree is extremely valuable because it trains Production Food Animal (beef, dairy and swine) Veterinarians who go on to work in rural large animal veterinary practices. This has been identified as an important need in Georgia because the expertise of these food animal veterinarians directly benefit the bottom line of producers in the State. This program is becoming increasingly popular and UGA is fast becoming known across the US as the place for production food animal medicine education.

I sincerely hope that you consider the enormous value of this degree program to the cattle, dairy and swine industries and take steps to ensure that they are preserved at the University of Georgia.

Sincerely,

[Signature]

Will Bentley  
Executive Vice President  
Georgia Cattlemen’s Association
January 30, 2018

Dr. Suzanne Barbour  
Dean of Graduate Studies  
University of Georgia

Dear Dean Barbour,

This letter is in support of the Masters of Food Animal Medicine (MFAM) degree program in the Department of Population Health. This clinical degree program fulfills a critical need in the dairy industry through the development of highly qualified veterinarians that have a firm basis in science and are superior problem solvers. Graduates have a working knowledge of food animal production medicine and are proficient in health and management practices. There are no other degree programs that provide this level of expertise anywhere in the world.

The UGA College of Veterinary Medicine is nationally known, but our food industry groups believe the College has much more potential in the future. Many dairy farms in Georgia find it challenging to locate food animal veterinarians in their communities. We believe a renewed emphasis on food animal medicine will yield many positive benefits; our food animals will have access to better care, our producers will be more competitive, consumers will benefit economically, and the UGA College of Veterinary Medicine will reach new heights.

The MFAM degree can support a stronger College because it trains Production Food Animal (beef, dairy and swine) Veterinarians who go on to work in rural large animal veterinary practices. This has been identified as an important need in Georgia because the expertise of these food animal veterinarians directly benefit the bottom line of producers in the State. This program is becoming increasingly popular and UGA is fast becoming known across the US as the place for production food animal medicine education.

Our organization sincerely hopes that you consider the enormous value of this degree program to the dairy industry. Please maintain this program to help support Georgia’s livestock producers.

Sincerely,

Everett Williams  
President
OUTLINE FOR REACTIVATION OR REINSTATEMENT
OF A GRADUATE OR UNDERGRADUATE PROGRAM

I. Basic Information

1. Institution ___________________________ Date ___________________________
   University of Georgia

2. School/College _______________________
   College of Veterinary Medicine

3. Department/Division ___________________
   Department of Population Health

4. Program
   Degree _________________________________
   Master of Food Animal Medicine
   Major _________________________________

5. Proposed date _______________________
   January 1, 2018 or As soon as possible

Reactivation Reinstatement

6. Abstract of the deactivated or terminated program
   The Department of Population Health offers a non-thesis Master of Food Animal Medicine (MFAM) graduate degree. The MFAM degree program, established in 2007, is an 18-month graduate degree program. It is a clinical non-thesis degree program designed for veterinarians seeking additional training in the production livestock industry. It provides instruction in the investigation and evaluation of livestock disease and production problems associated with beef and/or dairy and swine herds. The MFAM program involves course work, clinical work, a summer externship at a livestock production unit or corporate research facility, and the design and completion of an original clinical case study. Course work includes epidemiology, statistics, infectious diseases, economics, and research study design. A significant portion of the student’s time is spent in veterinary clinical work in the areas of beef, dairy and swine production medicine.

Technically, the MFAM degree program was not actually deactivated or terminated; it was instead moved under the College of Veterinary Medicine’s college-wide Master’s degree program when the name was changed from “Veterinary and Biomedical Sciences (VBS)” to “Comparative Biomedical Sciences (CBS)” in 2016. The intention of moving the MFAM degree under the CBS was to better utilize College resources. Also, it was anticipated that the MFAM degree would be kept as a separate degree under the college-wide program. This did not occur however, as it was unintentionally included in the thesis-requiring MS degree program in the CBS. Because the MS degree program in the CBS is a thesis-requiring program, it makes the administration of the clinically-based non-thesis MFAM degree within that degree program problematic. Therefore, we are requesting that the MFAM degree be reinstated and administrated (as it was previously) as a standalone clinical based non-thesis degree program in the Department of Population Health.

The Department of Population Health is fully committed to maintaining the clinical based graduate programs in the Department including the MFAM program as a separate degree program.
The relatively new MFAM degree program has become very successful with graduates in important dairy and beef production medicine positions within Georgia and neighboring states. Highly qualified applicants are identified each year and the numbers of students in the program has been maintained given available resources.

The courses and degree requirements remain the same. The faculty teaching in the program remain the same. There are no new financial or physical resources needed since this degree program is currently being offered.

7. Signatures

Department Head  Dean of School/College  Dean of Graduate School

II. Conditions for Reactivating or Reinstating Programs

Program reactivation
Reactivated programs are those that have been previously deactivated (temporarily suspended). The conditions that reactivated programs are expected to address satisfactorily in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient information to confirm each condition.

1. Provide copies of the studies and decisions that resulted in the deactivation of the program. **Technically the program was not deactivated (see above).**
2. State the reasons for the deactivation of the program. **Technically the program was not deactivated (see above).**
3. By a comparison of previous and current conditions, identify the changes in the reasons for the deactivation of the program that now warrant its reactivation. **Technically the program was not deactivated (see above).**
4. Describe the departmental commitment to the reactivation of the program. **The Department is fully committed.**
5. Provide a list of courses and all other degree requirements for the reactivated program. **See attached.**
6. Document the need and the student demand for the reactivated program. **See above.**
7. Provide a list of relevant professional and scholarly activities of the faculty for the past five years, including publications and grants. **Faculty teaching in this program have not changed.**
8. Identify the financial and physical resources needed for the reactivated program and verify that they will be adequate. **None needed.**
Program reinstatement

A request for reinstatement of the program must be submitted as a proposal for a new program.

This policy statement was approved by the University Council on October 11, 1990. The policy statement and attachments may be reproduced for local use.
# MASTER OF FOOD ANIMAL MEDICINE
## COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester 1 (Summer)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POPH 6700 Clinical Food Animal Medicine</td>
<td>3</td>
</tr>
<tr>
<td>POPH 8900 Problems in Food Animal Medicine</td>
<td>3</td>
</tr>
<tr>
<td>POPH 8900 (Intro to Epidemiology)</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Semester 2 (Fall)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POPH 6160 Prob Pop Health – journal club / econ models</td>
<td>3</td>
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<tr>
<td>BIOS 7010 Introductory Biostatistics I</td>
<td>3</td>
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<tr>
<td>POPH 6230 Problems in Epidemiology and Statistics</td>
<td>2</td>
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<tr>
<td>POPH 6110 Problems in Food Animal Infectious Dz</td>
<td>2</td>
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<tr>
<td>POPH 6130 Food Animal Production Medicine Seminar</td>
<td>1</td>
</tr>
<tr>
<td>POPH 6120 Food Animal Production Medicine Clinical Rounds</td>
<td>1</td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
<th>Semester 3 (Spring)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOS 7020 Introductory Biostatistics II</td>
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<tr>
<td>POPH 6140 Applied Veterinary Economics</td>
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<tr>
<td>POPH 6160 Special Problems (Clinical Study Design)</td>
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<tr>
<td>POPH 6130 Food Animal Production Medicine Seminar</td>
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<tr>
<td>POPH 6700 Clinical Food Animal Medicine</td>
<td>3</td>
</tr>
<tr>
<td>POPH 6120 Food Animal Production Medicine Clinical Rounds</td>
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<tr>
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<th>Semester 4 (Summer)</th>
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<tr>
<td>POPH 6240 Production Medicine Externship</td>
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<tr>
<td>POPH 8160 Scientific Writing</td>
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<thead>
<tr>
<th>Semester 5 (Fall)</th>
<th>Credits</th>
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<tr>
<td>POPH 6250 Directed Studies in Food Animal Clinical Research</td>
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<tr>
<td>POPH 6130 Food Animal Production Medicine Seminar</td>
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<tr>
<td>POPH 6700 Clinical Food Animal Medicine</td>
<td>3</td>
</tr>
<tr>
<td>POPH 6120 Food Animal Production Medicine Clinical Rounds</td>
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<td><strong>Total</strong></td>
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**Grand Total** 56.5