TO: Members of the Graduate Council  
FROM: Suzanne E. Barbour, Dean  
DATE: April 10, 2018  

Graduate Council Meeting  
Wednesday, April 18, 2018 3:30 p.m.  
Room 315, New College  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes  
(March 28, 2018)

II. Graduate Council Committee Reports

A. Administrative Committee  
Committee Report (Nicholas Berente, Chair)

B. Program Committee  
Committee Report (Welch Suggs, Chair)  
Action Item: From the Franklin College of Arts and Sciences, a request to add a non-thesis option to the Master of Science in Computer Science.

Action Item: From the Franklin College of Arts and Sciences, a request to offer a Graduate Certificate in Museum Studies.

Action Item: From the College of Education, a request to terminate the Master of Education in Teacher Education.

Action Item: From the College of Education, a request to terminate the online Master of Education in Social Studies Education.

Action Item: From the College of Education, a request to terminate the Graduate Certificate in Diverse Children’s Literature for a Global Society.

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 3 new courses, 22 course revisions, and 24 deletions.

VI. Adjourn
January 26, 2018

Dr. Alan Dorsey  
Dean, Franklin College of Arts and Sciences  
Old College  
The University of Georgia  
Athens, GA 30602

Dear Dean Dorsey,

I am hereby transmitting to you a proposal to add a non-thesis option to the MS degree in Computer Science. On January 22, 2018, the Graduate Faculty of the Department of Computer Science voted in favor of the proposed non-thesis MS option; the faculty vote was: 16 Yes, 0 No, 1 Abstentions, and two eligible faculty did not vote.

The Department believes that a Non-Thesis M.S. in Computer Science will have the following benefits: projects will be more oriented toward professional practice than individualized research leading to an M.S. Thesis; additional courses will give students more breadth in their study. Moreover, students enrolled in the proposed degree will graduate in three academic semesters as opposed to the enrolled students in the MS thesis option who need at least two years to graduate.

In today's competitive research environment, it is difficult for an M.S. student to engage in individualized or innovative research. Recognizing this many institutions, including peer and aspirational ones, now offer non-thesis M.S. option.

On behalf of the Department, I request your support of our proposal for then a non-thesis option to the MS degree in Computer Science.

Best regards,

Thiab Taha/ Professor and Head
Proposal to Add a Non-Thesis Option to the M.S. in Computer Science
Department of Computer Science

Submitted to:
Dr. Suzanne Barbour, Dean
The Graduate School
Terrell Hall, 210 S. Jackson St.
University of Georgia
Athens, GA  30602

Submitted by:
Dr. Thiab Taha, Head
Department of Computer Science
415 Boyd GSRC
University of Georgia
Athens, GA  30602

Basic Information

Proposed Change:  Non-Thesis option for students pursuing a professionally-oriented track.

Start Date:   Fall 2018

Program Description

The Department of Computer of Science is requesting a Non-Thesis option for its M.S. in Computer Science students.  It is designed for graduate students seeking careers in industry or government after graduation.  The track taken is similar to the one taken by current M.S. students that requires a Masters Thesis to be written.  The time and effort now devoted to CSCI 7300 Masters Thesis and CSCI 8990 Research Seminar will, under the Non-Thesis option, be replaced with four credit-hours of CSCI 7200 Masters Project.  The project will be directed by a Computer Science Graduate faculty professor.  Optionally, CSCI 7200 Masters Project may be replaced with four additional credit hours of CSCI coursework at the 6000/8000-level.  In lieu of a thesis (CSCI 7300) or project (CSCI 7200), the student is required to pass a written exam administered by members of the Graduate Faculty.
Summary of Basic Degree Requirements

Primary Focus

The primary focus consists of at least 32 semester hours of resident graduate coursework. This includes:

1. at least 12 credit hours of Core CSCI graduate level coursework (see core curriculum below);
2. at least 16 credit hours of Additional CSCI graduate level (6000/8000-level coursework), with 12 hours of graduate student only coursework, as per Graduate School policy; see additional coursework below;
3. at least 4 credit hours of Project coursework or an additional four credit hours of CSCI coursework at the 6000/8000-level.

Typically, full-time students will take 9 to 15 hours per semester. See the CSCI section of the University of Georgia Bulletin for course descriptions. A program of study should be a coherent and logical whole; it requires the approval of the departmental graduate coordinator. Note: no course with a grade of C+ or lower may be included on the student’s Program of Study (see the Graduate Bulletin for other GPA constraints).

Core Curriculum (Primary Focus Item #1)

At least one course from each of the following three groups must be taken:

**Group 1: Theory**
- CSCI 6470 Algorithms
- CSCI 6480 Approximation Algorithms
- CSCI 6610 Automata and Formal Languages

**Group 2: Software Design**
- CSCI 6050 Software Engineering
- CSCI 6370 Database Management
- CSCI 6570 Compilers

**Group 3: System Design**
- CSCI 6720 Computer Systems Architecture
- CSCI 6730 Operating Systems
- CSCI 6760 Computer Networks
- CSCI 6780 Distributed Computing Systems

The core curriculum consists of a total of 12 semester hours. Core competency is certified by the Graduate Coordinator. Students are expected to meet the core competency requirement by the end of their second enrolled academic semester. Note: a course used to fulfill part of the core requirement (Item #1) may not be used to also fulfill part of the additional coursework requirement (Item #2). A student may fulfill their core requirement (12 core hours) and then take another (different) graduate student only course from the core list to count toward their additional coursework requirement. In no
case shall a course used to fulfill part of the core course requirement count toward the core requirement AND the additional coursework requirement.

Additional Coursework (Primary Focus Item #2)

Students must take at least 16 semester hours of additional graduate-level coursework, with at least 12 semester hours at the 8000-level (thus fulfilling the Graduate School requirement of at least 12 hours of graduate only coursework). In no case shall a 6000-level course used to fulfill part of the additional coursework requirement count toward the additional coursework requirement AND the core curriculum requirement.

Masters Project (Primary Focus Item #3)

The Non-Thesis option focuses on professional development by having the student enroll either in CSCI 7200 under the supervision of a Computer Science Graduate faculty member or enroll in an additional four credit hours of CSCI coursework at the 6000/8000-level.

Non-Departmental Requirements

Non-departmental requirements are set forth by the Graduate School (see the Graduate Bulletin). They concern residence, time limits, programs of study, acceptance of transfer credits, and minimum GPAs.

Graduation Requirements

A student admitted to the Non-Thesis M.S. degree program will be advised by the graduate coordinator. Before the end of the second semester in residence, a student must submit to the Graduate School, through the graduate coordinator, the Program of Study Form. The Program of Study Form indicates how and when degree requirements will be met and must be approved by the Graduate Coordinator. An Application for Graduation Form must also be submitted directly to the Graduate School.

Masters Project and Report and a Written Exam

To satisfy this requirement, four hours of CSCI 7200 Masters Project must be taken, typically spread over the student’s final two semesters. The CSCI 7200 course involves an applied research project under the direction of a Computer Science Graduate faculty member. As part of the requirements, a comprehensive report must be prepared detailing the student's procedures and findings regarding the completed project work. Optionally, if the student prefers, four additional hours of CSCI coursework at the 6000/8000 level (excluding CSCI 6950 and CSCI 8990) may substitute for CSCI 7200. A student selecting this (non-project) option is required to also pass a written exam administered by members of the Graduate Faculty.
Faculty Vote

The Graduate Faculty of the Department of Computer Science voted in favor of the proposed Non-Thesis M.S. option. The faculty vote, taken during the third week of January, 2018, was 16 Yes (i.e., in favor), 0 No, 1 Abstentions. Two eligible faculty did not vote.

Justification for the Proposed Non-Thesis M.S. Option

A Non-Thesis M.S. in Computer Science will have the following benefits: Projects and/or additional courses will be more oriented toward professional practice than individualized research leading to an M.S. Thesis. Having Non-Thesis M.S students take the CSCI 7200 Masters Project course will maintain writing as an integral part of their education without the overhead of writing an M.S Thesis. In today's competitive research environment, it is difficult for an M.S. student to engage in individualized or innovative research. Recognizing this many institutions, including peer and aspirational ones, now offer non-thesis or project-oriented M.S. options. The project emphasis maintains an important component of the current M.S. degree, that of faculty and students working together, which benefits both, including the ability of faculty to write more detailed and relevant reference letters as well as more direct transfer of knowledge that is typically out of reach in a classroom setting. Optionally, if the student prefers, four additional hours of CSCI coursework at the 6000/8000 level (excluding CSCI 6950 and CSCI 8990) may substitute for CSCI 7200. This option will give students more breadth in their study. There are a god number of universities that offer a non-thesis MS option in computer science such as Purdue university (https://www.cs.purdue.edu/graduate/curriculum/masters.html#Non-thesis), Georgia Institute of Technology (https://www.cc.gatech.edu/future/masters/mscs), Georgia State University (http://cs.gsu.edu/graduate/master-of-science/m-s-degree-requirements/), University of Michigan (https://eecs.umich.edu/eecs/graduate/ms-description.html), etc.

Admission Procedure

The admissions standards will be the same for both the Thesis and the Non-Thesis M.S. options:

1. A bachelor degree from a regionally accredited institution is required, preferably with a major in Computer Science or an allied discipline. Students with insufficient background in Computer Science must take undergraduate Computer Science courses to remedy any deficiencies (in addition to their graduate program). A sufficient background in Computer Science must include at least the following courses (or equivalents): MATH 2250 Calculus I, CSCI 1301 Introduction to Computing and Programming, CSCI 1302 Software Development, CSCI 1730 Systems Programming, CSCI 2610 Discrete Mathematics for Computer Science, CSCI 2670 Introduction to Theory of Computing, and CSCI 2720 Data Structures.

2. Admission to this program is selective; students with a record of academic excellence have a better chance of acceptance. Students with exceptionally strong undergraduate records may apply for admission to the graduate program prior to fulfilling all of the above requirements.
March 5, 2018

Dr. Pamela 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:

- Interdisciplinary Certificate Program Proposal in Museum Studies – Graduate level
- Interdisciplinary Certificate Program Proposal in Museum Studies – Undergraduate level

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

Sincerely,

[Signature]

Dr. Jean Martin-Williams  
Josiah Meigs Distinguished Teaching Professor of Music  
Associate Dean, Franklin College
Interdisciplinary Certificate Program (ICP) Proposal
Certificate in Museum Studies

I. Basic Information

1. **Institution:** University of Georgia  
   **Date:** February 22, 2018

2. **School/College:** Franklin College of Arts and Sciences

3. **Department/Division:** History

4. **Certificate Title:** Interdisciplinary Certificate Program in Museum Studies

5. **Level:** Graduate (Undergraduate Certificate submitted separately)

6. **Proposed starting date for the program:** Fall 2018

7. **Abstract:**

The Interdisciplinary Graduate Certificate Program in Museum Studies provides a broad overview of the history of museums as well as knowledge of museum theory, methodology, and practice consistent with contemporary national and international standards. The program gives particular attention to issues of museum history, ethics, multiculturalism, the relationships of museums to communities and diverse audiences, educational programs, and an examination of diverse types of collections and interpretations.

The Interdisciplinary Graduate Certificate in Museum Studies utilizes the University of Georgia’s extensive campus-based museums, collections, and exhibition programs to provide students with a variety of direct learning experiences. Students have an opportunity to make use of regional, national, and international museums, programs, and collections via the university’s many connections. Students also obtain experiential learning opportunities in administration, education, exhibition design, collections management, and other institutional activities through the program’s internships and directed studies. This certificate program is designed, in part, to provide academic and professional experience for students in a growing job market.

The University of Georgia, as a land-grant institution, has a unique set of resources, faculty, and staff that make it an excellent home for a museum studies certificate program. The University of Georgia includes the Georgia Museum of Art, the State Botanical Garden of Georgia, and the Georgia Museum of Natural History. All three institutions offer a wide range of educational, exhibition, and research programs with faculty and staff already working in the museum field. UGA’s study-abroad programs offer additional resources for internships and other courses, including the Museo dell’Accademia Etrusca e della Città di Cortona (MAEC) and the Museo Diocesano in Cortona, Italy, the Ashmolean in Oxford, and UGA Costa Rica.

Campus-based collections of natural and cultural materials also include: the Laboratory of Archaeology, the Hargrett Rare Book and Manuscript Library, Walter J. Brown Media

Athens is home to several historic house museums, including the Church-Waddel-Brumby House, the T.R.R. Cobb House, the Taylor-Grady House, and the Lyndon House Arts Center. Numerous museums, collection-holding institutions, cultural centers, and art galleries exist throughout northeast Georgia. The Atlanta metropolitan area includes major museums and cultural institutions.

8. Letters of Support

The Interdisciplinary Certificate Program in Museum Studies is supported by multiple colleges, schools and departments at the University, including:

- College of Environment and Design
- Department of History
- Lamar Dodd School of Art
- Department of Anthropology
- Georgia Museum of Art
- College of Family and Consumer Sciences
- University Libraries

Letters of support are attached in Appendix A.

SIGNATURES:

[Signature]
Department Head

[Signature]
Dean of School/College

II. Response to the Criteria for All Programs

1. The Purpose and Educational Objectives of the Program

**Objectives for the University of Georgia:**

- To contribute to the university’s excellence in research by establishing UGA as a nationally recognized center for museum studies, meeting the University’s long-range plan goal of enhancing graduate programs. The Interdisciplinary Graduate Certificate in Museum Studies introduces students to a range of issues in the museum field and provides the opportunity to apply skills in real-world situations.
- To raise awareness of the museums and cultural institutions on campus as significant and responsive laboratories that contribute to and perpetuate the mission of the University of Georgia.
Objectives for Students:

- To prepare students for a variety of careers in museums and museum-related fields through offering a range of concentrations.
- To foster in students the critical thinking, analytical, and interpretive skills necessary for innovative inquiry and design in museums and museum-related fields through experiential learning opportunities.
- To investigate museology through discipline-based knowledge, museum theory, and hands-on experiences.
- To cultivate in students an understanding and appreciation of the value of museums and cultural institutions within the United States and internationally.
- To provide students with an opportunity to augment their studies through existing resources on campus due to the interdisciplinary nature of museology.

Interdisciplinary Nature of the Program and Expectations

The Interdisciplinary Graduate Certificate in Museum Studies at the University of Georgia uses a very broad understanding of museums, practical experience in museum work, and the role of museums. The program prepares students for museum careers by adding specific, museum-based instruction to existing departmental academic studies. Students achieve the capacity to investigate and accomplish objectives in the museum field through discipline-based knowledge, museum theory, and experiential learning. The instructors and courses offered through this program are interdisciplinary, representing a range of departments across campus. Several possible affiliate faculty in the program teach in more than one department at the University.

Museums by their very nature are interdisciplinary. Fields as diverse as biology, history, horticulture, nonprofit management, education, English, journalism, and collection studies merge in museums and cultural institutions that collect, preserve, exhibit, and interpret objects. The list of courses in the curriculum section of this proposal reflects the multifaceted program of the Museum Studies certificate.

2. The Need for the Program

The Interdisciplinary Graduate Certificate in Museum Studies utilizes the University of Georgia’s extensive campus-based museums, collections, exhibition programs, and study-abroad programs to provide students with a variety of direct learning experiences. These units and programs serve as laboratories for student learning and give students opportunities to work with objects, solve problems, and apply concepts and ideas learned in the classroom. Students can make use of regional, national, and international museums, programs, and collections via the university’s connections. Students also obtain hands-on, practical experience in administration, education, exhibition, collection management, and other institutional activities through the program’s internships and volunteer positions. This certificate program is designed, in part, to provide academic and experiential learning for students interested in continuing their education in graduate programs and a growing job market.
Students taking courses in the graduate Interdisciplinary Graduate Certificate in Museum Studies can apply the knowledge and theories they learn in the classroom to the field of museums through hands-on engagement and experimentation. This certificate will include courses with service-learning components and a required museum internship that will give students opportunities to understand the daily operations of museums and the roles of museum staff. For graduate students interested in fields outside of academia, the ICP in Museum Studies demonstrates alternative opportunities for professionals with advanced degrees.

Museums employ more than 400,000 Americans and directly contribute $21 billion to the US economy annually. Professionals with museum training may also work in galleries, with corporate collections, in community centers and other arts organizations, and with other public and private collections. The Interdisciplinary Graduate Certificate in Museum Studies program of study offers a structured, sequential series of courses and experiences that gives students the necessary preparation for competitive employment in this field. Students who do not wish to become museum professionals can also have a better understanding of how to utilize museums in their future careers. For instance, educators can collaborate with museums for object-based learning opportunities, and scholars can make use of the resources of museums in their research.

Students from diverse departments across campus, including art, history and historic preservation, have expressed great interest in obtaining a museum studies certificate. Additionally, faculty in academic departments and cultural institutions across campus have committed to working with this program. Letters of support are enclosed with this application in Appendix A.

**Required Information:**

**Semester/Year of Program Initiation:** Fall 2018
**Semester/Year Full Implementation of Program:** Fall 2018
**Semester/Year First Certificates will be awarded:** Spring 2019
  - Certificates can be awarded to students who have already taken the classes required of this certificate prior to the implementation of the certificate program.
**Annual Number of Graduates expected once program established:** 8-10
**Projected future trends of undergraduate students enrolled:** 15-20

3. **Student Demand**

The projected number of graduates and enrollment trends have been determined by history of enrollment in the courses below, by internship numbers at museums and cultural institutions on campus, and by the results of a campus-wide survey. The campus-wide survey was sent out in February 2018 to gauge interest in this program. Of the 312 students who completed the survey, 209 students are interested in a museum studies certificate; of those interested students, 46 were graduate students. Complete results of this survey are attached to this proposal (see Appendix B) and reflect the diverse range of majors interested in museums.
• Minority student enrollments: Minority student enrollments are expected to be equivalent to the proportion of minority students in the total student body at the University of Georgia.

4. Design and Curriculum

Students who wish to document their proficiency in museum studies are able to earn a Certificate in Museum Studies. There is no program accreditation available for Museum Studies certificate programs; the design and curriculum of the proposed program is modeled after exemplary programs at other universities.

A. Curriculum Outline:

• Five 3-credit courses, plus a one-credit capstone course equaling 16 hours of credit are required to complete the certificate program of study.

• Three courses are required of all students enrolled in the certificate program: FCID 7010 Introduction to Museum Studies (3 credits), FCID 7015 Museum Internship (3 credits), and FCID 70XX (Proposed) Museum Studies Capstone (1 credit). These foundations courses make up 7 of the 16 hours of credit necessary to complete the certificate program.

• The remaining 9 hours will be selected from the courses listed below and must come from at least two different disciplines.

• FCID 7010 Introduction to Museum Studies, FCID 7015 Museum Internship and FCID 70XX (Proposed) Museum Studies Capstone are new courses; all other aspects of the proposed curriculum are already offered at UGA.

The following courses constitute course offerings for the certificate:

Foundations courses (6 hours. Required)

• FCID 7010. 3 hours. Introduction to Museum Studies: Taught by faculty affiliated with the certificate program, this course provides an introduction to museums as important cultural sites. Through discussion, readings, written assignments, on-campus field trips, and guest lecturers, students will examine different types of museums, responsibilities of staff, and the challenges and issues encountered in entering the field.

• FCID 7015. 3 hours. Museum Internship: One of the requirements of the certificate in Museum Studies is the completion of a museum internship. Opportunities for internships in collections care, research, education, communications, exhibition development, public programming, and administration will be available at the Georgia Museum of Art, the State Botanical Garden of Georgia, Special Collections Libraries, the Georgia Museum of Natural History, and through institutions affiliated with UGA study-abroad and field study programs. In addition, arrangements may be made for internships at other institutions upon approval of the director of the program, including those obtained through study-abroad programs.
All internships will require at least 105 hours during the semester. It is the responsibility of the student to apply for and obtain the internship position. Internships will include opportunities for reflection about the experience through a journal or project and final documentation of their work in the field. Each internship requires approval by the director of the certificate program and completion of an internship approval form.

A relevant museum internship within another department may be substituted for FCID 7015 with prior approval of the director of the certificate.

An additional 9 credit hours will come from the list below and new related courses. Special topics, directed readings, and thesis courses that focus on an aspect of museum studies may also be included, subject to the approval of the director of the Interdisciplinary Graduate Certificate program in Museum Studies. Some courses are open only to majors in the department.

- ANTH(BIOL)(ECOL)(ENTO)(PBIO) 6260-6260L. 4 hours. 3 hours lecture and 3 hours lab per week. Natural History Collections Management
  - Prerequisite: Permission of department
- ARED 6010. 3 hours. Art Criticism and Aesthetic Understanding
- ARED 7500. 3 hours. Introduction to Museum Education
  - Prerequisite: Permission of department
- ARED 7510. 3 hours. Engaging Art Museum Audiences as Student Docents
- ARHI 6420. 3 hours. American Art of the Fin de Siècle 1876-1913
- ARHI 6440. 3 hours. American Modernism 1900-1946: Alfred Stieglitz's America
- ARHI 6580. 3 hours. Postmodern Visual Culture
- ARHI 6910. 3 hours. Topics in Renaissance and Baroque Art: Drawings
- ARTS XXXX (Proposed) 3 hours. Exhibition Histories
- ARTS XXXX (Proposed) 3 hours. Exhibition Theories and Practices
- ARTS XXXX (Proposed) 3 hours. Alternative Curatorial Practices
- ARTS XXXX (Proposed) 3 hours. Art Writing
- ARTS XXXX (Proposed) 3 hours. Theories on Objects and Collecting
- EDES 6610. 3 hours. Vernacular Architecture
- EDES 6630. 3 hours. Twentieth Century Architecture
- HIPR 6000. 3 hours. 2 hours lecture and 2 hours lab per week. Introduction to Historic Preservation
- HIPR 6072. 3 hours. Issues in International Heritage Conservation
- HIPR 6100 3 hours. Cultural Resource Assessment
- HIPR 6160. 3 hours. Public History and Technology
- HIPR 6030. 3 hours. Principles and Practice of Preservation
- HIPR 6100. 3 hours. Cultural Resource Assessment
  - Prerequisite: HIPR 4000/6000
- HIPR 6120. 3 hours. Historic Site Interpretation
- HIST 6025 American Material Culture
- HIST 6026. 3 hours. Public History in Washington, DC
- HIST 6027. 3 hours. American Museums, Parks, and Monuments
• HIST 6760. 3 hours. Hands on Public History
• LAND 6620 Evolution of American Architecture
• TXMI 6370. 3 hours. History of Interior Design and Architecture 1850-present
• TXMI 7820. 3 hours. Museum Issues in Historic Clothing and Textiles
  • Graduate Prerequisite: TXMI 4290/6290 or permission of department

Capstone Course (1 hour. Required)

FCID 70XX. (Proposed) 1 credit. Museum Studies Capstone. Through workshops and lectures students will prepare for the museum job market. In addition, students are required to submit an example of their professional work in the field.

Model Programs:

The American Alliance of Museums (AAM) lists 59 graduate certificate programs and 22 undergraduate certificates in Museum Studies and related programs. Some of these schools with exemplary certificate programs include George Washington University, Florida State University, the University of Texas at Austin, Harvard University, New York University, and Duke University. The requirements of these programs are similar, including a rigorous program of study requiring a comprehensive understanding of theory and practice in museums, core classes and interdisciplinary electives, and hands-on field experience in the form of internships or study abroad opportunities.

Assessment:

Students will be assessed at the end of each course and internship by the instructor. After the successful completion of the requirements for the certificate, students will submit an approval form to be signed by the graduate coordinator and director of the Interdisciplinary Graduate Certificate in Museum Studies. The courses within the certificate program will be evaluated through course evaluations. Upon completion of the certificate program, a voluntary survey will be distributed to students to assess their overall experience and learning outcomes achieved during the program. The program will assess and report student learning outcomes through the University-wide reporting system. Students will be voluntarily tracked after graduation to study how the certificate program benefits their professional and educational careers.

5. Faculty Resources

Sufficient faculty expertise currently exists at UGA to support this certificate, and no additional faculty will be necessary to successfully implement the proposed certificate program. The three new Museum Studies courses - FCID 7010 Introduction to Museum Studies, FCID 7015 Museum Internship, and FCID 70XX (Proposed) Museum Studies Capstone Credit — will be taught by Dr. Callan Steinmann, Dr. Akela Reason, and Prof. James Reap. Each of the elective courses listed is currently being offered under the designated department. Given that the program hinges on a number of different departments, each with its own specialization, the program is able to work with faculty from diverse areas without stretching the resources of a single department. For example,
areas of specialization in which classes are currently being taught include interpretive strategies both in the art and house museum setting, administrative and management development, and work in the nonprofit sector.

A list of possible affiliate faculty members is attached to this proposal in Appendix C. Faculty members directly involved in this program include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree</th>
<th>Academic Specialty</th>
<th>Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akela Reason</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Cultural and intellectual history, U.S. 19th and 20th century history, Public history</td>
<td>American visual culture</td>
</tr>
<tr>
<td>James Reap</td>
<td>Professor</td>
<td>J.D.</td>
<td>Legal, administrative and financial aspects of cultural heritage conservation</td>
<td>American Studies, Law</td>
</tr>
<tr>
<td>Nell Andrew</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>European Modernism and the Avant-Garde, Abstraction, Modern Dance, Early Cinema</td>
<td>Art History</td>
</tr>
<tr>
<td>Wayde Brown</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>History of historic preservation/heritage conservation movement, “unofficial” historic sites, historic sites and collective memory</td>
<td>Architectural conservation, History and theory of architecture, Environmental design</td>
</tr>
<tr>
<td>Lynn Sanders-Bustle</td>
<td>Associate Professor and Area Chair</td>
<td>Ph.D.</td>
<td>Socially engaged art, community-based art education</td>
<td>Art Education, Curriculum and Instruction</td>
</tr>
<tr>
<td>Sarah Kate Gillespie</td>
<td>Academic Professional (Curator of American Art,</td>
<td>Ph.D.</td>
<td>19th and 20th century American art, African American art, history of</td>
<td>Art History</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>PhD/GMOA</td>
<td>Specialization</td>
<td>Department</td>
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<tr>
<td>Cari Goetcheus</td>
<td>Associate Professor</td>
<td>MHP</td>
<td>Cultural resource assessment, cultural landscape conservation</td>
<td>Landscape Architecture, Historic Preservation</td>
</tr>
<tr>
<td>Scott Nesbit</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>19th century American South, Public History, Digital Humanities</td>
<td>History</td>
</tr>
<tr>
<td>Mark Reinberger</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Architectural history, Building materials conservation, Urban planning history</td>
<td>Architectural, art, and urban planning history and preservation education</td>
</tr>
<tr>
<td>Monica Sklar</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>20th/21st century design history, theory and criticism; social-cultural aspect of dress</td>
<td>Design History and Culture</td>
</tr>
<tr>
<td>Asen Kirin</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Byzantine art, ancient and medieval cultural heritage</td>
<td>Art History</td>
</tr>
</tbody>
</table>

All faculty have a background and expertise in fields relevant to Museum Studies in their respective disciplines. Collectively, faculty associated with the certificate program have maintained active programs of teaching and scholarly research appropriate to their professional rank that includes university-level teaching and/or research publications in peer-reviewed journals related to Museum Studies. Faculty affiliated with this certificate program will teach certificate coursework as part of their regular teaching assignments. Administrative responsibility for the program will reside in the Department of History. It is not deemed necessary to add any new faculty to successfully implement the certificate program.

6. Library, Computer, and Other Resources

A. Library Resources

The Louis T. Griffith Library, located within the Georgia Museum of Art, contains many relevant items including, but not limited to, holdings in North American, Central and South American, European, Italian, Asian and African art, folk, and southern art. The museum also offers the following study centers: C. L. Morehead Jr. Center for the Study of American Art, the Henry D. Green Center for the Study of the Decorative Arts, the Jacob Burns Foundation Center, and the Pierre Daura Center. Additionally, the museum itself may serve as a rich object-based center of learning and research. Other holdings include artist files and auction catalogues. Other
relevant material may be found at the Hargrett Rare Book and Manuscript Library, the Walter J. Brown Media Archives and Peabody Awards Collection, the Richard B. Russell Library for Political Research and Studies, DigiLab, and the Historic Clothing and Textile Collection of the Department of Textiles, as well as the main library and online materials.

No new library materials or resources are needed for the implementation of the proposed certificate. Any materials (online journals and periodicals) not currently housed or offered by UGA may be supplemented by existing available materials and online content.

B. Computer Resources
No new computer resources are needed to implement the program of certificate.

C. Community-based arts resources including the Lyndon House Arts Center, the Taylor-Grady House, and the T.R.R. Cobb House, and campus-based resources such as the Georgia Museum of Natural History, State Botanical Garden of Georgia, and Special Collections Libraries may be utilized as sites of research and study as needed.

7. Physical Facilities
Administration of the Museum Studies ICP will be housed within the Department of History in Franklin College of Arts and Sciences. Existing museum spaces and classrooms throughout campus will be utilized for the implementation of instruction, with no additional space required.

8. Expenses to the Institution for Full Program Implementation

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Personnel</td>
<td>$6,250</td>
<td>$6,250</td>
<td>$6,250</td>
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<td>(2) Operating Costs</td>
<td>$5,044</td>
<td>$7,841</td>
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<td>(3) Capital Outlays</td>
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<td></td>
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<tr>
<td>(4) Library Acquisitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Total</td>
<td>$11,294</td>
<td>$14,091</td>
<td>$14,091</td>
</tr>
</tbody>
</table>

Personnel cost estimates are based on the anticipated percentage of time contributed by the instructor of record for the required courses, which is estimated at approximately 12.5% or 5 hours weekly. Operating costs for year 1 include $1000 printing and promotion of the program provided by the Georgia Museum of Art, and the anticipated administrative time contributed by the Program Director (5%). For years two and three, as anticipated enrollment in the program increases, additional administrative support for the program will be provided using a percentage of time of a graduate assistant. All other listed elective courses are already being taught. No additional facilities are needed to support the certificate. No additional library acquisitions are needed to support the certificate.
9. Financial Support Commitments Needed to Initiate and Fully Develop the Program

There are no additional direct costs anticipated, as participating units already teach the courses that we list as core or elective requirements of the certificate. The three new required courses will be taught by Dr. Steinmann, Dr. Reason and Prof. Reap as part of their existing course load. If enrollment grows so that undue administrative burden is born by the Program Director, additional funds will be sought to provide a course release and/or additional administrative assistance.

10. Administration of Program and Admission and Retention of Participants

A. Administration of the Program

The initial certificate director will be Dr. Akela Reason in the Department of History in the Franklin College of Arts and Sciences. The Director will administer the program in collaboration with the Faculty Advisory Board composed of one representative of each department, school, or college participating in the certificate along with one representative from each of the Georgia Museum of Art, the Georgia Museum of Natural History, and the University of Georgia Special Collections Libraries. The director will coordinate course offerings, review student applications, advise students as they make progress maintain appropriate student records, promote activities associated with the certificate, and implement program evaluation. The director will also chair the Faculty Advisory Board and consult with the Board on matters of policy, planning, and resource requirements. The director may receive such administrative assistance from staff, interns, or graduate assistants as may be provided by the participating schools and colleges.

The initial home of the Interdisciplinary Graduate Certificate in Museum Studies will be the Department of History. The academic home will be the same for both the undergraduate and graduate certificates and must be in one of the participating departments, schools or colleges. The director must be a faculty member in the certificate’s home unit. Should a change in the academic home be deemed necessary for the most efficient administration of the program, the certificate home and director may be changed with proper approval.

The Faculty Advisory Board will serve as the certificate steering committee and will meet as needed (at least once per year) to support and advise the director of the program. The Faculty Advisory Board will commit to serving for at least two years, and nominations will be reviewed and voted upon by existing Board members. Nominations for Program Director will be reviewed and voted upon by Board members. The Faculty Advisory Board will serve both the undergraduate and graduate certificates in museum studies.

1. A chief task of the Board will be to review courses for inclusion in the graduate and undergraduate certificate programs. If new courses are to be added, the Board will seek approval of the department head and dean for the course, as well as administrative approval for program changes. Applications for inclusion will include a brief statement of how the course addresses museum studies, the faculty
member's area of expertise and research, and a syllabus. The director will review
the application and forward it to the Advisory Board, which will make a
recommendation to the director regarding its addition to the certificate. The
Advisory Board will periodically review courses previously submitted to ensure
the inclusion in the certificate remains appropriate.

2. Other responsibilities of the Advisory Board will include identifying the academic
home for the certificate program, with input from participating deans, and
generally serving as ambassadors of the certificate, encouraging students,
recruiting faculty participation, and otherwise supporting the program.

B. Admission and Retention of Participants

The Interdisciplinary Graduate Certificate in Museum Studies is open to all currently
enrolled graduate students, as well as students who possess a graduate degree and apply
through Graduate Admissions as non-degree seeking students. Students will submit an
application form signed by their advisor and the certificate director, including a proposed
program of study. Students will meet with the Director of the certificate as they progress
through the program, and those in need of additional support will receive personalized
advisement.
Appendix A: Letters of Support

January 10, 2018

Dr. Pamela Whitten
Senior Vice President for Academic Affairs & Provost
CAMPUS

Dear Dr. Whitten:

The College of Environment and Design is pleased to support the proposed graduate and undergraduate certificates in Museum Studies.

Our College currently offers or is actively engaged in the graduate and undergraduate certificates in Historic Preservation, Environmental Ethics, and Geographical Information Systems as well as the graduate certificates in Historic Landscapes and In Conservation Ecology & Sustainable Development and the undergraduate DIGI certificate (Digital Humanities Research and Innovation). A number of our graduates have completed other certificates such as Nonprofit Management and Native American Studies. We believe that certificates provide students with a way to concentrate their studies in a distinct practice area which may enhance their professional qualifications and job opportunities upon graduation.

The Museum Studies certificates are particularly relevant to our Historic Preservation Program and I am pleased that preservation courses have been included as electives for the certificates. Historically, a number of our Master of Historic Preservation alumni have found positions in house museums, museum villages, and other museum institutions. We believe there will be a significant interest among our students in the graduate certificate.

Thank you for the opportunity to express our support for this program and we look forward to actively participating upon its approval.

Sincerely,
Daniel J. Nadenicek
Dean and Draper Chair
January 11, 2018

Dr. Pamela Whitten
Senior VP for Academic Affairs & Provost

Dear Dr. Whitten,

I write in enthusiastic support of the proposed graduate and undergraduate certificates in Museum Studies. The History Department has been focusing on diversifying its offerings to support graduate students who do not intend to pursue a traditional academic career, and as part of that initiative, we have been building our offerings in Public History, under the leadership of Dr. Akela Reason. Museum Studies is a complementary and important part of that initiative. The certificates will be well-supported at UGA, given the expertise in the CED, the Georgia Museum, and the Department of History. Though the certificates are truly interdisciplinary, the administrative home will be in the Department of History. We look forward to working with our university partners in launching this innovative program.

Sincerely,

Claudio Saunt
Richard B. Russell Chair in American History,
Distinguished Research Professor, and
Head, Department of History
February 15, 2018

Callan Steinmann, Ph.D.
Associate Curator of Education
Georgia Museum of Art
University of Georgia
90 Carlton Street
Athens, GA 30602

Dear Dr. Steinmann,

As Chair of Art Education at the University of Georgia, I am writing to express strong support for the proposed Interdisciplinary Certificate in Museum Studies. Having served on the steering committee for the certificate, I am familiar with the proposed curriculum and view the certificate as a valuable extension of what the Art Education program can offer our students. Not only will this certificate prepare students for careers in museums, but it will also offer them a foundation in object-based learning, experience working in a professional environment through internships, and help them to develop connections to cultural institutions that can foster a lifelong love of museums.

Historically, the Art Education program at the University of Georgia has benefited greatly from a robust relationship with the Georgia Museum of Art (GMA). Many of our graduates and undergraduates have taken coursework, attended tours, worked as docents, and volunteered in programming. In particular, we view the museum studies component to be an essential part of the curriculum we offer graduate students as many are interested in working in or conducting research in museum settings. In fact, we find the GMA to be a strong selling point when we recruit and anticipate that this certification will enhance our recruiting efforts.

Furthermore, I strongly support the inclusion of the art education courses, listed below, in the Interdisciplinary Certificate in Museum Studies. These courses have been included in the art education curriculum for years and our students have benefited greatly from taking them.

ARED 4010/6010 Art Criticism + Aesthetic Understanding
ARED 5500/7500 Introduction to Museum Education
ARED 5510/7510 Engaging Art Museum Audiences as Student Docents

In closing, please feel free to contact me at bustle@uga.edu or 337-298-2255 if you have questions.

Sincerely,

Lynn Sanders-Bustle, Ph. D.
January 16, 2017

Dear Dr. Steinmann,

I am writing to express support for the proposed Interdisciplinary Certificate in Museum Studies. Not only will this certificate prepare students for careers in museums, but it will also offer them a foundation in object-based learning, experience working in a professional environment through internships, and help them to develop connections to cultural institutions that can foster a lifelong love of museums.

The Interdisciplinary Certificate in Museum Studies combines resources from many departments on campus to give students a thorough understanding of the diverse range of museums and careers in these institutions. Resources on campus, including UGA Special Collections Libraries, Georgia Museum of Art, State Botanical Garden of Georgia, and the Georgia Museum of Natural History, as well as international opportunities in Costa Rica, Cortona, Italy, and Oxford, England, offer students who participate in this certificate rich opportunities in experiential learning.

The Lamar Dodd School of Art is committed to supporting students in this program by including relevant courses as part of this certificate. As the school embarks on creating a Masters program in Critical and Curatorial Practice, several of our proposed courses would fit perfectly on the program's menu including Exhibition Histories, Exhibition Theories and Practices, Alternative Curatorial Practices, Art Writing, Theories on Objects and Collecting.

I highly support the Museums Certificate program and look forward to offering it to our future students studying in the arts.

Sincerely,

Katie Geha
Director
Dodd Galleries
31 January 2017

Carlissa DiCindio, Ph.D.
Curator of Education
Georgia Museum of Art
University of Georgia
90 Carlton Street
Athens, GA 30602

Dear Dr. DiCindio,

I am pleased to give my enthusiastic support for the proposed Interdisciplinary Certificate in Museum Studies. This certificate prepares students for careers in museums while also offering them a foundation in object-based learning, experience working in a professional environment through internships. These opportunities develop connections to cultural institutions that can foster a lifelong love of museums.

The Interdisciplinary Certificate in Museum Studies combines resources from many other departments on campus to give our students a thorough understanding of the diverse range of museums and careers in these institutions. Resources on campus, including UGA Special Collections Libraries, Georgia Museum of Art, State Botanical Garden of Georgia, and the Georgia Museum of Natural History, as well as international opportunities in Costa Rica, Cretona, Italy, and Oxford, England, offer students who participate in this certificate offer rich opportunities in experiential learning.

The Lamar Dodd School of Art is committed to supporting students in this program by including relevant courses as part of this certificate.

Sincerely,

Chris Garvin
Director, Lamar Dodd School of Art
Franklin College of Arts and Sciences
January 10, 2018

Dr. Pamela Whitten
Senior Vice President for Academic Affairs & Provost
University of Georgia
CAMPUS

RE: Support for proposed graduate and undergraduate certificates in Museum Studies.

Dear Dr. Whitten:

The Department of Anthropology is pleased to support the proposed graduate and undergraduate certificates in Museum Studies.

Our Department currently offers or is actively engaged in the graduate and undergraduate certificates in African Studies, Women’s Studies, Archaeological Sciences, Conservation Ecology, Environmental Ethics, Geographic Information Systems Native American Studies, Interdisciplinary Qualitative Studies, and Latin American and Caribbean Studies. A number of our graduates have completed such certificates. We believe these certificates provide students with a way to concentrate their studies in a distinct practice area which may enhance their professional qualifications and job opportunities upon graduation.

The Museum Studies certificates are particularly relevant to our focus on Cultural Resources Management, notably for our graduate students in archaeology. I am pleased that these courses have been included as electives for the certificates. Historically, a number of our alumni have found positions in museums or museum-related institutions. We believe there will be a significant interest among our students in the certificates.

Thank you for the opportunity to express our support for this program and we look forward to actively participating upon its approval.

Sincerely,

Ervan, Garrison, Ph.D.
Professor and Department Head
February 19, 2018

Callan Steinmann, Ph.D.
Associate Curator of Education
Georgia Museum of Art
University of Georgia
90 Carlton Street
Athens, GA 30602

Dear Dr. Steinmann,

As director of the Georgia Museum of Art, I am writing to express support for the proposed Interdisciplinary Certificate in Museum Studies. Not only will this certificate prepare students for careers in museums, but it will also offer them a foundation in object-based learning, experience working in a professional environment through internships, and help them to develop connections to cultural institutions that can foster a lifelong love of museums.

The mission of the Georgia Museum of Art is trifold and echoes that of the University of Georgia: to support and to promote teaching, research and service. Specifically, as a repository and educational instrument of the visual arts, the museum exists to collect, preserve, exhibit and interpret significant works of art. The collections and facilities of the Georgia Museum of Art offer students who participate in the Interdisciplinary Certificate Program rich opportunities in object-based and experiential learning.

The Georgia Museum of Art is committed to supporting students in this program by providing access to the rich resources of our facilities, collections, and time and expertise of museum faculty and staff.

Sincerely,

[Signature]

William Underwood Eiland
Director
January 11, 2018

Callan Steinmann, Ph.D.
Associate Curator of Education
Georgia Museum of Art
706.542.8863

Dear Dr. Steinmann,

I am writing to express support for the proposed Interdisciplinary Certificate in Museum Studies. Not only will this certificate prepare students for careers in museums, but it will also offer them a foundation in object-based learning, experience working in a professional environment through internships, and help them to develop connections to cultural institutions that can foster a lifelong love of museums.

The Interdisciplinary Certificate in Museum Studies combines resources from many departments on campus to give students a thorough understanding of the diverse range of museums and careers in these institutions. Resources on campus, including UGA Special Collections Libraries, Georgia Museum of Art, State Botanical Garden of Georgia, and the Georgia Museum of Natural History, as well as international opportunities in Costa Rica, Cortona, Italy, and Oxford, England, offer students who participate in this certificate offer rich opportunities in experiential learning.

The department of Textiles, Merchandising, and Interiors is committed to supporting students in this program by including relevant courses as part of this certificate. The Historic Clothing and Textiles Collection is a vibrant gathering of over 3000 objects related to Georgia, National, and International history. We are in the process of expanding and enhancing the collection, thus there are many rewarding opportunities for museum studies students to learn about modernizing a museum collection.

Sincerely,

Monica Sklar, Ph.D
Assistant Professor, Textiles Merchandising, and Interiors
Liaison to the Historic Clothing and Textiles Collection
February 19, 2018

Callan Steinmann, Ph.D.
Associate Curator of Education
Georgia Museum of Art
University of Georgia
90 Carlton Street
Athens, GA 30602

Dear Dr. Steinmann,

I am writing to express support for the proposed Interdisciplinary Certificate in Museum Studies. Not only will this certificate prepare students for careers in museums, but it will also offer them a foundation in object-based learning, experience working in a professional environment through internships, and help them to develop connections to cultural institutions that can foster a lifelong love of museums.

The Interdisciplinary Certificate in Museum Studies combines resources from many departments on campus to give students a thorough understanding of the diverse range of museums and careers in these institutions. Resources on campus, including UGA Special Collections Libraries, Georgia Museum of Art, State Botanical Garden of Georgia, and the Georgia Museum of Natural History, as well as international opportunities in Costa Rica, Cortona, Italy, and Oxford, England, offer students who participate in this certificate offer rich opportunities in experiential learning.

The University of Georgia Libraries (and particularly our Special Collections Libraries) are committed to supporting students in this program by providing internships and other hands-on learning as part of this certificate.

Sincerely,

P. Toby Graham
University Librarian and Associate Provost
Appendix B: Results of Museum Studies Survey for Students

Student Survey

ICP in Museum Studies Survey
February 21st 2018, 10:17 am EST

Q2 - Would you be interested in completing an interdisciplinary certificate program in Museum Studies at the University of Georgia?

---

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
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<td>1</td>
<td>Yes</td>
<td>100.00%</td>
<td>209</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>209</td>
</tr>
</tbody>
</table>

---
Q3 - Are you an undergraduate or graduate student?

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<th>Answer</th>
<th>%</th>
<th>Count</th>
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</thead>
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<tr>
<td>1</td>
<td>Undergraduate</td>
<td>77.88%</td>
<td>162</td>
</tr>
<tr>
<td>2</td>
<td>Graduate</td>
<td>22.12%</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>208</td>
</tr>
</tbody>
</table>
What is your major?

<table>
<thead>
<tr>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>Historic Preservation</td>
</tr>
<tr>
<td>Historic Preservation</td>
</tr>
<tr>
<td>Historic Preservation</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology (might be changing soon)</td>
</tr>
<tr>
<td>BCMB; Spanish</td>
</tr>
<tr>
<td>Microbiology</td>
</tr>
<tr>
<td>Biochemistry and Molecular Biology</td>
</tr>
<tr>
<td>History with a certificate in Historic Preservation</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Historic Preservation</td>
</tr>
</tbody>
</table>
Historic Preservation

Historic Preservation

Historic Preservation

Historic Preservation

Historic Preservation

Historic Preservation

Law

Genetics

sculpture

history

Music Theory

Painting

Art History

Printmaking & Book Arts

History

History, German

Art Education

History

Art History

Art education

Printmaking and Book Arts

Art history

Art Education

Art History

MFA Painting and Drawing

Art
Printmaking and book arts

Master's of Fine Arts in Painting and Drawing

Art history

Art History

English

Fine Arts with Emphasis in Graphic Design

Jewelry & Metalworking

Graphic Design

Anthropology

History

History

Art Education

History

Management Information Systems

English

Photography

Interdisciplinary Art & Design

graphic design

Art Education

History

History

History

History

History

History

Art Education

studio art

Art Education

History
Biology
Interior Design
IDS Theatre, Studio Art, LACS, Spanish photography
Journalism
ArtX: Expanded Forms
Fabric Design Lamar Dodd advertising
History
Intended journalism
History
Theatre and Film Studies
Psychology
Women's Studies
Intended Mechanical Engineering
Physics
history
English
Graphic Design and English
Chemistry and Environmental Chemistry
History biology
Biology and Anthropology
Art history and women's studies
History
History, Philosophy, Women's Studies
Genetics and plant biology
Psychology and Spanish
Entomology and Cellular Biology

History

Biology

Psychology

English Education

Classical Studies and Psychology

Physics and Astronomy

Philosophy and History

Animal Science

Music

Anthropology and Biology

History and social studies education

Music Education and Performance

History

Biology

History

History

Comparative Literature

Film Studies and Women's Studies

French and Ecology

Music theory

History

History and Art History

History

History
History
Genetics
History
History
PBIO/ANTH
History
Philosophy
History
History
Communication Studies
Microbiology
Public Administration
History
History
Art History
History
History
History/Anthropology
GEOLOGY
History, Geography
Geography A.B.
History
English
English/English Education
English
Chemistry
Anthropology
International Affairs and Sociology
Art History
English
Music
Classical languages
History
History, Romance Languages
Economics and French
German
Classical Culture; History
Theatre and Journalism
Art History
Spanish
Sociology
Political science
Plant Biology
English / comparative literature
Classics
History
Ecology
English
Music
Music Therapy
English
Music Performance
Theatre
English
English
English
English

English

Journalism and English

Ecology, Music

Entertainment and Media Studies

Management Information Systems and German

Genetics

B.S. Chemistry

Chemistry

Germanic and Slavic Languages

Theatre and Entertainment Media Studies

Anthropology, Sociology, Criminal Justice

Microbiology and anthropology

History and music

Natural Resource Management & Sustainability

Geology

AN Music

German

Sociology

Biology, Anthropology

History and Russian

Theatre and English

Political science

Cellular Biology

Advertising

Environmental Economics and Management
Q5 - Would you be interested in taking courses or conducting research related to any aspect of Museum Studies?

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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<td>98.09%</td>
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<tr>
<td>2</td>
<td>No</td>
<td>1.91%</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>209</td>
</tr>
</tbody>
</table>
Appendix C: Possible Affiliate Faculty

Dr. Nell Andrew, Art History, Lamar Dodd School of Art

Dr. Wayde Brown, Historic Preservation, College of Environment and Design

Dr. Lynn Sanders-Bustle, Art Education, Lamar Dodd School of Art

Dr. Ervan Garrison, Department of Anthropology

Dr. Sarah Kate Gillespie, Georgia Museum of Art

Prof. Cari Goetcheus, Historic Preservation, College of Environment and Design

Dr. Lilia Gomez-Lanier, Textiles, Merchandising and Interiors

Dr. Patricia Hunt-Hurst, Textiles, Merchandising and Interiors

Dr. Asen Kirin, Art History, Lamar Dodd School of Art

Dr. Scott Nesbit, Historic Preservation, College of Environment and Design

Dr. Akela Reason, History, Department of History

Prof. James Reap, Historic Preservation, College of Environment and Design

Dr. Mark Reinberger, Historic Preservation, College of Environment and Design

Dr. Elizabeth Reitz, Department of Anthropology

Dr. Callan Steinmann, Art Education, Lamar Dodd School of Art

Dr. Janice Simon, Art History, Lamar Dodd School of Art

Dr. Shelley Zuraw, Art History, Lamar Dodd School of Art
College of Education
Office of Academic Programs

TO: Dr. Suzanne Barbour, Dean of the Graduate School
Fiona Liken, Assistant Vice President

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

DATE: February 26, 2018

RE: MED in Teacher Leadership

Please find attached a proposal from the Department of Lifelong Education, Administration, and Policy requesting to terminate the MED in Teacher Leadership.

The College of Education’s Curriculum Committee approved this proposal on February 19, 2018.
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution: University of Georgia Date: January 9, 2018
2. School/College College of Education
3. Department/Division Lifelong Education, Administration, and Policy
4. Program
   Degree Master of Education
   Major Teacher Leadership
5. Termination X

6. Last date students will be admitted to this program Not applicable; No students are enrolled in the program
7. Last date students will graduate from this program Not applicable; No students are enrolled in the program
8. Abstract of the deactivated or terminated program

This termination proposal is to close the Master of Education in Teacher Leadership. This degree program was proposed in 2013-2014 to provide an accessible program for teachers who wished to pursue coursework in the development of leadership skills. This new degree was designed in response to the call for more interdisciplinary” efforts as the M.Ed. in Teacher Leadership was to be the first college-wide, multi-disciplined degree that by design was inclusive of all academic areas within the College of Education. Although the effective date for offering the degree was Spring 2015, no efforts to initiate admissions for students occurred. In addition, changing priorities occurred in cooperation among the departments that would have supported courses in the degree. Therefore, the degree never launched, faculty did not engage, and no students have been admitted to the program.

9. Signatures

Kathleen Demarras

Department Head
Dean of School/College
Dean of Graduate School

II. Conditions for Deactivating or Terminating Programs

1. Decisions that warrant deactivation or termination of the program.

No students have enrolled in the program. There is no faculty leadership to offer the program.

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

No efforts to initiate admissions for students occurred. Changing priorities occurred in cooperation among the departments that would have supported courses in the degree. Therefore, the degree never launched, faculty did not engage, and no students have been admitted to the program.

3. Plans for allowing those students already in a program to complete degree requirements.

Not applicable, no students enrolled in the certificate program.
4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved?

No faculty have been involved in the program. No current impact.

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

No impact. For all intents and purposes, the department had not activated this degree. Work with student learning outcomes identified the degree as active necessitating this termination proposal.

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

There are no plans to reinstate the program.
3. Graduate Record Examination (GRE) test scores are required for admission consideration.

4. Three letters of recommendation are required, preferably written by university professors familiar with the student's academic work and potential. If the student has work experience, one letter may be from his/her supervisor. Letters should be sent directly from the letter writer to the Computer Science Department Graduate Coordinator.

5. A one or two page personal statement outlining the student's background, achievements, and future goals is required.

6. A student may include a recent copy of his/her resume as part of the application packet; however, this is not required.

**Impact on Current Students**

We do not anticipate any adverse impact on current M.S. students. All M.S. students will start on the same track. During the advisement period in their second semester, the students must choose between the two options, with the choice recorded in their file. Existing (thesis) M.S. students already past this point in their graduate program will be unaffected by the new Non-Thesis option.

**Financial Impact**

The Non-Thesis M.S. program option will be at least as cost-effective as the current M.S. program, so no additional resources or funds will be required to implement this Non-Thesis option for the M.S. degree in Computer Science.
TO: Dr. Suzanne Barbour, Dean of the Graduate School  
    Fiona Liken, Assistant Vice President

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

DATE: February 26, 2018

RE: Online MED in Social Studies Education

Please find attached a proposal from the Department of Educational Theory and Practice requesting to deactivate the online MED in Social Studies Education.

The College of Education's Curriculum Committee approved this proposal on February 19, 2018.
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution: University of Georgia
   Date: January 9, 2018

2. School/College College of Education

3. Department/Division Educational Theory and Practice

4. Program Degree Online Master of Arts in Education
   Major Social Studies Education

5. Deactivation X

6. Last date students will be admitted to this program Not applicable; No students are enrolled in the program

7. Last date students will graduate from this program Not applicable; No students are enrolled in the program

8. Abstract of the deactivated or terminated program

This deactivation proposal is to close the Online Master of Education in Social Studies Education. This degree program was proposed in early 2014 to provide an accessible program for teachers who wished to pursue advanced preparation in social studies education. The degree was designed to meet the needs of students who were: (1) full-time working social studies teachers who sought a master's degree to gain new skills, abilities and credentials; (2) recent graduates of initial certification programs in social studies education who wanted to continue in their studies and receive a master's degree before beginning a teaching career; and (3) career change professionals who desired to earn a master's degree in social studies education but who were not looking to concurrently receive Georgia teacher certification (the MEd is not a path to initial teacher certification). Although the effective date for offering the online degree was Fall 2014, no efforts to initiate admissions for students occurred.

9. Signatures
   Department Head
   Dean of School/College
   Dean of Graduate School

II. Conditions for Deactivating or Terminating Programs

1. Decisions that warrant deactivation or termination of the program.

No students have enrolled in the online option for this program. Students have continued to enroll in the face-to-face variant of the degree program.

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

Lack of resources to fully develop the curriculum into an online format and attention to the undergraduate, face-to-face master’s, and residential doctoral program with limited faculty to expand offerings online are at the root of the request to deactivate the program.

3. Plans for allowing those students already in a program to complete degree requirements.

Not applicable, no students enrolled in the certificate program.
4. What will be done to minimize the impact or termination of the program upon the personal and professional lives of the faculty and staff involved?

No faculty have been involved in the program. No current impact.

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

No impact. For all intents and purposes, the department had not activated this online variant of the degree. Work with student learning outcomes identified the degree as active necessitating this deactivation proposal.

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

Plans to reinstate the program will be considered over the next two years.
College of Education
Office of Academic Programs

TO:       Dr. Suzanne Barbour, Dean of the Graduate School
          Fiona Liken, Assistant Vice President

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

DATE:    February 26, 2018

RE:      Graduate Certificate in Diverse Children’s Literature for a Global Society

Please find attached a proposal from the Department of Language and Literacy Education requesting to deactivate the graduate certificate in Diverse Children’s Literature for a Global Society.

The College of Education’s Curriculum Committee approved this proposal on February 19, 2018.
OUTLINE FOR DEACTIVATION OR TERMINATION
OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution: University of Georgia
   Date: January 18, 2018

2. School/College
   College of Education

3. Department/Division
   Language and Literacy Education

4. Program Degree
   Graduate Certificate in Diverse Children's Literature for a Global Society

   Major
   Not Applicable

5. Deactivation
   X

6. Last date students will be admitted to this program
   Not applicable; No students are enrolled in the program

7. Last date students will graduate from this program
   Not applicable; No students are enrolled in the program

8. Abstract of the deactivated or terminated program

   This deactivation proposal is to close the Graduate Certificate in Diverse Children’s Literature for a Global Society for a two-year period. This certificate was proposed in 2013 to provide an accessible program for teachers who wished to pursue advanced preparation in children’s literature with a specific focus on cultural diversity. The certificate was designed to provide professionals in various fields associated with children’s literature the opportunity to deepen their knowledge about children’s literature. The certificate would enable participants to better understand the current and developing trends in children’s literature as it becomes part of a technologically-enriched society. The certificate was also proposed to respond to the local, national, and international requests for non-degree educational opportunities in online formats. Although the effective date for offering the online certificate was Summer 2015, no efforts to initiate admissions for students occurred, primarily because faculty retirements/departures removed access to teaching staff who would have supported this certificate. Although the department has hired one faculty member since 2015 with specific expertise in diverse children’s literature, it will take some additional time for department to work the certificate into its teaching resources and capacity. This process should take two years.

9. Signatures

   [Signatures]

   Department Head
   Dean of School/College
   Dean of Graduate School

II. Conditions for Deactivating or Terminating Programs

1. Decisions that warrant deactivation or termination of the program.

   No students have enrolled in the certificate and the department does not currently have faculty resources to provide the certificate. Deactivation rather than termination is warranted because some new faculty have been hired, others will be sought, and the circumstances originally judged to warrant the development of the program continue to exist.

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

   Lack of faculty resources to fully develop the curriculum, through faculty retirements and other departures, is at the root of the request to deactivate the certificate. Although resources are now in place, time is needed to integrate the certificate into the remaining offerings within the department.
3. Plans for allowing those students already in a program to complete degree requirements.

Not applicable, no students enrolled in the certificate program.

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

No faculty have been involved in the program. No current impact. The faculty members with expertise in this area need some time to develop the course work and integrate that course work into the schedule of offering for the overall department.

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

No impact. For all intents and purposes, the department had not activated this online certificate. Work with student learning outcomes identified the certificate as active, necessitating this deactivation proposal until the faculty can include it in the department’s regular offerings.

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

Plans to reinstate the program will be considered, developed, and implemented over the next two years.