Graduate Council Meeting
Wednesday, September 19, 2018 3:30 p.m.
229 Terrell Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes
   (August 22, 2018)

II. Graduate Council Committee Reports

   A. Administrative Committee
      Committee Report (Rotating, Chair)

   B. Appeals Committee
      Committee Report (Amy Pollard, Chair)

   C. Program Committee
      Committee Report (Fikri Avci, Chair)
      Action Item: College of Family and Consumer Sciences and Terry College of Business requests to create a Dual Master of Accountancy and Master of Financial Planning, Housing, and Consumer Economics non-thesis degree program.
      Action Item: College of Agricultural and Environmental Sciences requests to create a new Graduate Certificate in Sustainable Food Systems.
      Action Item: Franklin College of Arts & Sciences and the Grady College of Journalism and Mass Communication requests to create a Master of Fine Arts in Film Television, and Digital Media.
      Action Item: College of Veterinary Medicine requests to deactivate the Doctor of Philosophy degree in Pathology.
      Action Item: College of Education requests to deactivate the Graduate Certificate in Creativity and Innovation.

   D. Strategic Planning Committee
      Committee Report (Jessica Muilenburg, Chair)
      Action Item: Proposed revisions to doctoral defense format/procedures
      Action Item: Proposed revisions to masters defense format/procedures
      Action Item: Proposed revisions to policy on “Manuscript Style” dissertations

III. Old Business

IV. New Business

V. Information Items

   A. Curriculum Report: The Graduate School has approved 26 new courses, 29 course revisions, and 1 course deletion.

VI. Adjourn
University of Georgia
Dual Master of Accountancy (MAcc) / MS Financial Planning, Housing and Consumer Economics Degree

1. **Institution:** University of Georgia
2. **Date:**
3. **Schools/Colleges:** College of Family and Consumer Sciences and Terry College of Business
4. **Degrees:** Master of Accountancy and Master of Science Financial Planning (Non-thesis)
5. **Start Date:** Fall 2018
6. **Signatures of Deans and Provost:**

   __________________________________________
   Dean, Terry College of Business
   ____________
   Date

   __________________________________________
   Dean, College of Family and Consumer Sciences
   ____________
   Date

   __________________________________________
   Dean, Graduate School
   ____________
   Date

   __________________________________________
   Provost, University of Georgia
   ____________
   Date

7. **Program abstract:**
The MSNT Financial Planning, Housing and Consumer Economics (MSNT—FP) and MAcc degrees are both existing programs and are available to students separately. The current MAcc degree requires 30 hours of credit over a one-year period, the MSNT financial planning degree also requires 30 hours of credit. Using a system of dual credits for the overlapping courses, and adding an option for a MSNT—FP/MAcc dual degree that can be obtained in 15 months will benefit students and the University. The new dual degree will not require additional resources since all courses are currently offered.

As background, the MSNT—FP/MAcc program, which will combine the Master of Accountancy (MAcc) in Taxation and the Master of Science (Non-thesis option) in Financial Planning degrees, will integrate knowledge and skills related to financial planning and accounting/taxation at the professional level. Students graduating from this program meet the educational requirements of a Master’s level financial planner and a Master’s level accounting/taxation professional. Graduates are eligible to sit for both the CFP® and CPA professional exams.
The proposed option for a 15 month MSNT—FP/MAcc dual degree is similar to other dual degree options such as JD/MAcc, JD/MBA, and MBA/MPH dual degrees already offered by the University of Georgia. Eligibility for the dual MSNT—FP/MAcc degree will be subject to the same admissions requirements as those for the regular MAcc degree. Students may apply for the MSNT—FP/MAcc degree during the time of admission to the MAcc or during their first semester of the MAcc program. Only students pursuing the MAcc taxation track will be eligible for this dual degree program.

The proposed option for a joint MSNT—FP/MAcc dual degree will give both the Terry College of Business and the College of Family and Consumer Sciences a competitive edge in graduate student recruitment due to the increasing student demand and low availability of MSNT—FP/MAcc degree programs. More information regarding student demand can be found in section 9 of this document. If approved, this dual option for a MSNT—FP/MAcc degree would not only be the first of its type to be offered in Georgia, but also one of the first MSNT—FP/MAcc degrees to be offered nationally. Currently, most MSNT—FP/MAcc programs are four-year programs which simply add the Financial planning curriculum on to the end of the MAcc curriculum, or vice versa, with no time savings for the students. Moreover, a dual MSNT—FP/MAcc degree program will advance Strategic Direction II, “Enhancing the Graduate and Professional Program,” of The University of Georgia 2020 Strategic Plan by furthering the goal of “increase(ing) interdisciplinary/dual-degree graduates degrees awarded from 2010 levels.” (Building on Excellence, 2010, p. 10)

8. Admissions: Students will have to be accepted for both MSNT-FP and MAcc programs based on the individual programs’ admissions criteria to be accepted into the joint MSNT-FP/MAcc dual degree program. The admissions criteria for the programs are described below:
   a. MSNT—FP:
      i. We seek applicants with a 3.0 or higher undergraduate GPA (3.5 for graduate coursework). For accelerated MS-NT financial planning program the applicants need to turn in their GRE or GMAT scores, a Statement of Purpose, a resume, and 3 letters of recommendation. The entire application package of the student is reviewed before a decision is made.
   b. MAcc:
      i. We require the completion of Principles of Accounting I and II, Intermediate Accounting I, Intermediate Accounting II, Taxation I, and Managerial I prior to beginning coursework in the MAcc. During the application process, we consider applicants’ undergraduate accounting and overall GPAs, GMAT scores (a 500 or higher is required for admission, and a 550 or higher is recommended), a resume, 3 letters of recommendation (2 must be from accounting faculty), an information sheet from the Tull School, and a Statement of Purpose. The entire application package of the student is reviewed before a decision is made.
9. Objectives of the program:
The primary objective of the dual option for a MSNT—FP/MAcc degree is to encourage more
MAcc students to supplement their professional education with additional specialization in
Financial planning (specifically wealth management, retirement planning, and financial
Counseling). In addition, the MSNT—FP/MAcc degree will do the following:
   a. Foster further collaborative efforts between the Terry College of Business and the
      College of Family and Consumer Sciences.
   b. Improve the competitive stance of both schools to attract students interested in
      pursuing a career in the areas of taxation and financial planning.
   c. Attract more students and encourage participation in the MSNT—FP/MAcc
      program, benefiting both the Terry College of Business and the College of Family
      and Consumer Sciences.
   d. Support the MAcc program’s efforts to increase enrollment in the MAcc taxation
      track.
   e. Give University of Georgia a competitive edge due to the limited availability of dual
      MSNT—FP/MAcc degree programs nationally and regionally.

10. Justification and need for the program:

Benefits and Student Demand: The dual MSNT—FP/MAcc degree would benefit both the Terry
College of Business and the College of Family and Consumer Sciences by increasing the ability of
high-performing students to pursue a valuable interdisciplinary degree that highlights strengths
of both the Terry College of Business and the College of Family and Consumer Sciences. An
informal study of current MAcc students pursuing the taxation track found that approximately
10-12% (5-6 students) would have been interested in learning more about and potentially
pursuing a MSNT—FP/MAcc degree if the option existed. One recent study (2017) by the AICPA
found using a national sample that a significantly higher percentage of millennial CPAs preferred
working as financial planners. The CPA financial planners found financial planning to be
‘intellectually challenging’, and enjoyed the’ flexibility and financial benefits of their work
environment. The study found that an increasing number of current CPAs were planning to go
back to school to complete their financial planning classes to meet the CFP exam’s academic
requirements (Preliminary results from AICPA PFP Career Path Survey:
(https://www.aicpa.org/InterestAreas/PersonalFinancialPlanning/Resources/PracticeCenter/You
ungEmergingCPAFinancialPlanners/Pages/be-in-demand.aspx).

By creating a dual option for the MSNT—FP/MAcc degree, the University would significantly
enhance its prospects of keeping its best and brightest in Athens for both the MAcc and MSNT—
FP programs. It is expected that once a student leaves campus, he or she will not have the same
inclinations to return to the same institution for additional degree programs. The MSNT—FP
/MAcc degree would likely help reduce the number of talented students lost to other financial
planning programs around the country, and to MAcc programs that offer students access to the
graduate financial planning classes. In addition, UGA would further enhance its attractiveness to
the best and brightest undergraduate accounting majors who are interested in pursuing the field of financial planning and would otherwise not pursue graduate studies in accounting alone.

The dual MSNT—FP/MAcc option will address a growing demand at the University for interdisciplinary degree programs. The Provost has instructed schools across campus to engage in interdisciplinary programs to increase student engagement across campus. The level of synergy between the MAcc program and the MSNT—Financial Planning program makes the creation of an option for a dual MSNT—FP/MAcc degree both practical and beneficial to all parties. By creating this option, the University would allow bright and talented students to enhance their future career opportunities by becoming qualified to sit for two professional exams over the course of 15 months. Given the high levels of employment enjoyed by MAcc and MSNT—FP graduates already, the addition of the dual degree program can only add to the University’s career placement statistics.

The dual MSNT—FP/MAcc degree would further distinguish the University among other institutions. The University would join only a handful of schools in the United States, that have recently started offering dual accounting and financial planning programs that includes cross-credits between schools and reduced program length.

11. Program development:

Discussions regarding the dual option for the MSNT—FP/MAcc degree began in Fall 2016, when faculty members and administrators from the Terry College of Business and the College of Family and Consumer Sciences met periodically to hold some initial, formative discussions. Administrators and faculties of both colleges have discussed this program and refined the curriculum to ensure that students will receive the best possible experience and instruction. Both colleges are supportive of the program and believe it will enhance their existing programs while providing an additional inter-disciplinary degree option at the University.

12. Curriculum:

The total credit hours for a dual MSNT—FP/MAcc degree will be 48 credit hours, as follows:

- 12 cross-credits allowed (6 MAcc cross-credits and 6 MSNT—FP), with both required courses and electives eligible for cross-credit
- The first half of the year of study will be focused solely on accounting (taxation) curriculum, and the remaining time will be focused primarily on MSNT—FP curriculum
Credit Hours: 48

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<th>Proposed Courses for MAcc – Taxation Students</th>
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<td>Accounting Core (12 hours)</td>
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Notes:

1. Students will be able to complete the dual degree program by attending Fall, Spring, Summer semesters and it is anticipated that they will finish within 15 months.
2. The following courses are being used to fulfill some of the classes in FP: ACCT 7415, Tax Research = FHCE 8025. **Students may not take FHCE 8025 for credit toward the Accounting Core.**
Acceptance into the MAcc-Taxation track = FHCE 6230 (all students took ACCT 5400 Tax to get into the graduate program)
FHCE 6210 = Tax Elective

Unless otherwise noted, specific courses listed above are required courses either in the Terry College of Business or at Family and Consumer Sciences. The order of taking any of the courses in the course of study may change due to scheduling changes or reforms at either program or scheduling needs of the student, as approved by the appropriate administrator at either college.

Cross-credit of the above courses will only apply for students enrolled in the MSNT—FP /MAcc program. These courses will not be cross-listed at either college outside of this. The above list may be modified at any time by mutual written agreement of the two colleges.

Other Requirements

As part of their coursework, as set forth above, students will need to satisfy the Financial Planning programs writing requirements (including case presentation and financial planning capstone writing requirement).

13. Administration:
The Dean of Terry College of Business is responsible for all programs at the Terry College of Business, including those offered by the J.M Tull School of Accounting. The authoritative decision maker for the MSNT—FP/MAcc program in the Terry College of Business will be the Director of the J.M Tull School of Accounting, in conjunction with the Director of the MAcc Program. The MAcc Program Coordinator and the Director of the MAcc Program will handle admission to and advisement within the MAcc program.

The Dean of the College of Family and Consumer Sciences (FACS from here) is responsible for all programs in her college. The authoritative decision maker for the MSNT—FP/MAcc program in FACS will be the Director of the financial planning program. Advisement in FACS will be handled through the graduate co-ordinator in the department of Financial Planning, Housing and Consumer economics.

The Terry College of Business and FACS will coordinate with each other regarding scheduling of courses and advising of students to avoid course conflicts where feasible and to ensure quality of curriculum selection.

14. Assessment:
The Director of J.M. Tull School of Accounting and the Director of MAcc Program, along with the Director of the Financial planning program, will formulate goals and establish criteria for assessing the quality and progress of the MSNT—FP /MAcc program. Baseline indices for program growth will include the number of applicants, the quality of student applicants, and rates of acceptance of offers of admission. Suggested criteria to determine formative and
summative effectiveness of the program, as well as the success of students earning the three-year degree, could include but are not limited to:

a. Longitudinal review of graduates, assessing annually the employment status and positions held.

b. Participation in exit interviews and/or surveys that include the use of standardized measures to assess students’ experiences with and perceptions of the program.

c. Annual review of GPAs of dual degree students.

d. Time to degree and degree completion rates.

15. Fiscal and enrollment impact and estimated budget:
   No additional fiscal impact as a result of creating a joint MSNT—FP/MAcc degree is anticipated in the early years of the program; thus, no additional faculty or staff resources will be necessary for the administration at the outset. All academic courses identified in the program of study for the proposed three-year degree option are currently being offered. We anticipate a gradual increase in student enrollment, which should be supported by students’ tuition/fees.

16. Tuition Impact:
   Students will be charged the Accounting rate for their entire program. The total revenue for the program will be split equally between Accounting and FHCE (24 credit hours each from a total of 48 credit hours).
Proposal:

Interdisciplinary Graduate Certificate in Sustainable Food Systems

Department Head  Don Shilling  3/30/18

Graduate Curriculum Committee Chair  3/30/18

Faculty Council Executive Committee Chair  3/23/18

Associate Dean for Academic Affairs  3-30-18

Dean and Director  3/29/18
Interdisciplinary Graduate Certificate in Sustainable Food Systems
College of Agricultural and Environmental Sciences -- Department of Crop and Soil Sciences
Starting Date: Fall 2018

I. Basic Information

Institution: University of Georgia

Date: August 30, 2017

School/College: College of Agricultural and Environmental Sciences

Department: Crop and Soil Sciences

Certificate Title: Sustainable Food Systems

Level: Graduate

Proposed starting Date for program: Fall 2018

Abstract of the program for the University Council’s agenda:

The pressing challenge of sustainably feeding the world calls for interdisciplinary integration of research, outreach, and education. Advances in agricultural and environmental sustainability, public health and nutrition, and economic and social well-being call for systemic and interdisciplinary research, which in turn require mechanisms for developing partnerships and collaboration. In response to these needs, we propose to launch an interdisciplinary graduate certificate program in Sustainable Food Systems (SFS) to expand opportunities for graduate training and faculty collaboration across several related units across campus. With strong and established academic and research programs in public health, agriculture, nutrition, anthropology, geography, landscape architecture, planning, engineering, ecology, business, law, pharmacy, education and social work, UGA is uniquely positioned to expand graduate training in this increasingly important area.

A food system is the network of activities that connect the production of food to the consumption of food. Food systems include production, distribution, and consumption components that are connected through complex social, ecological and economic relationships. Students participating in the Graduate Certificate in sustainable food systems will explore areas such as, food security, resiliency and sustainability of the food system through interdisciplinary training.

The proposed Interdisciplinary Graduate Certificate in Sustainable Food Systems (SFS) is designed to recruit, train, and mentor an increasingly diverse cohort of interdisciplinary agricultural researchers equipped to find innovative solutions to the challenges and need for sustainable food production, access, and utilization.

The learning outcomes for the certificate include:

- Developing an ability to identify, describe, and operationalize systems complexity as it relates to global and local food systems.
• Increasing understanding of the interdisciplinary nature of sustainability and how that can impact food systems.
• Gaining practical experience through interdisciplinary research, and service-learning, which will enhance graduate degrees.
• Strengthening written and oral communication skills through interdisciplinary opportunities via professional development and outreach.

At the core of this certificate program is a two-tiered mentoring plan to meet the outcomes:

(1) Students pursuing an SFS Certificate will work with Sustainable Food System Initiative (SFSI) affiliated faculty from different departments in order to explore both system approaches and interdisciplinary approaches to problem solving;

(2) As new students are recruited, they will be paired with senior students in the program to encourage peer mentoring and to develop an esprit de corps among students. Development of research teams of students with faculty advisors will enhance the effectiveness of our mentoring.

Students participating in the certificate will be required to complete 13 graduate credits consisting of three core courses in SFS and two SFS electives outside their home discipline.

See appendix for letters of support

Signatures:

[Signature]
Department Head

[Signature]
Dean of School/College
Response to the Criteria for All Programs:

1. Purpose and Learning Outcomes
The proposed Interdisciplinary Graduate Certificate in Sustainable Food Systems (SFS) is designed to recruit, train, and mentor an increasingly diverse cohort of interdisciplinary agricultural researchers equipped to find innovative solutions to the challenges and need for sustainable food production, access, and utilization.

The learning outcomes for the certificate include:
- Developing an ability to identify, describe, and operationalize systems complexity as it relates to global and local food systems.
- Increasing understanding of the interdisciplinary nature of sustainability and how that can impact food systems.
- Gaining practical experience through interdisciplinary research, and service-learning, which will enhance graduate degrees.
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Students participating in the certificate will be required to complete 13 graduate credits consisting of three core courses in SFS and two SFS electives outside their home discipline (see section 4).

2. Need for Program
The pressing challenge of sustainably feeding the world calls for interdisciplinary integration of research, outreach, and education. Advances in agricultural and environmental sustainability, public health and nutrition, and economic and social well-being call for systemic and interdisciplinary research, which in turn require mechanisms for developing partnerships and collaboration. In response to these needs, we propose to launch an interdisciplinary graduate certificate program in Sustainable Food Systems (SFS) to expand opportunities for graduate training and faculty collaboration across several related units across campus. With strong and established academic and research programs in public health, agriculture, nutrition, anthropology, geography, landscape architecture and planning, engineering, ecology, business, law, pharmacy, education and social work, UGA is uniquely positioned to expand graduate training in this increasingly important area.
A food system is the network of activities that connect the production of food to the consumption of food. Food systems include production, distribution, and consumption components, which are connected through complex social, ecological and economic relationships. Students participating in the Graduate Certificate in sustainable food systems will explore areas such as, food security, resiliency and sustainability of the food system through interdisciplinary training.

Recent strategic planning and visioning exercises at UGA have emphasized the need to further enhance interdisciplinarity in graduate education. The 2010 university-wide Strategic Plan (UGA 2010) lists the goal to “integrate faculty, course work, research programs and seminars to create a truly interdisciplinary experience for the student” as one of five Strategic Priorities in the area of graduate and professional education. The 2020 Strategic Plan of the UGA Graduate School includes “enhance the culture of innovation and interdisciplinarity in graduate education” as one of three major goals (UGA 2010). As of spring 2015, there were approximately 250 graduate students enrolled in interdisciplinary graduate degree programs. Further, the 2012 strategic plan of the UGA’s College of Agricultural and Environmental Sciences (CAES) highlights “food, health and wellness” and “sustainable food production systems” as two of four specific Focus Areas that need to be addressed through interdisciplinary teaching, research, and extension programming (UGA CAES 2013).

Additional 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
- Annual Number of Graduates expected (once the program is established): 5
- Projected Future Trends for number of students enrolled in the program: 20

3. Evidence of student demand

We believe that, once established, a reasonable level of enrollment in this program is a minimum of 5 new students per year, with upper bounds of 20 students in subsequent years. The paragraphs below detail the substantial evidence we have found that student interest and demand for the program will be sufficient to sustain this number.

1. An immediate group of students interested in the program will be those participating in research, outreach, and academic programs of the faculty leading the efforts for this interdisciplinary certificate, as well as other colleagues working on sustainable food systems and related endeavors. Many of these students now are engaged in interdisciplinary research. The curriculum and the collaborations with faculty and peers in other departments participating in the certificate would enrich their program of study, enhance their learning, and expand their experience with other disciplines, better representing the type of work they are doing and have shown interest in. In fact, many students working with the faculty leading this effort were recruited into graduate school precisely because of the interdisciplinary nature of the research they were going to do. Additional faculty have shown interest in participation in this program by submitting Project proposals for student fellowship funding under our USDA-NIFA National Needs Fellowship (NNF) grant. We have three applications to every one fellowship awarded.
2. Interest in sustainability among UGA students is evident through campus extracurricular activities, student demand for internships at the UGA Office of Sustainability, the overwhelming support of students for the green fee, and participation in related academic programs. The certificate is complementary to other existing certificates, including one at the undergraduate level on local food systems, and one at the graduate and undergraduate levels on sustainability. Rather than compete against the existing programs, this new distinct certificate can be a recruitment tool. It will provide breadth, depth, and further specialization on food systems to students interested in sustainability, and provide a new interdisciplinary perspective on sustainability to students interested in food systems. Additionally, it offers students the opportunity to integrate the academic opportunities in the existing certificates to collaborative and transdisciplinary research and outreach efforts. Ample student interest in the existing programs is additional evidence of the potential for student demand for this certificate. For example, the certificate in sustainability for undergraduate students has 114 students enrolled just after one year, and the local food systems certificate has 25 students enrolled at present. It is important to note that units in charge of these two certificates are supportive and have encouraged the SFS certificate proposal (see letters).

3. One strength of this program is the service-learning component. Further evidence of potential student demand is the strong interest among students (graduate and undergraduate) in service learning related to food systems. The success of UGAarden and Campus Kitchen are two examples. From Aug 2015 to July 2016 UGAarden was used extensively by nine courses (275 students) (other courses used it a varying degree), nine students conducted research projects, and students provided 7,412 volunteer hours at the garden. Additionally, around 400 UGA students and Athenians volunteer at Campus Kitchen each year, and 48 service-learning courses have partnered with it since Fall 2012.

4. In September 2016, the Office of Sustainability conducted a survey among 64 graduate students to determine interest on sustainability among graduate students. With their permission, we are highlighting one of their results as evidence of student demand for our proposed program: In answer to the question “If UGA were to offer a Graduate Certificate in Sustainability, how likely are you to enroll?” Thirty-one students of the 57 who provided a response to the question indicated that they would be 75%-100% likely to enroll in a graduate certificate in sustainability.

5. In preparation for this proposal, we informally surveyed Masters students/graduates of the College of Agricultural and Environmental Sciences about whether they thought the certificate would have enough student demand. Most of those who responded had a positive response, provided that their department allows for the additional hours in the program of study. Some of the responses included the following: “I think many Extension Agents would be very much interested in a sustainability courses and certificate”; “I think food sustainability is a popular topic at the moment and would be something that students would be interested in”; “I would … be interested in a specifically sustainable food systems certificate.” “I do think a minimum of 10 students can be reached, particularly in the college of ag, where sustainability is often touched upon in other classes.” “I can see horticulture students, ag eco1 and maybe even food science students being interested in the program. I
think a lot of the hort/plant science students are interested in topics regarding sustainability and would love the certificate”; “The incentive for me to participate in certificate programs was that I was getting to essentially customize my degree. … certificates also allow you to show your interest and even personal values by obtaining them… and they potentially differentiate me from others who may also be pursuing similar job opportunities”; “My interest would be high IF I was able to get a unique experience through it… like community engagement, hands-on learning”; “The incentive to participate in certificate programs was the ability to tailor my graduate studies to my precise needs and career goals. Having completed two certificate programs while at UGA, I am positive that they both greatly impacted my career options and decisions going forward…. Based on the interests of incoming students I think this program would be extremely attractive to both graduate and undergraduate students”.

Minority student enrollment
We believe that underrepresented student enrollment will be equivalent to or higher than the proportion of minority students in the total CAES student body. The intent of the Sustainable Food Systems Initiative team is to attract currently enrolled students at UGA from a wide variety of disciplines on campus, but also to attract students into our departments using the certificate and its interdisciplinary focus as a recruitment tool. In that sense, we have a recruitment effort focused on students underrepresented in STEM disciplines, as a commitment made in our current NNFA grant. We believe that the values associated with the certificate may attract students who under different circumstances might be reluctant to enroll in seemingly traditional agriculture programs.

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).

Students participating in the certificate will be required to complete 13 graduate credits consisting of three core courses in SFS, two SFS electives outside their home discipline, and a directed-learning capstone project.

Course structure:
Core courses (7 credits):
* (3cr) AESC 8310 - Food Systems Sustainability, Security and Resilience (submitted to CAPA and waiting for final approval)

Course description: Food systems are defined as a set of activities ranging from production through to consumption. They are embedded within a complexity of social, economic, environmental, and political systems, which makes the goal of resilient, sustainable and secure systems the ultimate wicked problem. This course will use a systems approach to understand the current state of food system, and address the present and future sustainability, security and resiliency of the food system. Students will be introduced to the concept of the food system as a complex adaptive system and explore additional concepts of scale,
resiliency, connectivity, and interaction of the various parts of the system. The course will explore how different lenses and perspectives from different disciplines come together in solving problems and the importance of transdisciplinary approaches needed to solve these complex problems. Finally, the course will explore how mental and mathematical modeling approaches are used to facilitate holistic approaches to problem solving.

- (3cr) Food systems service-learning practicum (Choose one of the two courses; the alternate course can be used as an elective). Both courses aim to help students develop awareness of key food systems issues in the local community and engage students in efforts to increase the sustainability of the local food system.
  o GEOG 6890 - Athens Urban Food Collective (AUFCS) Service Learning
  o CRSS 6020S (Spring) - Social Sustainability in Ag & Food Systems -- What is social sustainability? Why should we care? How can we develop agricultural and food systems that are socially, as well as environmentally and economically, sustainable? How can we support ag/food systems that are healthy and equitable for producers and consumers? This course explores these questions through coursework and service-learning

- (1cr) Professional development course
  o ALDR 7100 (Fall) - Integrating Teaching, Research, and Outreach in Sustainable Food Systems in which students will work with stakeholders to design, implement, and evaluate SFS educational programs for different audiences (higher education, K-12 and 4-H, public), and develop skills in science communication, leadership, cultural sensitivity, and management. Practical experience is essential for scientists to understand the implications and social context of their work. While the main goal of our program is quality research and training, we recognize the need for students to address real-world problems and to communicate their understanding of food system processes to diverse audiences.

Electives (6 credits): Two courses in topic areas outside of student’s home discipline (initial list of courses; may be amended) A faculty committee will be established to review and revise elective courses one a year.

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<th>Course prefix &amp; number</th>
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<td>AAEC 6640</td>
<td>Food and Fiber Marketing and Merchandising</td>
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<td>ALDR 6600</td>
<td>Global Issues in Agriculture and the Environment</td>
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<td>ALDR 6710</td>
<td>International Agricultural Development</td>
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<td>ANTH 8515</td>
<td>Institutional Dimensions of Sustainability</td>
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<tr>
<td>CRSS 6740</td>
<td>Integrated Pest Management</td>
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<tr>
<td>CRSS/HORT/ANTH/GEOG 6931</td>
<td>Agroecology of Tropical America Field Trip</td>
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<tr>
<td>CRSS 8410</td>
<td>Adv Topics in Sustainable Agriculture Management</td>
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<tr>
<td>FNVM 6650</td>
<td>Environmental Economics</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ENVM 6800</td>
<td>Water Resource Economics and Management</td>
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<tr>
<td>FANR 6020</td>
<td>Sustainable Development</td>
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<tr>
<td>FANR 7860</td>
<td>Natural Resource and Environmental Economics I</td>
</tr>
<tr>
<td>FDST 7180E</td>
<td>Marketing of Value-Added Foods</td>
</tr>
<tr>
<td>FDNS 6640</td>
<td>Food Sanitation and Safety</td>
</tr>
<tr>
<td>FISH 6550</td>
<td>Sustainable Aquaculture</td>
</tr>
<tr>
<td>GEOG 6810</td>
<td>Conservation Ecology and Resource Management</td>
</tr>
<tr>
<td>GEOG 6890</td>
<td>Athens Urban Food Collective</td>
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<tr>
<td>GEOG 6860</td>
<td>Industrial Agro-Food System and its Alternatives</td>
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<tr>
<td>HORT 6030S</td>
<td>Sustainable Community Food Production</td>
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<tr>
<td>HORT 6050</td>
<td>Greenhouse Management I</td>
</tr>
<tr>
<td>HORT 6125</td>
<td>Organic Agricultural Systems</td>
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<tr>
<td>HORT 6440</td>
<td>Environmental Physiology</td>
</tr>
<tr>
<td>HORT 6590</td>
<td>Soil Fertility and Plant Nutrition</td>
</tr>
<tr>
<td>HORT 6990</td>
<td>Environmental Issues in Horticulture</td>
</tr>
<tr>
<td>HPAM 7050</td>
<td>Health Policy and Obesity</td>
</tr>
</tbody>
</table>

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

Except for AESC 8310, all core courses exist.

**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.**

A recent review of current literature related to university-level food systems education finds that "effective food systems program approaches include emphasizing interdisciplinarity and a systems approach and balancing experience, theory, and practical skills acquisition" (Hilimire et al. 2014, p. 722). These findings, along with a number of model programs, guides the structure of this certificate. Key components of all of these programs include several core courses that emphasize interdisciplinarity and a systems approach to understanding food systems, as well as a requirement that students select from approved elective courses in areas outside their home discipline/department.

**Similar programs at Land Grant Universities:**

- Iowa State University - Sustainable Ag MSc & PhD, and minor (Minor is 12-13 credits)
  Interdisciplinary curriculum includes biological, social, and economic elements
  https://susag.iastate.edu/
  - Agroecosystems Analysis (SUSAG 509) - 4 credits OR Foundations of Sustainable Agriculture (SUSAG 610) - 3 credits
  - Sustainable Agriculture Colloquium (SUSAG 600) - 3 credits
  - Courses must be taken from two cross-disciplinary areas - 6 credits (cross-disciplinary areas are defined)

- Michigan State University - Ecological Food & Farming Systems Specialization (13 credits)
http://www.effs.msu.edu/requirements.html

- Interdisciplinary committee, with at least one faculty member from biogeochemical sciences and one from the social/economic sciences
- Core courses (7 credits) (Survey course, Agro-ecology, Seminar)
- Elective courses (6 credits) -- at least one biological science and one social science course, selected from an approved list.

Washington State University - Graduate certificate in Sustainable Agriculture (9 credits)
http://css.wsu.edu/graduate-studies/graduate-certificate-in-sustainable-agriculture/

- 2 core courses (Current Research in Organic and Sustainable Agriculture AND Field Analysis of Sustainable Food Systems)
- One course in a discipline other than the student's home discipline.

Several other Land Grant universities offer graduate degrees in areas related to sustainable food systems (e.g. University of Vermont, University of Wisconsin-Madison. See https://sustainableaged.org/projects/degree-programs/)

Other Certificate programs in non-Land Grant Institutions

Portland State University - Graduate Certificate in Sustainable Food Systems (18 credits)
https://www.pdx.edu/food-certificate/

Students take one course for each of the certificates 5 learning outcomes:

- Describe/define multiple perspectives on sustainable food systems
- Explain systems of power and privilege in food systems
- Apply learning in a community based setting
- Examine interdisciplinary and cross-sector nature of contemporary food systems
- Relate food systems issues to broader graduate program, professional, or personal experiences
- Evaluate strategies to address food system challenges

University of Michigan Sustainable Food Systems Initiative - Graduate Certificate in Sustainable Food Systems (15 credits)
http://sites.lsa.umich.edu/sustainablefoodsystems/academic-programs/graduatelevelfoodsystmescourses/

- 6 credits in Sustainability Knowledge Fundamentals
- 6 credits in Skill Set Development
- 3 credit Experiential Learning Capstone Experience (internship or other)

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

5. Faculty resources must be adequate to support an effective program.
An executive committee has been established that will support advisory activities for the program in addition, there are 40 faculty members actively involved with the SFSI and are providing opportunities for faculty mentors. No additional faculty will be needed to support the program.

**Key Faculty members directly involved in this program:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Department</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Kramer</td>
<td>Public Service Associate</td>
<td>Agriculture and Applied Economics</td>
<td>Certificate coordinator, Core Course Instructor</td>
</tr>
<tr>
<td>Jennifer Thompson</td>
<td>Assistant Research Scientist</td>
<td>Crop and Soil Sciences</td>
<td>Executive Committee Member, Core Course Instructor</td>
</tr>
<tr>
<td>Maria Navarro</td>
<td>Associate Professor</td>
<td>Agricultural Education, Leadership, and Communication</td>
<td>Executive Committee Member, Core Course Instructor</td>
</tr>
<tr>
<td>Hilda Kurtz</td>
<td>Professor</td>
<td>Geography</td>
<td>Executive Committee Member, Core Course Instructor</td>
</tr>
<tr>
<td>Harald Scherm</td>
<td>Professor – Department Head</td>
<td>Plant Pathology</td>
<td>Executive Committee Member</td>
</tr>
<tr>
<td>Janani Thapa</td>
<td>Assistant Professor</td>
<td>Health Policy</td>
<td>Executive Committee Member</td>
</tr>
<tr>
<td>David Knauft</td>
<td>Professor – Department Head</td>
<td>Agricultural Education, Leadership and Communications</td>
<td>Executive Committee member</td>
</tr>
<tr>
<td>Judy Harrison</td>
<td>Associate Professor</td>
<td>Food and Nutrition</td>
<td>Executive Committee Member</td>
</tr>
</tbody>
</table>

6. Library, computer, and other instructional resources needed

A) Library Resources
UGA Libraries provides access to an array of subscription databases on topics relevant to SFS, such as agriculture, food science, health, and nutrition. These include CAB Abstracts, Agricola, Food Science Source, PubMed, Web of Science, Science Direct, and other subject databases. These indexes comprise over 20,000 journals, many in full-text, related to SFS. In addition, UGA Libraries provides access to over 6,000 print items and ebooks suitable for students in the SFS Certificate program. UGA Libraries also provides a number of direct research support to students and faculty. The libraries' current CAES liaison teaches library instruction sessions, conducts one-on-one consultations with students and faculty, and regularly serves as the point-of-contact for various access issues, including book purchases, Gil-Express and Interlibrary Loans, article requests, and database content and connectivity.

B) Computer and instructional resources
There is no need for additional equipment.
7. Physical facilities necessary to fully implement the program
SFS Certificate students will have access to a wide range of physical facilities and resources, including the J. Phil Campbell Sr. Research and Education Center in Watkinsville (a 1,050-acre facility focused on sustainable agricultural production and soil/water protection), UGArdens (a student-run community garden), the Natural Resource Spatial Analysis Laboratory (conducting public service and outreach, training and research in the application of geospatial technology to natural resource management), and the ASPIRE Clinic (helping individuals and families improve health through better nutrition), among others. There is no need for additional facilities.

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

The College of Agricultural and Environmental Sciences currently supports a half-time administrative position for the SFSI. This person will assist the program director with the administration of the program. The staff administrator resides in the Department of Crop and Soil Sciences. Currently Liz Kramer, in the Department of Agricultural and Applied Economics will direct the certificate program. All core courses and electives will be taught by existing faculty, so no new faculty will be necessary.

SFSI is currently funded by USDA NIFA National Needs Fellowship program. We have 6 fellowships available to support master students for 2017-2021. In addition, the University of Georgia was selected for a fellowship program with the US Army War College. Students are active military earning PhDs, and the fellowships provide opportunities to explore an area of specialization. SFSI was chosen to support student’s program of study in the area of Food Security and Agro-terrorism.

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.

We are currently exploring alternative funding from USDA NIFA Higher Education Challenge Grants program and other opportunities from NSF and NIH to continue funding a small core cohort of graduate students.

   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.

We do not anticipate the need for capital funding

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.

The program will be administered through the Sustainable Food Systems Initiative. The executive board is made up of faculty from College of Agricultural and Environmental Sciences, Family and Consumer Sciences, School of Public Health and Franklin College. This executive board will serve as the certificate steering committee. The committee is chaired by Dr. Elizabeth Kramer, from the Department of Agricultural and Applied Economics and members include, Dr. Jennifer Thompson, Department of Crop and Soil Sciences, Dr. Maria Navarro and Dr. David Knauft, Department of Agricultural Leadership, Education, and Communication; Dr. Harald Scherm, Department of Plant Pathology; Dr. Judy Harrison, Department of Food and Nutrition; Dr. Janani Thrapa, Department of Health Science Policy, and Dr. Hilda Kurtz, Department of Geography.

The steering committee, will meet at minimum once a semester to support the Graduate Certificate in Sustainable Food Systems. Responsibilities of this committee will include monitoring current certificate courses, evaluating new courses for inclusion, recruit students and faculty, assess student progress and develop capstone projects. Administrative support will be provided by the College of Agricultural and Environmental Sciences, through an administrative position housed in the Department of Crop and Soil Sciences.

Graduate students will be required to apply for admission to the SFS certificate at the beginning of each semester. These applications will be evaluated by the steering committee at beginning of each semester. Students must show that they are maintaining academic standing to continue in the program. Students will be required to report progress toward completion of the certificate each semester. Students will receive their certificate at the end of the semester they completed all of their requirements.

**Appendix: Learning Outcomes and Measures**

1. **Learning Outcome**
   Developing an ability to identify, describe, and operationalize systems complexity as it relates to global and local food systems.

   1.1 Measure
   Course grade for required core course: AESC 8310: Food Systems Sustainability, Security and Resilience.

   1.2 Threshold for Success
   Students will receive a grade of B or higher in the course.

2. **Learning Outcome**
   Increasing understanding of the interdisciplinary nature of sustainability and how that can impact food systems.
2.1 Measure
Course grades for students' two (2) elective courses (must be outside of their home discipline and selected from the approved list of electives for the certificate).

2.2 Threshold for Success
Students will receive a grade of B or higher in both selected courses.

3. Learning Outcome
Gaining practical experience through interdisciplinary research, and service-learning, which will enhance graduate degrees.

3.1 Measure
Course grade for required core course: either GEOG 6890: Athens Urban Food Collective (AUFC) Service Learning, or CRSS 6020S: Social Sustainability in Ag & Food Systems.

3.2 Threshold for Success
Students will receive a grade of B or higher in the selected course.

4. Learning Outcome
Strengthening written and oral communication skills through interdisciplinary opportunities via professional development and outreach.

4.1 Measure
Course grade for required core course: ALDR 7100: Integrating Teaching, Research, and Outreach in Sustainable Food Systems.

4.2 Threshold for Success
Students will receive a grade of B or higher in the course.
September 26, 2017

To whom it may concern:

As Director of the undergraduate interdisciplinary Certificate Program in Organic Agriculture (CPOA) at the University and Head of the Horticulture Department, I wish to express support for the Sustainable Food Systems Certificate Program, a graduate-level initiative at UGA. The certificate complements both the CPOA and the undergraduate Local Food Systems Certificate Program, both of which have had significant participation from both faculty and students in the Horticulture Department. This graduate certificate can serve as a logical next step for students who wish to continue their studies and experiences in sustainable food production and systems. It can be an attractive opportunity as we continue to recruit graduate students to our department who are interested in sustainable food production and the interdisciplinarity and experiential learning associated with food systems. We are also confident that the program can attract students from a wide range of disciplines to the courses available in the Sustainable Food Systems Certificate Program that are taught in our department. We look forward to the approval of this graduate certificate program and believe it will complement our current academic programs and enhance the learning opportunities for graduate students at the University of Georgia.

Sincerely,

Doug Bailey
Professor and Department Head
September 20, 2017

To Whom It May Concern,

As Director of the undergraduate interdisciplinary Local Food Systems Certificate Program at the University of Georgia, I want to express support for the graduate level Sustainable Food Systems Certificate Program (SFSCP) currently being proposed for the University of Georgia. The interdisciplinary program would be housed in the College of Agriculture and Environmental Sciences. The SFSCP has been designed in much the same spirit as was the Local Food Systems Certificate Program, but, importantly, serves a different cohort of students. Each of these programs responds to calls for innovation and interdisciplinarity in agricultural education by the United States Department of Agriculture (USDA). Each certificate program was initiated as part of a funded opportunity to leverage institutional resources to create interdisciplinary certificate programs which emphasize experiential learning and put CAES students into classrooms and learning cohorts with students from other colleges at the University of Georgia – primarily Franklin College of Arts and Sciences. Each program contributes to the land grant mission of UGA while enhancing and enriching the educational opportunities for students in the CAES. At the same time, each program offers learning and credentialing opportunities to non-CAES students in the sustainability/localization ethics of food systems.

In short, the proposed Sustainable Food Systems Certificate Program (SFSCP) would make an excellent contribution to the learning and credentialing opportunities on offer at UGA, and would complement the existing undergraduate Local Food Systems Certificate Program very well.

Best wishes,

Hilda Kurtz
Professor of Geography
September 25, 2017

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

Dear Provost Whitten,

I am pleased to provide this letter of support for the proposed Interdisciplinary Graduate Certificate in Sustainable Food Systems. The Interdisciplinary Certificate in Sustainability is committed to enhancing opportunities for integrative, applied learning in interdisciplinary settings and preparing students to address difficult global sustainability issues. The Interdisciplinary Graduate Certificate in Sustainable Food Systems will support all of these objectives, and we believe the certificate will complement our program as it extends opportunities for sustainability education on our campus.

The Sustainability Certificate will be pleased to support its activities in any way we can.

Sincerely,

[Signature]

Ron Balthazar, Ph.D.  
Director, The Certificate in Sustainability  
The University of Georgia
September 19, 2017

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

Dear Provost Whitten,

I am pleased to provide this letter of support for the proposed Interdisciplinary Graduate Certificate in Sustainable Food Systems. The Center for Integrative Conservation Research (CICR) is committed to supporting research, instructional, and outreach activities that apply multiple perspectives from social and natural sciences to improve solutions to conservation and sustainability challenges. The Interdisciplinary Graduate Certificate in Sustainable Food Systems will similarly support all of these objectives. The certificate will complement existing programs coordinated by CICR, including the Integrative Conservation PhD Program (ICON) and the Interdisciplinary Graduate Certificate in Sustainability. Specifically, we anticipate that the certificate would provide an option for valuable additional training for ICON PhD students whose research focuses on aspects of sustainable food systems (1-2 new students each year).

CICR will be pleased to encourage the Interdisciplinary Graduate Certificate in Sustainable Food Systems option among our affiliated students, and to support its activities in any way we can.

Sincerely,

[Signature]

Nathan P. Niland, Director
Center for Integrative Conservation Research
ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Film, Television and Digital Media

Degree: Master of Fine Arts

Major:

CIP Code:

Anticipated Implementation Date: August, 2019

Delivery Mode (check the most appropriate delivery mode in the box below):

| On-campus, face-to-face only: Athens, GA | x |
| Off-campus location, face-to-face only (specify the location): Pinewood Studios, Fayetteville, GA | x |
| Online Only |
| Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC) |
| Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC) |
| Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC |
| Contractual Location (specify the location): |

School/Division/College: Franklin College of Arts and Sciences; Grady College of Journalism and Mass Communication

Department: Dept. of Theatre & Film Studies; Dept. of Entertainment & Media Studies

Departmental Contact: Dr. Jean Martin-Williams & Dr. Jeffrey Springston

Approval by the President (“I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution”):

Approval by Vice President for Academic Affairs or Provost:
ONE-STEP ACADEMIC PROGRAM PROPOSAL

Approval by Vice President for Finance/Business (or designee) and contact information:

_________________________________________________________________

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

_________________________________________________________________

Acknowledged by Vice President for Enrollment Management (or designee) for recruitment:

_________________________________________________________________
1) **Forecast:** If this program was not listed on one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted but is submitted at this time.

This proposal is a dynamic response to market forces in the state of Georgia. As you know, Georgia has vaulted into the top ranks of film and television production. Governor Nathan Deal has announced a High Demand Career Initiative for the state’s film, television, and interactive entertainment media. The increasing demand for trained film and television production professionals gave rise to this proposal aimed at filling that need for screenwriters, directors, showrunners and producers.

2) **Academic Framework:** Within the context of the strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

The Grady College of Journalism and Mass Communication started a two-year low-residency MFA program in screenwriting in 2014. Each year the associate dean, the marketing director of UGA Online, and the MFA program directors do a careful assessment of our application numbers and acceptances. According and to the Association of Writers and Writing Professionals the average number of applicants to such programs is approximately 16 each year. Our program has steadily surpassed those number each year. Our MFA program has averaged 40 applications each year, and we accept about 50% of those applicants. To date we have graduated 37 students (two cohorts) from the program.

3.) **Rationale:** Provide the rationale for proposing the new academic program.

The State of Georgia currently ranks among the top three film and television production centers in the nation. During the fiscal year 2016 alone, 245 film and television productions generated an economic impact of over $7.2 billion. With over 300 productions in Georgia for fiscal 2017, that financial tally is expected to increase steadily. Moreover, Governor Nathan Deal has announced a High Demand Career Initiative for the state’s film, television, and interactive entertainment media.

Given the industry’s meteoric growth, we need to plan for and ensure a sustainable, resilient, and permanent ecosystem for film and television in Georgia where there is a steady supply of both “above the line” and “below the line” talent to create, retain, and attract industry production in the state.

To that end, we are proposing a Master of Fine Arts degree program. Students will learn the basics of film making and will be able to take elective courses to hone a specialty in producing film and media, screenwriting or directing. This would be the first step toward the ultimate goal of establishing a conservatory for Film and Media Production that combines the MFA program and other professional entertainment industry training with a larger public-private partnership to provide grants, equity investment and distribution avenues for productions initiated and shot in Georgia.
We envision the program to form the foundational core of what will become the state’s public arts conservatory, serving as the educational piece of a larger economic development initiative aimed at creating and sustaining a permanent entertainment industry in Georgia.

4.) **Mission Fit and Disciplinary Trends:** Description of the program’s fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

We see this MFA program functioning in a way that is groundbreaking, featuring close working relationships among The Georgia Film Academy, Pinewood Atlanta Studios, industry professionals, industry trade unions, and a cross-disciplinary core of expert faculty from the Grady College of Journalism and Mass Communication and the Franklin College of Arts and Sciences at the University of Georgia, the state’s flagship higher education institution. This initial program would train students across the range of work in the industry, with emphasis on applied skills in demand in the film and television production sector. We envision a 62-credit-hour, six-semester program over two years, including summers.

The first year would be based primarily in Athens where students would take 32 credits of course work learning fundamentals of storytelling, film production, and film history and criticism. In the second year, students will take 30 credits of course work. They will study, work, and live in residence at Pinewood Forest, adjacent to Pinewood Atlanta Studios. During their Pinewood Forest residency, production students will engage in capstone experiences and professional internships on Pinewood client productions provided and managed by The Georgia Film Academy. Meanwhile, some students in the writing program will work in observership either at Pinewood or at another production location in Northeast Georgia.

In addition, during their Pinewood Forest residency, students will participate in the professional production of their work, facilitated by the Georgia Film Academy and using the Academy’s $9.5 million of production resources, including a 16,000-square-foot sound stage, state-of-the-art mill and workshop, production offices, fleet of trucks, post production suites, and a full range production equipment. The program will feature a competitive process where each year one or two student-created feature-length film projects will be produced in collaboration with industry professionals.

The University of Georgia is uniquely positioned to recruit high-caliber MFA students requisite for the creation of above-the-line professionals. As one of Georgia’s flagship institutions, UGA is already has a good foundation with which to build this program with faculty expertise in film production and screenwriting in the Department of Theatre and Film Studies and the Department of Entertainment and Media Studies.
5.) **Description and Objectives:** Program description and objectives (explain in narrative form).

In early 2015, the USG Film Alliance Task Force issued the *Georgia Film and Television Industry Workforce Education Study* for the Board of Regents. That study argues that the entertainment industry faces challenges in locating adequate numbers of trained employees. The report’s Executive Summary mentions several factors that justify UGA’s expansion of academic and experiential opportunities for our students:
“Half of industry professionals report having difficulty staffing a production in Georgia. The most common reasons given for not hiring locally were available crew lacks experience and experienced crews were often not available.”
“In order to innovate or create businesses in this space, students should learn the media industry workflow, intellectual property law, business models, as well as skills in technology and production.”

The new MFA Degree program in Film, Television and Digital Media will prepare a new generation of graduate students with experience in contemporary production practices, specifically in producing, writing, directing, and management, as well as in the burgeoning digital media fields. They will generate content across multiple platforms, as well as find creative and management positions within this changing media landscape. Importantly, these new degrees bridge the strengths in faculty, facilities, and coursework from both Grady College and the Franklin College of Arts and Sciences.

6.) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

In order to guarantee that Georgia continues to be a dynamic home to the best in film, media and dramatic production, the state needs a program that will train writers, directors, producers, cinematographers, production designers, editors and other key personnel to a world-class standard. The proposed MFA program at the University of Georgia, the state’s flagship institution, is designed to meet that critical need. This program is a natural and necessary next step in ensuring that Georgia becomes a self-sustaining, vital and admired production center for film, television, digital and dramatic production.

Students who graduate with the MFA degree from the University of Georgia will be encouraged to remain in Georgia to pursue their careers, building a critical mass of creative talent capable of taking advantage of all Georgia has to offer in terms of industry infrastructure, diverse locations, tax and government incentives and a friendly population eager to participate in this exciting business.
7. **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

According to an August 2017 feasibility study conducted by Hanover Research, student interest in master’s degrees in film production is increasing at 3.7 percent annually. They note that the degree completions are primarily clustered in two states: New York and California. This makes sense given that these two states are in the top three states for film production. Given that Georgia is now the third most active film production state in the U.S., a master’s program on par with those at UCLA, USC and NYU is fitting. The report concludes that if underlying interest exists, UGA can capture student interest with limited competition. The report did note that enrollment in regional programs has been flat when numbers from Full Sale’s program is taken out of the totals. We believe that our program will attract a significant number of students regionally and nationally for at least three reasons. First, our proposed program is a two-year program and the primary competitor (SCAD) in the region offers a three-year program. We believe this streamlined program will be more attractive to significant numbers of potential students. Second, our program will charge the standard UGA graduate in-state tuition rate of $363 per credit hour, the yearly tuition and fees would total approximately $16,000 per year; $40,000 per year for out-of-state students. SCAD tuition and fees total $36,765 annually. Their total program tuition and fees total $110,295. This is approximately $78,000 more than our proposed program which would total approximately $32,000 for in-state students, and around $30,000 more than out-of-state students would pay in our proposed program.

8. **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution’s service region and how the proposed program is demonstrably different.

Within the USG system, there are a number of programs that include some film, television and new media production components. As the Board of Regents Advisory Committee on Communication stated in their Fall 2014 “Summary of Film, TV & Media Production Assets,” “USG Programs in media production are thriving, although they are not able to fully meet the demands arising from student interest or industry needs.” Thus, there is a compelling need for all USG programs to expand their course and degree offerings. The Board of Regents has agreed to “fast track” all new initiatives for the teaching of film and television content, especially if they contain some practical production training. Rather than protecting individual USG programs from duplication or competition, the Regents and the various USG media programs have agreed to expand together, cooperating and sharing resources where possible. Moreover, there is currently no other USG graduate MFA program in Film and Media Production. Only the private Savannah College of Art and Design offers an MFA in Film and Television. The closest USG programs to the major degrees proposed here would be Georgia State University’s Masters of Arts degree in Film, Video, and Digital Imaging – which would provide complimentary education to the new professional training programs envisioned. This UGA initiative will not duplicate or conflict with any other USG program, rather it will help strengthen
the joint Georgia Film and Television Industry Workforce Education initiative launched by the Board of Regents.

The University of Georgia is uniquely positioned to recruit high-caliber MFA students requisite for the creation of above-the-line professionals. The Grady College of Journalism and Mass Communication and the Franklin College of Arts and Sciences Department of Theatre and Film Studies and are both highly ranked and both units currently possess strong faculty expertise in film writing and production. With the addition of just four additional faculty members we will be able to launch a highly competitive program.

9.) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes _x_ or No ____ (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution’s leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

We see this MFA program functioning in a way that is groundbreaking, featuring close working relationships among The Georgia Film Academy, Pinewood Atlanta Studios, industry professionals, industry trade unions, and a cross-disciplinary core of expert faculty from the Grady College of Journalism and Mass Communication and the Franklin College of Arts and Sciences at the University of Georgia, the state’s flagship higher education institution. This initial program would train students across the range of work in the industry, with emphasis on applied skills in demand in the film and television production sector. We envision a 62-credit-hour, six-semester program over two years, including summers.

During the second year, students in all specializations will study, work, and live in residence at Pinewood Forest, adjacent to Pinewood Atlanta Studios. During their Pinewood Forest residency, writing and production students will engage in capstone experiences and professional internships on Pinewood client productions provided and managed by The Georgia Film Academy.

In addition, during their Pinewood Forest residency, students will participate in the professional production of their work, facilitated by the Georgia Film Academy and using the Academy’s $9.5 million of production resources, including a 16,000-square-foot sound stage, state-of-the-art mill and workshop, production offices, fleet of trucks, post production suites, and a full range production equipment. The program will feature a competitive process where each year one or two student-created feature-length film projects will be produced in collaboration with industry professionals.

The ultimate goal is to provide a steady flow of talent in all aspects of the film, television and digital media ecosystem, cementing Georgia’s place in the industry and making our state an increasingly attractive place to learn, to create, and to stay.
10.) Admission Criteria:

Students will be required to have completed a bachelor’s degree (equal to 120 semester credit hours) from an accredited institution. They must have a GPA of 3.0 or higher in their undergraduate studies. A panel of faculty members will judge samples of their written work and/or of their film or digital productions. Students must also provide supportive references from at least three former professors or work supervisors.

11.) Curriculum: (See the form below this series of questions and please complete.)

The curriculum will be designed to be intensive, innovative and flexible in order to model the rapidly changing nature of the entertainment industries, given the fast-paced digital eco-system and the coming on-line of ever-improving creative and distribution technologies. Following a conservatory structure buttressed by courses in history, theory and criticism, students will spend most of their time producing creative work under the leadership of master writers, directors, producers and craftsmen.

Each student will spend three semesters on the University of Georgia campus and three semesters at The Georgia Film Academy campus/studio at Pinewood in Fayetteville to take advantage of the dynamic creative environments that exist at those two world class institutions. Engagement with working professionals, creative artists and thought leaders who regularly work at Pinewood will be an important and singular part of the curriculum. While the curriculum will be fluid to take advantage of opportunities afforded at Pinewood and the Alliance, the program will also draw on knowledge and expertise of faculty at the Grady and Franklin colleges at the UGA campus in Athens. Listed below are some of the courses currently offered at Franklin and Grady that will be incorporated into the curriculum.

a.) Specify whether the proposed program required full-time study only, part-time study only, or can be completed either full-time or part-time.

This program requires full-time only study.

b.) Will the proposed program be offered online?

This program will be residential. There will likely be opportunities for students to interact with faculty and industry experts via synchronous video conference within courses at both locations, but all courses will meet and be delivered in person.
c.) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses. New courses are identified with ●.

Required Courses:
- EMST 6000 Proseminar in Film, TV, Writing & Production (3 credits) ●
- EMST 6110 Writing for the Screen I (3 credits)
- EMST 6010 Directing I (3 credits) ●
- EMST 6041 Camera & Lighting I (4 credits) ●
- EMST 6045 Post Production (4 credits) ●
- EMST 6111 Writing for the Screen II (3 credits) ●
- EMST 6220 Producing for Film & Television (3 credits)
- JRMC 7300 Thesis (3 credits, repeatable to 9 credits)
- EMST 7400 Film & Television Practicum (3 credits) ●

Elective Courses:
- EMST 6011 Directing II (3 credits) ●
- EMST 6270 Audio Production (3 credits) ●
- EMST 6042 Camera & Lighting II (3 credits) ●
- EMST 6050 Industry Studies (3 credits)
- EMST 7010 Directing III (3 credits) ●
- EMST 7111 Writing for the Screen IV (3 credits) ●
- EMST 7045 Post Production II (3 credits) ●
- EMST 7110 Writing for the Screen III (3 credits) ●
- EMST 7220 Media Industry Internship (3-6 credits)
- EMST 7260 Advanced Production (3 credits)
- EMST 7270 Documentary Production (3 credits)
- FILM 7481 Topics in Cinema (3 credits)
- FILM 7700 Internship in Film and Media (3 credits)
- FILM 8200 Film History (3 credits)
- FILM 8400 Film Theory & Criticism
- JRMC 8050 Directed Readings-Independent Study (3 credits)
- JRMC 6000 Special Topics (3 credits)
- THEA 7325 Costume Design for Film and TV (3 credits)
- THEA 7700 Art Direction for Film & TV (3 credits)
List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

EMST 6111 Writing for the Screen II (3 credits); Prerequisite EMST 6110 Writing for the Screen (3 credits)
EMST 6011 Directing II (3 credits); Prerequisite EMST 6010 Directing I (3 credits)
EMST 6042 Camera & Lighting II (3 credits); Prerequisite EMST 6041 Camera & Lighting I (4 credits)
EMST 7010 Directing III (3 credits); Prerequisite EMST 6010 Directing I(3 credits), EMST 6011 Directing III (3 credits)
EMST 7110 Writing for the Screen III (3 credits); Prerequisites EMST 6110 Writing for the Screen (3 credits), EMST 6111 Writing for the Screen II (3 credits)
EMST 7111 Writing for the Screen IV (3 credits); Prerequisites EMST 6110 Writing for the Screen (3 credits), EMST 6111 Writing for the Screen II (3 credits), EMST 7110 Writing for the Screen III (3 credits)
EMST 7045 Post Production II (3 credits); Prerequisite EMST 6045 Post Production I (4 credits)
EMST 7260 Advanced Production (3 credits); Prerequisite EMST 6045 Post Production I(4 credits)

d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

Students will be required to complete 62 credit hours to complete the MFA program.

a) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

NA

b) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

As part of its support for and partnership with the University of Georgia’s new MFA in Film, Television, and Digital Media, the Georgia Film Academy will use its resources and industry relationships to help place students in this program into internships, apprenticeships, and unique capstone field experiences.

Since it began teaching for-credit internships two years ago, the GFA, through its Office of Workforce and Capstone, has placed over 650 students into covered craft (professional union-approved) internships on sets and soundstages throughout the state. There is no other internship or production workforce program anywhere in the world working at this kind of scope or that has had this kind of success.
ONE-STEP ACADEMIC PROGRAM PROPOSAL

Most students work in paid positions in actual craft departments and in production offices, gaining invaluable experiential learning as well as contacts, which often lead to immediate employment in Georgia’s film industry upon graduation. From the record-breaking Marvel movies to “The Walking Dead,” from “The Fast and Furious” franchises to “Stranger Things,” GFA students have worked on over 100 major and independent feature films and internationally recognized television shows.

Along with making available these apprenticeship experiences, The Georgia Film Academy is committed to working with the leadership of its industry partners to attain special capstone and field experiences for UGA’s MFA students, appropriate for the above-the-line content creation training needed to drive the creative sector of Georgia’s entertainment industry. As it does with all its academic partners, the GFA will participate in tuition sharing for its work in this area.

e) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

See Appendix
12a) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

**MASTER OF FINE ARTS IN FILM, TELEVISION, AND DIGITAL MEDIA**

Sample Program of Study
(2 Years; 62 Hours)

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 1 Fall (13 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>EMST 6000  Proseminar in Film, TV, Writing &amp; Production (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 6110 Writing for the Screen I (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EMST 6010 Directing I (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 6041 Camera &amp; Lighting I (4 credits) ●</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 2 Spring (13 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
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</tr>
<tr>
<td>EMST 6111 Writing for the Screen II (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 6045 Post Production (4 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 6220 Producing for Film &amp; Television (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>THEA 7700 Art Direction for Film &amp; TV (3 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Semester 3 Summer (6 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>FILM 8200 Film History (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EMST 7400 Film &amp; Television Practicum (3 credits) ●</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 4 Fall (12 Credits)</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>JRMC 7300 Thesis (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EMST 6111 Writing for the Screen III (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 6011 Directing II (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>THEA 7325 Costume Design for Film and TV (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 5 Spring (12 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>JRMC 7300 Thesis (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EMST 7111 Writing for the Screen IV (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>EMST 7010 Directing III (3 credits) ●</td>
<td></td>
</tr>
<tr>
<td>FILM 7800 Advanced Production (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Semester 6 Summer (6 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>JRMC 7300 Thesis (3 credits)</td>
<td></td>
</tr>
<tr>
<td>FILM 7700 Internship in Film and Media (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

New courses are identified with ●.
One-Step Academic Program Proposal

13) **Waiver to Degree-Credit Hour (if applicable):** State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

NA

14) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

The new MFA Degree program in Film, Television and Digital Media will prepare a new generation of graduate students with experience in contemporary production practices, specifically in producing, writing, directing, and management, as well as in the burgeoning digital media fields. They will generate content across multiple platforms, as well as find creative and management positions within this changing media landscape. Specific learning outcomes include:

- Students will demonstrate knowledge of the conceptual foundations of film, television and digital entertainment industry.
- Students will demonstrate the ability to produce well written scripts.
- Students will demonstrate knowledge of the role of a producer in the industry.
- Students will demonstrate knowledge of the fundamentals of directing a film, television or digital program.
- Students will demonstrate competence in their area of specialization: writing, directing, producing, or pre- and post-production capture and editing.

15) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

Assessment of the program will occur throughout the program, and data will be gathered from specific classes in both years 1 and 2, as well as from an end of program evaluation. Data will be evaluated from student performance on exams and from evaluations from professors and from industry professionals who will judge student work performance and finished product quality.
ONE-STEP ACADEMIC PROGRAM PROPOSAL

Program Objectives and Outcomes

A. Students will demonstrate knowledge of the conceptual foundations of film, television and digital entertainment industry. (2 indices)
   a. Threshold for success: at least 80% of students will earn an S.
      i. Data to be collected: Groups of three students will do a 30-minute panel discussion about the foundations of the industry. These will be live-streamed to Industry Professionals who will evaluate each student S/U on his/her understanding.
   b. Threshold for success: at least 80% of students earn the grade of B or higher on the analysis project
      i. Data to be collected. Each student is presented with a short film to analyze. The successful student will be able to analyze and critique the foundational elements of the film.

B. Students will demonstrate the ability to produce well written scripts. (2 indices)
   a. Threshold for success: at least 80% of students will earn the grade of B or higher on a screen-writing project
      i. Data to be collected: Each student will write a short script. This will go through peer evaluation with the others in the cohort. Final edit of the script will be evaluated by professor.
   b. Threshold for success: 100% of students will earn the grade of A- or higher on the rewrite of the script from above.
      i. Data to be collected: Comments from the professor will be synthesized by student to formulate a high-quality script.

C. Students will demonstrate knowledge of the role of a producer in the industry. (2 indices)
   a. Threshold for success: At least 80% of students will receive a grade of 80% or better on an exam that tests knowledge of producing in film, television, and digital media.
      i. Data to be collected: A course exam on producing.
   b. Threshold for success: 90% of students will earn an B or higher on a short film or other television or digital media project in which they served as producer.
      i. Data to be collected: Student performance will be judged on the instructor’s evaluation of the quality of the program, instructor observations of the student’s performance as producer, and peer evaluations of the production crew of the program.

D. Students will demonstrate knowledge of the fundamentals of directing a film, television or digital program. (2 indices)
   a. Threshold for success: At least 80% of students will receive a grade of 80% or higher on an examine testing the student’s knowledge of directing.
      i. Data to be collected: A final course exam testing the student’s comprehension of the director’s role.
b. Threshold for success: At least 80% of students will receive a grade of B or higher on the directing practicum
   i. Data to be collected: Each student will work with the undergraduate acting class to direct a two-minute promo for a campus production. The instructor will grade the student’s performance as a director.

E. Students will demonstrate competence in their area of specialization: writing, directing, producing, or pre- and post-production capture and editing. (2 indices)
   a. Threshold for success: 100% of students will receive an S on specialized project
      i. Data to be collected: Each student will be involved in a capstone project within his/her area of specialization. Product will be evaluated by an Industry Professional.
   b. Threshold for success: 100% of students receive an S from the mini-internship
      i. Data to be collected: Each student will spend one week intensely working as an assistant/intern to an industry professional, and that professional and the student’s faculty advisor will grade their performance.

16) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

   NA

17) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
    a) *Will enrollments be cohort-based?* Yes___X___ or No_____ (place an X beside one)

    b) *Explain the rationale used to determine enrollment projections.*

    Enrollment projections were arrived at by what we felt was realistic in terms of both the number of students attracted to the program and the number of students we could effectively serve with the faculty and resources that will be available. We believe that the number of applicants will be well over the projected numbers we have listed here. We anticipate that program acceptance will be very competitive and this will provide the program with a promising and talented student cohort each year.
c) While we may attract larger numbers than reflected here, our conservative estimate for enrollment growth over the first five years are as follows:

<table>
<thead>
<tr>
<th>I. ENROLLMENT PROJECTIONS</th>
<th>First FY</th>
<th>Second FY</th>
<th>Third FY</th>
<th>Fourth FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shifted from other programs</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New to the institution</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Majors</strong></td>
<td>12</td>
<td>30</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>Course Sections Satisfying Program Requirements</td>
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<td></td>
<td></td>
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<tr>
<td>Previously existing</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>New</td>
<td>13</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total Program Course Sections</strong></td>
<td>29</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Credit Hours Generated by Those Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing enrollments</td>
<td>0</td>
<td>12</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>New enrollments</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>384</td>
<td>936</td>
<td>1308</td>
<td>1680</td>
</tr>
</tbody>
</table>

16) Faculty
   a) Provide the total number of faculty members that will support this program: 18

   b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) Note: The table below is similar to the SACS-COC faculty roster form.

Associate Dean Jeff Springston will be the primary administrator over the operation of the program, and Associate Dean Jean Martin-Williams will assist. (Dr. Springston will work with Dr. David Saltz, department head of Theatre and Film Studies and Dr. James Hamilton, department head of Entertainment and Media Studies to determine scheduling and specific faculty teaching assignments from each department).
c) Explain how faculty workloads will be impacted by the proposed new program.

Current faculty will maintain their existing course load. Over half of the available courses in the proposed program already exist and current faculty will continue to teach those courses as they have.

d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Two new clinical faculty members will be hired in year one and again in year two. Two of the lines will reside in the Franklin College and two in the Grady College. Faculty hired in year one will be based in Athens and will work with the first-year students. Those hired in the second year will be based primarily in Fayetteville and will work with...
second-year students at the Pinewood Studios facilities. These faculty members will be recruited from the rich talent of industry professionals in Georgia and beyond. The two colleges will begin a search in spring 2019 once the program receives Board of Regents approval. These clinical professors will be people with appropriate advanced degrees (e.g., MFA) and with strong industry experience in the areas of screenwriting, directing, producing, and pre- and post-production, with premium consideration given to those with teaching experience. Given that these individuals will be coming directly from the industry, we are confident that we can conduct and complete our search in a shorter timetable than is typical for a research-line, tenure track professor. These lines will be supported by funding supplied to both colleges from UGA upper administration.
APPENDIX

GFA Support Letter
CAPA Course Forms
September 10, 2018

Charles N. Davis  
Dean, Grady College of Journalism and Mass Communication  
University of Georgia  
120 Hooper Street  
Athens, GA 30602

Dean Davis,

On behalf of the Georgia Film Academy, I write to express support for new Masters of Fine Arts degree program in Film, Television, and Digital Media at the Grady College and Franklin College at the University of Georgia.

This degree program is critical to a key mission of the Film Academy, building a permanent and sustainable entertainment industry in our state. Presently, there are no professional training programs, particularly at the graduate level, in any of the University System of Georgia institutions that prepare students for careers in filmmaking or, more specifically, the “above-the-line” trades such as screen and television writing and producing.

Those who work in these content-creation fields generate the stories and “IP” which drive the entertainment business. As such, if Georgia is to have its own sustainable business, we must begin by professionally training our content creators and incentivizing them to stay in our state. This new MFA program at the Grady College will do just that, serving as a key part of the state’s entertainment industry education pipeline, both training students and ensuring that their work is made. The Film Academy views this new program as a critical component of our efforts to build Georgia’s creative workforce and the associated creative community that drive the film industry as well as all businesses in the state which rely on content creation.

As part of our strong support for and partnership with Grady on this new MFA program, the Film Academy, through its revenue-sharing models, intends to make available equipment, facilities, resources, as well as industry relationships to help place students in this program into internships, apprenticeships, and unique capstone field experiences. We are also committed to continuing to direct philanthropic support from stakeholders in the entertainment industry to this program.

If I can provide any further detail, please don’t hesitate to be in touch.

All best!

Jeffrey Stepakoff  
Executive Director, Georgia Film Academy

"Meeting the needs of the state’s growing film industry by providing hands-on experience on major film and television productions."

www.georgiafilmacademy.org
"Meeting the needs of the state's growing film industry by providing hands-on experience on major film and television productions."

www.georgiafilmacademy.org
The University of Georgia
New Course Application

1. COURSE ID: EMST 6010

2. TITLES

   Course Title: Directing I
   Course Computer Title: Directing I

3. COURSE DESCRIPTION (must be 50 words or less)

   Analysis and practice of directing narrative film and episodic television using the single-camera shooting style. An examination of the aesthetics, theory and practice of camera placement, shot execution, and directing the actor. Students develop their voice, unique visual style, and directing aesthetic. Co-requisite: (The Equipment Workshop class I recommended)

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

   \begin{tabular}{|c|c|}
     \hline
     FIXED & VARIABLE \\
     \hline
     Credit Hours & 3 \\
     Lecture Hours & 3 \\
     \hline
   \end{tabular}

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   None

10. PREREQUISITE OR COREQUISITE COURSES
11. COREQUISITE COURSES

Co-requisite: EMST 6040 Camera & Lighting

12. PRIMARY DELIVERY MECHANISM

Lecture

13. COURSE WILL BE OFFERED

Every year. Fall

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

An intensive course designed to train students to direct films using the component parts of story, image, performance and sound with a particular emphasis on action and behavior. Students shoot weekly mini movies on a particular theme that will be screened the following class meeting. Students will also be required to shoot a final film that will be the culmination of all that they have learned in the class. Students are in pre-production, production and post production for their final film the entire semester.

TOPICAL OUTLINE

I. Storyboarding: Discuss previsualization and then graphically depict camera position, staging of action, composition, camera movement and transitions on the page.

II. Composing Shots and Spatial Connections: An examination of the universal units of composition, overlapping action and how they are used to create a consistent spatial/temporal order.

III. Camera Blocking: An exploration of camera movement and camera placement as a story device. Special emphasis on externally and internally generated camera moves and how what the audience sees impacts their ability to understand shots, scenes and the ensuing narrative.
IV. Camera Angles: An examination of how varying the viewing angle supplies the context that defines the subject and the space in which action takes place in the frame.

V. Lenses and Forced Perspective: An investigation of how lenses give a director the power to direct the eye and isolate and unit subject matter. Special emphasis on lens choice, angle of view, and depth of field.

VI. Point of View and Panning: An analysis of subjective and objective narrative stance, and graphic and narrative control of point of view. As well, the power, economy and resourcefulness of the pan shot.

VII. Tracking Shot Choreography and Transitions: An analysis of the perspective and compositional variety that occurs when shots change size as a result of inventive staging and camera blocking. Special emphasis on strategies that allow a director to seamlessly transition between shots and sequences.

VIII. Directing Actors: An exploration of the language of actors and the specific communication necessary to direct compelling and convincing performances for film and television.

IX. On the Set: Leadership, communication, vision, confidence and managing egos and personalities. The importance of “knowing what you want,” being prepared and “making the day.”

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.
1. COURSE ID: EMST 6011

2. TITLES

   Course Title: Directing II
   Course Computer Title: Directing II

3. COURSE DESCRIPTION (must be 50 words or less)

   A course that builds on Directing 1, focusing on broadening the understanding and execution of the aesthetic and technical tools available to the director to create, develop and analyze content; refining the techniques of staging shots, directing the actor and developing voice and directorial style. Pre-requisite: Directing 1

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   Directing 1

10. PREREQUISITE OR COREQUISITE COURSES
None

11. COREQUISITE COURSES

None

12. PRIMARY DELIVERY MECHANISM

Lecture

13. COURSE WILL BE OFFERED

Every year. Spring

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This is an intensive, advanced level course that focuses on strengthening the student’s mastery of the essential elements of directing. The course is designed to train students to analyze and visually showcase character, physical action, conflict and atmosphere, and determine the visual treatment of a scene before shooting. Students will shoot exercises inside and outside of class for the purpose of putting what they learn into practice, and to prepare for their final film.

TOPICAL OUTLINE

I. Three Act Structure: A deep dive into the anatomy of a screenplay and the fundamental mechanics of dramatic narrative.

II. Dialogue: Analysis of dialogue as subtext, intention, pursuing an objective, and the literal language of conflict (spoken and unspoken).

III. Visualization: An analysis of the interaction between immediacy and reflection in the formation of images, shots, sequences and complete visual narratives.

IV. Directing the Actor: Concentration, objectives, beats, given circumstances, private moments, physical action and obstacles.
V. Imagery: An exploration of how to express dramatic and thematic ideas with images, as well as how great images reveal what lurks beneath the surface of things (subtext).

VI. Script Analysis: An analysis of the story arc (the narrative as a whole) and the cycle of action (moment to moment action and reaction). Special emphasis on the importance of rigorous script analysis to guard against the director’s tendency to impose their narrow and somewhat limited views of life and humanity on the story and the characters.

VII. Casting and Rehearsal: Analyzing the audition as an opportunity for the actor to showcase their ability to become the representations of human nature that a role requires them to be. Special emphasis on trust, choosing “sides,” improvisation, scene partners, rehearsal and “protecting” the actor at all cost.

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

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1. COURSE ID: EMST 6041

2. TITLES

   Course Title: Camera and Lighting 1
   Course Computer Title: Camera and Lighting 1

3. COURSE DESCRIPTION (must be 50 words or less)

   A hands-on course that trains students in the aesthetic and technical aspects of camera and lighting for episodic television and narrative film production. Students will be exposed to a variety of lighting and camera styles, and the instruments and equipment used to plan and execute them. Co-requisite: (The Equipment Workshop class I recommended)

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   None

10. PREREQUISITE OR COREQUISITE COURSES
11. COREQUISITE COURSES

None

12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year. Fall

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This is an intensive, hands on course that examines the technology and aesthetics of lighting and motion picture camera work, as well as the techniques, the thought processes and the methodology of how a scene gets lit, made ready to shoot and shot. In this course students will complete weekly camera and lighting exercises with an emphasis on understanding the relationship between time, budget and working efficiently with each department of a production crew.

TOPICAL OUTLINE

I. Fundamentals of Lighting: An exploration of the process, requirements and tools of the lighting process. Special emphasis on quality of light, direction relative to subject, and fill ratios.

II. Exposure Theory: An examination, through shooting exercises and tests, of film/sensor response to light, brightness perception, ISO/ASA speeds and lighting source distance.

III. Basic Scene Lighting: Analysis and practice of three and five-point lighting, contrast, mood, and genre lighting.
IV. Composition and Shot Size: An examination of aspect ratios, frame axes, camera angles, depth cues and focal points. These principles will be taught through in-class execution of wide, medium and close up shots.

V. Dynamic Range and Contrast Ratios: Discussion of various cameras and sensors, and their ability to handle a wide range of brightness in a scene followed by testing and in class exercises. Special emphasis on the minimum amount light a camera needs, highlights, and gamma and knee settings.

VI. Camera Placement and Camera Movement: Classroom shooting exercises that explore how to manipulate time, space and aesthetic distance through camera movement and camera placement. Special emphasis on how the camera impacts narrative meaning.

VII. Color Theory: An analysis of hue, value, and color temperature and their narrative impact on story, and the emotional response of the audience. Color mixing and stylistic choices in color control will also be explored.

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The University of Georgia  
New Course Application

1. COURSE ID: EMST 6042

2. TITLES

   Course Title: Camera and Lighting II  
   Course Computer Title: Camera and Lighting II

3. COURSE DESCRIPTION (must be 50 words or less)

Builds on Camera and Lighting 1, focusing on broadening the understanding and  
execution of the aesthetic and technical practices of motion picture cinematography. The  
cinematographer as the leader of the camera department and grip and electric department  
is also examined. Pre-requisite: Camera and Lighting 1

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

   FIXED        VARIABLE

   Credit Hours  3
   Lecture Hours  3

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours  
are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   Camera and Lighting 1

10. PREREQUISITE OR COREQUISITE COURSES
Pre-requisite: EMST 6040 Camera and Lighting 1

11. COREQUISITE COURSES

None

12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year. Spring

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This course is built upon an integrated approach to understanding and applying advanced camera and lighting concepts through praxis. Students will apply the principles of lighting and camera taught in Camera and Lighting 1 through class exercises and short films outside of class in preparation for the MFA Thesis film.

TOPICAL OUTLINE

I. Grip and Electricity: An exploration of light controls, flags and cutters, diffusers and holding clamps, as well as electrical supply systems, power sources, distribution equipment and electrical safety.

II. Painting with Light: An examination of mood, full range of tones, color control and color balance, as well as quality of light and relative size of radiating sources and lenses.

III. Understanding Lenses: A survey of focal length, field of view, lens speed, depth of field and the impact these have on image, light, and the perspective of the viewer. Special emphasis on the relationship between lens choice and story.

IV. Light Meters and Gray Scale: An analysis of foot candles, sensors, f and t stops, and how the use of a gray card impacts color balance and exposure during production and post-production.
V. Filtration and Gels: An examination of color balance and color temperature and its impact on image, mood and story. Correcting light balance will also be discussed and practiced through in class shooting and testing.

VI. Dollies and Tracking: An analysis of how the physical movement of the camera with a constant focal length changes the perspective of composition and audience emotion. As well, motivated camera movement will be practiced through exercises where the camera follows alongside, in front of and behind subjects.

VII. The Team and Set Operations: An exploration of how the director of photography leads the camera and grip and electric departments, while seamlessly working with other departments in pre-production and production. The process of blocking, rehearsing, lighting and shooting will also be explored.

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1. COURSE ID: EMST 6045

2. TITLES

   Course Title: Post Production I
   Course Computer Title: Post Production I

3. COURSE DESCRIPTION (must be 50 words or less)

   Development and practice of editing theory and style, and the planning and sequence of efficient post-production workflow. An analysis of the evolution of editing aesthetics in the planning and visualization of moving pictures in preproduction, production and postproduction.

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

   FIXED       VARIABLE

   Credit Hours  4
   Lecture Hours  4

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   None

10. PREREQUISITE OR COREQUISITE COURSES
11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year. Fall

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This is a course that will train students to logically analyze the construction of moving pictures. The class will also cover the practical application of editorial techniques that can be used for effective visual storytelling. Students will apply these skills through the operation of Non Linear Editing Systems.

TOPICAL OUTLINE

I. Editing Theory: An exploration of the close aesthetic relationship between editing, directing and story.

II. Non Linear Editing (NLE): An analysis of the technology, technique and process of non-linear editing. Special emphasis on formats, software and the components of a NLE.

III. Importing, Transferring and Capturing: Loading footage from the camera onto the editing system’s hard drives. Special emphasis on resolution, codecs, flash memory cards and SSD’s.

IV. Media File Management: Examination and practice of the proper labeling and retrieval of media. Special emphasis on source media files, master clips, bin management and playlists.

V. Creating and Editing Sequences: Discussion and hands-on exercises with the editing interface and timeline. Special emphasis on the record monitor, program
monitor, media browser, marking clips and putting them on the timeline and other keyboard functions.

VI. Sound Editing: Discussion and practical application of the powerful tools available to the editor to edit and mix sound in a NLE. Special emphasis on working with audio tracks, audio levels, audio transitions and filters, and maintaining sync.

VII. Video Effects: Analysis and practical application of digital effects, plug ins, compositing, computer-generated imagery, text, graphics and effects. Special emphasis on layers, alpha channels and keys, speed effects, scale, orientation, distortion and other image effects and controls.

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1. COURSE ID: EMST 6111

2. TITLES

   Course Title: Writing for the Screen II: Completing the Screenplay
   Course Computer Title: Writing for the Screen II

3. COURSE DESCRIPTION (must be 50 words or less)

   Students will rigorously revise their screenplays and teleplays. Students will add to and/or complete their screenplays or two additional episodes of their television series.

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

   FIXED                   VARIABLE
   Credit Hours            3
   Lecture Hours           3

6. TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)

   This course will be taught in a traditional classroom setting.

7. REPEAT POLICY

   Course cannot be repeated for credit

8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   EMST 6110

10. PREREQUISITE OR COREQUISITE COURSES
11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):

Lecture

13. COURSE WILL BE OFFERED

Every Year - Spring

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Spring 2020

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

Students will learn to design a writing plan for a long-term project. Students will emerge with the skills to not only write long-term projects, but also complete a screenplay or teleplay for three episodes of a television series.

TOPICAL OUTLINE

I. Designing a writing strategy for a long-form screenplay and teleplay.
II. Writing, rewriting, and polishing the screenplay and the teleplay.
III. Responding to and incorporating notes from producers into screenplays and teleplays.
IV. Editing and completing the screenplay and the teleplay.

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The University of Georgia
New Course Application

1. COURSE ID: EMST 6270

2. TITLES

   Course Title: Audio Production
   Course Computer Title: Audio Production

3. COURSE DESCRIPTION (must be 50 words or less)

   Development and practice of sound recording, sound design, and audio production techniques. Creative editing, sound layering, multi-track mixing of dialogue, music, and sound effects to achieve sonic styling for entertainment media.

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   None

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES
12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year. Fall

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

The Objective of this course is to provide a hands-on overview of audio production techniques and equipment. Due to the size of the class and the facilities, expect to spend additional time beyond class meetings to better familiarize yourself with the studios and to complete the assigned projects.

TOPICAL OUTLINE

I. Ears, Physics and Psychophysics of Sound
II. Mixers and Consoles
III. Loudspeakers and Monitoring
IV. Analog and Digital Recording
V. Editing (Linear, Techniques and Aesthetics)
VI. Microphones
VII. Signal Processing (Spectrum, Amplitude, Noise, Time, and Multi-Effects)
VIII. Studio Production
IX. Sound Techniques in Field Production
X. Music, Synchronization, Dialogue, and Sound Effects

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

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The University of Georgia
New Course Application

1. COURSE ID: EMST 7045

2. TITLES

   Course Title: Post Production II
   Course Computer Title: Post Production II

3. COURSE DESCRIPTION (must be 50 words or less)

   This course builds upon the principals learned in Post Production One. Organizing, planning, designing, and refining visual effects and color correction for entertainment media.

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

   FIXED       VARIABLE
   Credit Hours  3
   Lecture Hours 3

6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   None

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES
12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year. Spring

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

Students learn how to design visual efx such as titles, mattes, green screen, and complimentary elements; as well as utilize color correction and color timing techniques for visual storytelling in entertainment media.

TOPICAL OUTLINE

I. Design graphic elements such as title openings and credits.

II. Design visual effects elements to enhance visual story elements.

III. Analysis of how the brain comprehends color and color relationships.

IV. Design color relationships that affect time, place, and emotional impact.

V. Discussion and practical application of the theory and practice of adjusting the overall color and brightness values in a production and fine tuning individual clips.

VI. Establishing an overall look for a film, maintaining consistency from shot to shot, correcting errors and ensuring that luma and chroma levels adhere to broadcast and screening standards.

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The University of Georgia
Approved Course

1. COURSE ID: EMST 7110

2. TITLES

   Course Title: Writing for the Screen III: Work-in-Progress Screenplay
   Course Computer Title: Writing for the Screen III

3. COURSE DESCRIPTION (must be 50 words or less)

   Students continue to revise and polish previous screenplays and teleplays and begin work on a second screenplay and teleplay that will become the thesis project.

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)

   This course will be taught in a traditional classroom setting.

7. REPEAT POLICY

   Course cannot be repeated for credit

8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   EMST 6110 and EMST 6111

10. PREREQUISITE OR COREQUISITE COURSES
11. **COREQUISITE COURSES**

12. **PRIMARY DELIVERY MECHANISM** (select only one):

   Lecture

13. **COURSE WILL BE OFFERED**

   Every Year - Fall

14. **EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE**

   Fall 2020

15. **ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS**

    **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

    Students will learn to prepare a thesis-length project. Students will emerge with greater writing sophistication and narrative engagement. Students will hone their skills at long-term screenwriting and teleplay writing by revisiting writing done in the first two semesters and beginning work on their thesis-length project. Students will learn to prepare a thesis-length project. Students will

    **TOPICAL OUTLINE**

    I. Revising and restructuring the long-form project.
    II. Revising and responding to criticism.
    III. Selecting a topic for a second long-form project.
    IV. Outlining the long-form project and the television series.
    V. Critiquing one’s own work.
    VI. Writing on deadline.

    **UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY**

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1. COURSE ID: EMST 7010

2. TITLES

   Course Title: Directing III
   Course Computer Title: Directing III

3. COURSE DESCRIPTION (must be 50 words or less)

   Designed for students who have chosen directing as their emphasis, and who plan to direct a Thesis Film. Delivered in a workshop format, directing students apply the competencies learned in Directing 1 and Directing 2 to their Thesis Film. Pre-requisite: Directing 1 and Directing 2

4. GRADING SYSTEM

   A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are few than credit hours, please justify)

7. REPEAT POLICY

   Course cannot be repeated for credit.

8. DUPLICATE CREDIT STATEMENT (do not list semester course IDs)

   The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

   Directing I
   Directing II

10. PREREQUISITE OR COREQUISITE COURSES
None

11. COREQUISITE COURSES

None

12. PRIMARY DELIVERY MECHANISM

Lab

13. COURSE WILL BE OFFERED

Every year in Fall

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

Semester following UCC approval.

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

This course prepares directing students to direct their Thesis Film, through pre-production, production and post-production. Weekly course assignments fulfill the steps necessary to plan and successfully complete their film.

TOPICAL OUTLINE

I. Script Breakdown: Line the Thesis Film script and break the script down into beats and objectives.

II. Audition Prep: Choose sides and liaise with Thesis Film producer to plan and crew auditions.

III. Location Scouting and Tech Scouting: In conjunction with the producer and location manager, the director will scout locations and design a plan for shooting.

IV. Rehearsal: Strategies, rehearsal goals, and trust between the cast and the director.

V. Storyboards, Shot Lists, and Production Meetings: Communicating the vision and designing a strategy for each day of principal photography.
VI. On Set, Reshoots and Pickups: In conjunction with the 1st Assistant Director, the director will plan each day of principal photography, and develop an approach for reshoots and or pickups.

VII. Post Production and Distribution: Plan and execute the third phase of the production process.

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1. COURSE ID: EMST 7111

2. TITLES

Course Title: Writing for the Screen IV
Computer Title: Writing for the Screen IV

3. COURSE DESCRIPTION (must be 50 words or less)

The course instructs students in the production and screenwriting worlds with emphasis on topics such as freelancing and the current media environment. Students also complete and submit their final screenplays and teleplays.

4. GRADING SYSTEM

A-F (Traditional)

5. CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS

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6. NON-TRADITIONAL FORMAT (if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)

This course will be taught in a traditional classroom setting.

7. REPEAT POLICY

Course cannot be repeated for credit

8. DUPLICATE CREDIT STATEMENT (do not list quarter course IDs)

The course will not be open to students who have credit in the following courses:

9. REQUIRED PREREQUISITES

EMST 6110, EMST 6111, EMST 7110

10. PREREQUISITE OR COREQUISITE COURSES
11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):

   Lecture

13. COURSE WILL BE OFFERED

   Every Year - Spring

14. EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

   Spring 2021

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

   COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

   Students will learn vital skills to work in the screenwriting world, as well as the role of agents, managers, festivals and contests. Students will emerge with an understanding of the current media world and the knowledge of how to work as a freelance and contract writer for film and television. Students will complete and submit their thesis screenplay or teleplay project.

   TOPICAL OUTLINE

   I. Understanding the role of the writer in media industries, including how writers function in independent production, studio production, network production, cable production, world wide web production, and emerging technologies.
   II. Understanding the role of agents and managers in the selling of screenplays and teleplays.
   III. Understanding the role of contests and festivals in the writing process
   IV. Completing the professional feature length screenplay or television series bible and teleplays.

   UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

   UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovJ2.i. Every course syllabus should include the instructor's expectations related to academic integrity.
OUTLINE FOR DEACTIVATION OR TERMINATION OF A GRADUATE OR UNDERGRADUATE DEGREE PROGRAM

I. Basic Information

1. Institution ______________________________ Date _______ 2/16/18 ________

2. School/College __________________________

3. Department/Division _____________________

4. Program
   Degree ____________________________
   Major ____________________________

5. Deactivation ______ X ________________ or Termination ________________

6. Last date students will be admitted to this program ________ 7/1/18 ________

7. Last date students will graduate from this program ________ 5/2023 _______

8. Abstract of the deactivated or terminated program
   Provide a brief summary of the deactivated or terminated program that includes an overview and highlights of the response to the criteria in Section II.

The Doctor of Philosophy in Pathology was developed to train the next generation of veterinary and biomedical scientists and pathologists. The program emphasizes training in pathology and biomedical science to prepare students to make contributions to modern veterinary science and medicine. Graduates of these programs will understand the basic scientific principles related to veterinary pathology and biomedical research. The objective is to attract and train a cadre of highly-qualified graduate students in the veterinary and biomedical sciences.

1. N/A. A vote of the departmental Graduate Affairs Committee unanimously approved the deactivation of this program.
2. Although the PhD program in Pathology has had a strong history of recruiting, training, and graduating excellent scientists and pathologists, due to a number of factors, our program is not growing. Most of the graduate students in our program are combined pathology resident/PhD students, and due to the rigor of this training program, the funding mechanisms to support them, and the faculty effort required for this, we do not accept more than 2 of these students per year. We do not have the faculty or financial resources to grow this program. We, therefore, request to deactivate the program and join the Comparative Biomedical Sciences program, so that we will not have to annually defend our numbers.
3. Students currently in this program will still receive their PhD degree in Veterinary Pathology. They will be notified of the program name change, but this action will not directly affect them or their program. Going forward, students enrolled in this program will receive the PhD degree in Comparative Biomedical Sciences.
4. Faculty will be made aware of the name change by email. This change will not affect their personal or professional lives at all.
5. This change will not weaken any other programs. It will strengthen CBS by increasing enrollment.
6. This program could potentially be reactivated, if, in the future, we attract more research-focused faculty who can bring in more extramurally-funded graduate assistantships. This would allow us to increase our enrollment of students who are only pursuing the PhD and not the combined pathology residency/PhD.

9. Signatures
   Department Head ____________________________
   Dean of School/College _________________________
   Dean of Graduate School ________________________

II. Conditions for Deactivating or Terminating Programs

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

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

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

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

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?

6. What plans, if any, is there for subsequent reactivation or reinstatement, respectively, of the deactivated or terminated program?
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: March 20, 2018  

RE: Graduate Certificate in Creativity and Innovation  

Please find attached a proposal from the Department of Educational Psychology requesting to deactivate the graduate certificate in Creativity and Innovation.  

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

I. Basic Information

1. Institution: University of Georgia  Date: March 8, 2018
2. School/College College of Education
3. Department/Division Educational Psychology
4. Program Degree Interdisciplinary Certificate in Creativity and Innovation
   Major Not Applicable
5. Deactivation X

6. Last date students will be admitted to this program January 1, 2018
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 temporarily close the Interdisciplinary Certificate in Creativity and
   Innovation for a two-year period. This certificate was approved in 2013 to bridge knowledge across
   diverse disciplines in creativity and innovation and to stimulate students and faculty to synthesize and
   apply this knowledge in their diverse fields. A certificate that is only available to students who are
   currently enrolled in graduate programs across the university, the 15 credit certificate program has been
   hampered by limited and inconsistent leadership as faculty have assumed other roles within the
   university. Additionally, faculty retirements/departures removed access to teaching staff who would have
   supported this certificate. The program is currently being managed by a faculty member in the
   Department of Educational Psychology who has expertise in another area of emphasis within the
   department. A two-year deactivation period would allow the faculty to assess whether or not the
   certificate continues to be viable. That time frame would also allow the department to re-establish the
   faculty within the program as of the four current members, one is retiring and one is considering
   retirement at the end of the Spring 2018 semester.

9. Signatures

   [Signature]
   Department Head
   [Signature]
   Dean of School/College
   [Signature]
   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 since Fall 2016 and there are currently no students in the program
   and the certificate’s administration is hampered by limited and inconsistent leadership as faculty have assumed
   other roles within the university. Additionally, faculty retirements/departures removed access to teaching staff
   who would have supported this certificate. The program is currently being managed by a faculty member in the
   Department of Educational Psychology who has expertise in another area of emphasis within the department.
   Deactivation rather than termination is preferred as there is potential through new faculty hires to warrant
   reactivation if the hires can support the certificate.

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

   Lack of faculty resources to administer the program is at the root of the request to deactivate the certificate.
3. Plans for allowing those students already in a program to complete degree requirements.

There are currently no students in the certificate.

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, within the area of emphasis associated with the certificate, have been involved in the program. No current impact. The department needs to re-establish the faculty members with expertise in this area who would administer the program.

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 has not actively pursued students to engage in this certificate program. 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.