

**Graduate Council Meeting**  
**Wednesday, September 17, 2025, 3:30 p.m.**  
**327 Brooks Hall**  
(The Bylaws prohibit representation by proxy.)

**AGENDA**

**I. Reading, Correction and Approval of Minutes**  
(April 9, 2025; August 20, 2025)

**II. Graduate Council Committee Reports**

- A. Appeals Committee  
Committee Report (Craig Osenberg)
- B. Policy and Planning Committee  
Committee Report (Bart Wojdyski)
- C. Program Committee  
Committee Report (Jeff Mullen)

*Action Item 1:* From the College of Veterinary Medicine, a proposal to offer a new Area of Emphasis in Diagnostic Medicine under the Certificate of Clinical Internship.

*Action Item 2:* From the Terry College of Business, a proposal to terminate the Professional Master of Business Administration (MBA) program at the Gwinnett Campus only.

*Action Item 3:* From the Terry College of Business Department of Management Information Systems, a proposal to rename the online Master of Business and Technology (MBT) to the online Master of Artificial Intelligence in Business (MAIB).

*Action Item 4:* From the Franklin College of Arts and Sciences, a proposal to transfer the NAMS course prefix and associated graduate certificates from the Department of Religion to the Institute of Native Studies.

*Action Item 5:* From the Franklin College of Arts and Sciences Department of History, a proposal to add a new Master of Arts degree in Museum Studies.

*Action Item 6:* From the Mary Frances Early College of Education, a proposal to add new Areas of Emphasis under the online Educational Specialist degree for:

- a. Reading, Children's Literature, and Language Arts P-5
- b. Reading, Children's Literature, and Language Arts Grades 6-12

*Action Item 7:* From the Mary Francis Early College of Education Department of Language and Literacy Education a proposal to terminate the Areas of Emphasis under the online Master of Education (MED) in Reading Education for:

- a. Elementary Education P-5
- b. Secondary Education 6-12

*Action Item 8:* From the Warnell School of Forestry and Natural Resources, a proposal to offer a new online Masters of Natural Resources (MNR) degree.

### **III. Information Items**

- A. Curriculum Report: The Graduate School has approved 50 new courses, 77 course revisions, and 2 deletions.
- B. Next meeting: Wednesday, October 22, 3:30pm, 327 Brooks Hall

### **IV. Adjourn**

## PROPOSAL FOR AN AREA OF EMPHASIS

Date 12-13-24

School/College: College of Veterinary Medicine

Department/Division: Pathology

Program (Major and Degree): Certificate of Clinical Internship

Which campus(es) will offer this program? Athens

Proposed Effective Date: Summer 2024

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

1. Area of Emphasis Title: Diagnostic Medicine

**2. Area of Emphasis Description:**

The Clinical Internship in Diagnostic Medicine was developed to prepare qualified veterinarians for future training and/or employment in fields of diagnostic medicine, including anatomic pathology, clinical pathology, wildlife pathology, and clinical microbiology. The program is aimed to provide introductory training to the intern in all aspects of diagnostic medicine, including necropsy, histopathology, cytology, hematology, clinical chemistry, flow cytometry, bacteriology, virology, immunodiagnostics, and molecular diagnostics, and more specific training in one to two selected areas. Graduates of this program will gain a broader understanding of the basic principles and clinical practices of diagnostic medicine as preparation for future specialty training (i.e., residency) and certification in anatomic pathology, clinical pathology, or microbiology. The objective is to attract and train highly qualified applicants in the field of diagnostic laboratory medicine, especially those that have had limited opportunities to explore this field, and potentiate successful transition to a residency program.

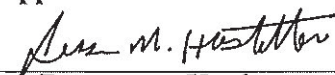
There are no residency requirements.

See attachment for list of courses.

**3. Major Requirements:**

See attachment

**4. Approvals:**

  
\_\_\_\_\_  
Department Head

  
\_\_\_\_\_  
Dean of School/College

\_\_\_\_\_  
Dean of Graduate School

Summer Semester			
Diagnostic Medicine Interns			
<u>Course</u>	<u>Call number</u>	<u>Course Name</u>	<u>Credit Hrs</u>
VPAT 7010		Necropsy Practicum	5
VPAT 7020		Biopsy Practicum	4
VPAT 8008		Biopsy Rounds	1
VPAT 7030		Cytology Practicum	4
IDIS 8610		Clinical Microbiology Residency I	4
		Total	18 hours

Fall Semester			
Diagnostic Medicine Interns			
<u>Course</u>	<u>Call number</u>	<u>Course Name</u>	<u>Credit Hrs</u>
VPAT 7010 and/or 7020 and/or 7030 and/or IDIS 8610			0–15 each
VPAT 8000 and/or 8008 and/or 8002 and/or 8005 and/or 8006 and/or 8007 and/or 8009 and/or 8050			0-1 each
VPAT 8100		Microscopic Pathology	3
		Total	18 hours

Fall Semester			
Diagnostic Medicine Interns			
<u>Course</u>	<u>Call number</u>	<u>Course Name</u>	<u>Credit Hrs</u>
VPAT 7010 and/or 7020 and/or 7030 and/or IDIS 8610			0–18 each
VPAT 8000 and/or 8008 and/or 8002 and/or 8005 and/or 8006 and/or 8007 and/or 8009 and/or 8050			0-1 each
		Total	18 hours

# PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

**Date:** April 28, 2025

**School/College:** Terry College of Business

**Department/Division:** Terry College of Business

**Program (Major and Degree):** Professional Master of Business Administration (M.B.A.)

**Which campus(es) offer this program?** Buckhead, Gwinnett, Online

**Deactivation or Termination?** Termination of the Gwinnett campus **only**

**Proposed Effective Date:** Spring 2026

**Last date students will be admitted to this program:** No students are enrolled at the Gwinnett campus

**Last date students will graduate from this program:** No students are enrolled at the Gwinnett campus

## **Program Abstract:**

The Master of Business Administration (M.B.A.) offers an understanding of business principles and practices of business administration. The Professional M.B.A. provides students with a flexible, part-time schedule, which allows working professionals to take advantage of the program.

### **1. State the reasons for terminating the program and provide copies of any relevant documents.**

We stopped offering the program in Gwinnett after the summer of 2021 and added a new Saturday cohort in Atlanta instead.

### **2. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the termination, and b) how faculty and staff will be reallocated.**

The Gwinnett program has been inactive for several years, and no students are enrolled on that campus. The faculty from the Gwinnett program are now supporting the PMBA program at Buckhead and online.

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

While the Gwinnett-based program has been inactive for several years, the Buckhead and online programs have a strong enrollment of about 500 students.



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Terry College of Business

Terry College of Business  
*Office of the Dean*  
417 Correll Hall  
Athens, Georgia 30602

**Santanu Chatterjee**, *Interim Dean*  
*Dr. Harold A. Black Distinguished Professor of Economics*

TEL: 706-542-8100  
busdean@uga.edu  
terry.uga.edu

August 27, 2026

Dr. Benjamin C. Ayers  
Senior Vice President for Academic Affairs and Provost  
University of Georgia  
Athens, GA

Dear Ben,

On behalf of the Terry College of Business, I am writing to express my support for renaming the Online Master of Business and Technology (MBT) to the Online Master of Artificial Intelligence in Business (MAIB), effective Fall 2026.

Since its inception in 2000, the MBT program, administered by Terry's MIS department, has prepared working professionals to lead technology-enabled business innovation. However, artificial intelligence is now at the center of digital transformation, automating processes, enabling data-informed strategy, and reshaping how organizations deliver value. While peer institutions such as NYU Stern, Johns Hopkins, and Arizona State have launched AI-integrated business programs, no SEC or State of Georgia business school currently offers a specialized AI-in-business master's program, giving UGA and Terry the unique opportunity to lead in this space. Industry analyses from Gartner and Accenture further underscore the urgent need for leaders who can align AI capabilities with strategic decision-making, rather than focusing solely on technical expertise.

The updated curriculum maintains the 30-credit hour structure but integrates three AI-focused courses and revises existing ones to emphasize:

- AI Strategy and Leadership – preparing graduates for roles such as Chief AI Officer (CAIO).
- Ethical and Responsible AI – addressing legal, ethical, and societal implications.
- Applied Business Solutions – focusing on real-world implementation rather than model development.

The renamed online MAIB program complements existing UGA programs in AI and business analytics while serving mid-career professionals seeking to lead AI adoption responsibly and effectively. This name change positions the University of Georgia at the forefront of AI-integrated business education, meeting both market demand and institutional goals for innovation and professional leadership. The MIS faculty voted 27-0 in favor of the renaming proposal and the Terry College faculty vote was 98 in favor and 9 against, with 5 abstaining.

Sincerely,

## ACADEMIC PROGRAM NAME CHANGE

**Date:** 8/7/2025

**Department/Division:** Management Information Systems

**School/College/Unit:** Terry College of Business

**Proposed Effective Date:** Spring 2026

### PROGRAM NAME CHANGES:

Current Name: Online Master of Business and Technology Program (MBT)

Proposed Name: Online Master of Artificial Intelligence in Business (MAIB)

### COURSE PREFIX CHANGES:

Current Course Prefix and Name: MIST

Proposed Course Prefix and Name: MIST

## JUSTIFICATION:

As presented below, we are seeking this change for two important reasons:

- To better respond to competitive pressure from peer institutions, and
- To reflect the evolution of the program to remain aligned with industry demand.

Since its inception in 2000, the Online Master of Business and Technology (MBT) program has prepared professionals to lead technology teams in developing innovative business solutions. With a strong focus on bridging technical acumen and business strategy, the program has consistently evolved to meet industry demands, producing graduates well-suited for roles such as advanced product manager, technology business analyst, and chief technology officer. However, we have reached an inflection point: artificial intelligence is fundamentally reshaping how organizations identify opportunities, design solutions, and deliver value. To address this transformation, we propose renaming the MBT the Online Master of Artificial Intelligence in Business program. This builds upon the MBT foundation while equipping students with the AI fluency and applied skills necessary to lead the next generation of business solutions development. It ensures our graduates remain at the forefront of business innovation in an AI-driven world.

**Renaming the program is appropriate**, as our core mission - to prepare students to lead digital transformation - remains unchanged. This change represents an evolution of that mission, reflecting the growing influence of artificial intelligence on how digital transformation is achieved. Moreover, as we will demonstrate, this shift aligns with competitive trends in graduate education and enhances the program's appeal and marketability to prospective students.

The Master of Artificial Intelligence in Business program is necessary because the integration of AI into business operations is no longer optional—it is foundational to competitive advantage, innovation, and strategic decision-making. Organizations across industries are rapidly adopting

AI to automate processes, personalize customer experiences, optimize supply chains, and uncover new revenue opportunities. Yet, there is a growing talent gap between those who understand business strategy and those who understand AI technology. This program addresses that gap by producing leaders who can bridge AI capabilities with business needs—professionals who not only understand how AI works, but more importantly, how to apply it ethically and effectively to solve complex business problems. As AI continues to evolve, businesses will continue to require professionals with both technical fluency and business insight to guide responsible and impactful innovation.

The need for AI skills in industry is also clear. Gartner lists AI imperatives and risks as one category of its top 10 strategic technology trends for 2025 ([link](#)). A further analysis by Gartner estimates that as much as 80% of the workforce will need to strengthen technical and strategic skills to meet the demand for new roles in software development and operations by 2027 ([link](#)). Finally, research from Accenture ([link](#)) explores the future of work with respect to the growing prevalence of AI. Their findings indicate that nearly 70% of industry executives surveyed believe AI is prompting an urgent need to reinvent business processes and operational strategies. Thus, the proposed updates fill a growing and vital need in the business sector.

Current demand for our Online Master of Business and Technology program is steady at an average of 30 new students a year. By adjusting focus on AI business strategy to the existing program, we position the degree at the forefront of market demand—attracting professionals seeking to lead innovation in an AI-driven economy - and increasing enrollment.

## **Survey of Similar Programs in Peer Institutions**

An internet search of graduate programs with names similar to Master of Artificial Intelligence in Business reveals a growing number of institutions adapting their curricula to integrate AI with business education. Several in-person programs now explicitly incorporate AI into business-focused degrees, including:

- NYU-Leonard N. Stern School of Business - Master of Science in Business Analytics and AI (MSBAi)
- Fordham University - Gabellie School of Business - Master's (M.S.) in Artificial Intelligence in Business (MS AIB)
- University of Rochester - Simon Business School - MS AI in Business (MS AIB)
- University of South Florida - Muma College of Business - MS in AI and Business Analytics (MS-AIBA)
- Johns Hopkins - Carey Business School - Master of Science in Information Systems and Artificial Intelligence for Business (MS ISAIB)
- Stevens Institute of Technology - Master in Business Intelligence and AI (MBIAI)
- Singapore University of Social Sciences - Master of Artificial Intelligence for Business (MAIB)
- City University of Hong Kong - MS AI in Business (MAIB)

Online programs are also emerging, with offerings from the following:

- University of Arizona - Master of Science in Artificial intelligence for Business (MS AIB)



- Arizona State University - Master of Science in Artificial Intelligence in Business (MS AIB)
- Wake Forest University - Master of AI Strategy and Innovation

Notably, no Southeastern Conference (SEC) business schools currently offer a specialized master's program focused specifically on AI and business, though several provide MBA tracks in AI. This suggests a timely opportunity for our institution to lead within the region and distinguish itself nationally with a dedicated, AI-integrated business master's program.

## **Complementarity and Differentiation Across Related Programs**

The online MAIB program will complement existing AI initiatives at UGA by filling a gap not currently addressed by other AI-related programs. The program will retain its core mission of leading digital change, updated to reflect the growing importance of artificial intelligence in that process.

### **Differentiation from Franklin's MS in AI or Applied Data Science**

The proposed MAIB emphasizes the application of AI in business contexts rather than model development. Furthermore, the program offered by the Franklin College has an emphasis on research and theoretical foundations while the MAIB program would focus on the application of this technology in real-world business contexts. With the focus of this program to train graduates to become AI-driven business strategists, it will focus on the leading of AI adoption in organizations rather than algorithm and model development. The MAIB program is designed for professionals who want to use AI to improve business operations and strategy—not build AI systems from the ground up.

### **Differentiation of MAIB vs. MS in Business Analytics (MSBA)**

While the MSBA program focuses on data analytics and tool usage, MAIB centers on applying AI-driven solutions to business problems and AI Strategy. Additionally, the MAIB targets a different audience—primarily mid-career professionals and executives seeking online, flexible learning that equips them to lead AI initiatives. A potential differentiation is that MAIB will prepare students for a Chief AI Officer (CAIO) or similar role, while MSBA is more focused on Chief Data Officer role requirements. They overlap in that data is required for both roles, but the focus on how data is used is different.

## **LEARNING OUTCOMES:**

The proposed Master of Artificial Intelligence in Business program is designed to equip graduate students with the strategic, technical, and ethical competencies necessary to lead in an increasingly AI-driven business environment. As artificial intelligence reshapes industries—powering automation, enhancing customer engagement, and enabling data-informed strategy—organizations require professionals who can bridge the gap between emerging technologies and enterprise objectives - something that has always been an objective of our Master of Business and Technology program. This program update provides students with both a foundational understanding of AI and the applied skills to integrate AI into product development, business analysis, and executive decision-making. The curriculum emphasizes real-world application, interdisciplinary collaboration, and ethical leadership—ensuring graduates are prepared to innovate responsibly in dynamic business contexts. In alignment with the University's mission to

foster academic excellence and prepare students for impactful leadership, the program supports institutional goals by advancing professional education at the intersection of technology and business.

Upon successful completion of the Master of Artificial Intelligence in Business program, students will be able to:

1. Identify and explain the core principles, methods, and technologies of artificial intelligence as they apply to solving contemporary business challenges.
2. Analyze and evaluate business problems to determine where and how AI can be ethically and effectively applied to improve decision-making, streamline operations, and create strategic value.
3. Design and implement AI-enabled business solutions that integrate data science, machine learning, and intelligent systems within real-world organizational contexts.
4. Demonstrate leadership and collaboration in interdisciplinary teams by articulating the business case for AI initiatives and managing change across technical and non-technical stakeholders.
5. Assess and apply ethical, legal, and societal considerations in the development and deployment of AI-driven business strategies, with attention to fairness, transparency, privacy, and compliance.
6. Communicate effectively to both technical and executive audiences by translating complex AI concepts into actionable business insights and strategic recommendations.

## **PROGRAM OF STUDY:**

The current Master of Business and Technology program is offered online, with 30 total credit hours (10 courses at 3 CH each). It is proposed that the rename program retain this structure.

Here is a proposed program of study. The proposed program of study replaces three existing MBT courses with three existing MIST AI courses and retains seven current MBT courses, incorporating revised content and updated course titles where appropriate.

Program of Study Comparison

Master of Business and Technology (Current)				Master of AI in Business (Proposed)				
Course ID	Name	CH	Prereq.	Course ID	Name	CH	Prereq.	Comments
MIST 7500E	Digital Business Technology	3	None	Core Courses - Required - (5x3 = 15 Credit Hours)				
MIST 7540E	User Experience Strategy	3	None	MIST 7400E	Foundations of Artificial Intelligence in Business	3	None	Existing MIST 5400 - Foundation of Artificial Intelligence in Business <b>to be expanded for rigor and developed into an online, graduate version. Replaces MIST7500</b>
MIST 7571E	Internet Programming II	3	None	MIST 7510E	Database Management	3	None	Existing MBT course to be <b>updated with AI content</b> . Consideration for renaming the course, perhaps Database Management and AI Systems.
MIST 7510E	Database Management	3	None	MIST 7520E:	Project and Product Management	3	None	Existing MBT course to be <b>updated with AI content</b> . Consideration for <b>renaming the course to include Product Management</b> .
MIST 7515E	Advanced Topics in Business and Technology	3	None	MIST 7570E	Server-Side Application Development with AI.	3	None	Existing MBT course to be <b>updated with AI content</b> . Consideration for renaming the course, Server-Side Application Development with AI.
MIST 7520E	Project Management	3	None	MIST 7571E	Client-Side Application Development with AI	3	None	Existing MBT course to be <b>updated with AI content</b> . Consideration for renaming the course, Client-Side Application Development with AI.
MIST 7530E	Object Oriented Systems Analysis	3	None	FlexCore Courses - Choose 4 - (4x3 = 12 Credit Hours)				
MIST 7550E	Digital Transformation Strategy	3	None	MIST 7515E	Advanced Topics in Business and Technology	3	None	Existing MBT program course. Continue to update to explore cutting edge technologies for business with an eye towards the future and caution regarding overlap with other MAIB courses.
MIST 7570E	Internet Programming	3	None	MIST 7530E	Systems Analysis and Design	3	None	Existing MBT course to be <b>updated with AI content</b> . Consideration for renaming the course, perhaps to just <b>Systems Analysis and Design</b> .
MIST 7590E	Master of Business and Technology Project	3	7510; 7520; 7530; 7570; 7571	MIST 7440E	AI in Business and Society	3	None	Existing MIST Graduate level course. <b>Need to develop an online offering.</b>
Total hours:		30		MIST 7450E	Generative Artificial Intelligence	3	None	Existing MIST 5450 - Generative Artificial Intelligence to be <b>expanded for rigor and developed into an online, graduate version.</b>
				MIST 7540E	User Experience Strategy	3	None	Existing MBT course to be <b>updated with AI content</b> .
				MIST 7550E	Digital Transformation Strategy	3	None	Existing MBT course to be updated with AI content. Consideration for renaming the course, perhaps to just Systems Analysis and Design.
				Capstone Course - Required - (1x3 = 3 Credit Hours)				
				MIST 7590E	Master of AI in Business Project	3	7400; 7510; 7520; 7570; 7571	Existing MBT course but <b>needs renaming of the course to match renaming of the program.</b>

## **APPROVALS:**

Attach documentation of approval from all involved units.

*NOTE: When the new name is effective, the old name will no longer be available and all students will be moved to the new program name.*



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Franklin College of Arts and Sciences  
*Department of Religion*

<http://research.franklin.uga.edu/tea/>

July 29, 2025

Dear Office of the Registrar,

We formally request the transfer of the NAMS course prefix, along with the associated undergraduate and graduate certificates, from the administrative oversight of the Department of Religion to the Institute of Native American Studies. This change aligns administratively and academically with the Institute's mission and strategic objectives.

This request is made with the full agreement and support of both the Department of Religion, the Institute of Native American Studies and Franklin College, undersigned below. We believe this administrative move will enhance academic coherence, foster interdisciplinary collaboration, and better serve the students enrolled in NAMS programs.

Thank you for considering and facilitating this request. Please let us know if you require further information or documentation.

Best,

Professor and Head of Religion

LeAnne Howe  
Professor and Interim Director of NAMS

Anna Stenport  
Dean, Franklin College of Arts and Sciences

Paula P. Lemons  
Senior Associate Dean, Franklin College of Arts & Sciences



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Franklin College of Arts and Sciences  
*Office of the Dean*

August 19, 2025

Fiona Liken  
Director  
Curriculum Systems  
University of Georgia  
Holmes-Hunter  
UGA Athens Campus

Dear Fiona:

The Franklin College of Arts and Sciences Curriculum Committee and Faculty Senate has reviewed and approved the attached from the History Department.

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

Sincerely,

Dr. Paula P. Lemons  
Senior Associate Dean



**Franklin College of  
Arts and Sciences**  
**UNIVERSITY OF GEORGIA**

## **CURRICULUM REQUEST FORM**

Please complete a separate request for each curriculum item being submitted. Each request should include either a WORD or PDF file of the curriculum item being reviewed. This form along with the file should be emailed to Kris Petti at [pettik@uga.edu](mailto:pettik@uga.edu).

Date: 7/25/25

Department/Institute/Program: History

Contact Person: Kevin Jones, Dept. Chair and Akela Reason, Director, Museum Studies

Email Address: [kevjonas@uga.edu](mailto:kevjonas@uga.edu) / [areason@uga.edu](mailto:areason@uga.edu)

Curriculum Item Request: New Program Proposal for Museum Studies MA degree

Please provide a justification for this request: The Master of Museum Studies fills a gap in museum studies education in the state of Georgia. The MA in Museum Studies degree prepares students to enter the museum profession through specialized training and hands-on experience. Capitalizing on the success of UGA's undergraduate and graduate certificate programs, the MA would allow students to acquire an advanced degree in the field, making them competitive for additional professional positions.

As Department Head, you are affirming that the department procedures have been followed for approval with your unit.

Kevin Jones  
Head, Department of History

7/25/25



**UNIVERSITY SYSTEM OF GEORGIA**

# **USG Academic Degree Program Application**

Spring 2025

## **Points of Contacts**

Dr. Dana Nichols, Vice Chancellor for Academic Affairs & Student Success, [dana.nichols@usg.edu](mailto:dana.nichols@usg.edu)

Dr. Laura Lynch, Associate Vice Chancellor for Academic Programs & Policies, [laura.lynch@usg.edu](mailto:laura.lynch@usg.edu)

*Additional guidance and templates as well as the change history for this document is available at [https://www.usg.edu/academic\\_programs/new\\_program\\_review](https://www.usg.edu/academic_programs/new_program_review).*



## A. OVERVIEW

1. Institution Name: University of Georgia
2. School/College: Franklin College of Arts and Sciences
3. Academic Department: History
4. Degree Name: Master of Arts
5. Degree Acronym: M.A.
6. Major: Museum Studies

7. CIP Code (8 digit): 30140100

*Please use 00 for the last 2-digit extension unless using the same CIP code for similar institutional program.*

8. Delivery Mode: Mark all that apply.

- ☒ ON CAMPUS: A program of study leading to a degree completed with 50% or more of courses offered consistently on-site in a classroom setting at a campus, center or instructional site. (Consistent with SACSCOC requirements concerning notification of changes in delivery mode.)
- ☐ HYBRID: A program of study leading to a degree completed with more than 50% offered consistently online, but some courses in the program will require on-site attendance at a campus, center or instructional site.
- ☐ ONLINE: A program of study which can be completed entirely at a distance. No campus visits are required for coursework. Students may be required to attend program orientations or to complete coursework in a specified instructional setting (clinical, internship, practicum).

9. For On Campus or Hybrid programs, where will the program be offered? Mark all that apply.

- ☒ Main campus
- ☐ Branch Campus or other Off Campus Instructional site: (Specify Here)

10. Anticipated Semester and Year of Initial Student Enrollment:  
Fall 2026

11. Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

N/A

12. Specify SACSCOC requirements. Check with your SACSCOC Liaison and mark all that apply.

- ☐ Substantive change requiring notification only<sup>1</sup>  
☐ Substantive change requiring approval prior to implementation<sup>2</sup>  
☐ Level Change<sup>3</sup>  
☒ None

13. Enter the number of credit hours required to complete the degree program, excluding any institutional requirements such as physical education activity/basic health or orientation courses.

a. Required Program Hours: 33

- b. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements) as prescribed by the University System of Georgia?

*See the Academic and Student Affairs Handbook Section [2.3.5 Degree Requirements](#).*

- ☒ No  
☐ Yes (If yes, explain the rationale for the request in the space below)

## B. PROGRAM ALIGNMENT

14. How does the program align with the [USG System Wide Strategic Plan](#)?

The proposed Master of Arts (M.A) in Museum Studies is an interdisciplinary major that prepares students for specific career tracks within the museum field. In this way, the program aligns with the goals outlined in the USG's 2029 Strategic Plan. One goal that is especially relevant to this program is the USG's Economic Competitiveness Goal, which states: "The University System of Georgia will play a critical role in developing the talent and knowledge for current and future industry needs in the state of Georgia and beyond." As the only dedicated graduate major in museum studies within the state, this program would expand upon the success of UGA's existing museum studies certificate programs to become a key training ground for museum professionals within the state, the region, and the nation. Additionally, the program directly engages with the USG's Community Impact Goal, as museums are pivotal institutions that collaborate with communities, contributing to the economy and improving quality of life in the state. According to the American Alliance of Museums (AAM), museums support over 726,000 American jobs and contribute \$50 billion to the economy each year. AAM also notes: "The economic activity of museums generates over \$12 billion in tax revenue, one-third of it going to state and

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<sup>1</sup> See page 42 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>2</sup> See page 41 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

<sup>3</sup> See page 20 (Level Change Application) of [SACSCOC Seeking Accreditation at a Higher or Lower Degree Level document](#) for level change requirements.

local governments. Each job created by the museum sector results in \$16,495 in additional tax revenue.”<sup>4</sup> The creation of a Master of Arts (M.A.) degree in Museum Studies at the University of Georgia will contribute to this vital economic sector.

15. How does the program align with your institutional mission, and the function of institutions in your institution’s sector as outlined in [Board Policy 2.8](#)?

If the program does not align, provide a compelling rationale for the institution to offer the program.

The proposed Museum Studies (M.A.) aligns with UGA’s mission as a research university with outstanding museum and archival collections, including the Georgia Museum of Art (GMOA), the Georgia Museum of Natural History (GMNH), the Special Collections Libraries (SCL), the Georgia State Capitol Museum Collection, the Anne Barge Historic Clothing and Textile Collection, and the State Botanical Garden. These collections will form the basis for hands-on training and research in the Museum Studies (M.A.) program. The collections will serve as laboratories for innovative approaches to museum work. UGA’s museum galleries provide unparalleled opportunities within the USG for the public presentation of student research.

The program further aligns with UGA’s mission, summarized in its motto, “To serve, to teach, and to inquire into the nature of things.” Museum professionals serve communities through deep study, collaboration, and public engagement. Museums are respected institutions that contribute to what James Smithson, benefactor of the Smithsonian Institution, referred to as “the increase and diffusion of knowledge.” Well-trained museum professionals are essential to carrying out this work, which enriches lives and contributes to the economy.






16. How does the program fit with the current strengths and overcome existing gaps of the department(s)/unit(s) that will coordinate this program? What was the impetus for this program? Consider current program offerings, course offerings, faculty expertise, and available resources.

The Museum Studies (M.A.) prepares students to enter the museum profession through specialized training and hands-on experience. Capitalizing on the success of UGA’s existing undergraduate and graduate Museum Studies certificate programs, the M.A. program would allow students to acquire an advanced degree in the field, making them competitive for additional professional positions.

Since its founding in 2019, UGA’s Museum Studies Certificate program has graduated over 100 students at the undergraduate and graduate levels. According to the latest 3-year average, UGA has awarded 57% of the museum studies certificates within the USG.<sup>5</sup> While many certificate students find employment in

<sup>4</sup> See: <https://www.aam-us.org/programs/about-museums/museum-facts-data/>

<sup>5</sup> Based on data from USG Degrees Conferred by Academic Program (below):

Institution	Degree Type	Abbreviation	Degree Name	6-Digit CIP Code	Fiscal Year 2016	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	3 Year Average	Completions Over Time	Effective Date
University of Georgia	Certificate of Less than One Year	CER0	Certificate of Less than One Year with Option in Museum Studies	30.1401				3	15	9	13	6	19	12.7		5/31/2018
University of West Georgia	Advanced Certificate	CERG	Post-Baccalaureate Certificate with Major in Museum Studies	30.1401	6	4	8	7	10	10	10	14	5	9.7		8/8/2006
University of Georgia	Advanced Certificate	CERG	Post-Baccalaureate Certificate with Major in Museum Studies	30.1401					4	3	3	3	8	4.7		10/26/2018
Augusta University	Certificate of Less than One Year	CER0	Certificate of Less than One Year with Option in Museum Studies	30.1401							1	1	7	3.0		10/28/2019
Savannah State University	Advanced Certificate	CERG	Post-Baccalaureate Certificate with Major in Museum Administration	30.1401							1	1		0.7		5/29/2020
<b>Total</b>					<b>6</b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>29</b>	<b>22</b>	<b>28</b>	<b>25</b>	<b>39</b>	<b>30.7</b>		

museums, students who wish to obtain the terminal M.A. degree in museum studies must do so by attending programs out-of-state as there are no dedicated graduate degree programs in museum studies in Georgia. Although there are a handful of M.A. programs with museum studies concentrations in the state, none train students for the broad array of careers in this highly interdisciplinary field.

UGA is the ideal home for an M.A. in museum studies because the university's substantial museum collections allow for hands-on engagement with virtually every type of museum collection that students will encounter in the field. On-campus collections include: The Georgia Museum of Art, the Georgia Museum of Natural History, the Special Collections Libraries, the Georgia State Capitol Museum Collection, and the Anne Barge Historic Clothing and Textile Collection. Athens is also home to several historic house museums, arts institutions, and the State Botanical Garden. Utilizing these resources in classroom teaching and hands-on training, students will develop a broad range of skills relevant to specific career pathways within the museum profession.

As the host department of UGA's Museum Studies certificates, the History Department is well-equipped to expand into a degree-granting M.A. program with few additional resources. The certificate has run with one full-time dedicated faculty member who works closely with affiliated faculty in departments across the campus. With the addition of a new tenure-track faculty member in fall 2025, the department will be able to expand course offerings for the M.A. program as well as continue the certificate programs. UGA's Non-Profit Management and Leadership (M.A.) program will contribute courses in administration to the Museum Studies (M.A.) program. Allied programs will also contribute elective courses to the M.A..

The proposed Museum Studies (M.A.) program includes 42 existing courses and requires the creation of only 5 additional courses: Museum Ethics and Controversies, Museum Education, Museum Exhibitions, Curatorial Practice, and an M.A. Portfolio course. These new courses will engage directly with campus collections, allowing students experiential learning opportunities.

## C. NEED

17. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? This should be based on enrollment patterns, local needs, and the labor market. If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program.

- *If the program is proposed to be online, the service area should be the entire state of Georgia.*
- *Click [here to access the MEDLI tool](#) for identifying workforce demand within a 50-mile radius of the institution's main campus.*

As the only dedicated museum studies graduate program in the state, the proposed Museum Studies M.A. program would primarily serve the state of Georgia. However, there is also national demand for qualified museum workers. According to a 2024 survey by the American Association of Museums, 51% of museums that were recruiting reported difficulty filling open positions due to a lack of qualified applicants.<sup>6</sup> There is local, regional, and national demand for highly skilled museum workers. Over the past three years, there have been an average of 529 Museum Studies (M.A.) conferrals per year, with Johns Hopkins University, Harvard University, and George Washington University granting the highest number of degrees (source: IPEDs database). Alumni of UGA's museum studies certificate programs

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<sup>6</sup> American Alliance of Museums National Snapshot of United States Museums 2024, "By the Numbers: Taking the Pulse of the Post-Pandemic World," *Museum* (January/February 2025), 6-7.

have attended Museum Studies (M.A.) programs at George Washington University, New York University, IU Indianapolis, and Georgetown University.

## C1. WORKFORCE DEMAND

18. Based on the program's service area, what is the employment outlook for occupations related to the program. An Excel version of the CIP to SOC crosswalk is also available from NCES, but additional SOC codes can be selected with rationale. For each SOC Code/Occupation listed below, please specify if this degree will allow students to go directly into the occupation or if additional education is required before entering the occupation. If data for the service area is not available, then use state- or national-level data. **Only list the jobs for which the program actively prepares students for that career.**

*Possible resources:*

- Click [here](#) for US and Georgia occupation projections
- Click [here](#) for 2026 Georgia Department of Labor data projections for the State or Georgia Workforce Board Regions in Qlik (link to GDOL Projections); data is also available through the [GDOL Labor Market Explore Website](#)
- For a custom Georgia geography – request a Jobs EQ report from USG Academic Affairs office.
- Using [data from O\\*-Net](#), identify the median salary for the related occupations identified in question.

### Labor Market/Career Placement Outlook/Salary:

SOC Code & Occupation	Additional education required for entry level?	Current Employment	Annual Openings	% Growth over Five Years	Median Salary (O-Net data)
25-4012 Curators	79% require a graduate degree	14,200	1,800	9% 10-year span	\$61,750
25-4013 Museum Technicians and Conservators	41% require an M.A.	14,400	1,800	9% 10-year span	\$48,670
25-4011 Archivists	84% require an M.A.	8,800	1,100	6-8% 10-year span	\$59,910

**Rationale for selected SOC Codes:** SOC Codes should only be included if the proposed program will explicitly prepare students for such a career. Please address how the selected SOC Codes/Occupations will align with employment demand in the service area.

The first two selected SOC codes broadly represent the museum profession, which includes museum curators, museum administrators, museum communications specialists, museum preparators, exhibit designers, collections managers, museum registrars, museum development officers, educators, and conservators. Archivists are an allied profession, and many museum practitioners find work in archival institutions.

The U.S. Bureau of Labor Statistics anticipates 6% growth in the museum field in the next decade.<sup>7</sup> Curators, Museum Technicians and Conservators, and Archivists are all listed as “Bright Outlook” careers on O-Net. Ten-year projected growth within the state of Georgia is 14% for curators, 9% for museum technicians and conservators. There is no state projection available for archivists (source: O-Net).<sup>8</sup> Proper academic training to meet this demand does not exist within the state. Students interested in pursuing these careers currently must seek graduate degrees elsewhere.

## C2. SUPPLY

### 19. Target Market.

- a. Who is the target market/audience for recruitment into this program? Include any special populations this program may target, including alumni, non-traditional (e.g., working adults, veterans), and underrepresented populations of students.

Since this program is interdisciplinary in nature, it should attract students from a wide range of undergraduate disciplines and backgrounds. As the only museum studies graduate degree program in the state, the program will appeal to Georgians interested entering the field or advancing their career within the museum professional. With limited options in the nation, this program may also appeal to students outside the state of Georgia.

In spring 2025, 102 UGA students responded to a survey sent to allied disciplines (Art History, History, Fashion, Historic Preservation, Ecology, English, and Anthropology). Of the students surveyed, 81 respondents (79%) indicated that they would be interested in an M.A. program in museum studies; an additional 15 students (15%) responded “maybe” to the question.

- b. Who are the specific partners you are working with to reach your target market and create a career pipeline with this program? Describe the partnerships. (For example, internal pipelines, high schools, career academies, institutions of higher education, employers, community partnerships, professional associations).

Key partners in marketing the M.A. in Museum Studies program include local, regional, and national professional associations. Local and regional organizations will be critical in establishing an employment pipeline that will increase awareness of the program; these include the Georgia Association of Museums, the Southeastern Museums Conference, the Coastal Museum Association, and the Society of Georgia Archivists. The program would also be listed in the American Alliance of Museum’s widely used database of museum studies programs. The program would recruit graduates from institutions of higher education across the state. The proposed M.A. would also build upon the museum studies certificate program’s preexisting relationships with museum partners, including those on campus, in Athens, and across the state. The continuation of field study programs in museum studies in Atlanta and in Washington, D.C., also opens potential partnership opportunities that could expand the profile of the program into additional markets.

20. Are there any similar programs at your own institution? This includes programs with similar/same course content (beyond general education).

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<sup>7</sup> <https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm>

<sup>8</sup> For curators see: <https://www.onetonline.org/link/localtrends/25-4012.00?st=GA>; for museum technicians and conservators see: <https://www.onetonline.org/link/localtrends/25-4013.00?st=GA>.



☐ No

☒ **Yes** *(Provide additional information below about the program(s) including the percentage of similar/same coursework and any opportunities there may be for synergy/collaboration between programs.)*

UGA currently offers undergraduate and graduate certificate programs in museum studies. The Museum Studies certificates prepare students for entry-level museum jobs, while the Museum Studies (M.A.) will allow for in-depth training and specialization. Elective courses for the certificates are drawn from units across the university. Some of the elective courses for the Museum Studies (M.A.) program would overlap with elective options for the graduate museum studies certificate. Students who complete the graduate certificate and elect to continue their studies in the M.A. can apply up to 15 hours of certificate credit towards the master's degree. Students who have completed an undergraduate museum studies certificate will select graduate electives that they have not previously taken at the undergraduate level in consultation with the program director, expanding their range of knowledge and expertise.

Museum Studies (M.A.) courses in the core area of administration are drawn from UGA's Non-Profit Management and Leadership (M.A.) program. The two programs hope to collaborate more closely in the future, increasing the impact of both programs.

21. Do any other USG higher education institutions in close proximity or sector service area offer a similar program? Look at 4-digit CIP Codes in the DMA to identify similar programs.

☐ No

☒ **Yes** *(Provide a rationale below for the institution to offer the program.)*

Although three USG institutions offer certificates using the CIP code in Museology/Museum Studies, none offer degrees with this code. Augusta University has an undergraduate museum studies certificate. The University of West Georgia and Savannah State University each have graduate museum studies certificates. The master's degree is the terminal degree in the field. While the certificates provide an introductory exploration of the field, a master's degree will provide students with more in-depth knowledge, positioning students for greater success in the workforce, especially beyond the entry-level.

22. Using IPEDS data, list the supply of graduates in similar programs in the service area. Use the 4-digit CIP Code to identify similar programs, and include programs at your institutions, at USG institutions, and at non-USG institutions within the service area.

*Consider also programs/institutions that recruit within your service area. If your institution is near a border, this may include programs/institutions in border states.*

Similar Programs	CIP Code	Supply <sup>9</sup> (Graduates/Completers)	Institutions
Undergraduate Certificate in Museum Studies	30.1401	7	Augusta University
Graduate Certificate in Museum Studies Certificate	30.1401	5	University of West Georgia
Graduate Certificate in Museum Administration	30.1401	0	Savannah State University

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<sup>9</sup> Supply = Number of program graduates last year within the service area

### C3. ANALYSIS OF DATA

23. Based on the data provided above, discuss how this program will help address a need or gap in the labor market? To what extent does the program align with talent demand or workforce strategies for the service area?

*If any workforce letters of support, surveys or other qualitative indicators are being supplied to support the need, this should also be addressed here.*

There are no majors in the University System of Georgia using the 30.1401 CIP code. Currently, the competing programs using this CIP code within USG are certificates and not degree granting programs. In 2024, UGA's Museum Studies Certificate programs produced 19 undergraduate certificates and 8 graduate certificates, far more than other certificate programs within USG. Many employers in the museum field require or prefer an advanced degree, usually an M.A., which is the terminal degree in museum studies. With employment growth projected in the museum field on both a state and national level, UGA's Museum Studies M.A. program would meet this demand by preparing students for specialized museum careers beyond the entry-level.

### D. CURRICULUM

24. List program-specific goals (objectives) and specific student learning outcomes for the program.

The curriculum will introduce students to the history and methods employed in modern museums. Through coursework, project-based learning, and a required internship, students will acquire the necessary skills to embark on a career in museums.

Student learning outcomes:

- 1-Students will demonstrate an understanding of the history of museums and collections.
- 2-Students will learn about the professional requirements and duties for specific museum career paths.
- 3-Students will learn ethical standards and best practices employed in modern museums.
- 4-Students will apply professional museum methods to real-world projects.
- 5-Students will gain hands-on work experience through coursework and a required internship.
- 6-Students will apply critical thinking skills in the development of museum products.
- 7-Students will demonstrate strong oral and written communication skills by presenting information clearly and effectively.
- 8-Students will demonstrate the acquisition of skills and competencies through the production of a portfolio.

25. List the entire course of study required to complete the academic program.

- *Include course: prefixes, numbers, titles, and credit/contact hour requirements*
- *For undergraduate programs, specify pre/co-requisites*
- *Indicate the word "new" beside new courses*

#### **Museum Studies (M.A.) (33 hours)**

#### **Required Courses (6 hours)**

HIST 7730, Museum Ethics and Controversies (3 hours)—**NEW\***

HIST 8765, Colloquium in History, Museums, and Collections (3 hours)\*



### **Core Areas (9 hours)**

Students will choose three courses in this section, one course each in three of the four core areas.

#### **Museum Education/Public Programming**

ARED 7500, Introduction to Museum Education (3 hours)

MUSE 7720, Museum Education (3 hours)—**NEW\***

#### **Museum Exhibitions/Curatorial Practice**

HIST 7740, Museum Exhibitions (3 hours)—**NEW\***

MUSE 7750, Curatorial Practice (3 hours)—**NEW\***

#### **Collections Management**

HIST 6765, Museum Registration Methods (3 hours)

ANTH(BIOL)(ECOL)(ENTO)(PBIO) 6260-6260L, Natural History Collections Management (3 hours)

#### **Administration**

MNML 7237, Theory & Management of Nonprofit Organizations (3 hours)

MNML 7320, Managing Volunteers (3 hours)

MNML 7445, Nonprofit Financial Management (3 hours)

MNML 7957, Grant Proposal Writing for Nonprofit Organizations (3 hours)

### **Electives (12 hours)**

At least two courses must be drawn from the list of approved museum studies electives below. A maximum of two electives may be non-museum specific courses in a discipline relevant to the type of museum collection the student hopes to work with (history, biology, anthropology, art history, textiles, etc.) or in an area relevant to a specific career track (for example, a student interested in working in museum communications may wish to take a course in communications or marketing). Students may substitute one additional course from the core area list above for one of the electives. Similarly, students may opt to take an additional semester length internship as one elective.

Approved Museum Studies Electives:

- ANTH 6250, Cultural Resource Management (3 hours)
- ARED 6010, Art Criticism and Aesthetic Understanding (3 hours)
- ARED 7510, Engaging Art Museum Audiences as Student Docents (3 hours)
- ARED 7540, Topics in Art Museum Education (3 hours)
- ARHI 6050, Icons in Byzantium: Theory and Practice (3 hours)
- ARHI 6400, The Natural History of Art (3 hours)
- ARHI 6580, Postmodern Visual Culture (3 hours)
- ARHI 6970, Art History Field Study (3 hours)
- CLAS 6305, Selected Topics in Ancient Civilization: Studies Abroad (3 hours)
- CLAS 6400, The Art of Rome (3 hours)
- EDES 6610, Vernacular Architecture (3 hours)
- EDES 6630, The History and Theory of Twentieth-Century Architecture (3 hours)
- ENGL 6892, Literature in the Archives (3 hours)
- FCID 7015, Museum Internship (3 hours)\*
- HIPR 6000, Introduction to Historic Preservation (3 hours)

- HIPR 6030, Principles and Practices of Historic Preservation (3 hours)
- HIPR 6072, Issues in International Heritage Conservation (3 hours)
- HIPR 6100, Cultural Resource Assessment (3 hours)
- HIPR 6120, Historic Site Interpretation (3 hours)
- HIPR(HIST) 6160, Public History and Technology (3 hours)
- HIPR 6250, Art and Cultural Heritage Law (3 hours)
- HIPR(CLAS) 6820, Selected Topics in Heritage Conservation and Classical Culture (1-3 hours)
- HIST 6022, Picturing America (3 hours)
- HIST 6023, Museum Studies in Atlanta (3 hours)
- HIST 6024, Topics in Museum Studies (3 hours)
- HIST 6025, American Material Culture, 1650-1950 (3 hours)
- HIST 6027, American Museums, Parks, and Monuments (3 hours)
- HIST 6032, Black Skin, White Walls: African Americans and the Museum (3 hours)
- HIST(DIGI) 6760, Hands-on Public History (3 hours)
- HIST 8770, Colloquium in Public History (3 hours)
- LAND 6620, American Architecture to 1900 (3 hours)
- NAMS 6000, NAGPRA and the U.S. (3 hours)
- ROML 6092, Archival and Special Collections Studies (3 hours)
- TXMI 7850, Museum Introduction in Clothing and Textiles (3 hours)
- TXMI 8280, Museum Issues in Historic Clothing and Textiles (3 hours)

### **Internship (3 hours)**

FCID 7015, Museum Internship (minimum of 3 hours)\*

### **Portfolio (3 hours)**

MUSE 7300, Museum Studies Portfolio (3 hours)—**NEW**

Students prepare and present a portfolio demonstrating evidence of skills learned and tasks undertaken in the M.A. program.

\*Several preexisting courses will be moving to a new prefix (MUSE), designating them as museum studies courses. These courses are currently in the process of moving to the new prefix.

26. Provide a curriculum map that aligns the program learning outcomes to the courses within the major (excluding Core IMPACTS and general electives). Specify if courses are required or elective.

<b>Student Learning Outcomes</b>	<b>Required Courses</b>	<b>Elective Course Options</b>
1-Students will demonstrate an understanding of the history of museums and collections.	HIST 7730, HIST 8765, MUSE 7300	CLAS 6400, HIST 6027
2- Students will learn about the professional requirements and duties for specific museum career paths.	FCID 7015, HIST 7730, HIST 8765, MUSE 7300  Core Area Courses in Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management, and	Several electives meet this criterion, including HIST 6023, HIST 6025, HIST 6027, HIST 8770, TXMI 7850, TXMI 8280

	Administration: ANTH(BIOL)(ECOL)(ENTO)(P BIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750	
3-Students will learn ethical standards and best practices employed in modern museums.	FCID 7015, HIST 7730, HIST 8765, MUSE 7300  Core Area Courses in Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management, and Administration: ANTH(BIOL)(ECOL)(ENTO)(P BIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750	Several electives meet this criterion, including ANTH 6250, CLAS 6400, HIPR 6000, HIPR 6072, HIPR 6250, HIPR(CLAS) 6820, HIST 6027, HIST 6032, HIST 8770, NAMS 6000, TXMI 7850
4-Students will apply professional museum methods to real world projects.	HIST 7730  Core Area Courses in Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management, and Administration: ANTH(BIOL)(ECOL)(ENTO)(P BIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750  FCID 7015, MUSE 7300	Several electives meet this criterion, including ANTH 6250, ARED 7510, ARED 7540, ARHI 6050, CLAS 6305, ENGL 6892, HIPR 6100, HIPR 6120, HIPR(HIST) 6160, HIST 6022, HIST 6025, HIST(DIGI) 6760, TXMI 8280
5-Students will gain hands-on work experience through coursework and a required internship.	The required internship course, FCID 7015, will be the primary means that students will gain work experience, but many required courses will include hands-on projects.	Several electives meet this criterion, including ARED 7540, HIPR 6120, HIST 6025, HIST(DIGI) 6760, ROML 6092
6-Students will apply critical thinking skills in the development of museum products.	HIST 7730  Core Area Courses in Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management and Administration:	Several electives meet this criterion, including ANTH 6250, ARED 7510, ARED 7540, ARHI 6050, ENGL 6892, HIPR 6100, HIPR 6120, HIPR(HIST) 6160, HIST 6022, HIST 6025, HIST 6027, HIST 6760,

	ANTH(BIOL)(ECOL)(ENTO)(P BIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750  FCID 7015, MUSE 7300	HIST 8770, ROML 6092, TXMI 8280
7-Students will demonstrate strong oral and written communication skills by presenting information clearly and effectively.	HIST 8765, HIST 7730  Core Area Courses in Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management, and Administration: ANTH(BIOL)(ECOL)(ENTO)(P BIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750  FCID 7015, MUSE 7300	Several electives meet this criterion, including ANTH 6250, ARED 6010, ARED 7510, ARED 7540, ARHI 6050, ARHI 6400, ARHI 6580, ARHI 6970, EDES 6610, EDES 6630, ENGL 6892, HIPR 6030, HIPR 6100, HIPR 6120, HIPR(HIST) 6160, HIST 6022, HIST 6023, HIST 6024, HIST 6025, HIST 6027, HIST 6760, HIST 8770, LAND 6620, NAMS 6000, ROML 6092, TXMI 8280
8-Students will demonstrate the acquisition of skills and competencies through the production of a portfolio.	MUSE 7300	

27. Describe the assessment plan for program learning outcomes. You may also describe other aspects of the overall assessment plan that will be used for ongoing program reviews.

*Each degree program is required to evaluate as part of a [comprehensive program review process](#) the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The review should occur at least every 7 years for undergraduate programs and at least every 10 years for graduate programs. It should include both quantitative and qualitative data, including assessments of students in the program as well as after they graduate, such as employment and placement rates, student or employer surveys, or other assessments of graduate outcomes. The plan must also describe how this data will be used.*

The learning outcomes will be assessed annually based upon classroom assessments, portfolio review, student surveys, and employment placement. These data will be reported annually to the University's Office of Assessment. Social media, an alumni listserv, and an annual newsletter will provide continued engagement with alumni. Every three years, museum studies faculty will meet to compile three-year evaluations of learning outcomes based on these materials and in consultation with collections partners and employers to determine the strengths and weaknesses of the program. Improvements will be made as necessary.

28. Using data from O\*-Net, identify at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the primary SOC Code/Occupation. Choose ones that are more specific, appropriate, and important to the occupation (e.g., quality control analysis) and not general skills (e.g.,

reading comprehension). How will this program address those career skills? Specify courses and activities that will help students develop these career skills.

**Primary SOC Code:** 25-4012.00 Curators (technical skills listed in O-Net are general, those listed here are derived from the classification's "work activities" list).

Technology Skills and KSAs	Courses and Activities
T1. Identification, Documentation and Proper Storage of Artifacts	ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L, FCID 7015, HIST 6765, HIST 7730, HIST 8765, TXMI 8280
T2. Familiarity with Museum Classification Systems and Databases	ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MUSE 7750, TXMI 8280
T3. Knowledge of Museum Installation Methods and Standards	ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MUSE 7750, TXMI 8280
K1. Knowledge of Art History, History, English, Biology, Anthropology, Entomology or other fields pertinent to collections	Several courses support this goal. The electives list is interdisciplinary allowing students to specialize in a particular area. Internships may assist in developing this knowledge. Students may also take up to two courses in a relevant discipline as part of their elective coursework.
K2. Administration and Management	ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7750, TXMI 8280
K3. Education and Training—familiarity with curriculum design	ARED 7500, FCID 7015, HIST 7740, MUSE 7720, MUSE 7750
S1. Writing	ARED 7500, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7957, MUSE 7720, MUSE 7750
S2. Judgement and Decision Making	ARED 7500, HIST 6765, HIST 7730, HIST 7740, FCID 7015, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750
S3. Complex Problem Solving	ARED 7500, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7237, MNML 7320, MNML 7445, MNML 7957, MUSE 7720, MUSE 7750
A1. Written Expression	ARED 7500, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7957, MUSE 7300, MUSE 7720, MUSE 7750
A2. Category Flexibility	ARED 7500, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7957, MUSE 7300, MUSE 7720, MUSE 7750, TXMI, 8280
A3. Deductive and Inductive Reasoning	ARED 7500, FCID 7015, HIST 6765, HIST 7730, HIST 7740, HIST 8765, MNML 7957, MUSE 7300, MUSE 7720, MUSE 7750

29. Which [High Impact Practices](#)<sup>10</sup> (HIPs) will faculty embed into the program? Mark all that apply.

<sup>10</sup> See Kuh (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. *Association of American Colleges and Universities*, 14(3), 28-29).

High Impact Practice	Program Requirement	Program Elective
Capstone Courses and Projects	X	
Collaborative Assignments and Projects	X	
Common Intellectual Experiences		
Study Abroad/Study Away/Global Learning		X
ePortfolios	X	
First-Year Seminars and Experiences		
Internships, Work Based Learning	X	
Learning Communities		
Service Learning, Community Based Learning		X
Undergraduate Research	N/A	
Writing-Intensive Courses	X	

For each of the HIPs selected above, give specific examples of activities and/or assignments and when students will be expected to engage in them.

(i.e. “Students will be required to participate in an externship during their third year of enrollment, in order to develop skills in... etc.”).

**Capstone Courses and Projects:** Each of the core area courses (ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L, ARED 7500, HIST 6765, HIST 7740, MNML 7237, MNML 7445, MNML 7320, MNML 7957, MUSE 7720, MUSE 7750) will include projects, many in partnership with on-campus collections. For example, students taking collections management courses HIST 6765 and ANTH(BIOL)(ECOL)(ENTO)(PBIOL) 6260-6260L will work directly with collections at the Georgia Museum of Art or the Georgia Museum of Natural History, engaging in condition reporting, object handling, and cataloguing. Many of the electives similarly include such projects; for example, students enrolled in ENGL 6892 work directly with historic manuscript collections at the Hargrett Library and contribute to a project that has both digital and physical components. Students are also required to complete at least one museum internship (FCID 7015). The program will include a capstone course in which students complete and present a portfolio of the work that they produced throughout these courses (MUSE 7300).

**Collaborative Assignments and Projects:** Museum work is collaborative by nature. Students will produce multiple museum products through team-based activities. Peer review is an important part of this process. Additionally, students and faculty will work closely and collaboratively with collection partners.

**Study Abroad/Study Away/Global Learning:** Students may elect to enroll in one of two currently offered field study programs in Atlanta and Washington, D.C. Students may also receive elective credit for Lamar Dodd School of Art’s New York City Art Maymester (ARHI 6970). Students may also receive elective credit for study abroad programs in Croatia and Rome. Franklin College is expanding its global offerings, and the museum studies certificates are currently exploring opportunities for collaboration with the University of Liverpool and the University of Leeds.

**ePortfolios:** Students are required to produce and present a portfolio in digital form as their capstone project (MUSE 7300).

**Internships, Work Based Learning:** Students are required to complete at least one semester long internship; they will also encounter real world projects through coursework using museum collections.

**Service Learning, Community Based Learning:** The Museum Studies program is often contacted by people throughout the state seeking advice on how to manage or document collections. These inquiries



present opportunities for students to work with these institutions. For example, the town of Buena Vista reached out in spring 2025 to inquire about getting Museum Studies Certificate students involved with historic interpretation at a new park dedicated to Negro Leagues baseball player Josh Gibson. These opportunities will happen organically in relation to the priorities of our institutional partners.

30. Will other innovative pedagogies in the curriculum be used to make this program attract students and help them succeed (e.g., problem-based learning)? Provide specific examples of activities associated to these pedagogies.

Museum studies is grounded in object-based learning techniques. This student-centered approach pairs close sensory investigation of artifacts with research and analysis. These techniques include the idea of “slow looking,” which helps to hone the power of observation as an entry point into advanced inquiry. Museum studies students will have direct physical contact with objects through UGA’s many on-campus collections. Students will also learn museum storytelling practices used in exhibition and program development.<sup>11</sup> Most courses will include project-based learning, whereby students will research, develop, and complete a museum-specific project, such as developing an exhibition, cataloguing and documenting a collection, or producing museum programming aimed at a particular audience.

31. Provide a sample program map demonstrating how students will progress through the curriculum (e.g., first semester courses).

*Questions to guide the development of this map:*

- *Is it doable within the standard time expected for the degree (e.g., four years for a bachelor’s degree)?*
- *What is the average number of credits a student at your institution takes?*
- *Are prerequisite/corequisite courses scheduled before/at the same time?*
- *Are there courses that should or should not be taken together?*
- *Are you placing courses in a semester in which the institution is planning be offered? Discuss potential offerings with department chair*

The Museum Studies (M.A.) degree may be completed in three semesters. Students may also complete the program as part-time students over a longer period of time. Summer completion is possible. Below is a sample curriculum map.

Course #	Title	Hours
<b>Fall Year 1</b>		
HIST 7730	Museum Ethics and Controversies (Required)	3
HIST 8765	Colloquium in History, Museums, and Collections (Required)	3
ENGL 6892	Literature in the Archives (Elective)	3

<sup>11</sup> On Object-based learning, see: <https://academictechnologies.it.miami.edu/explore-technologies/technology-summaries/object-based-learning/index.html>. Shari Tishman, *Slow Looking: The Art and Practice of Learning Through Observation*. Routledge, 2017. Adina Langer, ed. *Storytelling in Museums* AAM, 2022.

TXMI 7850	Museum Introduction in Clothing and Textiles (Elective)	3
<b>Spring Year 1</b>		
HIST 6025	American Material Culture (Elective)	3
MNML 7237	Theory and Management of Nonprofit Organizations (Core Area Course)	3
MUSE 6765	Museum Registration Methods (Core Area Course)	3
MUSE 7750	Curatorial Practice (Core Area Course)	3
<b>Fall Year 2</b>		
FCID 7015	Museum Studies Internship (Required)	3
HIST 6023	Museum Studies in Atlanta (Elective)	3
MUSE 7300	Museum Studies Portfolio (Required)	3
		33

32. What monitoring strategies and resources will you employ to ensure students, both traditional and non-traditional, will progress? (e.g., strategies for bottleneck courses, intrusive advising, supplemental instruction, tutoring, etc.)

Students will meet with Museum Studies faculty each semester for advising and to have their proposed course schedule approved for the next semester. This should ensure faculty awareness of any students who are struggling to complete the requirements of the program, so that they can intervene as needed. Additionally, while students should ideally start the program with the two required courses in the fall semester, the program allows for some flexibility depending on circumstances. Students may also use summers to complete internships or earn course credits in one of the field study programs. Students who are unable to complete the degree program may switch to the 16-credit graduate certificate program.

33. Prior Experiences.

- How many credits can students transfer in from other institutions, beyond general education? 0
- Will there be opportunities for credit for prior learning, beyond general education? If yes, please explain.

*Prior Learning is an umbrella term that includes things like [credit by examination](#) (e.g., AP, CLEP, DANTES) and credit earned through portfolio assessment for non-academic work such as work experience or microcredentials. [eCampus](#) and [Georgia Southern](#) have great webpages that describe these options.*

N/A

34. Will the program offer courses from any USG collaboratives?

*Mark all that apply. Provide a letter of support from applicable initiatives' leadership if your institution is not already part of the selected Collaboratives' MOU.*

☐ [eCore](#)

☐ [FinTech](#)



☐ [eMajor Programs/Courses](#)

☐ [Georgia Film Academy](#)

☐ [USG Goes Global](#)

☐ Other: Specify Collaborative Here

35. Explain how the design of the curriculum was informed by talking with employers or community representatives (e.g. meeting a persistent, new, or emerging demand for career-related knowledge, skills, and abilities).

The program and its curriculum have been designed in response to student and employer demand. Museum Studies certificate students have repeatedly asked for a graduate-level degree program. Certificate Capstone students are surveyed at the beginning of each spring semester to determine which core museum positions are of greatest interest. These responses, along with close study of major competing programs outside of the state (using the American Alliance of Museums program finder database), and in consultation with local museums, have been used to develop the core curriculum. Student interest is generally in the four key areas that comprise the core area courses: Museum Education/Public Programming, Museum Exhibitions/Curatorial Practice, Collections Management, and Administration. Collection partners, both on and off campus, have also been consulted and see these core areas as critical to any museum studies program (see supporting letters from museum/collection directors David Odo, Katherine Stein, Monica Sklar, and Victor Thompson). On campus partners will be major contributors to the curriculum by providing collections access and professional knowledge that will dynamically reflect trends within the field. The Museum Studies program director also places interns and works closely with capstone students in the Museum Studies certificates who are preparing to enter the job market. Through these means, the director has developed extensive knowledge of the kinds of positions available and the skills required for each area of museum work. The curriculum as drafted is designed to prepare students for museum careers. It intends to meet current and future demand for skilled museum workers.

## E. IMPLEMENTATION

36. Admissions requirements.

- a. Will there be any program-specific admission requirements, beyond the institution's minimum requirements? Please specify. (If none, skip to #37.)

In addition to minimum admission requirements for the Graduate School, prospective students will submit a one-page statement of purpose outlining their professional goals. A short writing sample and two letters of recommendation will also be required. There are no entrance exam requirements.

- b. Are there any required courses a student must complete for program admission?  
No.

- c. Will there be competitive program admissions, where students who meet all requirements may not be admitted into the program? Please explain.

*For bachelor's degrees, please also describe what program these students will pursue until they are admitted into this proposed program so that they can receive federal financial aid.*

Admission to the Museum Studies (M.A.) program will be somewhat competitive. The program's graduate studies committee will carefully consider all aspects of a candidate's file in

making its decision. Graduate admissions decisions will be based on the overall merits of the completed application, including GPA, letters of recommendation, statement of purpose, and relevant experience. The committee will use a rubric to assess candidates. Recommendations for admission will be made by the academic department based on all materials in the file, not just previous grade-point averages. Other factors that are often considered are the overall quality of the applicant pool and the available space for accepting new graduate students into the program. Once the program makes a recommendation for admission, Graduate Admissions is notified, and the final review of the applicant's file is conducted. The final decision on admission is made in the Graduate School.

37. Interaction with other program offerings:

- a. If applicable, what off-ramp programs exist for students who are not successful, either at program admission or during the program?

*(e.g., students who are not successful into a Bachelor of Science in Nursing may be advised to go to a Bachelor of Science in Health Science where the prerequisite nursing courses will still count)*

Students who are not successful in the Museum Studies M.A. program may be encouraged to apply for a degree program in an allied field in which they have taken elective courses.

Is there opportunity to leverage other programs at your institution to bolster enrollment in this program?

*(e.g., a program at a lower degree level, a program where this may serve as an off-ramp, or a potential dual degree)*

Since museum studies is interdisciplinary by nature, there are many opportunities to collaborate with departments across the UGA campus.

Multiple opportunities exist to develop Double Dawgs pathways with allied undergraduate programs, including anthropology, art history, history, classics, studio art, art education, ecology, biology, textiles, etc. If enrolled in a Double Dawgs pathway, students would complete an undergraduate degree in one of these disciplines and then continue in the Museum Studies (M.A.) program within a 5-year timetable. In this way, students could become proficient in disciplinary knowledge relating to the kinds of museum collections that they hope to work with and gain the skills needed to work in a museum environment.

The Historic Preservation (M.H.P) program is also interested in creating a dual degree program with Museum Studies. A similar opportunity may exist with the UGA's Nonprofit Management and Leadership (M.A.) program.

- b. Is there opportunity to leverage programs at other institutions to bolster enrollment in this program?

Students who graduate with museum studies certificates at other institutions may be attracted to this degree program as a further means of gaining professional credentials. For students interested in archival careers that are more exhibition-focused, it may also be possible to pair this degree with Valdosta State University's Master of Library and Information Science (M.L.I.S) or Clayton State University's Archival Studies (M.A.) degree.

### 38. Enrollment Projections.

*In the budget spreadsheet, you will be required to make enrollment projections in the "Enrollment & Tuition Revenue" tab. In this section, please provide narratives to support those projections.*

- a. Discuss the assumptions informing your enrollment estimates.  
*(i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)*

Although students from the UGA certificate programs have expressed a strong interest in the proposed M.A. program, a small class size has been assumed for the first year. The faculty anticipate that up to a third of undergraduate students who complete the museum studies certificate each year may wish to continue their studies at the graduate level. Four of the 18 undergraduates in the spring 2025 certificate capstone course are entering Museum Studies (M.A.) programs out of state, while two others are entering graduate programs at UGA in the allied field of art history.

- b. If projecting a shift from other programs, discuss the potential impact on those programs.  
*(e.g., course scheduling, faculty/staff resources, etc.)*

Degree requirements for the M.A. in Museum Studies are highly specialized and do not compete directly with other programs. Therefore, any shift from other programs is expected to be minimal, especially if dual degree and Double Dawgs options are developed. It is hoped that the Museum Studies (M.A.) will complement other programs.

Students attempting to change from one major, such as history, to museum studies would find that little to none of their coursework would transfer to the Museum Studies (M.A.) because the degree requirements do not significantly overlap. Graduate students who are committed to another degree program might find it more advantageous to complete a certificate instead of moving to the Museum Studies (M.A.) Close collaboration with allied programs will be essential to ensuring that impacts will be beneficial.

- c. If projections are significantly different from enrollment growth for the institution overall, please explain. Include overall institutional enrollment growth at the undergraduate or graduate level (depending on the proposed program) for the past 3 years by comparison.

N/A

- d. If projected program enrollment is not realized in year two, what actions are you prepared to take? This should include measures beyond additional marketing.

39. A survey of Museum Studies certificate alumni would be a starting point should the program fall short of enrollment targets. Alumni surveys can also be used to address issues that may arise with marketing the M.A. program. Additionally, consultation with employers and museum professional organizations both locally, regionally, and nationally may be needed to suggest new directions. The student-run Talking Dog Agency could be hired to consult on branding and advertising. If projected enrollment is not realized in year two, the M.A. program would increase its marketing to students in allied undergraduate degree programs at UGA. This would include pop-up information tables, targeted events, class visits, and consultation with faculty these areas.

40. Discuss the marketing and recruitment plan for the program. This should go beyond general marketing/recruitment strategies by your institution. What resources have been budgeted for marketing the new program?

The program will recruit undergraduates from within UGA by advertising through listservs and by working with academic advisors. Outside of UGA, the Director of Museum Studies will send emails directly to faculty in allied programs throughout the state. UGA's Museum Studies certificate alumni will also be contacted both for recruitment and to spread the word about the program within this network. A social media campaign will be launched on Instagram and Facebook. The Franklin College of Arts and Sciences and the History Department will prepare a press release for the new program. The History Department will fund advertisements to be placed in conference programs for the Georgia Association of Museums, the Southeast Museums Conference, and the National Council on Public History. Additionally, the faculty will add the program to the American Alliance of Museums program finder database.

## F. RESOURCES

### F1. Finance: Submit the Excel budget forms and the questions below.

*(Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)*

41. Are you requesting a differential tuition rate for this program? (*masters, doctoral, and professional programs only, or other BOR Approved differential tuition rates such as collaboratives*)

☒ No (*Move to answer question 41*)

☐ Yes (*If yes, answer questions 40a & 40b*)

- a. What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.

In-State per Semester:

Out-of-State per Semester:

- b. Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below.

*(Competitive/Peer programs are determined by the institution and may include institutions within or outside of Georgia.)*

Institution name	Link to institution's tuition & fee website	In-state tuition	Out-of-state tuition	In-state fees	Out-of-state fees

42. Are there any additional financial costs, beyond tuition and mandatory institution fees, that students will have to take on as part of this program? If so, please describe these costs, benefits to the students, and

what strategies you have considered to decrease the student's financial burden?

- a. Program fees N/A
- b. Course fees N/A
- c. Other fees (e.g., clinical insurance) N/A
- d. Costs not assessed directly by the institution (e.g. software licenses, equipment, travel, etc.) N/A

43. Reallocation of Existing Funds.

- a. If existing funds from programs/services across the institution are being reallocated, describe the impact and mitigation strategies. N/A
- b. If enrollment projections included shifts from other majors, the financial impact on those majors and mitigation plan should be addressed here. N/A

44. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program over the first four years? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure. N/A

## F2. Personnel and Workload

45. Discuss how existing courses may be incorporated into this new program:

a. Course Development

	Number
Total courses in the curriculum	47
Existing courses to be part of the new program	42
Net New courses to be developed	5

b. Comment on the costs and workload related to the new course development.

*(Consider professional development, course development time buy out, overload pay, and re-training.)*

A new tenure-track faculty member, who arrived in fall 2025, is developing four new courses for the Museum Studies (M.A.) program. The program director will be teaching MUSE 7750, Curatorial Practice. HIST 6765, Museum Registration Methods will be offered in spring 2026 by a museum staff member, who will teach this course annually. Other museum staff will continue to teach elective courses as instructors in the program. These positions are currently funded through the History department's instructional budget. No new costs are expected at this time.

c. Explanation of the costs and workload associated to new sections of existing courses needed as a result of this program's enrollment.

*(Consider whether current section offerings have capacity for new students, or if additional sections will be needed to cover student demand.)*

The program will have capacity to absorb new students at the anticipated first-year enrollment levels. Allied programs in Art History, Historic Preservation, Anthropology, and Nonprofit Management also have the capacity to absorb new students in their courses. No new costs are expected at this time. If the program exceeds expected growth, another tenure-track faculty member may be needed. Franklin College will monitor program demand and consider staffing needs in relation to growth.

46. Faculty.

*In the budget spreadsheet, you will be required to specify new faculty as well as the redirection of existing faculty to this new program. In this section, please provide narratives to support those projections.*

- a. Explain how the effort of existing faculty being reassigned to this new program will be replaced in other programs over the first four years.

*(e.g., the previous department/program will increase overload pay, hire part-time faculty or a new faculty line in order to cover teaching or other workload).*

No faculty will be reassigned. Current program director Akela Reason and the program's new assistant professor, Danielle Raad (who began in Fall 2025), will teach the new Museum Studies (M.A.) core courses. Dr. Callan Steinmann (Ph.D., Art Education), Head of Education and Curator of Academic and Public Programs at the Georgia Museum of Art, teaches courses for the Museum Studies certificate program, and will teach ARED 7500 per her preexisting arrangement with the Lamar Dodd School of Art. Tricia Miller, Head Registrar at the Georgia Museum of Art will teach a collections management course (HIST 6765) annually starting in spring 2026. New hires in Art History will contribute to the elective course roster. Program faculty will also work with allied departments to ensure that elective courses are offered on a regular basis within those departments. Long-term, the program may need a third full-time faculty member to round out the expertise and allow for program expansion. Library and museum staff may be hired on an ad hoc basis to teach specialized courses within their areas of expertise.

- b. Explain your plan and rationale for new faculty for the program over the first four years.

If demand for the program exceeds expectations within four years, an additional tenure-track faculty hire in Museum Studies may be needed. If we are unable to hire tenure-track faculty, instructors drawn from the profession could meet this need. Franklin College will monitor enrollments and consider program demand in its annual hiring priorities.

47. Staff.

*In the budget spreadsheet, you will be required to specify new staff as well as the redirection of existing staff to this new program. In this section, please provide narratives to support those projections.*

No new staff is needed. Two staff members already work closely with the certificate programs and would continue to assist with the M.A. Laurie Kane, Graduate Program and Student Affairs Professional in the History Department will handle course scheduling for all courses within the History Department, including new Museum Studies courses. William White, Administrative Assistant in the History Department, will assist with budgeting and administrative tasks for the M.A. Akela Reason will handle advisement as the graduate director for the Museum Studies (M.A.).

- a. Explain your plan and rationale for new staff for this program over the first four years?  
(Consider staff needs and support services, such as advisement, faculty support, etc.)

N/A

### F3. Facilities

48. Can the program be accommodated using existing space based on the enrollment projections provided above?

- ☐ Yes, with no renovation  
☐ Yes, with minor renovation  
☐ Yes, with major renovation  
☒ No, new space is required

49. Complete the table below. Provide the semester and year in which the space will be needed.

Space	Use Existing Space (as is)	Use Existing Space (Renovated)	New Space
<i>Example Row</i>	4 offices total: 2 faculty offices by fall 2024  2 faculty offices by fall 2025	50-seat classroom by fall 2025	
Classrooms	Current Facilities are appropriate		
Wet Labs	N/A		
Dry Labs	N/A		
Other Specialized Instructional Spaces	Collections spaces at GMOA, SCL, and GMNH will be used as needed		
Offices	3		
Office Service and Support Spaces (incl. conf rooms, copy rooms, breakrooms, storage)	1 copy room 1 conference room		
Student Study Space	N/A		
Other (Specify)	N/A		

50. What building(s) will be used to accommodate these programs?

- a. Please indicate specific building areas or room numbers where possible.

Leconte Hall, which already houses the certificate programs, will also be the home of this program using existing classrooms and office space. The program director's office is rm. 239 in Leconte Hall. Courses are also taught in collections on campus.

- b. If new construction, leasing, or land acquisition is required, please describe those plans.

N/A



- c. If the anticipated program includes labs or “other” specialized spaces, please describe specific requirements for these rooms, including equipment.

N/A

- d. Are proposed existing spaces currently occupied? Describe what changes need to occur to make this space available for program use.

No changes are necessary.

51. What is the anticipated cost of facilities investments necessary during the first 4 years of the program? What is the planned funding source for initial facilities needs?  
None.

## F4. Technology

52. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program.  
*(insert rows as needed)*

	Technology and Equipment	Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1				
2				
3				
4				
5				
6				
<b>Total Technology Costs</b>		<b>0</b>	<b>0</b>	

## RISKS AND ASSUMPTIONS

53. In the table below, list any risks to the program’s implementation over the next four years (e.g., accreditation approval not received). For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution’s mitigation strategy for each risk.  
*Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).*

Risk	Severity	Probability	Risk Mitigation Strategy
Low Enrollment	Medium	Low	Increase recruitment efforts; develop new marketing strategies



## ADDITIONAL REQUIRED DOCUMENTS

- ☐ Signature page
- ☐ Budget Spreadsheet
- ☐ Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.
- ☐ Letters of support, where relevant.
  - From USG Collaboratives the institution will participate in as part of this program if the institution has not previously been part of the MOU.
  - For doctorate programs, at least three external and one USG reviewer of aspirational or comparative peer programs. Provide information below.

*Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles. It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.*

External Reviewers (include name, title, institution, email, and phone number):

- 1.
- 2.
- 3.

USG Reviewer (include name, title, institution, email, and phone number):

- 1.

- ☐ If applicable, MOUs, which explain the collaboration and how partners will share or contribute resources, from other institutions for which this program will be part of a pathway (see #19b and 37)
- ☐ If referenced in the proposal, any additional letters of support such as industry professionals documenting workforce need
- ☐ If referenced in the proposal, any survey instruments with response rates

Line Ref.	New Academic Degree Program Budget Worksheet	
1	Institution Requesting New Program	University of Georgia
2	Program Name	Museum Studies MA
3	Program CIP Code	30.1401
4	Semester and Year Program will Start	Fall 2026
5	Date Submitted to USG for Review	7/18/2025

REVENUES		Fiscal Year 1			Fiscal Year 2			Fiscal Year 3			Fiscal Year 4		
		Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total
6	Base new tuition (use Enrollment & Tuition worksheet)	68,970		68,970	183,279		183,279	351,529		351,529	507,764		507,764
7	Additional graduate tuition differential (if requested) (Use Enrollment & Tuition worksheet)	-		-	-		-	-		-	-		-
8	Student fees (excluding mandatory fees)			-			-			-			-
9	New state formula funding (\$200 per undergraduate credit hour, \$800 per graduate hour. Funding not guaranteed)			-			-	132,000		132,000	261,360		261,360
10	Reallocation of existing funds			-			-			-			-
11	Federal funds, grants, external funds, endowments, or other funding (Use External & Other Funds worksheet)	-	-	-	-	-	-	-	-	-	-	-	-
12	Tuition Revenue Sharing - Contra-Revenue (enter as a negative number)						-			-			-
TOTAL REVENUE		68,970	-	68,970	183,279	-	183,279	483,529	-	483,529	769,124	-	769,124

[illegible]

3	Program CIP Code	30.1401
4	Semester and Year Program will Start	Fall 2026
5	Date Submitted to USG for Review	7/18/2025

REVENUES	Fiscal Year 1			Fiscal Year 2			Fiscal Year 3			Fiscal Year 4		
	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total
44 Motor Vehicle Expense			-			-			-			-
45 Supplies & Materials	500		500	510		510	520		520	531		531
46 Repairs and Maintenance			-			-			-			-
47 Utilities			-			-			-			-
48 Rental Payments (Non-Real Estate)			-			-			-			-
49 Insurance			-			-			-			-
50 Software			-			-			-			-
51 Publications and Printing	1,500		1,500	1,250		1,250	1,000		1,000	750		750
52 Equipment (Small Value)	1,500		1,500			-			-			-
53 Real Estate/Authority Lease Rental			-			-			-			-
54 Per Diems & Fees			-			-			-			-
55 Contracted Services			-			-			-			-
56 Telecommunications			-			-			-			-
57 Scholarships			-			-			-			-
58 Other Grant Expense			-			-			-			-
59 Stipends			-			-			-			-
60 Other Operating Expenses			-			-			-			-
61 <b>Equipment/Capital Outlay</b>												
62 Motor Vehicle Purchase			-			-			-			-
63 Equipment Purchase			-			-			-			-
64 Building and Facilities Improvements			-			-			-			-
65 Other Capital			-			-			-			-
66 <b>Subtotal - Operating Expenses</b>	<b>6,500</b>	<b>-</b>	<b>6,500</b>	<b>4,820</b>	<b>-</b>	<b>4,820</b>	<b>4,641</b>	<b>-</b>	<b>4,641</b>	<b>4,464</b>	<b>-</b>	<b>4,464</b>
67 <b>TOTAL EXPENDITURES</b>	<b>146,427</b>	<b>-</b>	<b>146,427</b>	<b>147,546</b>	<b>-</b>	<b>147,546</b>	<b>150,165</b>	<b>-</b>	<b>150,165</b>	<b>152,787</b>	<b>-</b>	<b>152,787</b>

68	Annual Surplus/Shortfall		(77,457)			35,733			333,364			616,338
69	Surplus/Shortfall without new state formula funding		(77,457)			35,733			201,364			354,978
70	See question 51 on the proposal document and explain how indirect costs related to the program will be funded.											

72	Total revenues over 4 years	1,504,902
71	Total expenditures over 4 years	596,925
73	Surplus/Shortfall	907,977

74	Total facility related expenditures	-	-	-	-	-	-	-	-	-	-	-
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75 **Key Assumptions:**

**What assumptions are part of this budget?**

The new M.A. program would primarily make use of pre-existing resources within the history department. Laurie Kane and Will White already assist with the museum studies certificate programs. Operating and travel costs are escalated. Publications and printing is scaled down as this is advertising costs.





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# The University of Georgia

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Franklin College of Arts and Sciences  
*Department of History*

April 21, 2025

Dr. Akela Reason  
Associate Professor, Department of History  
Director, Museum Studies Certificate Program  
University of Georgia

Dear Professor Reason:

On behalf of the Department of History, I write in enthusiastic support of the proposal to create a new MA program in Museum Studies. This new program will train graduate students in the theory and practice of Museum Studies and equip them with the knowledge and experience needed to succeed in a competitive job market and to begin their careers in museums, archives, public history centers, and a diverse set of other adjacent fields. We look forward to launching the new MA program in Fall 2026.

Since you launched the interdisciplinary Museum Studies Certificate almost seven years ago, Museum Studies has become one of the great strengths of the History Department, Franklin College, and University of Georgia. More than one hundred students have completed the certificate, and the academic coursework and internship experiences that they pursued through the certificate have helped these graduates land exciting jobs and launch rewarding careers in the field. The program's commitment to multidisciplinary scholarship and teaching has stimulated active conversations and partnerships between units and colleges and enriched the university and its faculty and students in numerous ways.

The History Department has just hired a new faculty member, Dr. Danielle Raad, to help teach courses and train students in Museum Studies. When Dr. Raad's contract begins on August 1, we are excited to see the Museum Studies program expand in size and scope. This is an optimal time to capitalize on the energy and enthusiasm for the Museum Studies Certificate by launching the new Museum Studies MA program. We are convinced that the two programs (undergraduate certificate and MA degree) will complement one another and build a sustainable model of success for the History Department and Franklin College.

I am excited to watch the Museum Studies program grow under your leadership, with the able assistance of Dr. Raad, Dr. Steinmann, and the many affiliated faculty members with whom you work across different colleges and units. The launch of the new Museum Studies MA program will ensure that the University of Georgia remains a leader in the field and will prove vital to our preparation of graduate students for enriching and rewarding careers.

Sincerely,

A handwritten signature in black ink that reads "Kevin Jones". The script is fluid and cursive, with the first letters of "Kevin" and "Jones" being capitalized and prominent.

Kevin Jones  
Associate Professor  
Head, Department of History  
[kevjones@uga.edu](mailto:kevjones@uga.edu)



UNIVERSITY OF  
**GEORGIA**

Lamar Dodd School of Art  
Franklin College of Arts and Sciences

270 River Road  
Athens, Georgia 30602

TEL 706-542-1511 | FAX 706-542-0226

artschooldirector@uga.edu

art.uga.edu | www.uga.edu

**Dr. Akela Reason**

Associate Professor, Department of History  
Director, Museum Studies Certificate Program  
University of Georgia

Dear Professor Reason,

On behalf of the Lamar Dodd School of Art, I write in enthusiastic support of the proposal to establish a new Master of Arts program in Museum Studies at the University of Georgia. This program promises to offer graduate students rigorous training in the theory and practice of museums, with the interdisciplinary grounding and applied experience necessary to thrive in today's competitive cultural sector.

Our faculty in Art History and Art Education are deeply committed to the goals of the Museum Studies program and are eager to support and enhance its curriculum. We anticipate offering a range of courses that will align closely with the MA program's academic goals—particularly in areas such as visual culture, exhibition history, and critical theory. In addition, we see this program to be viable pathway for Art Studio majors interested in opportunities to explore curatorial practices, public engagement, and professional development from the perspective of contemporary art-making and exhibition design.

The collaboration between the School of Art and the Museum Studies program is already well established through the Museum Studies Certificate. The MA degree will allow us to further develop these partnerships, offering students a more robust and integrated graduate experience that bridges historical, theoretical, and practical approaches to museums and cultural institutions.

We are confident that the proposed MA program will build upon the success of the certificate and help secure the University of Georgia's place as a leader in Museum Studies education. We look forward to contributing to its development and to welcoming students who seek an interdisciplinary, hands-on, and intellectually rich graduate experience.

Sincerely,

Joseph Peragine, Director  
Lamar Dodd School of Art





April 3, 2025

Akela Reason, Ph.D.  
Associate Professor,  
History Department, University of Georgia  
Director, Museum Studies Certificate  
Director, Atlanta Maymester Program in Museum Studies

Dear Professor Reason,

I write in support of the proposal to establish a master's degree program in museum studies.

The field of museum studies has grown robustly over the past several decades. Student demand for advanced education and pre-professional training is high, while competition for employment opportunities remains keen. With UGA's unique blend of academic resources, including art, art history, business, history, and other fields available to students, combined with our rich ecosystem of museums, gardens and libraries, I believe that the university is poised to become one of the region's and nation's preeminent institutions for museum studies. A UGA museum studies program would equip students with the skills and experience they need to compete for top jobs in the museum field.

As the director of the Georgia Museum of Art, I wholeheartedly support the establishment of this program and look forward to collaborating with you and other colleagues to create a rich learning environment for our students.

Best regards,

David Odo, D.Phil.  
Director  
Georgia Museum of Art  
90 Carlton Street  
Athens, GA 30602  
<https://georgiamuseum.org/>  
706-542-0441  
[David.Odo@uga.edu](mailto:David.Odo@uga.edu)



College of Environment + Design

July 19, 2025

Dr. Akela Reason  
Associate Professor, Department of History  
Director, Museum Studies Certificate Program  
University of Georgia

Dear Dr. Reason:

I write in enthusiastic support of your proposal for a new M.A. program in Museum Studies. This program promises to complement existing offerings, both in the History Department, where I have an appointment, and my tenure home in the College of Environment and Design.

I currently serve as the Director of Graduate Studies for the Historic Preservation program, as well as the coordinator of the undergraduate certificate and minor as well as the graduate certificate in preservation. There has already been considerable engagement and mutual benefit between the programs I oversee and the Museum Studies certificates. A large number of students have chosen to get both the Museum Studies certificate and the Historic Preservation minor. I expect that this sort of complementarity will only increase with the addition of a Museum Studies M.A.

This is an exciting time for those of us training students in the fields of cultural heritage at the University of Georgia. Among the crucial disciplines missing from our graduate programs, up until now, has been Museum Studies. I am happy that this niche is being filled. I expect that, once the M.A. in Museum Studies is created, we will quickly be able to propose joint degrees in preservation and museum studies, among other forms of collaboration.

Sincerely,

Dr. Scott Nesbit  
Associate Professor  
Director, Historic Preservation Program



UNIVERSITY OF  
**GEORGIA**

University Libraries  
Athens, Georgia 30602  
TEL 706-542-3251  
[www.libs.uga.edu](http://www.libs.uga.edu)

April 18, 2025

Akela Reason, PhD  
Associate Professor  
Director, Museum Studies Certificate  
History Department  
University of Georgia

Dear Dr. Reason,

I am writing to express the support of the UGA Libraries, especially the Special Collections Libraries (SCL) and Georgia Capitol Museum, for the proposed Museum Studies master's program. This degree will prepare students for a wide range of careers in museums, cultural tourism, and heritage preservation in addition to providing a foundation in object-based learning, curation, and interpretation. The University's existing strengths in history, historic preservation, education, and management provide a solid foundation for this interdisciplinary program. Additionally, collaboration with cultural institutions provide students with hands-on experience and aligns with the University's mission to strengthen partnerships with communities across Georgia and the nation.

The University's extensive collections across the Libraries, Georgia Museum of Art, State Botanical Garden of Georgia, Barge Historic Clothing and Textile Collection, and Georgia Museum of Natural History provide a world-class learning lab for students. Faculty and staff at these facilities are committed to providing mentorship in a wide variety of museum and cultural heritage careers.

The SCL and Capitol Museum are committed to supporting the Museum Studies program through meaningful experiential learning and internship opportunities, active learning instruction, and summer graduate fellowships.

Sincerely,

*Katherine Stein*

Kat Stein  
Associate University Librarian for Special Collections



**UNIVERSITY OF  
GEORGIA**

**Department of  
Anthropology**  
*Franklin College of  
Arts and Sciences*

To: Dr. Akela Reason  
Associate Professor, History Department, University of Georgia  
Director, Museum Studies Certificate

Dear Professor Reason,

I am writing to express my strong support for the establishment of a MA program in Museum Studies at the University of Georgia. This program represents an exciting prospect for both the university and the Georgia's broader museum landscape.

An MA in Museum Studies will provide graduate students with critical training in collections management, curation, interpretation, public engagement, and museum administration. It will also create new opportunities for interdisciplinary collaboration across departments.

The program will be of particular benefit to the Georgia Museum of Natural History (GMNH). The GMNH stands to gain from a graduate program that can provide well-prepared, students who can assist with collections care, exhibition development, educational programming, and research. In turn, the museum can provide training ground for these students, offering real-world experience in a professional setting.

For all these reasons, I enthusiastically support the proposed MA program in Museum Studies and urge its approval. I am confident that it will enhance UGA's academic offerings, provide valuable opportunities for students, and strengthen the role of museums throughout the state.

Sincerely,

Dr. Victor D. Thompson  
Distinguished Research Professor of Anthropology  
Executive Director, Georgia Museum of Natural History  
Fellow, American Association for the Advancement of Science

To: Dr. Akela Reason Associate Professor  
History Department, University of Georgia

April 29, 2025

Dr. Reason,

I write to express my strong support for the creation of a MA program in Museum Studies at the University of Georgia.

I graduated from the University of Georgia with a BA in History in 2017. Shortly after graduation, I began working at Atlanta History Center as a Research & Writing Assistant. During my 8 years at Atlanta History Center, I have been promoted through several positions to my current role as Vice President of Special Projects.

Through my work in museums, I know firsthand the wide breadth of skills and training that is needed to equip successful museum professionals. Not only should professionals be well-versed in the subject matter of the museum in question and be familiar with curatorial skills, but they also need to possess skills in non-profit management, fundraising, and educational programming. Though the Museum Studies certificate has provided valuable foundational training, the opportunity for students to pursue more detailed and even higher level education through a Master's Degree program would be invaluable.

As museums require professionals that are well-rounded and versatile, the University of Georgia has the opportunity to lead the state in creating best-in-class MA program in Museum Studies, much as it does in History and the Museum Studies Certificate. I enthusiastically support this proposed program and hope to see it come to fruition in the near future.

Sincerely,



Claire Haley  
Vice President of Special Projects  
Atlanta History Center  
University of Georgia Graduate, BA History and BA International Affairs, 2017  
Honors Program, *summa cum laude*



**UNIVERSITY OF  
GEORGIA**

279 Williams Street  
Athens, Georgia 30602  
TEL 706-542-3364 | FAX 706-354-3917  
ssw.uga.edu

## School of Social Work

Dr. Akela Reason  
Associate Professor, History Department  
Director, Museum Studies Certificate  
University of Georgia

Dear Dr. Reason,

I am writing to express my support for the establishment of a Master of Arts program in Museum Studies at the University of Georgia. This new program presents an important opportunity to expand graduate education and increase the capacity of museums across the state and region.

As Director of the MA in Nonprofit Management and Leadership (MA NML) in the School of Social Work, I see strong alignment between our practitioner-based curriculum and the needs of the museum field. Our courses in Introduction to Nonprofit Management, Volunteer Management, Financial Management, and Grant Proposal Writing form the foundation of the administrative track in the proposed Museum Studies program. These courses will prepare students to manage key aspects of museum operations, build organizational sustainability, and support mission-driven work.

The Museum Studies MA will offer students a valuable blend of disciplinary knowledge and applied skills. I believe our collaboration will support students in becoming effective leaders who understand both the cultural and operational dimensions of museum work.

I fully support this proposal and look forward to continued partnership between our programs.

Sincerely,

**Dr. Lori Tiller**  
Director, MA in Nonprofit Management and Leadership  
School of Social Work  
University of Georgia





# College of Family and Consumer Sciences

*Textiles, Merchandising & Interiors*

**UNIVERSITY OF GEORGIA**

May 2, 2025

RE: Museum Studies MA program

Akela Reason, PhD  
Associate Professor  
Director, Museum Studies Certificate  
History Department  
University of Georgia

Dear Dr. Reason,

I am expressing my support for the forthcoming Museum Studies MA program at UGA.

I write as the Curator of the Anne Barge Historic Clothing and Textiles Collection that received a substantial naming endowment in 2025 for the sustained engagement of students and the public with material culture at UGA, and, is a joint venture of FACS and the Specials Collections Library. The clothing collection has also begun an active partnership with the Georgia Museum of Art for regular display of our objects, and both exhibition locations and educational opportunities are heavily facilitated by qualified students as experiential and active learning. Students advancing to learning at the Master's level can have hands-on preparatory time with these rich new endeavors.

In Fall 2023 I brought revised and brought back a dormant graduate level course in museum studies around clothing and textiles, that filled in its initial semester and for Fall 2025 has filled immediately with a waitlist, therefore I grew the class capacity to meet the demand for this vibrant profession that has widely transferable skills across disciplines. The TMI department has three faculty in history/culture and a robust graduate level series of offerings that can educate future MA students in museum studies, as well as I am open to folding students outside of TMI into my classes and serving on their committees.

Similarly, student demand was nearly triple capacity in applications for our initial foray into using Washington DC's Delta Hall as a home for a Maymester 2025 joint program focused on museum studies between History and Textiles, Merchandising, and Interiors departments. As I planned my curriculum for that study away I have received universally positive feedback from museum professionals in DC to meet with our students as they hold UGA in high esteem and would like to develop stronger ties between our R1 institution and their hiring of our trained scholars and professionals who have graduate level degrees in the related fields.

Finally, as the Vice President of Education of the Costume Society of America professional society I receive continuous encouragement to promote growth in the educational offerings national wide, including in the SE U.S. as there are not enough programs to meet the demand, and, programs that can dovetail with fashion, art, digital humanities, history, and library science are especially prescient and would position our students for a high placement rate.

This new MA program adds value to our already strong structure of programs and faculty and is a positive for UGA.

Sincerely,

Monica Sklar  
Monica Sklar, PhD  
Associate Professor  
Textiles, Merchandising, and Interiors Department  
Curator, Anne Barge Historic Clothing and Textiles Collection, FACS/Special Collection Library





**UNIVERSITY OF  
GEORGIA**

**Department of  
Anthropology**

*Franklin College of  
Arts and Sciences*

July 15, 2025

Dr. Akela Reason  
Associate Professor, Department of History  
Director, Museum Studies Certificate Program  
University of Georgia

Dear Professor Reason:

On behalf of the Department of Anthropology I write in enthusiastic support of the proposed MA program in Museum Studies. UGA is in an excellent position to provide real-world, hands-on training for the next generation of museum specialists given the quality and mass of collections they will have access to through Hargrett Special Collections, Museum of Art, Georgia Museum of Natural History and additional minor collections. The number of accredited museums in the United States, some 35,000 as of the most recent count by the American Association of Museums, continues to grow so that UGA stands to be a major contributor to preparing the workforce of the future.

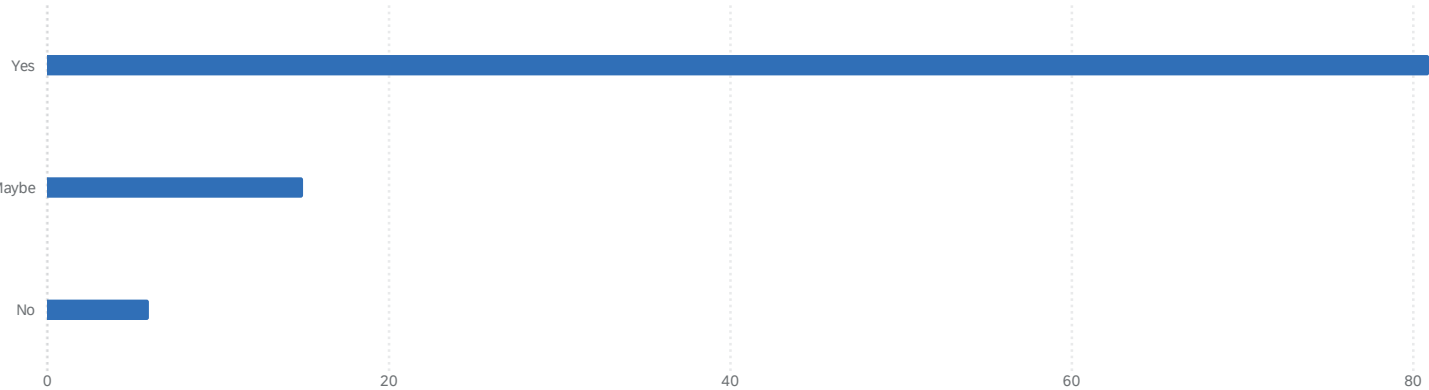
Since you launched the interdisciplinary Museum Studies Certificate, the strength of the support that Anthropology has been able to provide to your program has only increased. Our faculty regularly offer courses in Cultural Resource Management, Collections Management and Dendrochronology and its use in authenticating and dating pieces of art. In addition, Dr. Victor Thompson whose tenure home lies in Anthropology was recently appointed as the Director of the Georgia Museum of Natural History, and is in the initial stages of renovating the Cedar Street Building and developing programs to foster student-centered access to the Museum's collections.

The proposed MA will assure the University of Georgia takes its rightful place as a national leader in Museum Studies. I encourage the review committee to approve this program so that Dr. Akela can start recruiting the Fall 2026 cohort.

Sincerely,

Ted L. Gragson  
Professor & Unit Head

UGA is developing a 30-credit MA program in Museum Studies, the purpose of which is to train students for careers in museums and related institutions (archives, historical societies, etc). The program would include a new slate of courses focusing on specific museum career paths. Would you have any interest in a graduate program like this? 102 ⓘ



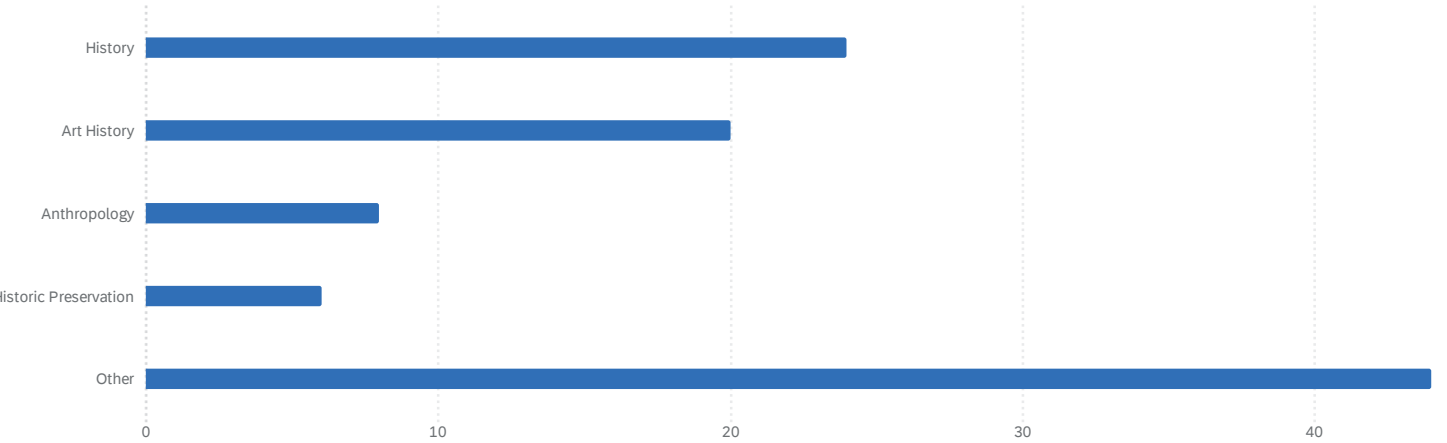
UGA is developing a 30-credit MA program in Museum Studies, the purpose of which is to train students for careers in museums and related institutions (archives, historical societies, etc). The program would include a new slate of courses focusing on specific museum career paths. Would you have any interest in a graduate program like this? 102 ⓘ

Q1 - UGA is developing a 30-credit MA program in Museum Studies, the purpose of which is to train students for careers in museums and related institutions (archives, historical societies, etc). The program would include a new slate of courses focusing on specific museum career paths. Would you have any interest in a graduate program like this?	Percentage	Count
Yes	79%	81
Maybe	15%	15
No	6%	6

UGA is developing a 30-credit MA program in Museum Studies, the purpose of which is to train students for careers in museums and related institutions (archives, historical societies, etc). The program would include a new slate of courses focusing on specific museum career paths. Would you have any interest in a graduate program like this? 102 ⓘ

UGA is developing a 30-credit MA program in Museum Studies, the purpose of...	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	81
Maybe	2.00	2.00	2.00	15
No	3.00	3.00	3.00	6

My major is: 102 ⓘ



My major is: 102 ⓘ

Q2 - My major is: - Selected Choice	Percentage	Count
History	24%	24
Art History	20%	20
Anthropology	8%	8
Historic Preservation	6%	6
Other	43%	44

My major is: 102 ⓘ

My major is:	Average	Minimum	Maximum	Count
History	1.00	1.00	1.00	24
Art History	2.00	2.00	2.00	20
Anthropology	3.00	3.00	3.00	8
Historic Preservation	5.00	5.00	5.00	6
Other	4.00	4.00	4.00	44

My major is:: Other 103 ⓘ

Other

Social Studies Education

Other

English and Comparative Literature

Entomology

Graduated, BA Anthropology

fashion merchandising

Fashion Merchandising

Public Relations and Fashion Merchandising

Parks Recreation and Tourism Management

Interior design

Psychology

Fashion Merchandising

Interdisciplinary Studies

Other

INTERIOR DESIGN

entomology

Biology

Ecology

Environmental Resource Science

Ecology A.B.

ecology

Marketing and Fashion Merchandising

Interior Design (I have a minor in historical preservation)

Communication Studies

Other

Wildlife Ecology

Ecology

Genetics and Plant Biology

Interdisciplinary Studies

Fashion Merchandising

Art

Classics

Advertising

Interior Design

Art

Other

Interior Design and Anthropology

Photography with an art history minor

Classics

art education

English

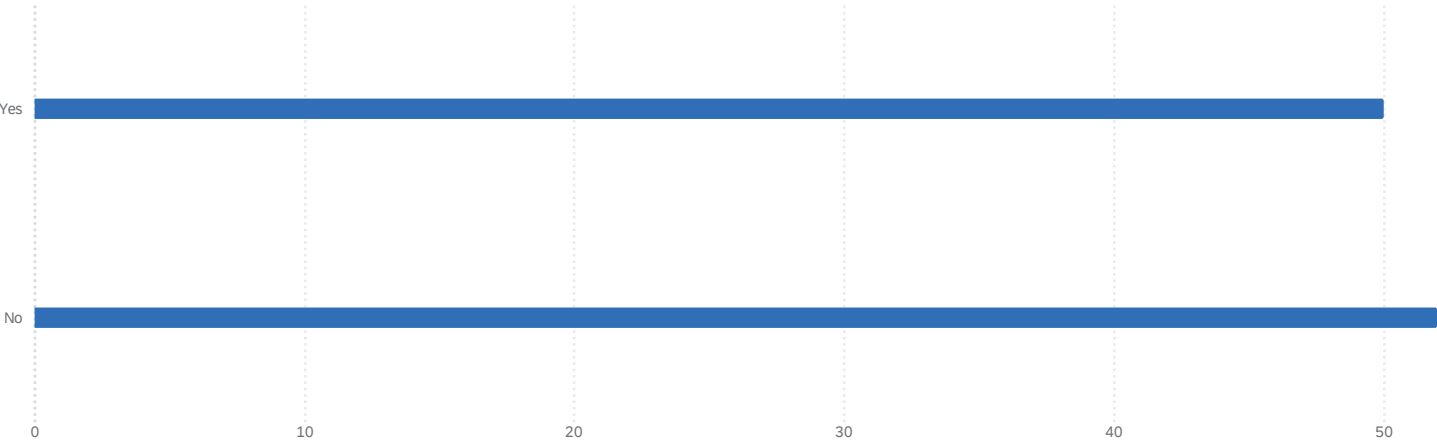
Wildlife sciences

Ecology

Fashion Merchandising



I am currently in the museum studies certificate program: 102 ⓘ



I am currently in the museum studies certificate program: 102 ⓘ

Q3 - I am currently in the museum studies certificate program:	Percentage	Count
Yes	49%	50
No	51%	52

I am currently in the museum studies certificate program: 102 ⓘ

I am currently in the museum studies certificate program:	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	50
No	2.00	2.00	2.00	52

# **Faculty Roster Form** **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: University of Georgia

Name of Primary Department, Academic Program, or Discipline: History/Museum Studies

Academic Term(s) Included: Fall 2026, Spring 2027, Fall 2027

Date Form Completed: 05/01/2025

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Browne, Elizabeth Saari (F)	<b>Elective:</b> ARHI 6400 The Natural History of Art (3 hrs.), G	Ph.D., Art History, Criticism and Conservation Massachusetts Institute of Technology, 2021  M.A., Art History, Criticism and Conservation University of Florida, 2012  B.A., Art History, College of William and Mary, 2009	
Camp, Cynthia (F)	<b>Elective:</b> ENGL 6892 Literature and the Archive (3 hrs.), G	Ph.D., Medieval Studies, Cornell University, 2008  M.A. English Literature, University of Ottawa, 2002.	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Goetcheus, Cari (F)	<b>Electives:</b> HIPR 6120 Cultural Resource Assessment (3 hrs.), G LAND 4620 Evolution of American Architecture (3 hrs.), G EDES Vernacular Architecture (3 hrs.), G EDES 6630 Twentieth Century Architecture (3 hrs.), G	M.H.P., Historical Preservation and Conservation, General University of Georgia, 1996  B.L.A., Landscape Architecture Utah State University, 1987  A.A.S., Landscape Architecture State University of New York at Albany, 1984	
Johnson, Tracey (F)	<b>Elective:</b> HIST 6032 Black Skin, White Walls: African Americans and the Museum (3 hrs.), G	Ph.D., History, General Rutgers, The State University of New Jersey, 2021  B.A., History, General College of William & Mary, 2014	Assistant Professor, History
Kirin, Asen (F)	<b>Elective:</b> ARHI 6050 Icons: Theory and Practice (3 hrs.), G	Ph.D., Art History, Criticism and Conservation Princeton University, 1999  M.A., Art History, Criticism and Conservation Princeton University, 1995  M.A., Art History, Criticism and Conservation Vanderbilt University, 1992  M.A., Linguistics University of Sofia, 1988	Curator of Russian Art, Georgia Museum of Art

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Mallon, Anthony (F)	<b>Core:</b> MNML 5237 Theory and Management of Nonprofit Organizations (3 hrs.), G MNML 5445 Nonprofit Financial Management (3 hrs.), G MNML Managing Volunteers (3 hrs.), G MNML Grant Proposal Writing for Nonprofit Organizations (3 hrs.), G	Ph.D., Social Work University of Michigan Ann Arbor, 2005  M.S.W., Social Work City University of New York Hunter College, 1995  B.S., Biology, Biological Sciences, General Central Alabama Community College, 1986	Clinical Associate Professor, Nonprofit Management, School of Social Work
Marages, Katie (F)	<b>Electives:</b> HIPR 6000 Introduction to Historic Preservation (3 hrs.), G LAND 4620 Evolution of American Architecture (3 hrs.), G EDES Vernacular Architecture (3 hrs.), G EDES 6630 Twentieth Century Architecture (3 hrs.), G	Ph.D., American/United States Studies/Civilizations George Washington University, 2016  M.A., American/United States Studies/Civilization George Washington University, 2010  B.A. Architectural History, University of Virginia, 2001	Director, Circle Gallery, College of Environmental Design
Miller, Tricia (P)	<b>Core:</b> MUSE 6765 Museum Registration Methods (3 hrs.), G	M.A. Art History, University of South Carolina, 1996  B.A. Art History, Washington and Lee University, 1993	Deputy Director of Collections and Exhibitions and Head Registrar, Georgia Museum of Art  Over 25 years of experience as a museum registrar.
Nesbit, Scott (F)	<b>Electives:</b> HIPR 6000 Introduction to Historic Preservation (3 hrs.), G HIPR 6030 Principles and Practice of Preservation (3 hrs.), G HIPR 6160 Public History and Technology (3 hrs.), G	Ph.D., History University of Virginia, 2013  M.A., University of Virginia, 2005  B.A. Latin, Swarthmore College, 2001	Preservation Programs Coordinator, College of Environmental Design

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Owen, James (F)	<b>Elective:</b> NAMS 6000 NAGPRA and the US (3 hrs.), G	Ph.D., History, General University of Georgia, 2019  M.A., History, Western Carolina University, 2012  B.A., Interdisciplinary Studies, Appalachian State University, 1996  A.A., Music Theory, Brevard College, 1991	Assistant Director, Institute of Native American Studies
Raad, Danielle (F)	<b>Core:</b> MUSE 7730 Museum Ethics and Controversies (3 hrs.), G MUSE 7720 Museum Education (3 hrs.), G MUSE 7015 Museum Studies Internship (3 hrs.), G MUSE 7300 Museum Studies Portfolio (3 hrs.), G  <b>Electives:</b> HIST 6024 Topics in Museum Studies (3 hrs.), G	Ph.D., Anthropology University of Massachusetts Amherst, 2021  Certificate in Public History (Museum Studies track), University of Massachusetts Amherst, 2021  M.Ed., Secondary Education Lesley University, G Secondary Education, 2016  S.M., Materials Science Massachusetts Institute of Technology, 2016  M.A., Chemistry Harvard University, 2012  B.Sc., Chemistry Brown University, 2010	Curator and Assistant Director, Stanford University Archaeology Collections  Cullman-Whitney Postdoctoral Fellow in Academic Affairs and Outreach, Yale University Art Galleries  Numerous museum internships

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1	2	3	4
NAME (F, P)	<b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title,</b> <b>Credit Hours (D, UN, UT, G) [Dual]</b> Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught,</b> <b>Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Reason, Akela (F) (Program Director)	<b>Core:</b> MUSE 8765 History, Museums, and Collections (3 hrs.), G MUSE 7759 Curatorial Practice (3 hrs.), G MUSE 7015 Museum Studies Internship (3 hrs.), G MUSE 7300 Museum Studies Portfolio (3 hrs.), G  <b>Electives:</b> HIST 6022 Picturing America (3 hrs.), G HIST 6023 Museum Studies in Atlanta (3 hrs.), G HIST 6024 Topics in Museum Studies (3 hrs.), G HIST 6025 American Material Culture (3 hrs.), G HIST 6026 Public History in Washington, DC (3 hrs.), G HIST 6760 (3 hrs.) Hands-on Public History (3 hrs.), G HIST 8770 Colloquium in Public History (3 hrs.)	Ph.D., Art History, Criticism, and Conservation University of Maryland, 2005  M.A., Art History, Criticism, and Conservation University of Maryland, 1993  B.A., Art History, Criticism, and Conservation State University of New York - Stony Brook, 1990	Director, G Museum Studies Certificate Programs  Employment at: <ul style="list-style-type: none"> <li>• The High Museum of Art</li> <li>• The Philadelphia Museum of Art</li> <li>• The Federal Reserve Board, Art Collection</li> <li>• The Smithsonian American Art Museum</li> </ul> Internships at: <ul style="list-style-type: none"> <li>• The National Park Service</li> <li>• The National Gallery of Art</li> <li>• SUNY Stony Brook Art Galleries</li> </ul>
Sklar, Monica (F)	<b>Electives:</b> TXMI 7850 Museum Introduction in Clothing and Textiles (3 hrs.), G TXMI 8280 Museum Issues in Historic Clothing and Textiles (3 hrs.), G	Ph.D., Fashion/Apparel Design University of Minnesota – Twin Cities, 2010  M.S., Apparel and Textile Manufacture Eastern Michigan University, 2004  B.S., Fashion Merchandising Wayne State University, 2002	Curator, Anne Barge Historic Clothing and Textile Collection. College of Family and Consumer Sciences

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Steinmann, Callan (P)	<b>Core:</b> MUSE 7015 Museum Studies Internship (3 hrs.), G MUSE 7720 Museum Education (3 hrs.), G MUSE 7740 Museum Exhibitions (3 hrs.), G ARED 7500 Intro to Art Museum Education (3 hrs.), G  <b>Electives:</b> ARED 7510 Topics in Art Museum Education (3 hrs.), G ARED 7510 Engaging Art Museum Audiences as Student Docents (3 hrs.), G	Ph.D., Art/Art Studies, General University of Georgia, 2017  M.A., Art Teacher Education University of Texas – Austin, 2013  B.A. Interdisciplinary Studies, University of Georgia, 2007	Head of Education and Curator of Academic and Public Programs, Georgia Museum of Art
Stooksbury, Kaylynn Washnock (P)	<b>Core:</b> MUSE 7740 Museum Exhibitions, (3 hrs.), G MUSE 7750 Curatorial Practice (3 hrs.), G	Ph.D., History, General University of Georgia, 2018  M.A., History, General Western Carolina University, 2012  B.A., Anthropology, General Florida State University, 2010  B.A., History, General Florida State University, 2010	Outreach Archivist, Special Collections Libraries
Thompson, Amanda (F)	<b>Elective:</b> ANTH 6250 Cultural Resource Management (3 hrs.), G	Ph.D., Archaeology, University of York, 2020  M.S., Anthropology The University of West Florida, 2009  BA, Anthropology, Grand Valley State University, MI, 2004	Operations Director, UGA Laboratory of Archaeology  Coordinator, Institutional Native American Graves Protection and Repatriation Act (NAGPRA)

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018



1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Thompson, Victor (F)	<b>Core:</b> ANTH 6260 Natural History Collections Management (3 hrs.), G	Ph.D., Anthropology, General University of Kentucky, 2006  M.A., Anthropology, General University of Kentucky, 2001  B.A., Psychology, General University of Georgia, 1997	Director, UGA Archaeology Lab  Director, Georgia Museum of Natural History
Tiller, Lori (F)	<b>Core:</b> MNML 5237 Theory and Management of Nonprofit Organizations (3 hrs.), G MNML 5445 Nonprofit Financial Management (3 hrs.), G MNML Managing Volunteers (3 hrs.), G MNML Grant Proposal Writing for Nonprofit Organizations (3 hrs.)	M.A., Non-profit/ Public/Organizational Management University of Georgia, 2007  B.Mus., Music Teacher Education University of Georgia, 2001	Director, Nonprofit Management, School of Social Work
Wallace, Isabelle (F)	<b>Electives:</b> ARHI 6580 Postmodern Visual Culture (3 hrs.), G ARHI 6970 Art History Field Study (3 hrs.), G	Ph.D., Art History, Criticism and Conservation Bryn Mawr College, 1999  M.A., Art History, Criticism and Conservation Bryn Mawr College, 1996  B.A., Art History, Criticism and Conservation Amherst College, 1992  B.A., English Language and Literature, General Amherst College, 1992	Associate Director of Research and Graduate Studies, Lamar Dodd School of Art

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>NAME (F, P)</b>	<b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title,</b> <b>Credit Hours (D, UN, UT, G) [Dual]</b> Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught,</b> <b>Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Wares, John (F)	Core: BIOL/ECOL/ENTO/PBIO Natural History Collections Management (3 hrs.), G	Ph.D., Zoology/Animal Biology Duke University, 2000  B.S., Zoology/Animal Biology University of Oklahoma – Norman, 1995	Curator, Georgia Museum of Natural History
TT Historic Preservation Faculty (F) (Projected New Hire)	<b>Electives:</b> Will contribute elective courses to museum studies	Will have advanced degree in Historic Preservation or related field	This is a replacement position for retiring faculty.

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Line Ref.	New Academic Degree Program Budget Worksheet	
1	Institution Requesting New Program	University of Georgia
2	Program Name	Museum Studies MA
3	Program CIP Code	30.1401
4	Semester and Year Program will Start	Fall 2026
5	Date Submitted to USG for Review	7/18/2025

REVENUES		Fiscal Year 1			Fiscal Year 2			Fiscal Year 3			Fiscal Year 4		
		Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total
6	Base new tuition (use Enrollment & Tuition worksheet)	68,970		68,970	183,279		183,279	351,529		351,529	507,764		507,764
7	Additional graduate tuition differential (if requested) (Use Enrollment & Tuition worksheet)	-		-	-		-	-		-	-		-
8	Student fees (excluding mandatory fees)			-			-			-			-
9	New state formula funding (\$200 per undergraduate credit hour, \$800 per graduate hour. Funding not guaranteed)			-			-	132,000		132,000	261,360		261,360
10	Reallocation of existing funds			-			-			-			-
11	Federal funds, grants, external funds, endowments, or other funding (Use External & Other Funds worksheet)	-	-	-	-	-	-	-	-	-	-	-	-
12	Tuition Revenue Sharing - Contra-Revenue (enter as a negative number)						-			-			-
TOTAL REVENUE		68,970	-	68,970	183,279	-	183,279	483,529	-	483,529	769,124	-	769,124

[illegible]

3	Program CIP Code	30.1401
4	Semester and Year Program will Start	Fall 2026
5	Date Submitted to USG for Review	7/18/2025

REVENUES	Fiscal Year 1			Fiscal Year 2			Fiscal Year 3			Fiscal Year 4		
	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total	Recurring	One Time	Total
44 Motor Vehicle Expense			-			-			-			-
45 Supplies & Materials	500		500	510		510	520		520	531		531
46 Repairs and Maintenance			-			-			-			-
47 Utilities			-			-			-			-
48 Rental Payments (Non-Real Estate)			-			-			-			-
49 Insurance			-			-			-			-
50 Software			-			-			-			-
51 Publications and Printing	1,500		1,500	1,250		1,250	1,000		1,000	750		750
52 Equipment (Small Value)	1,500		1,500			-			-			-
53 Real Estate/Authority Lease Rental			-			-			-			-
54 Per Diems & Fees			-			-			-			-
55 Contracted Services			-			-			-			-
56 Telecommunications			-			-			-			-
57 Scholarships			-			-			-			-
58 Other Grant Expense			-			-			-			-
59 Stipends			-			-			-			-
60 Other Operating Expenses			-			-			-			-
61 <b>Equipment/Capital Outlay</b>												
62 Motor Vehicle Purchase			-			-			-			-
63 Equipment Purchase			-			-			-			-
64 Building and Facilities Improvements			-			-			-			-
65 Other Capital			-			-			-			-
66 <b>Subtotal - Operating Expenses</b>	<b>6,500</b>	<b>-</b>	<b>6,500</b>	<b>4,820</b>	<b>-</b>	<b>4,820</b>	<b>4,641</b>	<b>-</b>	<b>4,641</b>	<b>4,464</b>	<b>-</b>	<b>4,464</b>
67 <b>TOTAL EXPENDITURES</b>	<b>146,427</b>	<b>-</b>	<b>146,427</b>	<b>147,546</b>	<b>-</b>	<b>147,546</b>	<b>150,165</b>	<b>-</b>	<b>150,165</b>	<b>152,787</b>	<b>-</b>	<b>152,787</b>

68	Annual Surplus/Shortfall		(77,457)			35,733			333,364			616,338
69	Surplus/Shortfall without new state formula funding		(77,457)			35,733			201,364			354,978
70	See question 51 on the proposal document and explain how indirect costs related to the program will be funded.											

72	Total revenues over 4 years	1,504,902
71	Total expenditures over 4 years	596,925
73	Surplus/Shortfall	907,977

74	Total facility related expenditures	-	-	-	-	-	-	-	-	-	-	-
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75 **Key Assumptions:**

**What assumptions are part of this budget?**

The new M.A. program would primarily make use of pre-existing resources within the history department. Laurie Kane and Will White already assist with the museum studies certificate programs. Operating and travel costs are escalated. Publications and printing is scaled down as this is advertising costs.

3	Program CIP Code	30.1401
4	Semester and Year Program will Start	Fall 2026
5	Date Submitted to USG for Review	7/18/2025

[illegible]




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Office of Academic Programs

TO: Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


DATE: August 29, 2025

RE: Request to add Areas of Emphasis under the EDS in Education

Please find attached two proposals to create the following areas of emphasis under the online EDS in Education.

- Reading, Literacy, and Language Arts Grades 6-12
- Reading, Children's Literature, and Language Arts P-5

The College of Education's Curriculum Committee approved these proposals on August 27, 2025.

## PROPOSAL FOR AN AREA OF EMPHASIS

**Date:** May 2, 2025

**School/College:** Mary Frances Early College of Education

**Department/Division:** Mary Frances Early College of Education

**Program (Major and Degree):** Education (Ed.S.)

**Area of Emphasis Title:** Reading, Children's Literature, and Language Arts P-5

**CIP:** XXXXXX

**Which campus(es) will offer this program?** Online

**Proposed Effective Date:** Spring 2026

### 1. Area of Emphasis Description:

Inquiries regarding fully-online options for advanced preparation in Language and Literacy Education have steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

To meet the needs of educators across Georgia, an online program option is needed. Over the last two years, state legislation has increased requirements for educators to have substantial breadth and depth with regard to their knowledge of the teaching of reading. An integrated area of emphasis that combines reading, children's literature, and language arts would support this critical workforce need. Educators who earn this credential are specialists in teaching elementary school learners. Given applicant interest as witnessed through contacts with the department as well as the Office of Online Learning, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of the current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from this highly-regarded program.

This degree is designed for candidates who already hold a master's degree in their respective content field and who are seeking initial certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

### 2. Area of Emphasis Requirements:

The EdS with an area of specialization in reading, children's literature, and language arts P-5 is a 30-credit hour program. Each academic semester (Fall & Spring) has one required course. The required course may be specific (i.e., LLED 8345e) or may be managed choice (e.g., Research Course). Required Courses are in blue, bold font. The remaining courses, taken concurrently with a required course and/or during the summers, are electives.

- **Emphasis Content** = 12 credit hours (4, 3-credit-hour courses)
  - Children's and Young Adult Literature (CYAL) = 6 credit hours (2, 3-credit-hour courses)
  - Literacy Methods & Content = 6 credit hours (2, 3-credit-hour courses)
- **Research** = 6 credit hours (2, 3-credit-hour courses)
  - Research Methods course (e.g., LLED 7070e, QUAL 7500e)
  - Applied Project course (i.e., LLED 7650e)
- **Electives** = 12 credit hours (4, 3-credit-hour courses)
  - Various. Students can include emphasis content but is not limited to emphasis content

Literacy Methods and Content and Elective courses should align with students' initial GaPSC certification levels.

Year One (Blue font = Required Course)		
Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• LLED 8345e Theories and Models of Reading (Literacy Content Course) (3 credit hours)</li> <li>• Children's &amp; Young Adult Literature (CYAL) Course 1 (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• CYAL Course 2 (3 credit hours)</li> <li>• Literacy Methods Course (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective 1 (3 credit hours)</li> <li>• Elective 2 (3 credit hours)</li> </ul>
Year Two (Blue font = Required Course)		
Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• Research Course (3 credit hours)</li> <li>• Elective 3 (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7650e Applied Project in LLED (3 credit hours)</li> <li>• Elective 4 (3 credit hours)</li> </ul>	N/A

Literacy Methods & Content Course Options	Children's Literature and Young Adult (CYAL) Course Options	Research Course Options
<ul style="list-style-type: none"> <li>• LLED 6020e Practicum in Reading Instruction &amp; Assessment</li> <li>• LLED 6060e Content Area Literacies</li> <li>• LLED 6490e</li> <li>• LLED 7045e Special Topics</li> <li>• LLED 7110e Integrating Digital Resources in Literacy Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 6300e Sociopolitical Trends in Children's and Young Adult Literature</li> <li>• LLED 6340e International Children's Literature</li> <li>• LLED 6410e Adolescent and Young Adult Literature for a Changing World</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7070e Research Methods in Language Education</li> <li>• QUAL 6200e Introduction to Qualitative Research Methods</li> <li>• QUAL/ESSE/ERSH 7500e Teacher Action Research</li> </ul>



<ul style="list-style-type: none"> <li>• LLED 7325e Social Cultural Perspectives of Dyslexia</li> <li>• LLED 8340e History of Literacy Learning in the U.S.</li> <li>• LLED 7710e: Writing Cultures: A Poetry Workshop for Creative Educators</li> <li>• LLED 7940e Electronic Assessment in Literacy Classrooms</li> <li>• LLED 8330e Pop Culture in the Literacy Classrooms</li> <li>• LLED 8360e Literacy Frameworks and Practices with Special Populations</li> <li>• LLED 8732e Discourse Analysis for Educators</li> <li>• LLED 6420e Literacy Development and Instruction in Early Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7314e Informational Lit, Grades P-8</li> <li>• LLED 7318e Culturally Diverse Child Lit, Grades P-8</li> <li>• LLED 7335e Critical Readings of Picture Books</li> <li>• LLED7345e Reading Immigrant Children's Literature</li> <li>• LLED 7545e Diverse Children's Literature in a Digital Age</li> <li>• Another CYAL course approved by student's advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Another course approved by student's advisor</li> </ul>
<p style="text-align: center;"><b>Electives (12 credit hours)</b></p> <ul style="list-style-type: none"> <li>• Literacy Methods and Content and/or CYAL Courses Can Count as Electives if not taken as the Emphasis Content courses. Courses should align with students' initial certification grade level bands (Gr. P-5).</li> <li>• Other courses approved by the student's advisor.</li> </ul>		

Approved:




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Allison Nealy  
Department Head

## PROPOSAL FOR AN AREA OF EMPHASIS

**Date:** May 2, 2025

**School/College:** Mary Frances Early College of Education

**Department/Division:** Mary Frances Early College of Education

**Program (Major and Degree):** Education (Ed.S.)

**Area of Emphasis Title:** Reading, Literature, and Language Arts Grades 6-12

**CIP:** XXXXXX

**Which campus(es) will offer this program?** Online

**Proposed Effective Date:** Spring 2026

### 1. Area of Emphasis Description:

Inquiries regarding fully-online options for advanced preparation in Language and Literacy Education have steadily increased over the last few years. Based on the program's experiences during the pivot to online education during the pandemic, the program has observed a noticeable and sustained increase in interest in enrolling via this modality.

To meet the needs of educators across Georgia, an online program option is needed. Over the last two years, state legislation has increased requirements for educators to have substantial breadth and depth with regard to their knowledge of the teaching of reading. An integrated area of emphasis that combines reading, literature, and language arts would support this critical workforce need. Educators who earn this credential are specialists in teaching middle- and high-school learners. Given applicant interest as witnessed through contacts with the department as well as the Office of Online Learning, the only barrier that keeps applicants from submitting their credentials to the University of Georgia is the face-to-face nature of the current program. Lifting that barrier by placing the program online would provide access to Georgia residents who seek advanced preparation from this highly-regarded program.

This degree is designed for candidates who already hold a master's degree in their respective content field and who are seeking initial certification to teach at the T-6 level once endorsed by the Georgia Professional Standards Commission.

### 2. Area of Emphasis Requirements:

The EdS with an area of specialization in reading, literature, and language arts (Grades 6-12) is a 30-credit hour program. Each academic semester (Fall & Spring) has one required course. The required course may be specific (i.e., LLED 8345e) or may be managed choice (e.g., Research Course). Required Courses are in blue, bold font. The remaining courses, taken concurrently with a required course and/or during the summers, are electives.

- **Emphasis Content** = 12 credit hours (4, 3-credit-hour courses)
  - Children's and Young Adult Literature (CYAL) = 6 credit hours (2, 3-credit-hour courses)
  - Literacy Methods & Content = 6 credit hours (2, 3-credit-hour courses)
- **Research** = 6 credit hours (2, 3-credit-hour courses)
  - Research Methods course (e.g., LLED 7070e, QUAL 7500e)
  - Applied Project course (i.e., LLED 7650e)
- **Electives** = 12 credit hours (4, 3-credit-hour courses)
  - Various. Students can include emphasis content but is not limited to emphasis content

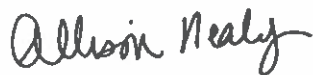
Literacy Methods and Content and Elective courses should align with students' initial GaPSC certification levels.

Year One (Blue font = Required Course)		
Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• LLED 8345e Theories and Models of Reading (Literacy Content Course) (3 credit hours)</li> <li>• Children's &amp; Young Adult Literature (CYAL) Course 1 (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• CYAL Course 2 (3 credit hours)</li> <li>• Literacy Methods Course (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Elective 1 (3 credit hours)</li> <li>• Elective 2 (3 credit hours)</li> </ul>
Year Two (Blue font = Required Course)		
Fall	Spring	Summer
<ul style="list-style-type: none"> <li>• Research Course (3 credit hours)</li> <li>• Elective 3 (3 credit hours)</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7650e Applied Project in LLED (3 credit hours)</li> <li>• Elective 4 (3 credit hours)</li> </ul>	N/A

Literacy Methods & Content Course Options	Children's Literature and Young Adult (CYAL) Course Options	Research Course Options
<ul style="list-style-type: none"> <li>• LLED 6020e Practicum in Reading Instruction &amp; Assessment</li> <li>• LLED 6060e Content Area Literacies</li> <li>• LLED 6490e</li> <li>• LLED 7045e Special Topics</li> <li>• LLED 7110e Integrating Digital Resources in Literacy Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 6300e Sociopolitical Trends in Children's and Young Adult Literature</li> <li>• LLED 6340e International Children's Literature</li> <li>• LLED 6410e Adolescent and Young Adult Literature for a Changing World</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7070e Research Methods in Language Education</li> <li>• QUAL 6200e Introduction to Qualitative Research Methods</li> <li>• QUAL/ESSE/ERSH 7500e Teacher Action Research</li> <li>• Another course approved by student's advisor</li> </ul>

<ul style="list-style-type: none"> <li>• LLED 7325e Social Cultural Perspectives of Dyslexia</li> <li>• LLED 8340e History of Literacy Learning in the U.S.</li> <li>• LLED 7710e: Writing Cultures: A Poetry Workshop for Creative Educators</li> <li>• LLED 7940e Electronic Assessment in Literacy Classrooms</li> <li>• LLED 8330e Pop Culture in the Literacy Classrooms</li> <li>• LLED 8360e Literacy Frameworks and Practices with Special Populations</li> <li>• LLED 8732e Discourse Analysis for Educators</li> <li>• LLED 7810e Teachers as Theorists in English Education (Gr. 6-12)</li> <li>• LLED 7825e Teachers as Writers in English Education (Gr. 6-12)</li> <li>• LLED 7835e Theories and Practices in Teaching Secondary Readers</li> <li>• Another course approved by student's advisor</li> </ul>	<ul style="list-style-type: none"> <li>• LLED 7314e Informational Lit, Grades P-8</li> <li>• LLED 7318e Culturally Diverse Child Lit, Grades P-8</li> <li>• LLED 7335e Critical Readings of Picture Books</li> <li>• LLED7345e Reading Immigrant Children's Literature</li> <li>• LLED 7545e Diverse Children's Literature in a Digital Age</li> <li>• Another CYAL course approved by student's advisor</li> </ul>	
<p style="text-align: center;"><b>Electives (12 credit hours)</b></p> <ul style="list-style-type: none"> <li>• Literacy Methods and Content and/or CYAL Courses Can Count as Electives if not taken as the Emphasis Content courses. Courses should align with students' initial certification grade level bands (Grades 6-12).</li> <li>• Other courses approved by the student's advisor.</li> </ul>		

Approved:




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Allison Nealy  
Department Head

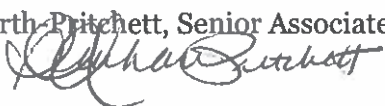


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**Office of Academic Programs**

**TO:** Dr. Ron Walcott, Dean of the Graduate School  
Fiona Liken, Associate Vice President for Instruction and Registrar

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


**DATE:** August 29, 2025

**RE:** Termination of Areas of Emphasis under the MED in Reading Education

Please find attached a proposal to terminate the following areas of emphasis under the online MED in Reading Education.

- P-5 Elementary Teaching
- 6-12 Secondary Teaching

The College of Education's Curriculum Committee approved this proposal on August 27, 2025.

## PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

**Date:** 4/17/2025

**School/College:** Mary Frances Early College of Education

**Department/Division:** Department of Language and Literacy Education

**Area of emphasis to be terminated:** MED READ ONL (P-5 Elementary Teaching) and MED READ ONL (6-12 Secondary Teaching)

**Major(s) and degree(s) the area of emphasis is offered under?** MEd Reading Education Online

**Which campus(es) offer this area of emphasis?** Online

**Proposed effective date:** Spring 2026

**Last date students will be admitted to this area of emphasis:** Not applicable

**Last date students will complete this area of emphasis:** Not applicable, no students enrolled

### **Program Abstract:**

**Provide a brief summary of the area of emphasis being proposed for termination.**

Designed for certified teachers and literacy education professionals, the Master of Education in Reading Education equips students to develop curricula that cultivate fluency, enhance comprehension, and encourage development in learners at all levels of literacy. The online reading and literacy master's program is appropriate for teachers working with students from pre-kindergarten through grade twelve. Completion of the credential allows for an upgrade to teachers who already hold the T-4 teaching credential to become certified at the T-5 level.

### **1. Why is this area of emphasis being proposed for termination?**

The degree contains five areas of emphasis. Over the last five years, the number of candidates enrolling in two of the five areas of emphasis have declined indicating that there is not a need for differentiation for the credential in the areas of emphasis of (1) P-5 Elementary Teaching, and (2) 6-12 Secondary Teaching. The remaining areas of emphasis in New and Digital Literacies (P-5 and 6-12) and the Children's Literature and Language Arts areas garner sufficient interest. Data for each emphasis are displayed in the table below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<b>MED- Reading Education - Online</b>					
Children's Lit and Lang Arts	2	2		1	1
New Digital Lit 6-12	2	2	1	2	4
New Digital Lit P-5	3	10	15	18	11
6-12 Secondary Teaching	3	2			
P-5 Elementary Teaching	6	3			
<b>Total</b>	<b>16</b>	<b>19</b>	<b>16</b>	<b>21</b>	<b>16</b>

### **2. What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?**

The degree will continue to be offered with three existing areas of emphasis that have enrollment.

**3. How will faculty and staff be notified of the termination? Will termination of the area of emphasis have any impact on the faculty and staff offering the area of emphasis?**

Faculty from the Department of Language and Literacy Education advanced this proposal as part of a review of their programs that was part of a college-wide Curriculum Review and Enrollment Forecast. There is no impact on the faculty and staff. Other courses within the major can absorb the enrollment of the candidates who would have taken courses associated with these two areas of emphasis.

**4. How will students be notified of the termination? How will students currently in the area of emphasis be advised to complete the requirements?**

This item is not applicable. There are no students currently enrolled in those areas of emphasis.

**5. What plans, if any, are there for subsequent reactivation of the area of emphasis?**

There are no plans for reactivation of these two areas of emphasis.

**6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.**

Please see the attached PDFs from the PARC system and the program of study with the remaining areas of emphasis.



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Allison Nealy  
Department Head



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Denise Spangler  
Dean

# Reading Education MED - New and Digital Literacy 6-12

 Reading Education MED - New and Digital Literacy 6-12

## UGA Curriculum Form



### Program Description



Designed for certified teachers and literacy education professionals, the Master of Education in Reading Education equips you to develop a curriculum that cultivates fluency, enhances comprehension, and encourages development in learners at all levels of literacy. This online reading and literacy master's program is appropriate for teachers working with students from pre-kindergarten through grade twelve.

Offered through the Mary Frances Early College of Education, the University of Georgia's online Master of Education in Reading Education with an emphasis on new and digital literacies is designed to educate teachers in ways that advance their students as readers in the broadest sense from printed materials to digital multimedia environments. This online reading specialist degree program is offered by the Language and Literacy Education Department, whose faculty is recognized nationally and internationally.

### Total Program Hours



36 hours

### Contact Information



Graduate Coordinator  
Jennifer M. Graff, Professor  
jgraфф@uga.edu

Graduate Program Administrator  
Kadianne Francis  
kadianne.francis@uga.edu  
706.583.8130

Department of Language and Literacy Education - Mary Frances Early College of Education (uga.edu)

### Entrance Requirements



Application – Submit the Graduate School Admissions online. Application fee: \$75 Domestic/\$100 International (waived for US veterans)

Select Campus – Online

Select Intended Program – MED, Reading Education (Language and Literacy Educ)[MED\_READ\_ONL]

Select Area of Emphasis –

New and Digital Literacy 6-12 OR

New and Digital Literacy P-5

Submit the Following Information

Exam Scores – International applicants must submit TOEFL or IELTS scores

TOEFL score of at least 80 (at least 20 on writing and speaking)

IELTS score of 7 (with speaking and writing of at least 6.5)

Résumé or curriculum vita – Upload to the Graduate School application.

Statement of Purpose – Submit a one-page statement of purpose online to the Graduate School. The statement of intent should clarify the candidate's relevant background, interests, and goals in relation to the program.

Transcripts – Upload unofficial transcripts from all institutions attended to the Graduate School application. Send official transcripts after you are offered admission.

Letters of Recommendation – Submit three letters of recommendation online to graduate school. Letters should be from individuals who





can evaluate the applicant's scholarly ability and potential for success in a graduate program. The application will prompt your recommenders to submit their letters electronically.

#### Application Deadlines

##### Domestic Applicants

Fall: June 30

Spring: November 15

Summer: April 1

##### International Applicants

Fall: April 15

Spring: October 15

Summer: February 15

## Required Courses

LLED 6010

LLED 6020

LLED 7110

LLED 7910E

LLED 8330

## Career Information

Graduates from this program continue to work as classroom teachers, become literacy or instructional coaches, or begin their own private tutoring businesses.

## Available Scholarships

Full-time students are offered the following opportunities:

The MFE COE offers yearly merit- and need-based graduate scholarships. <https://coe.uga.edu/students/financial-aid/>

The department also nominates students for yearly Graduate School and external scholarships.

## Other Learning Opportunities

Students are encouraged to present their research and practice at conferences, professional meetings, and symposia. The Dept. Of Language and Literacy Education (and Graduate School) have funds available to defray travel expenses for students who present their research.

Students also are encouraged to write grant proposals to help fund their classrooms and instructional opportunities.

## Student Organizations

Language and Literacy Education Graduate Student Organization (LLEGO): <https://sites.google.com/view/llego-uga>

International Association of Reading Graduate Students (IARGS): <https://sites.google.com/view/iargsuga/home>

## Available Graduate Programs

Other graduate programs in the Department of Language and Literacy Education include

Ph.D. in Language and Literacy Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature, and Language Arts, P-5 or 6-12

Ed.S. in Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature and Language Arts, P-5 or 6-12.

M.A. in Education, with an emphasis in Reading Education, Children's Literature, and Language Arts, P-5 or 6-12


M.Ed. in English Education, Reading Education (P-5) or (6-12), Reading Education with an emphasis in Children's Literature and Language Arts, P-5, new and digital literacies (P-5), or TESOL and World Language Education  
MAT in English Education, TESOL, and World Language Education

\*

Close and Exit



# Reading Education MED - New and Digital Literacy P-5

 Reading Education MED - New and Digital Literacy P-5

## UGA Curriculum Form



### Program Description



Designed for certified teachers and literacy education professionals, the Master of Education in Reading Education equips you to develop a curriculum that cultivates fluency, enhances comprehension, and encourages development in learners at all levels of literacy. This online reading and literacy master's program is appropriate for teachers working with students from pre-kindergarten through grade twelve.

Offered through the Mary Frances Early College of Education, the University of Georgia's online Master of Education in Reading Education with an emphasis on new and digital literacies is designed to educate teachers in ways that advance their students as readers in the broadest sense from printed materials to digital multimedia environments. This online reading specialist degree program is offered by the Language and Literacy Education Department, whose faculty is recognized nationally and internationally.

### Total Program Hours



36 hours

### Contact Information



Graduate Coordinator  
Jennifer M. Graff, Professor  
jgraфф@uga.edu

Graduate Program Administrator  
Kadianne Francis  
kadianne.francis@uga.edu  
706.583.8130

Department of Language and Literacy Education - Mary Frances Early College of Education (uga.edu)

### Entrance Requirements



Application – Submit the Graduate School Admissions online. Application fee: \$75 Domestic/\$100 International (waived for US veterans).

Select Campus – Online

Select Intended Program – MED, Reading Education (Language and Literacy Educ)[MED\_READ\_ONL]

Select Area of Emphasis –

New and Digital Literacy 6-12 OR

New and Digital Literacy P-5

Submit the Following Information

Exam Scores – International applicants must submit TOEFL or IELTS scores.

TOEFL score of at least 80 (at least 20 on writing and speaking)

IELTS score of 7 (with speaking and writing of at least 6.5)

Résumé or curriculum vita – Upload to the Graduate School application.

Statement of Purpose – Submit a one-page statement of purpose online to the Graduate School. The statement of intent should clarify the candidate's relevant background, interests, and goals in relation to the program.

Transcripts – Upload unofficial transcripts from all institutions attended to the Graduate School application. Send official transcripts after you are offered admission.

Letters of Recommendation – Submit three letters of recommendation online to graduate school. Letters should be from individuals who



can evaluate the applicant's scholarly ability and potential for success in a graduate program. The application will prompt your recommenders to submit their letters electronically.

#### Application Deadlines

##### Domestic Applicants

Fall: June 30

Spring: November 15

Summer: April 1

##### International Applicants

Fall: April 15

Spring: October 15

Summer: February 15

## Required Courses

LLED 6010

LLED 6020

LLED 7110

LLED 7910E

LLED 8330

## Career Information

Graduates from this program continue to work as classroom teachers, become literacy or instructional coaches, or begin their own private tutoring businesses.

## Available Scholarships

Full-time students have the following opportunities:

The MFE COE offers yearly merit- and need-based graduate scholarships: <https://coe.uga.edu/students/financial-aid/>

The department also nominates students for yearly Graduate School and external scholarships.

## Student Organizations

Language and Literacy Education Graduate Student Organization (LLEGO): <https://sites.google.com/view/llego-uga>

International Association of Reading Graduate Students (IARGS): <https://sites.google.com/view/iargsuga/home>

## Available Graduate Programs

Other graduate programs in the Department of Language and Literacy Education include

Ph.D. in Language and Literacy Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature, and Language Arts, P-5 or 6-12

Ed.S. in Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature, and Language Arts, P-5 or 6-12.

M.A. in Education, with an emphasis in Reading Education, Children's Literature, and Language Arts, P-5 or 6-12.

M.Ed. in English Education, Reading Education (P-5) or (6-12), Reading Education with an emphasis in Children's Literature and Language Arts, P-5, New and Digital Literacies (6-12), or TESOL and World Language Education

MAT in English Education, TESOL, and World Language Education

Close and Exit



# Reading Education MED - Children's Literature and Language Arts

 Reading Education MED - Children's Literature and Language Arts

## UGA Curriculum Form



### Program Description



The M.Ed. in Reading Education is designed for teachers interested in becoming stronger and more capable literacy instructors.

This emphasis is ideal if you are an elementary school teacher, love children's literature, and want to develop effective ways of incorporating and teaching writing throughout the curriculum.

You will develop a professional portfolio in lieu of a traditional comprehensive exam by collecting, selecting, and reflecting on evidence of your learning throughout the program. You will present your portfolio to faculty members and fellow graduate students in your final semester.

The structure of the MEd reflects the Georgia elementary and secondary certifications. You will take part in a collaborative learning environment focused on literacy issues P-12 students face in and out of the classroom. We look forward to learning with you.

### Total Program Hours



36 hours

### Contact Information



Graduate Coordinator  
Jennifer M. Graff, Professor  
jgraff@uga.edu

Graduate Program Administrator  
Kadianne Francis  
kadianne.francis@uga.edu  
706.583.8130

Department of Language and Literacy Education - Mary Frances Early College of Education (uga.edu)

### Entrance Requirements



Apply to the UGA Graduate School and include the following:

Current resume/CV

Statement of purpose

Unofficial transcripts from all institutions attended

Three (3) letters of recommendation

Exam Scores: International applicants are required to submit either their TOEFL or IELTS scores.

TOEFL score of at least 80 (at least 20 on writing and speaking)

IELTS score of 7 (with speaking and writing of at least 6.5)

Your statement of purpose should clarify your relevant background, interests, and goals, and indicate the degree emphasis (P-5, 6-12, or Children's Literature and Language Arts emphasis) to which you are applying.



#### Additional Requirements and Recommendations

You must hold a bachelor's degree from an accredited college or university.

Must hold a current certification in teaching.

Require at least one year of teaching experience prior to the start date of the degree program.

We recommend an undergraduate GPA of 3.0 or higher

### Required Courses

Choose 36 credit hour(s) from the following:

Courses that focus on relevant topics such as children's literature throughout the curriculum, Culturally diverse literature, Language and culture in the classroom, Literacy and writing pedagogies, Poetry for grades P-8, Picturebooks as artistic, cultural, and academic artifacts as approved by the academic advisor and in concert with the students' interests and professional goals.

### Career Information

Graduates from this program continue to work as classroom teachers, become literacy or instructional coaches, or begin their own private tutoring businesses.

Some graduates build on their experiences from this program to continue their academic career by pursuing an Ed.S. or PhD.

### Available Scholarships

Full-time students are offered the following opportunities:

The MFE COE offers yearly merit- and need-based graduate scholarships: <https://coe.uga.edu/students/financial-aid/>

The department also nominates students for yearly Graduate School and external scholarships.

### Student Organizations

Language and Literacy Education Graduate Student Organization (LLEGO): <https://sites.google.com/view/llego-uga>

International Association of Reading Graduate Students (IARGS): <https://sites.google.com/view/iargsuga/home>

### Available Graduate Programs

Other graduate programs in the Department of Language and Literacy Education include

PhD in Language and Literacy Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature, and Language Arts, P-5 or 6-12.

Ed S. in Education with an emphasis in English Education, TESOL and World Language Education, Reading Education, Children's Literature, and Language Arts, P-5 or 6-12.

M.A. in Education, with an emphasis in Literacies and Children's Literature

M.Ed. in English Education, Reading Education (6-12), new and digital literacies (P-5) or (6-12), or TESOL and World Language Education

MAT in English Education, TESOL, and World Language Education

\*

Close and Exit



## PROPOSAL FOR TERMINATION OF AN AREA OF EMPHASIS

Date: 4/17/2025

School/College: Mary Frances Early College of Education

Department/Division: Department of Language and Literacy Education

Area of emphasis to be terminated: MED READ ONL (P-5 Elementary Teaching) and MED READ ONL (6-12 Secondary Teaching)

Major(s) and degree(s) the area of emphasis is offered under? MEd Reading Education Online

Which campus(es) offer this area of emphasis? Online

Proposed effective date: Spring 2026

Last date students will be admitted to this area of emphasis: Not applicable

Last date students will complete this area of emphasis: Not applicable, no students enrolled

### Program Abstract:

Provide a brief summary of the area of emphasis being proposed for termination.

Designed for certified teachers and literacy education professionals, the Master of Education in Reading Education equips students to develop curricula that cultivate fluency, enhance comprehension, and encourage development in learners at all levels of literacy. The online reading and literacy master's program is appropriate for teachers working with students from pre-kindergarten through grade twelve. Completion of the credential allows for an upgrade to teachers who already hold the T-4 teaching credential to become certified at the T-5 level.

### 1. Why is this area of emphasis being proposed for termination?

The degree contains five areas of emphasis. Over the last five years, the number of candidates enrolling in two of the five areas of emphasis have declined indicating that there is not a need for differentiation for the credential in the areas of emphasis of (1) P-5 Elementary Teaching, and (2) 6-12 Secondary Teaching. The remaining areas of emphasis in New and Digital Literacies (P-5 and 6-12) and the Children's Literature and Language Arts areas garner sufficient interest. Data for each emphasis are displayed in the table below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
<b>MED- Reading Education - Online</b>					
Children's Lit and Lang Arts	2	2		1	1
New Digital Lit 6-12	2	2	1	2	4
New Digital Lit P-5	3	10	15	18	11
6-12 Secondary Teaching	3	2			
P-5 Elementary Teaching	6	3			
<b>Total</b>	<b>16</b>	<b>19</b>	<b>16</b>	<b>21</b>	<b>16</b>

### 2. What will be done to ensure that termination of the area of emphasis does not weaken the major(s) under which it is offered?

The degree will continue to be offered with three existing areas of emphasis that have enrollment.



**3. How will faculty and staff be notified of the termination? Will termination of the area of emphasis have any impact on the faculty and staff offering the area of emphasis?**

Faculty from the Department of Language and Literacy Education advanced this proposal as part of a review of their programs that was part of a college-wide Curriculum Review and Enrollment Forecast. There is no impact on the faculty and staff. Other courses within the major can absorb the enrollment of the candidates who would have taken courses associated with these two areas of emphasis.

**4. How will students be notified of the termination? How will students currently in the area of emphasis be advised to complete the requirements?**

This item is not applicable. There are no students currently enrolled in those areas of emphasis.

**5. What plans, if any, are there for subsequent reactivation of the area of emphasis?**

There are no plans for reactivation of these two areas of emphasis.

**6. Provide a revised program of study/Bulletin layout of the major's requirements once the area of emphasis has been removed.**

Please see the attached PDFs from the PARC system and the program of study with the remaining areas of emphasis.



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Allison Nealy  
Department Head



---

Denise Spangler  
Dean

## PROPOSAL FOR AN ONLINE PROGRAM

**Date:** September 4, 2025

**College/School:** Warnell School of Forestry and Natural Resources

**Department/Divison:** NA

**Program (Major and Degree):** online Masters in Natural Resources

**Will any approved areas of emphasis be offered under this major?**  
Eventually, not initially.

**CIP:** 3.0101

**Proposed Effective Date:** First classes offered Fall 2026

### 1. Assessment

A market analysis (Appendix A) has indicated substantial interest in this online MNR degree. It is expected that in a few years this program should attract approximately 35 students per year for a two year program resulting in approximately 70 students enrolled at any given time. We expect credit hour returns from tuition to exceed program costs by more than a factor of two. Furthermore, the general outline of this proposed curriculum has been shared with agency contacts at the district, branch chief, and assistant chief levels who confirm that such a program would appeal to young professionals in their institutions.

For quick comparison of conferral data:

#### MNR

#### UGA Conferrals

**3.0101**                      **Natural Resources / Conservation, General**                      18.00

Total Conferrals	Total Schools Conferring	Total Conferral Average	Total Conferral 90th Percentile	Total Conferral Standard Deviation
853.00	31.50	27.08	57.95	45.23
Online Conferrals	Total Schools Online	Online Conferral Average	Online Conferral 90th Percentile	Online Conferral Standard Deviation
225.50	6.50	34.69	60.65	19.96
R1 Conferrals	Total R1s Conferring	R1 Conferral Average	R1 Conferral 90th Percentile	R1 Conferral Standard Deviation
702.00	23.50	29.87	56.20	51.33
R1 Online Conferrals	Total R1s Online	R1 Online Conferral Average	R1 Online Conferral 90th Percentile	R1 Online Standard Deviation
136.50	4.00	34.13	53.85	20.39

**Masters Degree****UGA Conferrals****3.0601****Wildlife, Fish and Wildlands Science and Management**

0.00

Total Conferrals	Total Schools Conferring	Total Conferral Average	Total Conferral 90th Percentile	Total Conferral Standard Deviation
215.50	19.50	11.05	21.35	12.04
Online Conferrals	Total Schools Online	Online Conferral Average	Online Conferral 90th Percentile	Online Conferral Standard Deviation
93.50	3.00	31.17	45.10	20.90
R1 Conferrals	Total R1s Conferring	R1 Conferral Average	R1 Conferral 90th Percentile	R1 Conferral Standard Deviation
157.50	10.50	15.00	39.70	15.13
R1 Online Conferrals	Total R1s Online	R1 Online Conferral Average	R1 Online Conferral 90th Percentile	R1 Online Standard Deviation
93.50	3.00	31.17	45.10	20.90

**Masters Degree****UGA Conferrals****3.0201****Environmental / Natural Resources Management and Policy, General**

0.00

Total Conferrals	Total Schools Conferring	Total Conferral Average	Total Conferral 90th Percentile	Total Conferral Standard Deviation
669.50	22.50	29.76	89.20	41.80
Online Conferrals	Total Schools Online	Online Conferral Average	Online Conferral 90th Percentile	Online Conferral Standard Deviation
522.50	9.50	55.00	116.15	55.29
R1 Conferrals	Total R1s Conferring	R1 Conferral Average	R1 Conferral 90th Percentile	R1 Conferral Standard Deviation
246.00	10.50	23.43	42.10	26.11
R1 Online Conferrals	Total R1s Online	R1 Online Conferral Average	R1 Online Conferral 90th Percentile	R1 Online Standard Deviation
171.50	4.50	38.11	72.35	35.49

**2. Admission Requirements**

The admission process and requirements for the online MNR program is the same as for Warnell's in-person MNR and MS degrees and can be found on the Warnell Website. Applicants must have an undergraduate GPA of 3.0 or higher or appeal this requirement. An application must include:

1. Statement of Purpose (career goals). Submit under the "Statement of Purpose" supporting document portal in the Graduate School application. This personal statement should express your reasons for seeking the degree, your interest in the field, and your expectations for the future. The statement should be typed in essay format with a title of "Career Goals."

2. CV/Resume. A CV is a comprehensive document that elaborates on education, publications, and other achievements. Submit this under the “Resume” section of the application.

3. English Language Proficiency Requirement (international applicants only). International applicants whose native language is not English must submit TOEFL or IELTS scores that are not more than two years old to Graduate Admissions directly from the testing agency.

- Minimum TOEFL score requirement: overall score of 80 with a minimum of 20 on speaking and writing
- Minimum IELTS score requirement: overall band-width of 6.5 with no single band (score) below 6.0
- Minimum Intensive English Program requirement: successfully complete Level 6 and provide confirmation from Intensive English Program Director ([iep.uga.edu](http://iep.uga.edu))

4. Transcripts. Submit unofficial transcripts from all institutions attended. Official transcripts are not required during the review process and will only be required for applicants who are offered admission.

5. Three letters of recommendation. This is a departmental requirement. Please include the email addresses of three recommenders. This will prompt the recommenders to submit letters of recommendation for your application.

6. Application fee. The cost to apply to UGA’s graduate program is \$75.

### **3. Program Content**

The proposed online MNR aims to provide resource management professionals currently working for resource management agencies, regulatory agencies, resource management NGOs, or environmental consulting firms with additional knowledge, communication skills, and management skills that will assist them in managing projects and programs in their organizations and provide credentials for career development. This degree will be delivered online so that members of the target audience do not have to interrupt their careers to pursue this MNR degree. The program will provide courses on technical and scientific issues at the forefront of resource management as well as courses that build skills in communication, professionalism, and management.

Each student selects classes in consultation with a major professor who chairs that student’s advisory committee and is their mentor through the program. The MNR degree requires a minimum of 33 semester hours of graduate-level course work (6000-level or above). The curriculum of the *online MNR* will be more structured than the current on-campus offering due to the need to develop or adapt courses for electronic delivery and largely asynchronous completion.

*The online MNR will specifically require students to complete a core sequence consisting of a capstone class required for all students plus any 5 classes chosen from a set of 7 core courses applicable to the broad scope of natural resources management (listed below). Students in the required capstone develop a resource management project in their final semester. (Courses with no number have no current on-campus direct equivalent, although some, such as Habitat*

Management, would be advanced versions of courses currently offered at the undergraduate level, and Principles of Natural Resources Management would be a broadening of content in an existing fisheries and wildlife management class.)

Core Course	Title	Credits
	GIS Applications in Natural Resources	3
FANR 7630E	Natural Resources Data Management & Analysis ( <i>currently offered</i> )	3
FANR 6800E	Renewable Resources Policy	3
FANR 8300E	Communicating Science with Stakeholders	3
FANR 6820E	Natural Resources Economics	3
	Principles of Natural Resources Management	3
	Wildlife Habitat Management	3
	Capstone Project in Natural Resources*	3

\* Required for all students

These 18 required credits would be supplemented by more specialized electives or by unused core courses as chosen by the student and their advisory committee to make up the required 33 credits.

#### In-Person Course Enhancements

Warnell already offers a variety of intense field experiences and practicums outside of the traditional semester calendar (see <https://warnell.uga.edu/courses-beyond-classroom> for examples.) To strengthen the cohort and offer hands-on exposure to management techniques, we plan to make 3-4 such opportunities available for online MNR students, typically coordinating with a class in the adjacent semester. For example, a section of our Spring-Break Prescribed Fire in the Forest Ecosystem (FORS 5610/7610) or 5-day Management and Restoration of the Longleaf Pine Ecosystem (FORS 4080/6080) would be open to students who have just completed the new Habitat Management course in the online MNR core.

#### 4. Student Support Services

The online MNR and its students will be supported by a Program Administrator (new position) as well as by our existing Graduate Program Administrator and Assistant, and Graduate Coordinator. Each student will have a faculty supervisory committee composed of a Mentor and two committee members. Classes will be supported by ELC and software specific to classes. University student support services (CAPS, Accessibility and Testing, libraries, career center, etc.) will be communicated and shared with all students.

#### 5. Resident Requirements

Residency requirements will be identical to those established for our MNR degree.

#### 6. Program Management

We have created a committee to oversee and manage the development of courses and the delivery of the first two years of classes. The Chair of this committee (Dr. Duncan Elkins, Senior Lecturer) and the Associate Dean for Academic Affairs (Dr. Rhett Jackson, John Porter Stevens Distinguished Professor of Water Resources) are the responsible parties for the launch of the online MNR. The Committee will work in concert with Warnell's Curriculum Committee and the online MNR will be under the governance of the Warnell Faculty. We have recruited faculty for developing the first year of courses; we have hired two 50% Teaching Assistants to assist with course development; and we have established a collaboration with Online Education to assist us with course development. During the first two years of program development, the School will hire a Program Administrator who will teach some of the classes, manage recruiting and onboarding new students, and pair the students with mentors and committee members. The Program Administrator will be supported by our existing graduate program office. As we do with all of our graduate programs, we will conduct exit interviews with graduating students and students leaving the program to get feedback on their experiences.

Schedule:

Fall 2025 – Program Approval. Develop four classes and a Gradfirst for delivery Fall 2026

Spring 2026 – Develop four classes and a Gradfirst for delivery Spring 2027

Summer 2026 – Continue course development.

Fall 2026 – First cohort begins. Deliver the first four classes and the Gradfirst. Develop four classes for delivery Fall 2027.

Spring 2027 – Deliver the second set of classes and develop four classes for delivery Spring 2028.

Summer 2027 – Recalibrate the offerings. Revise first-year courses as necessary.

Fall 2027/Spring 2028 – Deliver second year of offerings. Graduate first students.

Summer 2028. Committee will assess the strengths and weaknesses of the first two years of class offerings and develop plans for revisions and new classes.

The program goal is to reach an enrollment of 70 students, with approximately 35 entering and graduating each year. We anticipate it taking five years to reach this goal.

There is no similar graduate offering within Warnell or UGA at this time.

**7. Library and Laboratory Resources**

Classes will be developed so that the only required UGA library resources will be accessible online through the UGA library GIL system for students enrolled at UGA.

**8. Budget**

Funding has already been secured for the development of the program via a loan from the Provost's office for startup costs including course online conversion, new course

development, and marketing. Most of the courses proposed have an in-person equivalent and several have already been converted for online delivery. We anticipate the program will be cashflow positive by FY 2029 with an e-rate of \$275 and continuous enrollment of 35 students. Courses will be developed by existing faculty, supplemented by over-load agreements in in FY2026 and the first half of FY2027, but will be taught in-load by existing faculty and a new instructor to be hired in FY2027.

**9. Program Costs Assessed to Students**

We do not anticipate costs beyond those normally associated with our MNR program.

**10. E-Rate**

An e-rate of \$275 will be charged for students in this program and an e-rate form is being transmitted to Online Education.

Amendment to existing degree.