



University Council

April 12, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Dear Colleagues:

The attached proposal from the Franklin College of Arts and Sciences to create a major in Global Languages and Leadership (A.B.) will be an agenda item for the April 19, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released
Updated Version: Summer 2023

Points of Contacts
 Dr. Dana Nichols
 Vice Chancellor for Academic Affairs
dana.nichols@usg.edu

Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
7/15/2023	<i>Overview: Added Degree Acronym</i>	7/31/2023	8/28/2023
7/15/2023	<i>Overview: Changed 6-Digit CIP Code to 8 Digit CIP Code</i>	7/31/2023	8/28/2023
7/15/2023	<i>Chart #28 deleted to reduce redundancy.</i>	7/31/2023	8/28/2023
7/15/2023	<i>Minor grammatical edits for clarity</i>	7/31/2023	8/28/2023
7/15/2023	<i>Prompt #30 – Delivery Mode chart changed to match DMA</i>	7/31/2023	8/28/2023
12/1/2022	<i>Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected numbering</i>	12/1/2022	12/1/2022
12/1/2022	<i>Corrected footnote dates</i>	12/1/2022	12/1/2022
8/19/2022	<i>Attach as a WORD document only – no PDFs. Use Times New Roman 12pt. font.</i>	8/19/2022	8/19/2022
8/19/2022	<i>All questions are required for ALL degree levels.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Some charts have been modified/deleted for consistency and to reduce redundancy.</i>	8/19/2022	8/19/2022
8/19/2022	<i>Signature page must be fully completed. Any addendums must be signed off by CBO.</i>	8/19/2022	8/19/2022
8/19/2022	<i>External Reviews for Doctoral Degrees are the responsibility of the Institution. See Prompt 30 for more information.</i>	8/19/2022	8/19/2022

USG Routing Only

- Program was part of the Annual Academic Forecast*
- This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. **Request ID:** *(SharePoint Generated unique ID)*
2. **Institution Name:** University of Georgia
3. **USG Sector:** Research
4. **School/Division/College:** Franklin College of Arts and Sciences
5. **Academic Department:** Romance Languages
6. **Degree Level:** Bachelors
7. **Proposed Program Name:** Bachelor of Arts with a major in Global Languages and Leadership
8. **Major:** Global Languages and Leadership
9. **Degree Acronym:** A.B.
10. **CIP Code (8 digit):** 09090700

10. **Anticipated Implementation Semester and Year[^]:** Fall 2024

11. **Was this program listed in the most recent Academic Forecast?**

Yes

No (If no, explain why below)

This program was not included on the Academic Forecast because it had not been submitted and approved through faculty governance.

12. **Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):**

The major in Global Languages and Leadership (GLL) is designed to create a pipeline of bilingual and multilingual leaders poised for roles across diverse fields. What sets this major apart is its unique integration of multidisciplinary leadership studies, language proficiency, and a humanistic approach to information literacy and cultural norms. Research demonstrates that speaking multiple languages enhances cognitive processes, allowing individuals to develop distinctive mental flexibility, reduced risk aversion and egotism, and enhanced emotional resilience. Operating between languages further influences how individuals assess moral dilemmas and make decisions, fostering leadership traits like open-mindedness, adaptability, and a heightened ability to navigate uncertainty and ambiguity. By offering pathways that combine language proficiency with professional domains in industry and public sectors, the major aims to leverage the talent of UGA students for languages, equipping them with stand-out career preparation and strategic advantages in addressing the challenges of the 21st century.

13. Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).

Not applicable.

**14. Specify SACSCOC or other accreditation organization requirements[^].
Mark all that apply.**

- Substantive change requiring notification only ¹
- Substantive change requiring approval prior to implementation ²
- Level Change ³
- None

B. STRATEGIC PLAN

15. How does the program align with the USG System Wide/Strategic Plan Context (within mission fit):

The learning outcomes of this major align with the USG's strategic plan, particularly in advancing student success, increasing graduates' economic competitiveness, creating positive community impacts, and meeting the university's financial stewardship goals. The Global Languages and Leadership (GLL) major will equip students with competence in communication, collaboration, information literacy skills, and awareness of historical issues to provide a foundation for lifelong learning and career success. Proficiency in one or more foreign languages and the ability to research multiple cultural perspectives will further enhance students' adaptability in the changing job market, preparing them for the diverse and globalized world they will enter upon graduation, thus increasing their competitiveness. Similarly, an understanding of world economic and legal systems, along with the integration of organizational management and financial administration skills, will prepare students with the necessary knowledge to navigate and innovate within Georgia in relation to the global economy. Creating positive community impacts, another pillar of the USG's vision, is addressed by teaching students to identify 21st-century problems and guiding them to implement solutions within specific locations and communities. The program also encourages students to engage with community issues and apply their learning to real-world challenges, fostering a sense of civic responsibility and engagement. Whether through language-based collaborative projects, research assignments, ethical decision-making exercises, study abroad, or service learning, learning outcomes are designed to leverage the institution's current assets without additional costs to the University, maximizing students' educational experience and producing graduates who will contribute to the state's prosperity and well-being. State employers in healthcare, social assistance, trade, construction, and professional and technical services will benefit from workers who are able to open new labor markets and reach overseas clients; enhance sales and customer service; and reduce lost business and the need for the outsourcing of translation services.

**16. How does the program align with your institutional mission and function[^]?
If the program does not align, provide a compelling rationale for the institution to offer the**

¹ See page 22 (Requiring Notification Only) of [SACSCOC Substantive Change Policy and Procedures document](#).

² See page 17 (Requiring Approval Prior to Implementation) of [SACSCOC Substantive Change Policy and Procedures document](#).

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

program.

The program aligns with UGA’s commitment to cultural conservation and economic innovation. By teaching students to identify contemporary challenges and research solutions, the program embodies UGA’s land-grant and sea-grant ethos, readying them for global engagement and problem-solving while promoting respect for cultural diversity. The program draws from UGA’s diverse academic offerings and is intended to train students with the bilingual or multilingual communication skills, cultural knowledge, and integrity necessary for state and national professions with international dimensions. The program promotes adaptability to Georgia’s changing needs, and, within the Franklin College of Arts and Sciences, aligns with the mission to prepare the next generation of global leaders.

17. How does the program align with your institution’s strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.

The program builds on Franklin College’s existing strengths in foreign languages and aligns with UGA’s strategic plan direction #3, “Strengthening Partnerships with Communities Across Georgia and Around the World.” For example, the Franklin College of Arts and Sciences is home to two federally funded Flagship programs in Portuguese and Russian, languages designated as critical to national security needs by the U.S. government. The GLL major combines well with Flagship goals, strengthening UGA’s continued competitiveness as a grant-funded site while incentivizing students to follow intensive pathways of study in other critical languages (such as Arabic, Chinese, Korean, Japanese, and Swahili), potentially combining the study of two or more languages. Students are also able to take coursework from widely spoken international languages such as French and Spanish. Based on the planned GLL curriculum, the Department of Romance Languages has received a grant to enhance the French program from the French Embassy in Washington, D.C. Additionally, the program will make all Franklin College language programs more competitive for a U.S. Department of Education Undergraduate International Studies and Foreign Language ([UISFL](#)) Program grant in the upcoming 2025 cycle. This grant typically provides two years of funding for curricular development with which the faculty of the GLL program plan to update and create courses. The proposed program currently contains 375 existing courses and 5 new courses.

C. NEED

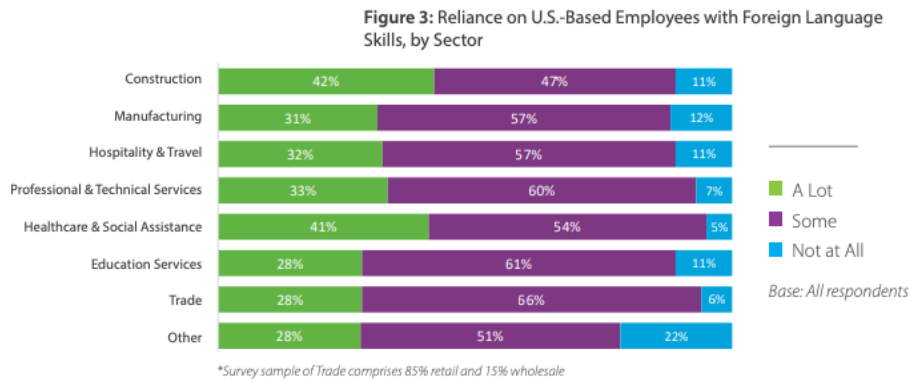
18. To what extent does the program align with local, regional, and/or state talent demand or workforce strategies?

The GLL major is designed to prepare career-ready future leaders for roles across diverse fields at the national, state, and local levels through the integration of foreign language skills and cross-cultural competencies. According to the “[Making Languages Our Business](#)” report by the American Council on the Teaching of Foreign Languages (ACTFL):

“A 2018 survey conducted by Ipsos Public Affairs for brings this reality to light in unequivocal terms: nine out of 10 U.S. employers report a reliance on U.S.-based employees with language skills other than English, with 32% reporting a high dependency. Moreover, demand is on a sustained rise. A majority of employers report that their need for foreign languages has increased over the past five years and project that it will continue to grow. The findings are in line with other surveys of hiring managers and human resources professionals pointing to a growing demand for foreign language skills over the past decade and a 2017 report showing postings for bilingual workers more than doubled between 2010 and 2015. Similarly, many employers in this study report a foreign language skills gap—i.e., that their employees are currently unable to meet

the employer’s foreign language needs— and that this gap results in lost opportunity and lost business.”

The GLL major is designed to produce the globally competent workforce employers are seeking. As the Georgia Department of Education acknowledges, there is a growing demand in Georgia for bilingual workers, evident from the increase in job postings requiring foreign language skills. Employers are looking for candidates who can speak world languages, with substantial increases in demand for Spanish, German, French, and Chinese, yet currently only 20% of the U.S. population is bilingual, compared to 60% of the world population. This program addresses a gap in our preparation for the global nature of the future workforce which will require more professionals who can thrive on international teams and handle cultural challenges. The program also puts into practice research on the cognitive benefits of language-learning, such as that produced by the [Multilingualism and Decision-Making Lab at the University of Chicago](#), showing that bilingualism enhances key leadership skills of decision-making, ethical reasoning, and negotiation. GLL graduates will benefit from a wage premium of 5-20% for their foreign language skills across professions, recognized as crucial for competitive participation in the global economy and employers will benefit as shown in “Figure 3” from the Making Languages Our Business report.



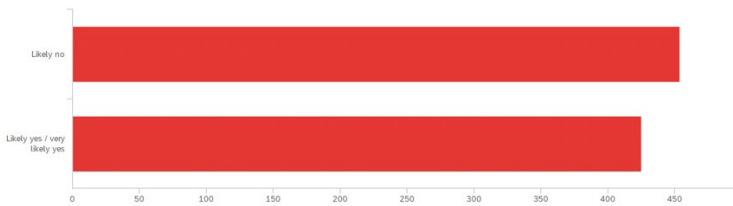
The New American Economy reported that in 2015, the number of job postings for bilingual workers had more than doubled from five years prior, indicating that employers seek bilingual skills for both low- and high-skilled positions, including “high prestige” jobs in administration and management. This trend has been sustained, with a continued emphasis on languages like Chinese, Spanish, French, German, and more recently Arabic and Korean, driven by the global nature of societies and the need for organizations to serve customers in a variety of languages. While the U.S. Bureau of Labor Statistics Employment Projections don’t specify the language requirements for the fastest-growing roles and careers, it is reasonable to infer that as the economy becomes more globalized, the value of foreign language skills will only increase, particularly in sectors such as healthcare and social assistance, which are projected to drive employment growth. Overall, the relationships between the increased demand for bilingual workers and the sectors projected to grow suggests that job seekers with foreign language competencies and a college degree are likely to find a wealth of opportunities, particularly in administrative and service-oriented roles in fields like food production, construction, and hospitality which necessitate high levels of interaction and communication with diverse populations.

19. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives or other evidence of demand (e.g. employment sector trends, clearly defined learner demand, complement to an existing program, meeting a persistent, new, or emerging demand for knowledge and innovation).

No

Yes (If yes, use the space below to explain how their input informed this proposal)

Upon consultation, language major alumni expressed support for this major based on their experiences after graduation. In interviews with alumni, graduates consistently state that studying a language and culture prepared them to pursue career opportunities that would have been inaccessible otherwise. They often reflect that the cultural knowledge and communicative skills of advanced fluency, as well as the deeper understanding of the world and a high level of cultural adaptability, allowed them to thrive in unfamiliar situations and foreign environments. Alumni also frequently state that being multilingual or bilingual gave them an edge in an increasingly globalized workforce. In a campus wide survey conducted in Spring 2024 of current UGA undergraduates enrolled in a language course at any level, 48% of respondents, or 425 students of the 879 respondents, indicated they were, or would have been, “likely or very likely” to consider pursuing this degree.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Global Languages and Leadership (GLL) AB degree proposal will allow UGA undergraduates to combine studies in language and cultural heritage with leadership studies. The GLL major will combine proficiency in a second language with professional fields in private industry and public sectors. The GLL major aims to equip students with stand-out career preparation and strategic advantages in addressing the challenges of the twenty-first century. Would you consider / Would you have considered pursuing this degree?	1.00	2.00	1.48	0.50	0.25	879

#	Field	Choice Count
1	Likely no	51.65% 454
2	Likely yes / very likely yes	48.35% 425

879

The Department of Romance Languages is responding to the fact that the increase in the demand for bilingual workers across the United States, especially for positions that require a college degree, is not confined to any single sector (for example, teaching and translation) but rather spans across various employment sectors, particularly those involving a high degree of human interaction. Sample student comments include the following:

“As an undecided major, Global Languages and Leadership sounds like a perfect fit for my passions and skills. I speak Arabic and study Chinese and am aiming to be fluent in both. I hope to incorporate my language skills in my future career, as well as work in a field that allows me to travel and work with a diverse range of people. I hope that this major is added to the programs available at UGA.”

“This seems like a beneficial major for people to dual major in. I can imagine lots of International Affairs majors dual majoring or minoring with a GLL degree. Even as an Environmental Engineering major, the major sounds like it would be beneficial to certain skills that I need to acquire, such as outreach and intercultural competence.”

“For how much leadership has been praised and desired as a skill for our generation, I'm surprised this hasn't been made a thing yet! I wish I wasn't graduating next year because I really would have liked to have this as a major.”

“Having studied language for the entirety of my college career, some sort of interweaving degree would be perfect.”

“As an ROTC cadet, I cannot underscore how important the combination of language and leadership is, especially in the closely interwoven world and society we live in today. This allows UGA and graduates from other Georgia institutions greater skillsets upon graduation and preparation for the expansive world we live in today.”

“I think the proposition of this degree offers a unique experience of discovering the connection between language and leadership, and if I could've taken it, it would've been a real consideration (opposed to separate degrees in language and leadership).”

“I cannot tell you how good of an idea I think this is. I think people are hesitant to declare a language major because its utility is not as apparent in everyday life as, say, finance. This would alleviate that burden on language students and their anxiety about the future.”

“I would have 100% majored in this if it had been available sooner! it sounds like everything I have wanted to do!”

“It's not always easy to apply Spanish outside the classroom, so I think this degree could really help students in doing so, which will allow them to feel confident in their ability to use Spanish in their profession.”

“Love this idea! Many times, students interested in majoring in a foreign language do not have the space to add it to their schedule. With this program, students will be able to combine language learning with their professional path and overlap some of their education in a productive manner.”

“Leadership looks amazing for resume or future jobs purposes!! I would def consider doing this major since I'm already a Romance language major. This major adds the leadership part which really stood out to me!”

“I would have been very interested in this had it been offered. I am interested in studying in Europe, and this program would have been very beneficial to me had I been able to participate in it.”

20. Identify the partners you are working with to create a career pipeline with this program⁴.[^]

Mark all that apply

- | | | |
|---|--|--|
| <input type="checkbox"/> High School CTAE | <input type="checkbox"/> Employers | <input checked="" type="checkbox"/> None |
| <input type="checkbox"/> High School STEM | <input checked="" type="checkbox"/> Community partnerships | |
| <input type="checkbox"/> Career academies | <input type="checkbox"/> Professional associations | |
| <input type="checkbox"/> TCSG programs | <input type="checkbox"/> Other (specify below) | |
| <input type="checkbox"/> Other USG institutions | | |
| <input type="checkbox"/> Other universities | | |

21. Are there any competing or complementary programs at your own institution?

No

Yes (If yes, provide additional information about the competing program(s) below).

The GLL major is complementary to language majors and minors in Arabic, Chinese, French, German, Classical Greek, Hebrew, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Swahili, Vietnamese, and Yoruba. One of the innovations of the major is its flexibility and provisions for students who wish to combine fluency in multiple languages. It is similar to Terry College of Business’s major in International Business (B.B.A.) and to the School of Public and International Affairs major in International Affairs (A.B.), but differs in that GLL students will be required to reach higher levels of foreign language proficiency. Additionally, while GLL students will have the option of combining their language fluency with English-language coursework in other colleges such as Terry or SPIA, they do can also opt not to do so. For example, GLL students can complete the major entirely in the Franklin College of Arts and Sciences, or choose to combine language study with coursework relevant to their career interests in the College of Agricultural and Environmental Sciences, the College of Family and Consumer Sciences, the School of Law, the College of Public Health, or the School of Social Work. This is a significant expansion of how language study will be integrated across the University. While the proposed GLL major meets student demand for academic pathways in foreign languages that prepare them for a wider variety of private, public, and non-profit sector careers, for example in agriculture, consulting, sales, the travel industry, libraries and museums, healthcare, and as assistants and managers in a variety of fields, the program is also built with the resources of existing degree programs and does not require additional university or state of Georgia resources.

22. 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)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program’s service area is a region within the state, include a map showing the counties in the defined region.

The program service area is state and local with opportunities for international employment.

23. Do any other USG higher education institutions in close proximity or sector service area offer a similar program?

No

Yes (If yes, provide a rationale for the institution to offer the program)

Georgia State University, Georgia Tech University, and the University of North Carolina offer similar programs. The leadership focus of the GLL major makes it unique, in addition to the range of languages offered at UGA and the presence of the Flagship programs which serve as models of guiding students to advanced language proficiency in four years.

24. Using IPEDS data, list the supply of graduates in the program and related programs in the service area.

Similar or Related Degrees/Programs	CIP Code	Supply ¹ (Graduates/Completers)	Competitor Institutions ²
B.A. in World Languages and Cultures	16010100	New program; no graduates	Georgia State University
B.S. in Applied Languages and Intercultural Studies	16010101	21	Georgia Tech

B.S. in Global Economics and Modern Languages	16010102	1	Georgia Tech
B.S. in International Affairs and Modern Languages	16010101	6	Georgia Tech
B.A. in Peace, War, and Defense	30.0501	51	University of North Carolina at Chapel Hill

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other USG institutions that offer this program or a similar program in the area (see [Question 23](#))

25. Based on the program’s study 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](#). If data for the study area is not available, then use state- or national-level data. Only list the jobs that are highly aligned and likely to be those for which you are preparing students and not every possibility.

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 average salary for the related occupations identified in question.

Labor Market/Career Placement Outlook/Salary:

Occupation	O*Net ¹	Current Employment	% Growth	Average Salary (O-Net data)	Future Earnings Potential (O-Net data)
Project Management Specialist	Bright Outlook	66,230	11%	98,820	Highest 10% earn 164,570
Paralegals and Legal Assistants		12,040	17%	51,420	Highest 10% earn 87,660
Public Relations Specialist	Bright Outlook	6,200	14%	67,120	Highest 10% earn 131,020

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved 2/6/24 from <https://www.onetonline.org/>

These three occupations were chosen because they are growth areas nationally and particularly in the state of Georgia. Students in the GLL program can receive career guidance through the newly developed elective course ROML 4001, Careers for Language Majors. The department will use this data to guide students into areas of need.

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market?

(Provide letters of support and explain the collaboration and how partners will share or contribute resources. Consider internal pipeline programs – “off-ramp programs,” Nursing to integrated health,

or MOUs for pathways with other USG institutions (pipelines – keep them in state for grad school if possible).

As the population of the United States becomes more diverse, the need for multilingual leaders will increase. This major will address that gap by developing bilingual and multi-lingual leaders across employment domains. The development of leadership skills and qualities within the program is grounded in the proven cognitive benefits of language learning, such as enhanced mental flexibility, rationality, empathy, and decision-making skills. Students engaging in communicative and cultural fluency in a second or third language undergo intensive practice in clear verbal and written communication, collaborative problem-solving, comparative cultural perspectives, and historical understanding. This training empowers them to strategically approach challenges, identify solutions, and implement effective problem-solving methods across occupations in the workforce.

27. Using data from **O*-Net**, identify the average salary for the related occupations identified in question. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found using at onetonline.org.

Occupation	SOC Code	Occupation specific technology skills & KSAs
Project Management Specialist	13-1082.00	Technical: Word processing software; Video conferencing software; Google classroom & Microsoft teams KSAs: Communication skills; Identifying and resolving problems in teams; Decision-making skills
Paralegals and Legal Assistants	23-2011.00	Technical: Word processing software; Information retrieval software; Data base user interface software KSAs: Oral and written expression; Customer and personal service; Active listening
Public Relations Specialist	27-3031.00	Technical: Data base user interface software; Web page creation and editing software; Graphics or photo imaging software KSAs: Social perceptiveness; Judgment and decision-making; Active listening and speaking

Provide any additional comments, if needed:

Graduates’ first occupations out of college may have titles such as project assistant, project coordinator, content creator, trip leader, field staff, and sales assistant.

28. **Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^**

The outlook is anticipated as being as good as for current Foreign Languages and Literatures majors and more flexible. Students with this degree will be able to pursue the opportunities of traditional graduates with proficiency in a second language such as postsecondary studies, federally funded work abroad such as Fulbright grants, jobs in the field of education, and jobs in the travel industry. Additionally, GLL students will have a multidisciplinary preparation that will enable them to use their stand-out communication skills and intercultural competence to compete for jobs in occupations related to agriculture, business, government, health, law, and social work. It will encourage students to minor or major in a field not traditionally combined with a language major, thus opening up new multidisciplinary combinations for global preparedness.

D. CURRICULUM

29. Enter the number of credit hours required to graduate and/or complete the program[^]
#120

30. 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 section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual [here](#) for more information).

No

Yes (If yes, explain the rationale for the request in the space below)

31. Delivery Mode: related to SACSCOC accreditation, specify if the program format of the proposed program is a[^]:

Format (Check 1)		Program Percentage	
<input checked="" type="checkbox"/>	On Campus	<input type="checkbox"/>	<50%
<input type="checkbox"/>	On Campus AND Online	<input type="checkbox"/>	50-94%
<input type="checkbox"/>	Online	<input checked="" type="checkbox"/>	95-100%
<input type="checkbox"/>	Partially Online	<input type="checkbox"/>	Unknown
<input type="checkbox"/>	External		
<input type="checkbox"/>	Campus/Online/External		
<input type="checkbox"/>	On Campus & External		

32. Is the program synchronous or asynchronous?⁵ Mark one of the options below.

Synchronous

The majority of courses are offered at scheduled, pre-determined times with students connecting to a virtual room or location and interacting with faculty and fellow students via web/video conferencing platform.

Asynchronous

33. For ALL degree proposals, which High Impact Practices⁶ (HIPs) will faculty embed into the program? Mark all that apply.

Internships

Common Intellectual Experiences

Diversity/Global Learning

ePortfolios

First-Year Experiences

Undergraduate Research

Capstone Courses and Projects

Learning Communities

¹ Direct measures may include assessments, HIPs, exams, etc.

⁶ 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).

Service Learning, Community Based Learning

Writing-Intensive Courses

Collaborative Assignments and Projects

34. For ALL degrees, discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

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

For UGA students in their first year, language classes are often the smallest and most personal courses they take because these classes are capped at 28 students and below. Language instruction is inherently collaborative, centering on discussion and small group work, a structure that fosters a sense of community and belonging among students while simultaneously developing cultural knowledge and communication skills. As students advance in the study of a language, they are required to produce presentations and assignments with partners or teams to develop skills in collaboration and research. As stated above, one of the main goals of the program in its first year will be applying for a U.S. Department of Education UISFL program grant develop internship experiences so that each GLL major can intern, in addition to studying abroad and/or taking a service-learning course. All students in their final year will engage in experiential learning with a second language component that examines global and local complexity through their leadership capstone. This capstone project will integrate their coursework under the direction of a faculty mentor for work on a locally based issue, developing skills in research, critical thinking, problem resolution, and written communication.

35. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives’ leadership.

eCampus

Georgia Film Academy

FinTECH

Other: Specify Initiative Here

36. List the learning outcomes for the program?^ Attach the curriculum map for the upper division or major curriculum.

Assessment of learning outcomes is based on acquisition of: foreign language fluency across cultural boundaries; multiple perspectives and collaboration for community solutions; applied decision-making informed by ethical reasoning and information literacy; integrated organizational management and financial administration skills; knowledge of how world economic and legal systems structure human relations. As discussed above, the development of leadership skills and qualities within the program is grounded in the proven cognitive benefits of language learning, such as enhanced mental flexibility, rationality, empathy, and decision-making skills. Students engaging in communicative and cultural fluency in a second or third language undergo intensive practice in clear verbal and written communication, collaborative problem-solving, comparative cultural perspectives, and historical understanding.

37. For ALL degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE [career ready competencies](#).
Insert more rows as needed.

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	Decision making informed by ethical reasoning and information literacy	Completion of Area III, Ethical Decision Making and Information Literacy
Oral/Written Communications	Fluency across language and cultural boundaries	Completion of Area I, Comparative Human Relations and Culture AND Completion of Area II, Communication in Private, Public, and Non-Profit Sectors
Team Work/ Collaboration	Skills in organizational management and ability to understand multiple perspectives	Completion of Area I, Comparative Human Relations and Culture AND Completion of Area II, Communication in Private, Public, and Non-Profit Sectors AND Completion of Area IV, Organizational Management
Digital Technology	Information literacy skills through digital competencies	Completing all course and program requirements
Leadership	Ability to identify 21 st century problems and needs in a specific locale and implement solutions using appropriate research methods and foreign language proficiency	Completion of Area VII, Global Languages and Leadership Capstone
Professionalism/ Work Ethic	Decision making informed by ethical reasoning	Completing all course and program requirements
Career Management	Skills in career management and financial administration	Completion of Area IV, Organizational Management AND

		Area V, Financial Administration
Global/Intercultural Fluency	Knowledge of how world economic, legal and cultural systems structure human relations	Completion of Area I, Comparative Human Relations and Culture AND Completion of Area II, Communication in Private, Public, and Non-Profit Sectors AND Completion of Area VI, Economic and Legal Systems

38. How will outcomes for graduates of the program be assessed?

(Outcomes may include employment and placement rates, student or employer surveys, or other assessments of graduate outcomes)

Graduates of the program are assessed based on employment or placement in graduate and professional programs.

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

- **Include course: prefixes, numbers, titles, and credit hour requirements**
- **Indicate the word “new” beside new courses**
- **Include a program of study**

Areas I-V Core Curriculum

With the Area VI language requirement for courses at the 3000- or 4000-level, students will need to have completed the prerequisites, therefore these prerequisites are preferred in Area IV.

Preferred Courses:

Foreign Language 1001

Foreign Language 1002

Foreign Language 2001

Area VI, Major-Related Courses (18 credits required)

Foreign Language Requirement: select 3 courses in a single language at the 3000- and/or 4000-level (9 credit hours). Courses must be taught in the language (not in English).

Select 1 course (3 credit hours) from the following: AAEC 2580 or ACCT 1160 or ACCT 2101 or ECON 2105 or ECON 2106 or HFIM 2500 or INTL 1100 or PBHL 3100 or POLS 1101 or SOCI 1101 or SOCI 2600 or WMST 1110

Select 2 courses (6 hours) from the following prefixes: ARAB, CHNS, FREN, GRMN, GREK, HEBR, ITAL, JPNS, KREN, LATN, PORT, RUSS, SPAN, SWAH, VIET, YORB

Major Courses

(21 hours required; select one course from each of the following categories (I-VII):

I. Comparative Human Relations and Cultures

(Associated learning objectives: gain fluency across cultural boundaries and awareness of global and local complexity; gain awareness of historical issues; gain information literacy skills and experience researching multiple cultural perspectives)

AFAM(ROML) 4860/6860, Topics in Afro-Hispanic Identity (3 hours)

ANTH 3016, Bioarcheology of Contact and Civilization (3 hours)

ANTH 3090, Past Peoples, Present Climates (3 hours)

ANTH 3250, Old World Archeology (3 hours)

ANTH(NAMS)(LACS) 3270, New World Archeology (3 hours)

ANTH 3290, Celtic and Pre-Celtic Prehistory (3 hours)

ANTH(NAMS) 3410, Contemporary Native America (3 hours)

ANTH(HIST)(NAMS) 4470, Native American Histories and Archaeologies of the American Southeast (3 hours)

ANTH(NAMS)(LACS) 4460/6460, The Aztecs and the Maya (3 hours)

ANTH(NAMS) 4550/6550, Ethnohistory (3 hours)

ARAB 3005, Advanced Standard Arabic I (3 hours)

ARAB 4201/6201, Advanced Conversation and Composition in Standard Arabic I (3 hours)

ARAB 4107/6107, Islamic Arabic I (3 hours)

ARAB 4108/6108, Islamic Arabic II (3 hours)

ARHI(CLAS) 3001, Ancient Art and Architecture (3 hours)

ARHI(CLAS) 3002, Greek Art and Architecture (3 hours)

ARHI(CLAS) 3004, Roman Art and Architecture (3 hours)

ARHI 3010, Medieval Art and Architecture (3 hours)

ARHI 3022, Art and Architecture of Byzantium – The Empire of the New Rome (3 hours)

ARHI 3054, Eighteenth-Century European Art (3 hours)

ARHI 3077, Latin American Modern Art (3 hours)

ARHI 3100, Asian Art and Architecture (3 hours)

CHNS 3010, Advanced Chinese I (3 hours)

CLAS 3000, Introduction to Classical Europe (3 hours)

CLAS 3010, Introduction to Classical Americas (3 hours)

CLAS(ANTH) 3015, Introduction to Classical Archaeology (3 hours)

CLAS 4100/6100, Ancient Roman Cities (3 hours)

CLAS 4130/6130, The Archaeology of Rome's Provinces (3 hours)

CLAS 4160, History of Late Antiquity (3 hours)

CLAS 4180/6180, Archaeology of Late Antiquity (3 hours)

CLAS 4190/6190, Climate Change and Catastrophes in Antiquity (3 hours)

CLAS 4195/6195, Archaeology and Cultural Heritage of Anatolia
 CMLT(SWAH)(AFST)(ANTH) 3001, Culture and Identity Linkages of the Swahili with the
 Outside World I (3 hours)
 CMLT(AFST)(ANTH) 3030, Introduction to African Languages and Cultures (3 hours)
 CMLT 3110, Literature of the Self (3 hours)
 CMLT 3140, Women Writers of the East and West (3 hours)
 CMLT(AFST) 3150, Introduction to Modern African Literature (3 hours)
 CMLT(AFST) 3151, Introduction to Modern African Drama (3 hours)
 CMLT 3180, Introduction to East Asian Cultures (3 hours)
 CMLT 3200, Contemporary World Literature (3 hours)
 CMLT 3210, Ecocriticism (3 hours)
 CMLT 3220, Women and Writing in East Asia (3 hours)
 CMLT 3245, World History and Fiction (3 hours)
 CMLT 3280, East Asian Thought (3 hours)
 CMLT 3600, Gods, Ghosts, and Demons in East Asian Literature (3 hours)
 CMLT 3650, Literary Foundations of East Asian Civilization (3 hours)
 CMLT(AFST) 3700, African Narratives of HIV/AIDS (3 hours)
 CMLT 4030/6030, Intercultural Studies for a Global Age (3 hours)
 CMLT 4040/6040, Jewish Literature (3 hours)
 CMLT 4050/6050, Literature and the Natural Environment (3 hours)
 CMLT 4150/6150, Global Encounters Through Fiction (3 hours)
 CMLT 4160/6160, The Bible in Western Literature and Art (3 hours)
 CMLT 4190/6190, Buddhism and Western Literature (3 hours)
 CMLT 4220/6220, East Asian Cinema (3 hours)
 CMLT 4230/6230, African Cinema (3 hours)
 CMLT 4250/6250, Folk Art and Political Theater: World Drama (3 hours)
 CMLT(AFAM)(AFST)(GEOG)(LACS) 4260/6260, The Black and Green Atlantic: Crosscurrents of
 the African and Irish Diasporas (3 hours)
 CMLT 4270/6270, Transnational Literatures (3 hours)
 CMLT 4300/6300, Modernism and Postmodernism (3 hours)
 CMLT 4400/6400, East Central European Literature and Culture (3 hours)
 CMLT(AFST)(LACS) 4545/6545, Comparative Postcolonial Studies (3 hours)
 CMLT 4600/6600, Pre-Modern East Asian Literature (3 hours)
 CMLT 4610/6610, Modern East Asian Literature (3 hours)
 CMLT 4620/6620, East Asian Novel (3 hours)
 CMLT 4640/6640, War in East Asian Film and Literature (3 hours)
 CMLT 4640W, War in East Asian Film and Literature (3 hours)
 CMLT(AFST) 4880/6880, The Origins of African Literature (3 hours)
 CMLT(AFST) 4890/6890, Postcolonial African Literature (3 hours)
 FREN 3010, Culture and Communication I (3 hours)
 FREN 4185, Franco-American Exchange and Mutual (Mis-)Understanding (3 hours) **NEW**
 GEOG 3290, Mountain Geography (3 hours)
 GREK 4010/6010, Homer (3 hours)
 GREK 4020/6020, Hesiod (3 hours)
 GREK 4040/6040, Herodotus and Thucydides (3 hours)
 GREK 4090/6090, Advanced Readings: Plato (3 hours)
 GREK 4100/6100, Attic Orators (3 hours)
 GREK(LATN)(LING) 4150/6150, Comparative Grammar of Greek and Latin (3 hours)
 GRMN 3010, Language: Culture, and Society I (3 hours)

GRMN 3020, Language: Culture, and Society II (3 hours)
 GRMN 3110, Germania (3 hours)
 GRMN 3410, Revolution, Revolt, and Nationalism in the Nineteenth Century (3 hours)
 GRMN 3610, Discourses of Post-War Literature (3 hours)
 GRMN 3630, Memory, History, Narrative (3 hours)
 HEBR 3000, Contemporary Hebrew Conversation and Composition (3 hours)
 HEBR 3006, Advanced Hebrew Language: Literary Translation (3 hours)
 HIPR 4560/6560, History of World Architecture (3 hours)
 HIPR 4750/6750, Special/Independent Studies (1-3 hours)
 HIST 3010, United States Immigration History (3 hours)
 HIST 3020, United States Foreign Relations Since 1914 (3 hours)
 HIST 3050, Native American History to 1840 (3 hours)
 HIST 3060, Colonial and Revolutionary America (3 hours)
 HIST(AFAM) 3101, The Early African American Experience (3 hours)
 HIST(LACS) 3140, The Other Americans: U.S. Hispanic/Latinx History from 1565 to the Present
 (3 hours)
 HIST(LACS) 3210, Race and Slavery in the Americas (3 hours)
 HIST(LACS)(WMST) 3215, Women, Gender, and Sexuality in Latin America (3 hours)
 HIST(LACS) 3220, History of Mexico (3 hours)
 HIST(LACS) 3230, History of Brazil (3 hours)
 HIST 3240, The Caribbean Area (3 hours)
 HIST(CLAS) 3311, Society and Culture of Ancient Greece (3 hours)
 HIST(CLAS) 3312, Society and Culture in the Roman World (3 hours)
 HIST (CLAS) 3321, History of Women in the Ancient World (3 hours)
 HIST 3330, The Middle Ages (3 hours)
 HIST 3490, European Encounter with Islam (3 hours)
 HIST(AFST) 3530, Women in Sub-Saharan Africa (3 hours)
 HIST(AFST) 3545, History of the Sahara (3 hours)
 HIST 3550, India: 1500 to Present (3 hours)
 HIST 3561, The Medieval Middle East (600-1517) (3 hours)
 HIST 3579, Egypt before Islam: From the Neolithic to 600 CE (3 hours)
 HIST 3580, Egypt: Mother of Civilization (3 hours)
 HIST 3601, Premodern Japan: Foundations of Culture and State (3 hours)
 HIST 3602, Modern Japan: From Shogun to Superpower (3 hours)
 HIST 3610, Imperialism in East Asia (3 hours)
 HIST 3661, China's Imperial Age (3 hours)
 HIST 3662, The Chinese Renaissance (3 hours)
 HIST 3663, Modern China (3 hours)
 HIST(CLAS) 4320/6320, Law and Society in the Greco-Roman World (3 hours)
 HIST(CLAS) 4329/6329, Studies in Ancient Greek and Roman History (3 hours)
 HIST 4330/6330, Institutions of the Medieval West (3 hours)
 ITAL 3010, Italian Conversation and Composition (3 hours)
 JPNS 3010, Advanced Japanese I (3 hours)
 KREN 3001, Advanced Korean I (3 hours)
 KREN 3011, Enhanced Advanced Korean I (3 hours)
 LACS(CMLT) 4700/6700, Special Topics in Latin American and Caribbean Transnational
 Comparative Studies (3 hours)
 LATN 4000, Gateway Latin (3 hours)
 LATN 4020/6020, Roman Epic Poetry (3 hours)
 LATN 4030/6030, Roman Historians (3 hours)

LATN 4090/6090, Latin of Later Antiquity and the Middle Ages (3 hours)
 LING 3015, Language and Society (3 hours)
 LING(AFAM) 4015/6015, Language, Race, and Ethnicity in the U.S. (3 hours)
 PHIL 3000, Classics of Ancient Western Philosophy (3 hours)
 PHIL 3010, Modern Philosophy (3 hours)
 PHIL 3040, Asian Philosophies (3 hours)
 PHIL 3500, Jewish Philosophy (3 hours)
 PHIL 4020/6020, Medieval Philosophy (3 hours)
 PHIL 4045/6045, Chinese Philosophy (3 hours)
 PORT 3010, Portuguese Conversation and Composition (3 hours)
 PSYC 3200, Cultural Psychology (3 hours)
 PSYC 4200, Social Psychology (3 hours)
 RELI(HIST) 3150, Religion in the United States (3 hours)
 RELI 3300, Introduction to East Asian Religions (3 hours)
 RELI(ANTH)(NAMS) 3901, Methods in the Study of Native American Culture (3 hours)
 RELI 4001/6001, Old Testament/Hebrew Bible Literature (3 hours)
 RELI 4070/6070, Judaism (3 hours)
 RELI 4074/6074, Law and Lawcodes in the Ancient Mediterranean World (3 hours)
 RELI 4301/6301, Islamic Thought in the Caliphal Age (3 hours)
 RELI 4304/6304, The Koran, Sacred Text of Islam (3 hours)
 RELI(CMLT) 4307/6307, Comparative Islamic Literature (3 hours)
 RELI(ARAB) 4308/6308, Islamic Calligraphic Art and the Vision of Islam (3 hours)
 RELI 4400/6400, The History of Religions (3 hours)
 RELI 4401/6401, The Buddhist Tradition (3 hours)
 RELI 4402/6402, Confucianism and Chinese Tradition (3 hours)
 RELI 4403/6403, The Taoist Tradition (3 hours)
 RELI 4404/6404, Japanese Religion (3 hours)
 RELI (WMST) 4550/6550, Women in World Religions (3 hours)
 ROML 4030, Advanced Topics in Latino Literatures and Cultures (3 hours)
 ROML 4092/6092, Archival and Special Collections Studies (3 hours) **NEW**
 RUSS 3200, Russian Culture to the Time of the 1917 Revolution (3 hours)
 RUSS 4520, Contemporary Russian Culture (3 hours)
 SOCI 3090, Youth Subcultures in Global Perspective (3 hours)
 SOCI(AFAM) 3300, Global Perspectives on Racism and Sexism (3 hours)
 SOCI 3330, On the Road: Tourists, Travelers, Vacationers, Pilgrims, and Adventurers (3 hours)
 SOCI 3340, Social Psychology of Race, Racism, and Discrimination (3 hours)
 SOCI(WMST)(LACS) 4280, Global Perspectives on Gender (3 hours)
 SPAN 3010, Spanish Cultural Dialogues (3 hours) OR SPAN 3011, Heritage Speakers of Spanish I
 (3 hours)
 VIET 3001, Advanced Vietnamese I (3 hours)
 YORB 3001, Advanced Yoruba I (3 hours)
 WMST 3110, Gender, Race, Class, and Sexuality (3 hours)
 WMST(LACS) 3500, Women in the Caribbean (3 hours)
 WMST 4070/6070, North American Asian Feminisms (3 hours)
 WMST 4130/6130, Transnational Perspectives on Women and Gender (3 hours)

II. Communication in Private, Public, and Non-Profit Sectors

(Associated learning objectives: demonstrate fluency across cultural boundaries and awareness of global and local complexity; gain abilities in communicative methods inclusive of multiple cultural perspectives)

AFST 4700, Model African Union (3 hours)
 AGCM 4300S, Culture-Centered Communication and Engagement (3 hours)
 ALDR 3810S, Scotland: Youth Engagement in Agriculture (4 hours)
 ALDR 3900S, Leadership and Service (3 hours)
 ARAB 3006, Advanced Standard Arabic II (3 hours)
 ARAB 4000/6000, Moroccan Dialectical Arabic (4 hours)
 ARAB 4202/6202, Advanced Conversation and Composition in Standard Arabic II (3 hours)
 CHNS 3020, Advanced Chinese II (3 hours)
 CHNS 4001/6001, Advanced Chinese III: China Today (3 hours) **NEW**
 CMLT(SWAH)(AFST)(ANTH) 3020, Culture and Identity Linkages of the Swahili with the
 Outside World II (3 hours)
 CMLT 3070, Intercultural Digital Humanities (3 hours)
 CMLT(INTL) 4660, Politics, Film, and Literature (3 hours)
 COMM 3200, Business and Professional Communication (3 hours)
 COMM 3320, Environmental Communication (3 hours)
 COMM 3360, Rhetoric of Sustainability (3 hours)
 COMM(AFAM) 3820, Ethnicity-Race Communication (3 hours)
 COMM 4330, Communication Strategies in the Courtroom (3 hours)
 COMM(CLAS) 4410/6410, Rhetoric and Democracy in the Ancient World (3 hours)
 COMM 4800, Intercultural Communication (3 hours)
 FREN 3020, Culture and Communication II (3 hours)
 FREN 3100, Business French (3 hours)
 FREN 3150, French for International Affairs (3 hours)
 FREN 4150, French for the Global Economy (3 hours)
 GRMN 3015, Language: Business, Engineering, and Society (3 hours) **NEW**
 GRMN 4810, Contemporary Issues in German Business and Politics (3 hours)
 HEBR 3005, Modern Hebrew (3 hours)
 ITAL 4150, Italian for Professional Uses (3 hours)
 INTB 5100/7100, Special Topics in International Business (1-3 hours)
 INTL 4665, Global Politics and Digital Media (3 hours)
 INTL 4666, The Politics of Cyber Security (3 hours)
 JPNS 3020, Advanced Japanese II (3 hours)
 JPNS 4110, Advanced Japanese III (3 hours)
 KREN 3002, Advanced Korean II (3 hours)
 KREN 3022, Enhanced Advanced Korean II (3 hours)
 KREN 4001, Business Korean (3 hours)
 KREN 4002, Business Korean II (3 hours)
 MARK 3000, Principles of Marketing (3 hours)
 MARK 3001, Principles of Marketing (3 hours)
 PORT 4150, Business Portuguese (3 hours)
 RUSS 3911, Tutorial in Professional Russian I (3 hours)
 RUSS 3912, Tutorial in Professional Russian II (3 hours)
 RUSS 4911, Advanced Topics in Professional Russian I (3 hours)
 RUSS 4912, Advanced Topics in Professional Russian II (3 hours)
 SOWK 3000, Professional Social Work Communication (3 hours)
 SPAN 3020, Writing Critically in Spanish (3 hours)
 SPAN 4150, Business Spanish (3 hours)
 VIET 3002, Advanced Vietnamese II (3 hours)
 YORB(AFST) 3002, Advanced Yoruba II (3 hours)

III. Ethical Decision Making and Information Literacy

(Associated learning objectives: gain experience making decisions informed by ethical reasoning and information literacy)

ALDR (AFST)(LACS) 3820, Reflections on Fighting Hunger (3 hours)
ALDR 4540/6540, Advanced Leadership Theory, Ethics, and Culture (3 hours)
ARAB 4100/6100, Reading and Research in Arabic and Islamic Literature (3 hours)
ARAB 4300/6300, Media Arabic (3 hours)
ANTH 3150, Water Worlds (3 hours)
ANTH 3330, Displaced Peoples of the World (3 hours)
ANTH(ECOL)(FANR)(SOI) 4846, Environmental Governance (3 hours)
ARTI(PHIL) 4340/6340, Ethics and Artificial Intelligence (3 hours)
CHNS 4110/6110, Advanced Chinese III (3 hours)
CHNS 4500/6500, Readings in Chinese Literature (3 hours)
CLAS 3080, Classical Ethics: Informing Modern Decision-Making (3 hours) **NEW**
COMM 4220, Argumentation (3 hours)
COMM 4390, Communication, Rhetoric, and the Common Good (3 hours)
CSCI 3030, Computing, Ethics, and Society (3 hours)
FCID 3500, The Holocaust from the Victims' Perspectives (3 hours)
FREN 3030, Texts and Contexts (3 hours)
FREN 4070, World Literature in French (3 hours)
FREN(LACS) 4170, Francophone Literature, Film, and Culture (3 hours)
GPST 3000, Contemporary Global Issues (3 hours)
GRMN 3710, The Wall (3 hours)
GRMN 4200, The Language and Literature of the German American Experience (3 hours)
HEBR 3001, Digital Hebrew (3 hours)
HIST 3120, The History of American Business (3 hours)
HIST 3735, History of Deportation and Genocide (3 hours)
HIST 4120/6120, The Civil Rights Movement (3 hours)
HIST 4402/6402, World War II in History and Memory (3 hours)
HIST 4445/6445, A Global History of Drugs (3 hours)
INTL 4320, Politics of Development (3 hours)
ITAL 3030, Introduction to Italian Literature and Culture (3 hours)
JPNS 4110, Advanced Japanese III (3 hours)
JURI 3200S, Law and Social Justice: Strategic Advocacy (3 hours)
KREN 4011/6011, Modern Korean Fiction (3 hours)
LACS(SOCI) 4211/6211, Environmental Justice in Latin America and the Caribbean (3 hours)
PHIL 3200, Ethical Theory (3 hours)
PHIL 4210/6210, Social and Political Philosophy (3 hours)
PHIL 3220, Biomedical Ethics (3 hours)
PHIL 3230, Ethics of Food (3 hours)
PHIL(EETH) 4220/6220, Environmental Ethics (3 hours)
POLS 4551, Political Propaganda and American Politics (3 hours)
PORT 3030, Introduction to Language, Literature, and Culture of the Portuguese-Speaking World (3 hours)
SOI 3150, Criminal Punishment and Society (3 hours)
SPAN 3030, Texts in Global Contexts (3 hours)

SWAH(AFAM) 3990, Directed Study in Swahili Language and Literature (1-3 hours)
VIET 3007, Introduction to Vietnamese Literature (3 hours)
YORB(CMLT)(AFST) 3501, Special Topics in Yoruba (3 hours)
WMST 3270S, Gendered Politics of Food (3 hours)
WMST 4170S/6170S, Environment, Gender, Race, Class (3 hours)
WMST 4770/6770, Women, Gender, and Climate Justice (3 hours)

IV. Organizational Management

(Associated learning objectives: acquire skills in organizational management and financial administration)

AAEC 3010, Farm Organization and Management (3 hours)
AAEC(ENVM)(FHCE)(AFST)(ADSC) 3911, International Agribusiness and Environmental Management (1-3 hours)
ALDR 3000, Communication and Leadership in Groups and Teams (3 hours)
COMM 4550/6550, Organizational Communication (3 hours)
DMAN 3100, Disasters and Society (3 hours)
ENTR 5000, Special Topics in Entrepreneurship (3 hours)
FCID 3700S, Social Entrepreneurship in the Arts and Sciences (1-3 hours)
FHCE 3100, Consumer Decision Making (3 hours)
FHCE 4340S/6340S, Housing and Community Development (3 hours)
HFIM 3150, Hospitality and Food Industry Human Resource Management (3 hours)
HPAM 3500, Introduction to Healthcare Management (3 hours)
MGMT 3000, Principles of Management (3 hours)
MGMT 3001, Principles of Management (3 hours)
MNML 5237/7237, Theory and Management of Nonprofit Organizations (3 hours)
MNML 5320/7320, Managing Volunteers (3 hours)
MNML 5330, Innovation Management in Nonprofit and Government Organizations: From Creativity to Implementation (3 hours)
PADP 3000, Introduction to Public Administration (3 hours)
PSYC 4230, Psychology of the Workplace (3 hours)
SOC 3250, Protest and Social Movements (3 hours)
SOC 3750, Sociology of Work and Industry (3 hours)

(Associated learning objectives: Acquire skills in organizational management and financial administration.)

AAEC(ENVM) 3300S, Outreach and Service-Learning in Applied Economics (3 hours)
AAEC 3690, Agribusiness Finance (4 hours)
ACCT 4900, International Accounting (4 hours)
ALDR(AGED)(AGCM) 4800E/6800E, Grantseeking (3 hours)
BUSN 3000, Applied Statistics and Data Analysis for Business (3 hours)
ENTR 4100, Study of Global Entrepreneurship and Innovation Ecosystems (1-3 hours)
FACS 5950/7950, International Study in Family and Consumer Sciences (3 hours)
FHCE 3200, Introduction to Personal Finance (3 hours)
FHCE 3250, Survey of Financial Planning (3 hours)
FHCE 3260, Computer Applications for Financial Planning (3 hours)

FHCE 5710/7710, Study Away Experience in Financial Planning, Housing and Consumer Economics (1-6 hours)
FINA 3000, Financial Management (3 hours)
FINA 3001, Financial Management (3 hours)
HFIM 3210, Hospitality and Food Industry Financial Management (3 hours)
HPAM 3650, Comparative Healthcare Systems (3 hours)
MBUS 3000, Business Fundamentals as Applied to the Music Industry (3 hours)
MNML 5060, Fundraising and Development for Nonprofit Organizations (3 hours)
MNML 5445, Nonprofit Financial Management (3 hours)
PADP 4630, Politics and the Budgeting Process (3 hours)

VI. Economic and Legal Systems

(Associated learning objectives: acquire knowledge of how world economic and legal systems structure human relations)

AAEC 3400, Introduction to Agricultural Policy (3 hours)
AAEC 3580-3580L, Intermediate Economic Principles (4 hours)
AAEC 4050/6050, Agribusiness Law (3 hours)
ANTH 4075/6075, Economic Anthropology (3 hours)
CLAS 3060, Economy of Classical Europe (3 hours)
CMLT 4680/6680, Law and Culture in East Asia (3 hours)
CMLT 4690/6690, Markets, Merchants, and the World of Trade in China (3 hours)
ECON 3100, Introduction to Sustainable Development (3 hours)
ECON 4000, The Economics of Human Resources (3 hours)
ENVM 3060, Principles of Resources Economics (3 hours)
ENVM(EHSC) 4250, Environmental and Public Health Law (3 hours)
ENVM 4650/6650, Environmental Economics (3 hours)
ENVM(AAEC) 4930/6930, Environmental Law and Governmental Regulation (3 hours)
FHCE 3150, Consumer Economics Theory (3 hours)
GEOG 3620, Globalization and the Making of the Modern World (3 hours)
GEOG 3640, The Geography of Human Rights (3 hours)
GEOG(AFST) 3650, Africa in the Global Economy (3 hours)
GEOG 3690, Introduction to Political Geography (3 hours)
GLOB 3100, Introduction to Global Health (3 hours)
GLOB 3200, Global Health and Links Among Food, Culture, and Disease (3 hours)
HFIM 3180, Hospitality and Food Industry Law and Liability (3 hours)
HIST 3700, Global History of Communism (3 hours)
HIST 4029/6029, History of Capitalism in Modern America (3 hours)
HPAM 3600, Introduction to Health Policy (3 hours)
INTL 3200, Introduction to International Relations (3 hours)
INTL 3300, Introduction to Comparative Politics (3 hours)
INTL 4210, International Law (3 hours)
INTL 4215, International Humanitarian Law (3 hours)
INTL 4240, International Organization (3 hours)
INTL 4620, Human Rights (3 hours)
INTL 4644, Human Rights in the European Union (3 hours)
JURI 3080, Life Cycle of a Corporation (2-3 hours)
JURI 3400, Introduction to Global Governance (2-3 hours)
JURI 3501, Exploring the Intersection of Law and Technology in the Information Age (2-3 hours)
JURI 3503, Ideas and Expressions: The Fundamentals of Copyright Law (3 hours)

JURI 3505, Information Literacy and the Law (3 hours)
 JURI 3600, Legal Aspects of Entrepreneurship (2-3 hours)
 JURI 3627, Mental Health Law (2-3 hours)
 JURI 3821, Race and Law (3 hours)
 JURI 3989, Disability and Education Law (2-3 hours)
 JURI(FANR)(ECOL) 4810/6810, Natural Resources Law (3 hours)
 PADP 3100, Introduction to Policy Analysis (3 hours)
 PADP 4640, Introduction to the Nonprofit Sector (3 hours)
 PADP 4650, Policy Process (3 hours)
 PADP 4690, Bureaucracy and the Law (3 hours)
 PHIL 4240/6240, Philosophy of Law (3 hours)
 POLS 4700, Constitutional Law: Powers (3 hours)
 POLS 4710, Constitutional Law: Rights and Liberties (3 hours)
 POLS 4760, Supreme Court Politics: The Institution and Its Justices (3 hours)
 RELI 4074/6074, Law and Lawcodes in the Ancient Mediterranean World (3 hours)
 SOCI 4040, Global Inequality and Social Change (3 hours)
 SOCI(INTL) 4560, Globalization and Work (3 hours)

VII. Global Languages and Leadership Capstone Project (3 hours)

(Associated learning objectives: demonstrate ability to identify 21st century problems and needs in a specific locale and implement solutions using appropriate research methods and target language proficiency; demonstrate fluency across cultural boundaries and awareness of global and local complexity; applied ethical decision-making)

Select one course for a total of three hours from the following:

ARAB 4960R, Faculty-Mentored Undergraduate Research I
 CHNS 4960R, Faculty-Mentored Undergraduate Research I
 CLAS 4960R, Faculty-Mentored Undergraduate Research I
 CMLT 4960R, Faculty-Mentored Undergraduate Research I
 FREN 4960R, Faculty-Mentored Undergraduate Research I
 GRMN 4960R, Faculty-Mentored Undergraduate Research I
 GREK 4960R, Faculty-Mentored Undergraduate Research I
 HEBR 4960R, Faculty-Mentored Undergraduate Research I
 ITAL 4960R, Faculty-Mentored Undergraduate Research I
 JPNS 4960R, Faculty-Mentored Undergraduate Research I
 KREN 4960R, Faculty-Mentored Undergraduate Research I
 LATN 4960R, Faculty-Mentored Undergraduate Research I
 PORT 4960R, Faculty-Mentored Undergraduate Research I
 RELI 4960R, Faculty-Mentored Undergraduate Research I
 ROML 4960R, Faculty-Mentored Undergraduate Research I
 RUSS 4960R, Faculty-Mentored Undergraduate Research I
 SPAN 4960R, Faculty-Mentored Undergraduate Research I
 SWAH 4960R, Faculty-Mentored Undergraduate Research I
 VIET 4960R, Faculty-Mentored Undergraduate Research I
 YORB 4960R, Faculty-Mentored Undergraduate Research I

SAMPLE PROGRAM OF STUDY:

YEAR ONE

Fall Courses	Hours	Spring Courses	Hours
ECON 2106 (Area V)	3	(BIOL 1103, BIOL 1103L) (Area II)	4

ENGL 1101 (Area I)	3
FYOS 1001	1
MATH 1113 (Area I)	3
World Language and Culture course (Area IV)	3
Total	13

ENGL 1102 (Area I)	3
MATH 2250 (Area III)	4
POLS 1101 (Area V)	3
World Language and Culture course (Area IV)	3
Total	17

YEAR TWO

Fall Courses	Hours
Area VI course (AAEC, ACCT, ECON, etc.)	3
GEOG 1111 (Area II)	3
HIST 2111 or HIST 2112 (Area V)	3
Humanities and the Arts course (Area IV)	3
World Language and Culture course (Area IV)	3
Total	15

Spring Courses	Hours
Area VI Foreign Language course	3
Area VI language prefix course (ARAB, CHNS, FREN, etc.)	3
Franklin Fine Arts, Phil, Religion course	3
Elective	3
Elective	3
Total	15

YEAR THREE

Fall Courses	Hours
Area VI Foreign Language course	3
Area VI language prefix course (ARAB, CHNS, FREN, etc.)	3
Elective	3
Franklin Fine Arts, Phil, Religion course	3
Major Area II course	3
Total	15

Spring Courses	Hours
Area VI Foreign Language course	3
Major Area III course	3
Major Area IV course	3
Elective	3
Elective	3
Total	15

YEAR FOUR

Fall Courses	Hours
Major Area V course	3
Major Area VI course	3
Elective	3
Elective	3
Elective	3
Total	15

Spring Courses	Hours
Major Area VII course	3
Elective	3
Elective	3
Elective	3
Elective	3
Physical Education course	1
Total	16

E. IMPLEMENTATION

40. Provide an enrollment projection for the next four academic years[^]

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2024-2025	2025-2026	2026-2027	2027-2028
Base enrollment¹	0	30	58	79
Lost to Attrition (should be negative)	0	-2	-3	-3
New to the institution	20	22	38	43
Shifted from Other programs within your institution	10	8	6	4
Total Enrollment	30	58	99	123
Graduates	0	0	20	35

Carry forward base enrollment for next year	30	58	79	88
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¹Total enrollment for year 1 becomes the base enrollment for year 2

- 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.)**

Students may complete degree requirements concurrently with existing degrees. In spring of 2024 the Department of Romance Languages had a total of 223 majors, 80% of which were double majors. The department also had 1,070 minors in French, Italian, Portuguese, or Spanish. The proposed major will attract these students as well as students who are minoring and students who want to do an international leadership degree in Franklin College with the option of taking some courses in other schools and colleges.

- b. **If projections are significantly different from enrollment growth for the institution overall, please explain.**

Not applicable.

- 41. If projected program enrollment is not realized in year two, what actions are you prepared to take?**

The projected number of 58 is realistic based on current enrollment numbers in language programs in the Franklin College. For example, in fall 2023 Romance Languages had 217 minors, 80% of which were double majors. The department also had 1,070 minors in French, Italian, Portuguese, or Spanish. Should the target number fall short of projections, the administrators of the major will reassess recruitment strategies based on student surveys.

- 42. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?**

Due to the cross-cultural and global nature of foreign language study, this proposed major increases the potential for attracting economically underrepresented populations of students to acquire career-oriented leadership skills through increased opportunities for acquisition of foreign languages and knowledge of global cultures. Marketing for the Global Languages and Leadership major through various online and traditional media will feature successful graduates of the program, sample programs of study, and post-graduate opportunities.

- 43. Provide a brief marketing description for the program that can be used on the Georgia [OnMyLine website](#).**

Global Languages and Leadership (A.B.) is designed to cultivate future bilingual and multilingual leaders poised for roles across diverse fields. What sets this major apart is its unique integration of multidisciplinary leadership studies, language proficiency, and a humanistic approach to information literacy and cultural norms. Research demonstrates that speaking multiple languages shapes

cognitive processes, offering individuals distinctive mental flexibility, reduced risk aversion and egotism, and enhanced emotional resilience. Operating between languages further influences how individuals assess moral dilemmas and make decisions, fostering traits like open-mindedness, adaptability, and a heightened ability to navigate uncertainty and ambiguity. By offering pathways that combine language proficiency with professional domains in industry and public sectors, the major aims to equip students with stand-out career preparation and strategic advantages in addressing the challenges of the 21st century.

44. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs.

Note: External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Note: It is the responsibility of the institution proposing the doctoral degree program to attain external reviews and submit those reviews to their proposal.

Reviewer 1 Name
Reviewer 1 Title
Reviewer 1 Institution
Reviewer 1 Email
Address
Reviewer 1 Phone
Number

Reviewer 2 Name
Reviewer 2 Title
Reviewer 2 Institution
Reviewer 2 Email Address
Reviewer 2 Phone Number

Reviewer 3 Name
Reviewer 3 Title
Reviewer 3 Institution
Reviewer 3 Email Address
Reviewer 3 Phone Number

USG Reviewer Name
USG Reviewer Title
USG Reviewer Institution
USG Reviewer Email Address
USG Reviewer Phone Number

F. RESOURCES

F1. Finance^: Complete and 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.)

45. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No (Move to answer question 46)
- Yes (If yes, answer questions 46a & 46b)

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: \$Enter Amount
 Out-of-State per Semester: \$Enter Amount

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

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

46. If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.

Existing funds are not being reallocated.

47. If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.

Not applicable.

48. Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?

Not applicable

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

Not applicable.

F2. Faculty^ – Explain your faculty and staff plan for the program

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

a. Course Development

of total courses in the curriculum: Enter # 380

of existing courses to be part of the new program Enter # 375

Net number of new courses to be developed Enter # 5

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

The five new courses have already been development in AY 23-24. New course development is a regular feature of faculty teaching loads in the Department of Romance Languages and rarely incurs extra costs.

51. Explain how current faculty and staff will contribute to the program.^

a. How many faculty will be re-directed to this program from existing programs?

Enter # 0

b. If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?

No changes to current teaching loads or existing staff duties will be required.

c. List the faculty that will be redirected from their current teaching load assignments to support this new program.

None.

d. Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.

No faculty releases are required. Faculty will continue to teach their current course loads and courses. The five new courses also each count for another major: Asian Languages and Literature, Classics, French, German, and Romance Languages. Coverage of these courses is included in existing faculty teaching loads.

e. What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training)

None. Course development in Romance Languages is typically considered part of faculty teaching duties and is not compensated.

f. 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.

52. Explain your plan for new faculty and staff for the program:

Not applicable.

53. How many new staff will be needed for this program over the next four years?

Enter # 1

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)**

The program anticipates the hiring of one full-time program coordinator to oversee recruitment and advising.

F3. Facilities – complete the questions below

54. Where will the program be offered?^ Mark all that apply

- Main campus**
- Satellite campus: Specify Here**
- Other: Specify Here**
- 100% Online**

If the program is 100% online and will use only existing faculty, remaining facilities questions can be skipped.

55. Complete the table below. Specify if these spaces are existing or new in the table below.^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices				
Fine Arts Spaces¹				
Classrooms		X		
Meeting Rooms				
Student Study Space				
Other (Specify)				

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

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

Not applicable

57. What building(s) will be used to accommodate these programs? Please indicate specific building areas or room numbers where possible. If new construction, leasing, or land acquisition is required, please describe those plans.

Current classrooms in Gilbert Hall, Joe Brown Hall, LeConte Hall, Park Hall, and Peabody Hall are sufficient.

58. 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

59. 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				
Total Technology Costs		0	0	

G. RISKS AND ASSUMPTIONS

60. In the table below, list any risks to the program’s implementation over the next four years. 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	low	low	The majority of courses count towards more than one degree program and have a history of strong enrollments. To inform students about the major, in AY 2024-25 the Department of Romance Languages will work closely with Franklin College advising, language programs, and the college’s communications team, including the new executive director of marketing and communications. As a part of that effort, the language programs in Franklin are launching a new website aimed at reaching students with a talent for and interest in pursuing advanced language study.
Termination of courses offered by external units	medium	low	New course development by faculty in units participating in the GLL program within Franklin is expected to replace terminated offerings.

61. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

Student demand for foreign language study in pursuit of global careers.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Documentation of Approval and Notification

Proposal: Major in Global Languages and Leadership (A.B.)

College: Franklin College of Arts and Sciences

Department: Romance Languages

Proposed Effective Term: Fall 2024

School/College:

- Romance Languages Department Head, Dr. Dana Bultman, 11/3/23
- Franklin College of Arts and Sciences Associate Dean, Dr. Jean Martin-Williams, 1/29/24

Use of Course Approvals

- Agricultural and Applied Economics Interim Department Head, Dr. Greg Colson, 12/19/23
- Agricultural Leadership, Education, and Communication Department Head, Dr. Jennifer Waldeck, 4/4/24
- College of Family and Consumer Sciences Dean, Dr. Anisa Zvonkovic, 1/8/24
- College of Public Health Associate Dean, Dr. Erin Lipp, 12/17/23
- Law School Director of Undergraduate Studies, Professor Logan Sawyer III, 12/19/23
- School of Public and International Affairs Associate Dean, Dr. John Maltese, 12/21/23
- School of Social Work Associate Dean, Dr. Rachel Fusco, 1/24/24
- Terry College of Business Associate Dean, Dr. Henry Munneke, 1/16/24