



**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 a PDF file of the curriculum item being reviewed. This form along with the file should be emailed to April Brown at albrown@uga.edu.

Date: 01/04/2024

Department/Institute/Program: Romance Languages

Contact Person: Dana Bultman

Email Address: dbultman@uga.edu

Curriculum Item Request: Proposal for New Degree or Major Programs, New Minor Proposals, or New Area of Emphasis

Please provide an explanation/justification for this request:

The Global Languages and Leadership (GLL) AB 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 academic 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 twenty-first century.

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

Dana C Bultman	Digitally signed by Dana C Bultman Date: 2024.01.04 13:30:00 -05'00'
---------------------------	---



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released

Updated Version: Fall 2022

Point of Contacts

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

Dr. Cynthia Bolton-Gary
Associate Vice Chancellor for Academic Affairs
cynthia.boltongary@usg.edu

Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
12/1/2022	Updated column title in Table 25 from “Experienced Salary” to “Future Potential Earnings”	12/1/2022	12/1/2022
12/1/2022	Corrected numbering	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

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing Only

- ☐ *Program was part of the Annual Academic Forecast*
- ☐ *This proposal requires USG integrated review*
- ☐ *This proposal can be expedited (Nexus, established concentration with strong enrollment)*

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

5. *Academic Department:* Romance Languages

6. *Proposed Program Name:* Bachelor of Arts with a major in Global Languages and Leadership

7. *Major:* Global Languages and Leadership

8. *CIP Code (6 digit):*

9. *Degree Level:* Bachelors

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)

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

The GLL program 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.

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

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

☐ Substantive change requiring approval prior to implementation ²

☐ Level Change ³

X ☒ None

B. STRATEGIC PLAN

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

This new major aligns with the USG's strategic plan by advancing student success, increasing economic competitiveness, creating positive community impacts, and meeting financial stewardship goals by using existing university resources.

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 program.

The program aligns with Franklin College's mission to prepare the next generation of global leaders by training UGA students with bilingual communication skills, cultural knowledge, and integrity, necessary for state and national professions and leadership with international dimensions.

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 proposed GLL AB degree includes 375 existing courses and 5 new courses. It aligns with UGA's and the Franklin College's strategic plan by combining students' proficiency in a language and advanced competence in communication with: fluency across cultural boundaries and awareness of global and local complexity; research into multiple perspectives and collaboration for community solutions; applied decision-making informed by ethical reasoning and information literacy; integration of organizational management and financial administration skills; knowledge of how world economic and legal systems structure human relations; and direct experience responding to 21st century problems and needs on the ground.

C. NEED

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

The GLL program is designed to cultivate career-ready future leaders for roles across diverse fields at the national, state, and local levels through the implementation of foreign language skills and cross-cultural competencies.

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).

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.

☐ 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 degree based on their experience in the workforce. The proposed degree complements existing programs and majors without requiring additional university or State of Georgia resources. The proposal also meets emerging student demand for academic pathways centered on foreign languages that will prepare them for private, public, and non-profit sector careers.

20. Identify the partners you are working with to create a career pipeline with this program^{4,^}

Mark all that apply

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

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).

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 higher education institutions in close proximity offer a similar program?

☒ No ☐ Yes (If yes, provide a rationale for the institution to offer the program)

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

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)
	(Outlook)				

¹National Center for O*NET Development. *O*NET OnLine*. Retrieved [include date] from <https://www.onetonline.org/>

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).

The GLL major doesn't address a specific gap in the labor market, but is intended to develop 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 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. (Standard Occupation Code = SOC)

Occupation	SOC Code (6 digit)	Occupation specific technology skills & KSAs

Notes:

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Average Salary	75 th Percentile	50 th Percentile	25 th Percentile
1 year after graduation	47,377	35,736	22,315
5 years after graduation	66,624	49,858	36,061

Provide any additional comments, if needed: This data is for Foreign Languages and Literatures majors.

29. 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?^ We anticipate it being as good or better than for current majors in Foreign Languages and Literatures.

D. CURRICULUM

30. Enter the number of credit hours required to graduate^

120

31. 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)

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a¹: **N/A**

Format (Check 1)	50% or more of the program is delivered online
<input type="checkbox"/> Combination of on-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Hybrid, combination delivery	<input type="checkbox"/> Yes

33. 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

34. For **ALL** degree proposals, which **High Impact Practices**⁶ (HIPs) will faculty embed into the program? Mark all that apply.

☒ Internships

☐ First-Year Experiences

☐ Common Intellectual Experiences

☐ Undergraduate Research

☒ Diversity/Global Learning

☒ Capstone Courses and Projects

☐ ePortfolios

☐ Learning Communities

☒ Service Learning, Community Based Learning

☐ Writing-Intensive Courses

☒ Collaborative Assignments and Projects

35. 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.

⁵ See SACSCOC Handbook for Institutions Seeking Initial Accreditation [here](#).

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).

Students will engage in experiential learning with a second language component that examines global and local complexity through their leadership capstone project in the last year. This may be combined with (a) an approved service-learning course or (b) an approved internship or c) a study abroad program. Students are encouraged to choose a challenging experience related to future career plans.

36. Does the program take advantage of any USG initiatives? No.

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

☐ eCampus

☐ Georgia Film Academy

☐ FinTECH

☐ Other: Specify Initiative Here

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	Completing Area III of proposed degree
Oral/Written Communications	Fluency across language and cultural boundaries	Completing Areas I and II of proposed degree
Team Work/ Collaboration	Skills in organizational management and ability to understand multiple perspectives	Completing Areas I, II, and IV of proposed degree
Digital Technology	Information literacy skills through digital competencies	Completing all course and program requirements
Leadership	Ability to identify 21st century problems and needs in a specific locale and	Completing Area VII capstone requirement

	implement solutions using appropriate research methods and foreign language proficiency	
Professionalism/ Work Ethic	Decision making informed by ethical reasoning	Completing all course and program requirements
Career Management	Skills in career management and financial administration	Completing Areas IV and V of proposed degree
Global/Intercultural Fluency	Knowledge of how world economic, legal and cultural systems structure human relations	Completing Areas I, II, and VI of proposed degree

38. How will learning outcomes for the program be assessed?^ 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.

39. 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.

40. List the entire course of study required to complete the academic program.^ “NEW” is indicated beside new courses and a sample program of study is included.

Global Languages and Leadership (GLL) Major

A.B. Degree Requirements

Areas I-V Core Curriculum

Area F/VI: GLL (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).

Required course: select 1 course (3 credit hours) from the following:

AAEC 2580 or AAEC 2580E or ACCT 1160 or ACCT 2101 or ACCT 2101E or ACCT 2101H or ECON 2150 or ECON 2105E or ECON 2150H or ECON 2160 or ECON 2106E or ECON 2160H or HFIM 2500 or INTL 1100 or PBHL 3100 or POLS 1101 or POLS 1101E or POLS 1101H or POLS 1101S or SOCI 1101 or SOCI 1101H or SOCI 2600 or WMST 1110

Additional Area F/VI required courses: 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: GLL (21 credits required)

Select one 3-credit 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
ANTH 3016 Bioarcheology of Contact and Civilization
ANTH 3090 Past Peoples, Present Climates
ANTH 3250 Old World Archeology
ANTH 3290 Celtic and Pre-Celtic Prehistory

ANTH(AFST) 3460 Africa: Peoples and Institutions
 ANTH(HIST)(NAMS) 4470 Native American Histories and Archaeologies of the
 American Southeast
 ANTH(NAMS) 3410 or ANTH(NAMS) 3410E Contemporary Native America
 ANTH(NAMS) 4550 Ethnohistory
 ANTH(NAMS)(LACS) 3270 New World Archeology
 ANTH(NAMS)(LACS) 4460 The Aztecs and the Maya
 ARAB 3005 Advanced Standard Arabic I
 ARAB 4201/6201 Advanced Conversation and Composition in Standard Arabic I
 ARAB 4107 Islamic Arabic I
 ARAB 4108 Islamic Arabic II
 ARHI(CLAS) 3001 Ancient Art and Architecture
 ARHI(CLAS) 3002 Greek Art and Architecture
 ARHI(CLAS) 3004 Roman Art and Architecture
 ARHI 3010 Medieval Art and Architecture
 ARHI 3022 Art and Architecture of Byzantium – The Empire of the New Rome
 ARHI 3054 18thC European Art
 ARHI 3077 Latin American Modern Art
 ARHI 3100 Asian Art and Architecture
 CHNS 3010 Advanced Chinese I
 CLAS 3000 Introduction to Classical Europe
 CLAS 3010 Introduction to Classical Americas
 CLAS 3015 Introduction to Classical Archaeology
 CLAS 4100 Ancient Roman Cities
 CLAS 4130 The Archaeology of Rome's Provinces
 CLAS 4160 History of Late Antiquity
 CLAS 4180 Archaeology of Late Antiquity
 CLAS 4190 Climate Change and Catastrophes in Antiquity
 CLAS 4195 Archaeology and Cultural Heritage of Anatolia
 CMLT 3700 African Narratives of HIV Aids
 CMLT(SWAH)(AFST)(ANTH) 3001 or 3001E Culture and Identity Linkages of the Swahili with the Outside
 World I
 CMLT(AFST)(ANTH) 3030 Introduction to African Languages and Cultures
 CMLT(AFST) 3150 Introduction to Modern African Literature
 CMLT(AFST) 3151 Introduction to Modern African Drama
 CMLT 3110 Literature of the Self
 CMLT 3140 Women Writers of the East and West
 CMLT 3180 Introduction to East Asian Cultures
 CMLT 3200 Contemporary World Literature
 CMLT 3210 or 3210E Ecocriticism
 CMLT 3220 Women and Writing in East Asia
 CMLT 3245 World History and Fiction
 CMLT 3280 East Asian Thought
 CMLT 3600 Gods, Ghosts, and Demons in East Asian Literature
 CMLT 3650 Literary Foundations of East Asian Civilization
 CMLT 4030/6030 Intercultural Studies for a Global Age
 CMLT 4040/6040 Jewish Literature
 CMLT 4050/6050 Literature and the Natural Environment

CMLT 4150/6150 Global Encounters Through Fiction
 CMLT 4160/6160 The Bible in Western Literature and Art
 CMLT 4190/6190 Buddhism and Western Literature
 CMLT 4220/6220 East Asian Cinema
 CMLT 4230/6230 African Cinema
 CMLT 4250/6250 Folk Art and Political Theater: World Drama
 CMLT(AFAM)(AFST)(GEOG)(LACS) 4260/6260 The Black and Green Atlantic
 CMLT 4270/6270 Transnational Literatures
 CMLT 4300/6300 Modernism and Postmodernism
 CMLT 4400/6400 East Central European Literature and Culture
 CMLT(AFST)(LACS) 4545/6545 Comparative Postcolonial Studies
 CMLT 4600/6600 Pre-Modern East Asian Literature
 CMLT 4610/6610 Modern East Asian Literature
 CMLT 4620/6620 East Asian Novel
 CMLT 4640/6640 War in East Asian Film and Literature
 CMLT 4640W War in East Asian Film and Literature
 CMLT(AFST) 4880/6880 The Origins of African Literature
 CMLT(AFST) 4890/6890 Postcolonial African Literature
 FREN 3010 or 3010H Culture and Communication I
 FREN 4185 or FREN 4185I Franco-American Exchange and Mutual (Mis-)Understanding (CAPA pending) **NEW**
 GEOG 3290 Mountain Geography
 GREK 4010 Homer
 GREK 4020 Hesiod
 GREK 4040 Herodotus and Thucydides
 GREK 4090 Advanced Readings: Plato
 GREK 4100 Attic Orators
 GREK (LATN) (LING) 4150 Comparative Grammar of Greek and Latin
 GRMN 3010 Language, Culture, and Society I
 GRMN 3020 Language, Culture, and Society II
 GRMN 3110 Germania
 GRMN 3410: Revolution, Revolt, and Nationalism in the 19th Century
 GRMN 3610: Discourses in Post-War Literature
 GRMN 3630: Memory, History, Narrative
 HEBR 3000 Contemporary Hebrew Conversation and Composition (pre-req HEBR 2003)
 HEBR 3006 Advanced Hebrew Language: Literary Translation
 HIPR 4560 or HIPR 4560E History of World Architecture
 HIPR 4750 Special / Independent Studies
 HIST 3010 or 3010H United States Immigration
 HIST 3020 United States Foreign Relations since 1914
 HIST 3050 American Indian History to 1840
 HIST 3060 Colonial and Revolutionary America
 HIST (LACS) 3140 The Other Americans: U.S. Hispanic/Latinx History from 1565 to the Present
 HIST (LACS) 3210 Race and Slavery in the Americas
 HIST (LACS) (WMST) 3215 Women, Gender, and Sexuality in Latin America
 HIST 3220 or HIST 3220H History of Mexico
 HIST 3240 The Caribbean Area

HIST 3330 The Middle Ages
 HIST 3490 European Encounter with Islam
 HIST 3550 South Asia, 1500 to Present
 HIST 3561 The Medieval Middle East (600-1517)
 HIST 3579 Egypt before Islam: From the Neolithic to 600 CE
 HIST 3580 Egypt: The Mother of Civilization
 HIST 3601 Premodern Japan: Foundations of Culture and State
 HIST 3602 Modern Japan
 HIST 3610 Imperialism in East Asia
 HIST 3661 China's Imperial Age
 HIST 3662 The Chinese Renaissance
 HIST 3663 Modern China
 HIST 4330 Institutions of the Medieval West
 HIST(AFAM) 3101 The Early African American Experience
 HIST(AFST) 3530 Women in Sub-Saharan Africa
 HIST(AFST) 3545 History of the Sahara
 HIST(CLAS) 3311 Society and Culture of Ancient Greece
 HIST(CLAS) 3312 Society and Culture in the Roman World
 HIST (CLAS) 3321 History of Women in the Ancient World
 HIST(CLAS) 4320 Law and Society in the Greco-Roman World
 HIST(CLAS) 4329 Studies in Ancient Greek and Roman History
 HIST(LACS) 3140 or HIST(LACS) 3140H The Other Americans
 HIST(LACS) 3210 Race and Slavery in the Americas
 HIST(LACS) 3230 History of Brazil
 ITAL 3010 Italian Conversation and Composition
 JPNS 3010 Advanced Japanese I
 KREN 3001 Advanced Korean I
 KREN 3011 Enhanced Advanced Korean I
 LACS (CMLT) 4700/6700 Special Topics in Latin American and Caribbean Transnational Comparative Studies
 LATN 4000 Gateway Latin
 LATN 4020 Roman Epic Poetry
 LATN 4030 Roman Historians
 LATN 4090 Latin of Later Antiquity and the Middle Ages
 LING 3015 Language and Society
 LING 4015 Language, Race, and Ethnicity in the US
 PHIL 3000 Classics of Ancient Western Philosophy
 PHIL 3010 Modern Philosophy
 PHIL 3040 Asian Philosophies
 PHIL 3500 Jewish Philosophies
 PHIL 4020 Medieval Philosophy
 PHIL 4045/6045 Chinese Philosophy
 PORT 3010 Portuguese Conversation and Composition
 PSYC 3200 Cultural Psychology
 PSYC 4200 Social Psychology
 RELI/HIST 3150 Religion in the United States
 RELI (ARAB) 4308 Islamic Calligraphic Art and the Vision of Islam

RELI 3300 Introduction to East Asian Religions
 RELI(ANTH)(NAMS) 3901 Methods in the Study of Native American Culture
 RELI 4001 Old Testament / Hebrew Bible Literature
 RELI 4070 Judaism
 RELI 4074 Law and Law Codes in the Ancient Mediterranean World
 RELI 4301 Islamic Thought in the Caliphal Age
 RELI 4304 The Koran, Sacred Text of Islam
 RELI(CMLT) 4307/6307 Comparative Islamic Literature
 RELI 4400 The History of Religions
 RELI 4401 The Buddhist Tradition
 RELI 4402 Confucianism and Chinese Tradition
 RELI 4403 The Taoist Tradition
 RELI 4404 Japanese Religion
 RELI(CMLT) 4307 Comparative Islamic Literature
 RELI (WMST) 4550 Women in World Religions
 ROML 4030 Advanced Topics in Latino Literatures and Cultures
 ROML 4092 Creative Encounters in Archives and Collections (CAPA pending no pre-req) **NEW**
 RUSS 3200 Russian Culture to the Time of the 1917 Revolution
 RUSS 4520 Contemporary Russian Culture
 SOCI 3090 Youth Subcultures in Global Perspective
 SOCI 3300 Global Perspectives on Racism and Sexism
 SOCI 3330 On the Road: Tourists, Travelers, Vacationers, Pilgrims, and Adventurers
 SOCI 3340 Social Psychology of Race, Racism, and Discrimination
 SOCI (WMST) (LACS) 4280 Global Perspectives on Gender
 SPAN 3010 or 3010H or 3011 Spanish Cultural Dialogues
 VIET 3001 Advanced Vietnamese I
 YORB 3001 Advanced Yoruba I
 WMST 3110 or 3110W Gender, Race, Class, and Sexuality
 WMST (LACS) 3500 Women in the Caribbean
 WMST 4070 North American Asian Feminisms
 WMST 4130 Transnational Perspectives on Women and Gender

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*)

ADPR 5930E or ADPR 5930E PR Ethics, Diverse Cultures, and Cross-Cultural Leadership (pre-req ADPR 3850 or ADPR 3850H or ADPR 5920 or ADPR 3510 or ADPR 3510E or ADPR 3400 or ADPR 5910)
 AFST 4700 Model African Union (no pre-req)
 AGCM 4300S Culture-Centered Communication and Engagement (pre-req/co-req AGCM 3810)
 ALDR 3810S Scotland: Youth Engagement in Agriculture (co-req ALDR 3800S)
 ALDR 3900S Leadership and Service (no pre-req)
 ARAB 3006 Advanced Standard Arabic II
 ARAB 4202/6202 Advanced Conversation and Composition in Standard Arabic II

ARAB 4000/6000 Moroccan Dialectical Arabic
 CHNS 3020 Advanced Chinese II
 CHNS 4001 Advanced Chinese III: China Today (CAPA approval pending) **NEW**
 CMLT(SWAH)(AFST)(ANTH) 3020 or 3020E Culture and Identity Linkages of the Swahili with the Outside World II
 CMLT 3070 Intercultural Digital Humanities
 CMLT/INTL 4660 Politics, Film, and Literature (pre-req INTL 3200 or INTL 3200E or INTL 3300)
 COMM 3200 or COMM 3200E Business and Professional Communication (no pre-req)
 COMM 3320 or COMM 3320E Environmental Communication (no pre-req)
 COMM 3360 Rhetoric of Sustainability (no pre-req)
 COMM (AFAM) 3800 Ethnicity Race Communication (no pre-req)
 COMM 4330 Communication Strategies in the Courtroom (no pre-req)
 COMM(CLAS) 4410 Rhetoric and Democracy in the Ancient World (no pre-req)
 COMM 4800 or COMM 4800E Intercultural Communication (no pre-req)
 ECHD 4275S Youth Development in Field Studies in International Contexts (no pre-req)
 FREN 3020 or 3020H Culture and Communication II
 FREN 3100 Business French (pre-req FREN 3010 or FREN 3010H)
 FREN 3150 French for International Affairs (pre-req FREN 3010 or FREN 3010H)
 FREN 4150 French for the Global Economy (pre-req FREN 3020 or FREN 3020H) and (FREN 3100 or FREN 3150)
 GRMN 3015 Language: Business, Engineering, and Society (CAPA change pending) **NEW**
 GRMN 4810 Contemporary Issues in German Business and Politics (pre-req GRMN 2002 or GRMN 2110 or GRMN 2140H or POD)
 HEBR 3005 Modern Hebrew (pre-req HEBR 2003)
 ITAL 4150 Italian for Professional Uses (pre-req ITAL 3010 or ITAL 3030)
 INTB 5100 Special Topics in International Business (POD)
 INTL 4665 Global Politics and Digital Media (pre-req INTL 3200 or INTL 3200E or INTL 3300)
 INTL 466 The Politics of Cybersecurity (pre-req INTL 3200 or INTL 3200E or INTL 3300)
 JPNS 3020 Advanced Japanese II
 JPNS 4110 Advanced Japanese III (pre-req JPNS 3020 or permission of department)
 KREN 3002 Advanced Korean II
 KREN 3022 Enhanced Advanced Korean II
 KREN 4001 Business Korean (pre- or co-req KREN 3002)
 KREN 4002 Business Korean II (pre-req KREN 4001)
 MARK 3000 or MARK 3000E or MARK 3000H Principles of Marketing (pre-req ACCT 2101 or ACCT 2101E or ACCT 2101H and MIST 2090 or MIST 2090E or MIST 2190H)
 MARK 3001 or MARK 3001E or MARK 3001H Principles of Marketing (no pre-req)
 PORT 4150 Business Portuguese (pre-req PORT 3030 or POD)
 RUSS 3911 Tutorial in Professional Russian I (pre-req RUSS 3012)
 RUSS 3912 Tutorial in Professional Russian II (pre-req RUSS 3911)
 RUSS 4911 Advanced Topics in Professional Russian I (pre-req RUSS 3911 or RUSS 3912)
 RUSS 4912 Advanced Topics in Professional Russian II (pre-req RUSS 3911 or RUSS 3912)
 SOWK 3000 Professional Social Work Communication (pre-req SOWK 2154 or SOWK 2154S or SOWK 2156 or SOWK 2160S)
 SPAN 3020 or 3020H Writing Critically in Spanish
 SPAN 4150 Business Spanish (pre-req SPAN 3010 or SPAN 3010H or SPAN 3011) and (SPAN 3030 or SPAN 3030E or SPAN 3030H or SPAN(LING) 3050 or SPAN(LING) 3050E or SPAN 3020 or SPAN 3020H or SPAN 3021)

VIET 3002 Advanced Vietnamese II
YORB (AFST) 3002 Advanced Yoruba II

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 or 3820E or ALDR 3820H Reflections on Fighting Hunger (no pre-req)
ALDR 4540 Advanced Leadership Theory, Ethics, and Culture (no pre-req)
ARAB 4100/6100 Reading and Research in Arabic and Islamic Literature
ARAB 4300/6300 Media Arabic
ANTH 3150 Water Worlds (pre-req ANTH 1102 or ANTH 1102E or ANTH 2120H) ANTH 3330 or
ANTH 3330S Displaced Peoples of the World (no pre-req)
ANTH(ECOL)(FANR)(SOCI) 4846 Environmental Governance (no pre-req)
ARTI (PHIL) 4340 Ethics and Artificial Intelligence (pre-req PHIL 2030 or PHIL 2030E or PHIL
2030H or CSCI 3030 or CSCI 3030E or CSCI 3030H or CSCI(PHIL) 4550/6550 or a 3000-level
PHIL course)
CHNS 4110/6110 Advanced Chinese III
CHNS 4500/6500 Readings in Chinese Literature
CLAS 3080 Classical Ethics: Informing Modern Decision-Making (CAPA pending no pre-req) **NEW**
COMM 4220 Argumentation (pre-req SPCM 3300 or COMM 3300 or permission of department)
COMM 4390 Communication, Rhetoric, and the Common Good (pre-req COMM 2200 or COMM 2200E or
COMM 2360 or COMM 3100 or COMM 3300 or COMM 3320 or COMM 3340 or GEOG 3640 or
INTL 3200 or INTL 3200E)
CSCI 3030 or 3030E or 3030H Computing, Ethics, and Society (pre-req ENGL 1050H or ENGL 1102 or
ENGL 1102E)
ECHD 3030 Diversity and Helping Skills (no pre-req)
FCID 3500 The Holocaust from the Victims' Perspectives (no pre-req)
FREN 3030 or 3030H Texts and Contexts
FREN 4070 World Literature in French
FREN (LACS) 4170 Francophone Literature, Film, and Culture
GPST 3000 Contemporary Global Issues (pre-req POLS 1101 or INTL 1100)
GRMN 3710 The Wall
GRMN 4200 The Language and Literature of the German American Experience
HEBR 3001 Digital Hebrew (pre-req HEBR 2003)
HIST 3120 The History of American Business (no pre-req)
HIST 3735 Deportation and Genocide (pre- or co-req One course in HIST or POLS or SOCI or AFST or
FYOS or INTL)
HIST 4120 The Civil Rights Movement (pre- or co-req any course in HIST or AFAM or INTL or POLS
1101 or POLS 1101E or POLS 1101S or POLS 1105H)
HIST 4402 World War II in History and Memory (any 2000 level HIST course)
HIST 4445 A Global History of Drugs (any 2000 level HIST course)
INTL 4320 or INTL(SOCI) 4320S Politics of Development (pre-req INTL 3200 or INTL 3300 or SOCI
3750 or SOCI 3850 or SOCI 3950 or permission of department)
ITAL 3030 Introduction to Italian Literature and Culture JPNS 4110 Advanced Japanese III
JURI 3200S Law and Social Justice: Strategic Advocacy (no pre-req)
KREN 4011/6011 Modern Korean Fiction
LACS (SOCI) 4211 Environmental Justice in Latin America and the Caribbean (pre-or co-req

LACS 1000 or LACS 1000E or LACS 1000H or SOCI 1101 or SOCI 1101E or SOCI 1101H or permission of department)

PHIL 3200 Ethical Theory

PHIL 4210 Social and Political Philosophy

PHIL 3220 or 3220H Biomedical Ethics (no pre-req) PHIL 3230 Ethics of Food (no pre-req)

PHIL (EETH) 4220 Environmental Ethics (pre-req PHIL 2200 or any 3000-level PHIL course or permission of department)

POLS 4551 Political Propaganda and American Politics (pre-req POLS 1101 or POLS 1105H or POLS 1101E or POLS 1101S)

PORT 3030 Introduction to Language Literature and Culture and the Portuguese Speaking World

SOCI 3150 or 3150E Criminal Punishment and Society (pre-req SOCI 1101 or SOCI 1101H or SOCI 2600 or permission of department)

SPAN 3030 Texts in Global Contexts

SWAH (AFAM) 3990 Directed Study in Swahili Language and Literature

VIET 3007 Introduction to Vietnamese Literature

YORB (CMLT) (AFST) 3501 Special Topics in Yoruba

WMST 3270S Gendered Politics of Food (pre-req Junior or senior standing or permission of department)

WMST 4170S Environment, Gender, Race, Class (pre-req WMST 3010 or WMST 4010/6010 or permission of department)

WMST 4770 Women, Gender, and Climate Justice (no pre-req)

IV. Organizational Management (*associated learning objectives: acquire skills in organizational management and financial administration*)

AAEC 3010 Farm Organization and Management (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)

AAEC 3911 International Agribusiness and Environmental Management (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)

ALDR 3000 Communication and Leadership in Groups and Teams (no pre-req)

COMM 4550 Organizational Communication (pre-req COMM 1100 or COMM 1300 or COMM 1500)

DMAN 3100 or 3100E Disasters and Society (no pre-req)

ECHD 3130-3130L (1 cr. lab) Program and Event Planning (no pre-req)

ENTR 5000 Special Topics in Entrepreneurship (pod)

FCID 3700S Social Entrepreneurship in the Arts and Sciences (no pre-req)

FHCE 3100 or FHCE 3100E Consumer Decision Making (no pre-req)

FHCE 4340S Housing and Community Development (no pre-req)

HFIM 3150 Hospitality and Food Industry Human Resource Management (pre-req HFIM 2500)

HPAM 3500 or 3500E Introduction to Healthcare Management (pre-req PBHL 3100 or pod)

MGMT 3000 or MGMT 3000E or MGMT 3000H Principles of Management (pre-req ACCT 2101 or ACCT 2101E or ACCT 2101H and MIST 2090 or MIST 2090E or MIST 2190H)

MGMT 3001 or MGMT 3001E or MGMT 3001H Principles of Management (pre-req ACCT 2101 or ACCT 2101E or ACCT 2101H or ACCT 1160)

MNML 5237 or MNML 5237E Theory and Management of Nonprofit Organizations (no pre-req)

MNML 5320 or MNML 5320E Managing Volunteers (no pre-req)

MNML 5330 or MNML 5330E Innovation Management in Nonprofit and Government Organizations: From Creativity to Implementation (no pre-req)

PADP 3000 or PADP 3000E Introduction to Public Administration (pre-req POLS 1101 or POLS

1101E or POLS 1101H or POLS 1101S)
 PSYC 4230 or PSYC 4230E Psychology of the Workplace (pre-req PSYC 3990 or PSYC 3990E)
 SOCI 3250 Protests and Social Movements (SOCI 1101 or SOCI 1101H or SOCI 2600 or permission of department)
 SOCI 3750 Sociology of Work and Industry (no pre-req)
 SOCI 3940 Sociology of Leadership (pre-req SOCI 1101 or SOCI 1101H or SOCI 2600 or pod)
 SPAN 4250 Advanced Business Spanish (pre-req SPAN 4150)

V. Financial Administration *(associated learning objectives: Acquire skills in organizational management and financial administration.)*

AAEC (ENVM) 3300S Outreach and Service-Learning in Applied Economics (pre-req AAEC 2580 or 2580E or ECON 2106 or ECON 2106E or ECON 2106H or pod)
 AAEC 3690 Agribusiness Finance (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H) and (ACCT 1160 or ACCT 1160E or ACCT 2101 or ACCT 2101E or ACCT 2101H) and (STAT 2000 or STAT 2000E or STAT 2100H)
 ACCT 4900 International Accounting (pre-req ACCT 2102 or ACCT 2102H or ACCT 2102E)
 ALDR(AGED)(AGCM) 4800E Grant Seeking (pre-req ENGL 1102 or ENGL 1102E)
 BUSN 3000 Applied Statistics and Data Analysis for Business (no pre-req)
 ENTR 4100 Study of Global Entrepreneurship and Innovative Ecosystems (pod)
 FACS 5950 International Study in Family and Consumer Sciences (pod)
 FHCE 3200 or 3200E Introduction to Personal Finance (no pre-req)
 FHCE 3250 or 3250E Survey of Financial Planning (no pre-req)
 FHCE 3260 Computer Applications for Financial Planning (no pre-req)
 FHCE 5710 Study Away Experience in Financial Planning, Housing and Consumer Economics (pod)
 FINA 3000 or FINA 3000E or FINA 3000H Financial Management (pre-req ACCT 2101 or ACCT 2101E or ACCT 2101H) and (MIST 2090 or MIST 2090E or MIST 2190H)
 FINA 3001 or FINA 3001E or FINA 3001H Financial Management (pre-req ACCT 2101 or ACCT 2101E or ACCT 2101H or ACCT 1160)
 HFIM 3210 Hospitality and Food Industry Financial Management (pre-req ACCT 1160 or ACCT 2101 or ACCT 2101E or ACCT 2101H and HFIM 2500 or STAT 2000 and AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)
 HPAM 3650 or 3650E Comparative Healthcare Systems
 MBUS 3000 Business Fundamentals as Applied to the Music Industry (pre-req ACCT 1160 or ACCT 2101 or ACCT 2101H or ACCT 2101E)
 MNML 5060 or MNML 5060E Fundraising and Development for Nonprofit Organizations (no pre-req)
 MNML 5445 or MNML 5445E Nonprofit Financial Management (no pre-req)
 PADP 4630 or PADP 4630E Politics and the Budgeting Process (pre-req POLS 1101 or POLS 1101E or POLS 1105H)

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 (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)
 AAEC 3580-3580L (1 cr. Lab) Intermediate Economic Principles (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H) and (MATH 2110 or MATH 2110E or MATH 2260 or AAEC(ENVM) 3020 or AAEC 3020E)

AAEC 4050 Agribusiness Law (pre-req Third year standing and POLS 1101 or HIST 2111 or HIST 2112)

AAEC 4930 Environmental Law and Governmental Regulation (pre-req Third year standing and (POLS 1101 or POLS 1101E or POLS 1105H or HIST 2111 or HIST 2111E or HIST 2111H or HIST 2112 or HIST 2112E or HIST 2112H)

ANTH 4075 Economic Anthropology (pre-req ANTH 1102 or pod)

CLAS 3060 The Economy of Classical Europe (no pre-req)

CMLT 4680: Law and Culture in East Asia (no pre-req)

CMLT 4690: Markets, Merchants, and the World of Trade in China (no pre-req)

JURI (FANR) (ECOL) 4810 or JURI (FANR) (ECOL) 4810E Natural Resources Law (no pre-req)

ECON 3100 Introduction to Sustainable Development (pre-req ECON 2105 or ECON 2105E or ECON 2105H or ECON 2106 or ECON 2106E or ECON 2106H)

ECON 4000 The Economics of Human Resources (ECON 2106 or ECON 2106H or ECON 2106E) and (ECON 2105 or ECON 2105H or ECON 2105E)

EDAP 4170 or EDAP 4170E Educational Law and Professional Ethics (no pre-req)

ENVM 3060 or ENVM 3060E Principles of Resources Economics (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)

ENVM 4250 Environmental and Public Health Law (pre-req third-year student standing and POLS 1101 or HIST 2111 or HIST 2112)

ENVM 4650 Environmental Economics (pre-req AAEC 2580 or AAEC 2580E or ECON 2106 or ECON 2106E or ECON 2106H)

FHCE 3150 Consumer Economics Theory (pre-req ECON 2106 or ECON 2106E)

GEOG 3620 Globalization and the Making of the Modern World (no pre-req)

GEOG 3640 Geography of Human Rights (no pre-req)

GEOG (AFST) 3650 Africa in the Global Economy (pre-req GEOG 1101 or pod)

GEOG 3690 Introduction to Political Geography (pre-req GEOG 1101 or 1103 or pod) GLOB 3100 or GLOB 3100E Introduction to Global Health (no pre-req)

GLOB 3200 or GLOB 3200E or GLOB 3200S Global Health and Links Among Food, Culture, and Disease (no pre-req)

HFIM 3180 Hospitality and Food Industry Law and Liability (pre-req HFIM 2500)

HIST 3700 Global History of Communism (no pre-req)

HIST 4029 History of Capitalism in Modern America (no pre-req)

HPAM 3600 or 3600E Introduction to Health Policy (pre-req PBHL 3100 or PBHL 3100E or HPRB 3010 or HPRB 3010E or HPRB 3020 or HPRB 3020E or HPRB 3020S or EHSC 3060 or EHSC 3060E)

INTL 3200 or 3200E or 3200H Introduction to International Relations (pre-req POLS 1101 or POLS 1101E or POLS 1101H or POLS 1101S or INTL 1100 or INTL 1100E or INTL 1100H)

INTL 3300 Introduction to Comparative Politics (pre-req POLS 1101 or POLS 1101E or POLS 1101H or POLS 1101S or INTL 1100 or INTL 1100E or INTL 1100H)

INTL 4210 International Law (pre-req INTL 3200 or INTL 3300 or pod)

INTL 4215 or 4215E or 4215H International Humanitarian Law (no pre-req)

INTL 4240 International Organization (pre-req INTL 3200 or INTL 3300 or pod)

INTL 4620 Human Rights (pre-req INTL 3200 or INTL 3200E or INTL 3300 or INTL 3300E)

INTL 4644 Human Rights in the European Union (no pre-req)

JURI 3080 or JURI 3080E Life Cycle of a Corporation (no pre-req)

JURI 3400 Introduction to Global Governance (no pre-req)

JURI 3501 Exploring the Intersection of Law and Technology in the Information Age (no pre-req)

JURI 3503 Ideas and Expressions: The Fundamentals of Copyright Law (no pre-req)

JURI 3505 Information Literacy and the Law (no pre-req)
 JURI 3600 Legal Aspects of Entrepreneurship (no pre-req)
 JURI 3627 Mental Health Law (no pre-req)
 JURI 3821 Race and Law (no pre-req)
 JURI 3989 Disability and Education Law (no pre-req)
 JURI 4810 or 4810E Natural Resources Law (no pre-req)
 PADP 3100 Introduction to Policy Analysis (pre-req POLS 1101 or POLS 1101E or POLS 1105H)
 PADP 4640 or PADPE Introduction to the Nonprofit Sector (pre-req POLS 1101 or POLS 1101E or POLS 1105H)
 PADP 4650 Policy Process (pre-req POLS 1101 or POLS 1101E or POLS 1105H)
 PADP 4690 Bureaucracy and Law (no pre-req)
 PHIL 4240 Philosophy of Law (PHIL 2030 or PHIL 2030H or PHIL 2030E or any 3000-level PHIL course or permission of department)
 POLS 4625 Politics of the Financial Crisis (pre-req POLS 1101 or POLS 1101E or POLS 1105H)
 POLS 4700 or 4700E or 4700H Constitutional Law: Powers (POLS 1101 or POLS 1101S or POLS 1101E or POLS 1105H)
 POLS 4710 or 4710E or 4710H Constitutional Law: Rights and Liberties (POLS 1101 or POLS 1101S or POLS 1101E or POLS 1105H)
 POLS 4760 Supreme Court Politics: The Institution and Its Justices (POLS 1101 or POLS 1105H or POLS 1101E)
 RELI 4074 Law and Lawcodes in the Ancient Mediterranean World (no pre-req)
 SOCI 4040 Global Inequality and Social Change (pre-req SOCI 1101 or SOCI 1101E or SOCI 1101H or permission of department)
 SOCI (INTL) 4560 or SOCI (INTL) 4560S Globalization and Work (pre-req SOCI 3750 or SOCI 3850 or SOCI 3950 or INTL 3200 or INTL 3300 or pod)

VII. Global Languages and Leadership Capstone Project (*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*)

ARAB 4960R
 CHNS 4960R
 CLAS 4960R
 CMLT 4960R
 CURO 4960R
 FREN 4960R
 GRMN 4960R
 GREK 4960R
 HEBR 4960R
 ITAL 4960R
 JPNS 4960R
 KREN 4960R
 LATN 4960R
 PORT 4960R
 RELI 4960R
 ROML 4960R
 RUSS 4960R

SPAN 4960R
 SWAH 4960R
 VIET 4960R
 YORB 4960R

SAMPLE PROGRAM OF STUDY:

I. Global and Local Leadership A.B. with advanced proficiency in Spanish and Agriculture and Applied Economics minor

YEAR ONE

Fall Courses	Hours	Spring Courses	Hours
ENGL 1101 (Area I)	3	ENGL 1102 (Area I)	3
MATH 1113 (Area I)	3	MATH 2250 (Area III)	4
SPAN 1001 (Area IV and Area VI*)	4	BIOL 1103, BIOL 1103L (Area II)	4
FYOS Requirement	1	SPAN 1002 (Area IV and Area VI*)	4
ECON 2106 (Area V and Area VI*)	3	P.E. Requirement	1
Total	14	Total	16

YEAR TWO

Fall Courses	Hours	Spring Courses	Hours
SPAN 2001 (Area IV and VI*)	3	SPAN 2002 (Area VI*)	3
GEOG 1111 (Area II)	3	MUSI 2020 (FC FA PHIL RELI 2) and Area IV	3
LING 2100 (FC FA PHIL RELI 1)	3	SPAN or ROML 2550 (FC MC Requirement)	3
MATH 2260 (Prereq for AG minor course)	3	AAEC 3580 and L (minor req)	4
HIST 2111 or HIST 2112 (Area V)	3	CLAS 1000 (Area VI elective)	3
Total	15	Total	16

YEAR THREE

Fall Courses	Hours	Spring Courses	Hours
SPAN 3010	3	SPAN 3030	3
SPAN 3020	3	SPAN 3050	3
AAEC 3400 (minor) (III)*	3	AAEC 4710 (minor)	3
AAEC 3010 (minor) (I)*	3	FHCE 3200 Intro to Personal Finance (II)*	3
Any elective	4	SPAN 4090S (Area VI GLL)	3
Total	16	Total	15

YEAR FOUR

Fall Courses	Hours	Spring Courses	Hours
AAEC 3040 (minor)	3	SPAN LL 2	3
SPAN LL 1	3	SPAN LL 3	3
ANTH 3330 (IV)*	3	SPAN elec 3	3
SPAN 4150 (SPAN elec 1 and V)*	3	ANTH 4460 (VI)*	3
SPAN elec 2	3	SPAN 4960R (VII)*	3
Total	15	Total	15

Total Hours Over 4-Year Academic Period: 120 and 1 hr pe.

Area F/VI: GLL (18 credits required).

Foreign Language Requirement: Select 1 course at 4000 level (3 credit hours) SPAN 4090S (3)**

Required course: Select 1 course (3 credit hours) from the following:

AAEC 2580 or AAEC 2580E or ACCT 1160 or ACCT 2101 or ACCT 2101E or ACCT 2101H or ECON 2150 or ECON 2105E or ECON 2150H or ECON 2160 or ECON 2106E or ECON 2160H or HFIM 2500 or PBHL 3100 or POLS 1101 or POLS 1101E or POLS 1101H or POLS 1101S or SOCI 1101 or SOCI 1101H or SOCI 2600

Additional Area F/VI required courses (12 hours) from the following prefixes:

[ARAB](#), [CHNS](#), [FREN](#), [GRMN](#), [GREK](#), [HEBR](#), [ITAL](#), [JPNS](#), [KREN](#), [LATN](#), [PORT](#), [RUSS](#), [SPAN](#), [SWAH](#), [VIET](#), [YORB](#)

Area VI:

SPAN 1001 (4)

SPAN 1002 (4)

SPAN 2003 (3)

SPAN 2004 (3)

Required GLL courses (21 hours):

- 1. Organizational Management** AAEC 3010 Farm Organization and Management (I)*
- 2. Financial Administration** FHCE 3200 Introduction to Personal Finance (II)*
- 3. Economic and Legal Systems** AAEC 3400 Introduction to Agricultural Policy (III)*
- 4. Ethical Decision Making** ANTH 3330 Displaced Peoples of the World (IV)*
- 5. Communication in Private, Public, and Non-Profit Sectors** Intro to Business Spanish (V)*
- 6. Comparative Human Relations** ANTH 4460 The Aztecs and the Maya (VI)*
- 7. Global and Local Applied Leadership Project** SPAN 4960R (VII)*

E. IMPLEMENTATION

41. 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 enrollment ¹	0	20	40	55
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	Not anticipated	Not anticipated	Not anticipated	Not anticipated
Total Enrollment	0	40	75	95
Graduates	0	0	20	35

Carry forward base enrollment for next year	20	40	55	60
---	----	----	----	----

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.

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

Not applicable

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

The projected number of 40 is realistic based on current enrollment numbers in language programs in the Franklin College. Should the target number fall short of projections, the administrators of the degree will reassess recruitment strategies based on student surveys.

43. 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 degree 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.

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

The GLL program 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.

45. 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.

Not applicable

***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.)

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

☒ No (Move to answer question 48)

☐ Yes (If yes, answer questions 47a & 47b)

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

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

Not applicable

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

Not applicable

49. 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

50. 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

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

a. Course Development

# of total courses in the curriculum:	380
# of existing courses to be part of the new program	375
Net number of new courses to be developed	5

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

Course development requires an increase in the number of hours a faculty member dedicates to teaching preparation. Faculty annual evaluations include time dedicated to the creation of new courses.

52. 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?
none

- 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.

- 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

- 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.

(Roster requested from Office of Accreditation and Institutional Effectiveness)

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

The program utilizes current faculty and staff and current undergraduate coordinators will advise new students.

54. How many new staff will be needed for this program over the next four years? 1

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

55. 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.

Not applicable

56. 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 Spaces ¹				

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.

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

Not applicable

58. 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 are sufficient.

59. 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

60. 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	none			
2				
3				
4				
5				
6				
Total Technology Costs		0	0	

G. RISKS AND ASSUMPTIONS

61. 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
none			

62. 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?