TO: Members of the Graduate Council
FROM: Suzanne Barbour, Dean
DATE: February 16, 2016

Graduate Council Meeting
Wednesday, February 24, 2016, 3:30 p.m.
229 Conference Room, Terrell Hall
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, correction and approval of minutes
December 9, 2015

II. Graduate Council Committee Reports and Action Items
A. Program Committee
   Committee Report (Michael Azain, Chair)

   The committee recommends approval of the following:
   1. At the request of the Department of Communication Sciences and Special Education, a proposal to offer a Graduate Certificate in Dyslexia. [Attachment A]

   2. At the request of the Department of Career and Information Studies, a proposal to offer a Graduate Certificate in STEM Education. [Attachment B]

B. Administrative Committee
   Committee Report (Michele Lease, Chair)

   The committee recommends approval of the following:
   1. The committee recommends the replacement of Jennifer Cannon with Kristen Navara.
   2. The committee recommends the replacement of Robert Christensen with Rebecca Nesbit.
   3. Graduate Faculty definitions and appointment/review process. [Attachments C-E]

C. Admission and Retention Committee
   Committee Report (Michele Lease, Chair)

D. Appointment and Reappointment Committee
   Committee Report (Tai Guo, Chair)

E. Curriculum Committee
   Committee Report (Adrian Childs, Chair)

III. Old Business

IV. New Business

V. Information Items
   1. A dual JD/MPH degree administratively approved by the Graduate School.
   2. Due to the cancellation of the January 20, 2016, Graduate Council meeting, the following
action items were approved unanimously by ballot vote of the Council members:

a. At the request of the Department of Communication Sciences and Special Education, a proposal to offer a Master of Science degree in applied behavioral analysis.

b. At the request of the Department of Geography, a proposal to offer a Graduate Certificate in Urban and Metropolitan Studies.

c. At the request of the Department of Educational Theory and Practice, a proposal to change the name of the major, Middle School Education, for the MAT, MEd, MEd (online), and EdS, to Middle Grades Education.
October 19, 2015

Dear COE Curriculum Committee,

I am pleased to submit the attached proposal for a Graduate Certificate in Dyslexia. The Graduate Certificate in Dyslexia would be a desirable, complementary credential for students pursuing licensure and/or a graduate degree in special education, early childhood education, communication disorders, or educational psychology. In addition, the stand-alone credential will be attractive for teachers and related professionals (e.g., speech-language pathologists, school psychologists) in the field who are looking for professional development related specifically to teaching students with dyslexia. Finally, the Common Core standards include literacy standards for science, social studies, and technical subjects making literacy a shared responsibility across grade levels and subject areas. To date, no other institutions of higher education in the state of Georgia (and only 16 other programs nationwide) offer explicit and focused training in dyslexia as part of their graduate degree program or as a stand-alone graduate certificate program.

The content of this certificate was designed to align with the International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading. By adhering to these standards, we can assure the public that individuals who complete our Graduate Certificate in Dyslexia program are prepared to implement evidence-based and instructionally-effective practices for reading instruction. A significant strength of the Graduate Certificate in Dyslexia program is that it would be composed of existing courses within the Special Education General Curriculum master’s degree program. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.

The Department of Communication Sciences and Special Education is excited to offer this program that has the potential to complement and expand the role, scope, and long-range development of the special education program, the department, the college, and the University of Georgia because it is responsive to both local and national needs. We thank all concerned for their assistance in this process.

Sincerely,

Cynthia O. Vail, Ph.D.
Professor & Department Head
Department of Communication Sciences & Special Education
University of Georgia
OUTLINE FOR AN
INTERDISCIPLINARY CERTIFICATE PROGRAM

I. Basic Information

1. Institution University of Georgia Date October 19, 2015

2. School/College College of Education

3. Department/Division Communication Sciences and Special Education

4. Certificate Title (as it will appear in the Bulletin) Graduate Certificate in Dyslexia

5. Level (undergraduate or graduate) Graduate

6. Proposed starting date for program August 2016

7. Abstract of the program for the University Council's agenda:
   Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

SIGNATURES:

____________________________     _____________________________
Department Head                                                        Dean of School/College
The proposed Graduate Certificate in Dyslexia will provide students with specific knowledge related to reading and language development, assessment, and instruction and remediation of reading disability. Upon completion of the program, students will possess the knowledge and skills needed to teach reading to students with dyslexia, other struggling readers, and/or the general student population. Completion of the Graduate Certificate in Dyslexia will require 16 semester hours of specific reading and language-related coursework and a field experience, in addition to achieving a passing score on the International Dyslexia Association (IDA) Certification examination. The Graduate Certificate in Dyslexia is for those who hold a bachelor’s degree in Education or a related field (e.g. psychology, speech pathology).

Approximately 2.43 million students are identified as having learning disabilities (LD; Skull & Winkler, 2011). It is estimated that 85% of students with LD have dyslexia – they experience difficulty in the area of reading and require intensive, multisensory, highly structured remedial instruction. Unfortunately, research has shown that many licensure programs are not preparing teachers, clinicians, and specialists to prevent or address reading difficulties (Moats, Carreker, Davis, Meisel, Spear-Swearling, & Wilson, 2010). The majority of preparation programs lack depth and fail to provide teachers and clinicians with direct practice using evidence-based curricula. In 2010, the International Dyslexia Association (IDA) established Knowledge and Practice Standards for Teachers of Reading. IDA established these standards to guide the preparation, certification, and professional development of teachers who provide multisensory reading instruction for students with reading difficulties. Our Graduate Certificate in Dyslexia program will adhere to the IDA standards through coursework and applied field experiences. By preparing our program in this manner, we will also position ourselves for later membership in IDA’s coalition and for future referrals from IDA offices.

The Graduate Certificate in Dyslexia would be a desirable, complementary credential for students pursuing licensure and/or a graduate degree in special education, early childhood education, communication disorders, or educational psychology. In addition, the stand-alone credential will be attractive for teachers and related professionals (e.g., speech-language pathologists, school psychologists) in the field who are looking for professional development related specifically to teaching students with dyslexia. Finally, the Common Core standards include literacy standards for science, social studies, and technical subjects making literacy a shared responsibility across grade levels and subject areas. To date, no other institutions of higher education in the state of Georgia (and only 16 other programs nationwide have been accredited) offer explicit and focused training in dyslexia as part of their graduate degree program or as a stand-alone graduate certificate program.

Research has demonstrated that highly-structured, multisensory, phonologically-based programs are effective in remediating reading difficulties. Through our proposed Graduate Certificate in Dyslexia program, students will receive: (a) foundational content that will result in a comprehensive understanding of dyslexia and other language-based disabilities, (b) training in the multisensory, structured curricula, and (c) fieldwork in delivering multisensory reading instruction to elementary and secondary students who struggle in reading.
In summary, the faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in teaching students with dyslexia. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.
II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.
   A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

   The content of this certificate was designed to align with the International Dyslexia Association’s (IDA) Knowledge and Practice Standards for Teachers of Reading. Teacher preparation programs should ascribe to a common set of professional standards for the benefit of the students they serve, including those with diverse learning needs. By adhering to these standards, we can assure the public that individuals who complete our Graduate Certificate in Dyslexia program are prepared to implement evidence-based and instructionally-effective practices for reading instruction.

   The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as “below basic.” Included in this group are students living in poverty, English language learners, and students who demonstrate significant weaknesses with language processes, including but not limited to phonological processing, that are the root cause of dyslexia and related learning difficulties. Of those who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing.

   The Common Core State Standards, adopted by the majority of states, and other college and career readiness standards, require a shift towards more rigorous expectations for students in reading and writing. Students are required to read complex text efficiently and with high levels of comprehension. This expectation includes students with reading disabilities, and those who struggle for other reasons, such as a language barrier. Through coursework and applied field experiences, this Certificate program will provide pre- and in-service teachers with the knowledge and skills required to teach these and other standards.

   This certificate complements and expands the role, scope, and long-range development of the special education program, the department, the college, and the University of Georgia because it is responsive to both local and national needs. At the local level, teachers of all grade-levels and foci understand the need to support and increase the literacy development of their students. This certificate program will provide the training needed for professionals and pre-professionals to meet that goal. At the national level, many states have recently adopted specific legislation around the unique needs of students with dyslexia. This certificate program can serve as a national model for other states that are struggling to identify appropriate professional development on dyslexia for their teachers. More specifically, this Certificate program addresses several Strategic Priorities from the 2020 Strategic Plan related to scholarship and education in healthcare and in such inherently interdisciplinary professions as special education, including the following:
“II.a.1. Strategic Priority: Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students….

“III.j. Strategic Priority: Expand UGA research programs that advance human health, wellness, and medicine…and [develop] new clinical and translational research programs….

“IV.a. Strategic Priority: Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities” (University of Georgia Strategic Plan: Building on Excellence. October 30, 2012).

B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The proposed certificate program is intended to be interdisciplinary, including students and faculty from the following programs within the College of Education: Communication Sciences and Disorders, Early Childhood Education, Middle grades Education, Reading Education Educational Psychology, and School Psychology. In addition, development and ongoing administration of the program will include clinical and tenure/tenure-track faculty from the Speech and Hearing Clinic, School Psychology Clinic, and Reading Clinic, all of which are housed in the College of Education.

Within five years, we expect this certificate program to be fulfilling a central role in the instructional mission of the department and therefore of the University. Based on the needs analyses described in the subsequent section, we anticipate enrollments of at least 20 students per year.

2. There must be a demonstrated and well-documented need for the program.
A. Explain why this program is necessary.

In recent years there has been growing attention around the unique instructional needs of students with dyslexia. By 2012, 22 states had enacted specific laws related to dyslexia (Youngerman & Mathers, 2013). Since 2012, more states have followed suit and typically passed laws related to three critical areas: (a) the need to screen students for dyslexia at a young age (e.g., kindergarten to second grade); (b) a state-approved definition of dyslexia; and (c) a requirement for professional development for in-service and/or preservice teachers (e.g., requiring all practicing teachers to earn a set number of professional development hours per year related to dyslexia, requiring specific content within teacher preparation programs). As more states are moving towards formal recognition of dyslexia, a Graduate Certificate in Dyslexia program at the University of Georgia would position the university and the Department of Communication Sciences and Special Education to be in-step with current and pending legislation nationwide as well as be a significant resource to the state.

In addition to legislation, in January of 2016, the International Dyslexia Association (IDA) will release a new certification exam. Our Graduate Certificate in Dyslexia program has been designed to meet the rigorous knowledge and practice standards established by IDA (see http://eida.org/knowledge-and-practices/). Upon completion of the program, participants in our certificate program will take this exam and have the opportunity to receive external recognition as an IDA Dyslexia Specialist.
Given the national attention on the topic of dyslexia, the need for the Graduate Certificate in Dyslexia is evident for a variety of professionals (i.e., elementary and secondary teachers, school psychologists, reading specialists, administrators). The Graduate Certificate in Dyslexia will codify the knowledge and skills these professions receive through the program thereby increasing their marketability and, more importantly, their capacity to create meaningful change for students who struggle with reading.

B. In addition, provide the following information:
1. Semester/Year of Program Initiation: Summer 2016
2. Semester/Year Full Implementation of Program: Fall 2016
3. Semester/Year First Certificates will be awarded: Summer 2017
4. Annual Number of Graduates expected (once the program is established): 20-25
5. Projected Future Trends for number of students enrolled in the program: Annual enrollment in this program is expected to increase from 20 in 2016 to at least 25 by Fall 2017 and following.

3. There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.
A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

In order to gauge interest in the offering a brief survey was developed and distributed to COE undergraduate and graduate students in a variety of majors (e.g., Special Education, Communication Sciences and Disorders, Early Childhood Education, Educational Psychology, Middle Grades, and Secondary Education). A total of 161 one students responded to the survey. Results from the survey indicated strong interest in a Graduate Certificate in Dyslexia program. A breakdown of the results follows:

1. Level of interest in Graduate Certificate in Dyslexia

<table>
<thead>
<tr>
<th>Level of Interest</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No interest</td>
<td>31</td>
<td>19%</td>
</tr>
<tr>
<td>Some interest</td>
<td>71</td>
<td>44%</td>
</tr>
<tr>
<td>Moderate interest</td>
<td>31</td>
<td>19%</td>
</tr>
<tr>
<td>High interest</td>
<td>28</td>
<td>17%</td>
</tr>
</tbody>
</table>

Summary: 59 respondents expressed moderate to high interest in a Graduate Certificate in Dyslexia.

2. If a Graduate Certificate in Dyslexia program were offered next year, would you apply?

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>52</td>
<td>32%</td>
</tr>
<tr>
<td>No</td>
<td>109</td>
<td>68%</td>
</tr>
</tbody>
</table>

Summary: 52 respondents indicated they would apply to the Graduate Certificate in Dyslexia program.
3. Respondent Demographics

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Status</strong></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>98</td>
</tr>
<tr>
<td>Graduate</td>
<td>60</td>
</tr>
<tr>
<td>Professional (UGA-grad)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Majors</strong></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>65</td>
</tr>
<tr>
<td>Communication Sciences</td>
<td>32</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>23</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Middle Grades or Secondary Education</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
</tr>
</tbody>
</table>

Given the survey data indicating demand for the program and current enrollment in key certificate courses already offered (i.e., SPED 7120: Dyslexia and Other Learning Disabilities, SPED 7150E: Evidence-Based Reading Instruction in Special Education), reasonable enrollment would be 20-25 students per year.

B. In addition, provide the following information:

It is reasonable to expect that students from traditionally underrepresented backgrounds, including especially older students and those from socioeconomically challenging circumstances, might be more inclined to enroll in this certificate program, which allows them to complete the coursework while remaining in their own jobs or communities. Their success in the Certificate program should then also lead to the consequence of their increased representation in any number of graduate programs within the College of Education (e.g., Early Childhood Education, Reading Education, and Special Education).

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

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

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Credits</th>
<th>Term</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 7120:</strong> Dyslexia and Other Learning Disabilities</td>
<td>3</td>
<td>Fall</td>
<td>Lindstrom</td>
</tr>
<tr>
<td><strong>SPED 7010:</strong> Clinical Assessment in Special Education</td>
<td>3</td>
<td>Fall</td>
<td>Hamilton-Jones</td>
</tr>
<tr>
<td><strong>SPED 7150E:</strong> Evidence-Based Reading Instruction in Special Education</td>
<td>3</td>
<td>Spring</td>
<td>Sayeski</td>
</tr>
</tbody>
</table>
A significant strength of the Certificate program is that all of the courses exist with the exception of SPED 6000, the Multisensory Reading Instruction Workshop. Current faculty are well prepared to manage the courses because of substantial experience with the material at both undergraduate and graduate levels. Once the program is fully established, each course will be offered once per year as shown in the sample Program of Study above. Because of the nature of this program and targeted students, we do not expect any students to have completed any equivalent courses prior to their enrollment in this certificate program (i.e., all programs of study can be anticipated to require and include all required courses).

The “new” course – SPED 6000, Multisensory Reading Instruction Workshop – will be taught by current CSSE faculty members (Sayeski, Schultz) who have extensive training in providing multisensory reading instruction to students with dyslexia. In this 3-day (15-hour) workshop, students will apply what they have learned in the four previous courses (SPED 7010, 7120, 7150E and 7250) in preparation for the Practicum in Intensive Reading Interventions (SPED 7440), in which they will subsequently enroll during the summer session. Focus will be on implementation, progress monitoring, scheduling, and creating a successful learning environment. Principles of language structure and how to teach reading with direct, multisensory methods will be demonstrated and practiced during the workshop. During the workshop, students will practice planning and delivering a lesson while receiving modeling and feedback in preparation for their subsequent practicum experience (SPED 7440).

Upon completion of SPED 7010, 7120, 7150E, 7250, and 6000, students will be fully prepared to apply evidence-based strategies with children, adolescents, and adults with, or at-risk for, dyslexia. Specifically, during their practicum experience (SPED 7440), students will learn concepts associated with the delivery of intensive intervention, approaches for increasing opportunities to respond, and evidence-based strategies for remediating reading difficulties. The course will consist of 2-hours per of supervised field-based experiences tutoring pupils and 1.5 hours of didactic instruction per week for 8 weeks. Practicum students will implement a reading tutorial program with children, adolescents, and young adults identified as, or at-risk for, dyslexia. Training and on-site support will be provided daily by their UGA supervisor (Lindstrom, Sayeski, Schultz, or Hamilton-Jones). Emphasis will be on the implementation of research-supported reading techniques, on-going progress monitoring of student academic and behavioral performance, and reflective instructional decision-making. Practicum sites will include, but not be limited to, the UGA Speech and Hearing Clinic, UGA COE Reading Clinic, UGA Regents’ Center for Learning Disorders, and Lindamood-Bell Learning Center.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.
Our proposed Graduate Certificate in Dyslexia program will adhere to the IDA standards through coursework and applied field experiences. By preparing our program in this manner, we will also position ourselves for later membership in IDA’s coalition (see subsequent section) and for future referrals from IDA offices. For a list of currently accredited “model” university programs see: https://eida.org/university-programs-accredited-by-ida/

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

In 2010, the International Dyslexia Association (IDA) established Knowledge and Practice Standards for Teachers of Reading. IDA established these standards to guide the preparation, certification, and professional development of teachers who provide multisensory reading instruction for students with reading difficulties. The IDA Standards serve as the basis for IDA’s credentialing activities, which include the review and accreditation of university and independent teacher training programs and certification of individuals. IDA began reviewing and accrediting teacher preparation programs for their alignment with the IDA Standards in 2012. These include programs for prospective teachers, dyslexia specialists, and dyslexia therapists. University reviews are conducted every other year.

UGA’s master’s program in Special Education (General Curriculum) is currently undergoing a full accreditation review (following a preliminary review conducted in Summer 2015, which resulted in formal approval and recommendation to undergo the full review). Once accredited, graduates of our IDA-accredited master’s program will be eligible to sit for the IDA exam and receive IDA certification, which will be available in 2016. IDA Certification indicates that a teacher or dyslexia specialist has mastered the content and skills outlined in the IDA Knowledge and Practice Standards and can teach students to become strong readers.

5. Faculty resources must be adequate to support an effective program.
   A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

   This certificate program will not be offered in isolation and does not need a specialized or devoted faculty; it is intended to become part of the routine instructional programs in the Special Education program within the Department of Communication Sciences and Special Education. Existing faculty, noted above in the Program of Study, will teach the Certificate program coursework.

   As currently envisioned, the teaching for this certificate will initially be shared by four people, all of whom are current members of the faculty and will each absorb one course for this certificate as part of their regularly assigned teaching load.

   B. In addition, for each faculty member directly involved in this program, list:
      1) Name, rank, degrees, academic specialty, educational background
      2) Special qualifications related to this program
      3) Relevant professional and scholarly activity for past five years
      4) Projected responsibility in this program and required adjustments in current assignments

<table>
<thead>
<tr>
<th>Name</th>
<th>Special qualifications</th>
<th>Relevant activity</th>
<th>Potential responsibility and commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Accomplishments</td>
<td>Committee/Assignments</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>J. Lindstrom, Ph.D.</td>
<td>Graduate Coordinator, IDA-GA Board member</td>
<td>Multiple peer-reviewed publications in the area of dyslexia, assessment, interventions, and accommodations; IDA-GA Board member</td>
<td>Graduate Certificate in Dyslexia Program Coordinator, Instructor of record for SPED 7120, SPED 7250, and SPED 7440; Admissions committee member</td>
</tr>
<tr>
<td>K. Sayeski, Ph.D.</td>
<td>Assistant Professor; Reading interventions and teacher education</td>
<td>Multiple peer-reviewed publications in the areas of teacher education, dyslexia, and reading interventions; Editor, <em>Teaching Exceptional Children</em></td>
<td>Instructor of record for SPED 7150E and SPED 7440; Admissions committee member</td>
</tr>
<tr>
<td>B. Hamilton-Jones, Ph.D.</td>
<td>Clinical Assistant Professor and Special Education Program Coordinator; Collaboration and co-teaching, inclusive practices for students with disabilities, reading Interventions</td>
<td>Overall responsibility for Special Education instructional programs</td>
<td>Instructor of record for SPED 7010 and SPED 7440; Admissions committee member</td>
</tr>
<tr>
<td>Alisa Schultz, M.Ed., CCC-SLP</td>
<td>Clinical Associate Professor &amp; Speech-Language Pathology Clinic Coordinator, speech and language pathology, multisensory reading tutor</td>
<td>Extensive instruction/supervision of graduate students providing screenings, evaluations, and interventions to children with language and literacy disorders; Former instructor for CMSD 6550, <em>Language Assessment and Intervention with School-Age Children</em>; Wilson Reading System Level 1 Certification (pending)</td>
<td>Instructor of record for SPED 6000 and SPED 7440; Admissions committee member</td>
</tr>
</tbody>
</table>
C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

No new faculty will need to be added in order to fully develop the program.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.
   A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.
   B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

Existing library resources, computer facilities, and other support resources are adequate to support students completing this certificate. These include especially online journal subscriptions held by the university libraries, which are generally adequate for departmental scholarship and instruction, and instructional technology supports provided within the College of Education.

7. Physical facilities necessary to fully implement the program must be available.
   Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

The existing classroom, laboratory, and office space, located in Aderhold Hall, currently available to and being used by the Certificate program faculty are adequate to fully support an effective program. There are no plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.
   A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

The only planned costs that will be incurred with the implementation of this certificate program are related to (1) advertising, and (2) salary for a current 9-month faculty member to teach SPED 7440 in the summer. The UGA COE will use the existing CSSE Graduate Coordinator (J. Lindstrom) as the certificate director, and the existing graduate student services staff have availability to accommodate these additional students. The program will use courses which are currently being offered so there is no additional faculty salary expense, plus there is no need for special equipment or library materials as these are already available for the existing courses.
Advertising the certificate program may include posters, program brochures, print/web ads, and/or cards in UGA buses. These costs are projected below:

<table>
<thead>
<tr>
<th>Cost</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Summer course)</td>
<td>$7,500</td>
<td>$7,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Operating Costs</td>
<td>$500</td>
<td>$300</td>
<td>$150</td>
</tr>
<tr>
<td>Capital Outlays</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library Acquisitions</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$8000</td>
<td>$7,800</td>
<td>$7650</td>
</tr>
</tbody>
</table>

B. *Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.*

We do not anticipate offering student fellowships or scholarships for this program.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*
A. *Identify the sources of additional funds needed to support the program and the probability of their availability.*

Current funding through the College of Education will support the implementation of the proposed certificate program. This program was designed assuming graduate “standard-rate” revenues of $401/credit hour. The program requires only the continuation of current faculty salaries, including the equivalent of one summer course taught by a current CSSE faculty member (~$7,500).

The Department of Communication Sciences and Special Education (CSSE) supports the funding of the summer practicum course (SPED 7440) as it is consistent with other courses—specifically, summer treatment programs and camps—offered every summer by department. Per the College of Education process for the funding of summer courses, Cindy Vail, CSSE Department Head, will submit a request for funding ($7500) each year. It is anticipated that robust enrollment will facilitate the likelihood of funding; should summer funding not be available, the practicum course can be offered in the fall or spring at no additional cost.

B. *It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.*

Physical facilities to support this online program will be limited primarily to office space and computers. Funding for these facilities should be adequate from available sources, including income generated by the program itself and other resources.

10. *Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.*
Describe and evaluate the structure for the administration of the program. *Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program.*
program, and how these procedures are consistent with accepted standards for effective and successful programs.

This program will be administered within and as part of the existing programs in Special Education. As mentioned throughout this proposal, it was developed by many of the faculty in that program and is intended to enhance the current master’s degree program in Special Education (General Curriculum). The relevant administrative structure will therefore be the same for this program as for the other Special Education degrees, including general oversight by the department head, academic leadership from the Special Education Program Coordinator, and input and assistance from other relevant faculty and staff.

For this particular certificate, the faculty have agreed on two admissions criteria:

1. Must hold a bachelor’s degree in a related field (e.g., education, communication sciences and disorders, educational psychology) from an accredited institution before enrollment in this program;
2. Must have a competitive GPA in all previous college coursework.

Students will be expected to meet any Graduate School requirements for admission. We believe these admissions criteria to be reasonable on several grounds. First, this program is explicitly intended to be a post-baccalaureate program for students interested in supplementing their current degree in a related field (e.g., education, communication sciences and disorders, educational psychology). The faculty considered the possibility that some currently enrolled undergraduate students might seek to take these courses, or that other students might have some interest, but have decided to focus this program exclusively on students who are prepared for graduate level work and seek the content related to dyslexia. The certificate is open to degree seeking students and non-degree seeking students.

After admissions, and until the program has enrolled 25 students, student advisement will be handled by two current faculty members by shifting current advisement assignments, and the student support staff in the department can absorb the additional students. As is the case with all other Special Education program students, each student will be assigned to one academic advisor and will be expected to review progress and goals with that advisor once per semester. These conversations will occur face-to-face. Advisement conversations will monitor student progress, grades, and plans.

In summary, the Special Education program faculty and staff are excited by the opportunity to develop this Graduate Certificate in Dyslexia program. We believe we have designed a program that will be self-supporting. The faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in teaching students with dyslexia.
Attachment B

Proposal for STEM Graduate Certificate at the K-8 Level

Titles: STEM Education Certificate

I. Basic Information

1. Institution: University of Georgia Date: October 1, 2015

2. School/College: The College of Education

3. Department/Program: Department of Career and Information and Department of Mathematics and Science Education

4. Level: Graduate

5. Proposed Starting Date: Summer of 2016

6. Program Abstract

We request permission to begin offering a Certificate in STEM Education beginning in the summer of 2016 for a total of 12 graduate credits. Education related to Science, Technology, Engineering, and Mathematics (STEM) is critical to success in the 21st century. The program areas in the Department of Career and Information Studies focus on Engineering and Technology in Education. The program areas in the Department of Mathematics and Science Education clearly focus on math and science education. Together, we are STEM in education and this why we want to offer this certificate jointly via these two departments. This proposal is for a certificate that serves the teacher audience. The primary audience for this certificate will be elementary and middle school teachers. There are 110,000 teachers in the state of Georgia and all of them are our target audience. Students who enroll in this STEM certificate will be either current graduate students or newly admitted non-degree students. While we carefully chose the courses for this certificate to align with the needs of elementary and middle grades teachers, it turns out that we will be able to offer this certificate using a blended learning model that will also make it accessible to current as well as prospective teachers. The mathematics and science education classes are currently taught as abbreviated short courses in the summer where teachers come to campus to take these two classes. The remaining two classes are already online classes and teachers can take these two classes during the school year from their homes. This certificate will be very useful for teachers, especially in situations where a school is seeking designation as a STEM school. Further, once approved, this certificate will be the only one offered in the state of Georgia. In addition, this certificate will increase enrollments in our master’s program since some students will start with the certificate and then decide to pursue a master’s degree. Because of the emphasis on STEM nationally, there has been an increase in students pursuing STEM degrees, but these efforts must continue to meet the needs of our country and society because of the increasing need for employees in the STEM fields.

7. Letters of Support

The four courses for this certificate come from two departments – Mathematics and Science Education and Career and Information Studies. The Learning, Design, and Technology (LDT) program area will administer this certificate, so approval will come from the department head of
CIS while the supporting signature will be from the department head from Mathematics and Science Education.

Signatures

__________________________
Robert M. Branch, Department Head, 
Department of Career and Information Studies

__________________________
Barbara A Crawford, Department Head, 
Department of Science and Mathematics Education

__________________________
Craig Kennedy, Dean, 
College of Education
II. Response to the criteria for all education programs

1. Purpose and Educational Objectives

A. Purpose

*STEM Certificate* - The purpose of this certificate is to provide teachers with the STEM strategies that they may effectively employ in the classroom. According to the 2020 Strategic Plan, objective IV.e. states, “Increase level of pre-college outreach with an emphasis on diverse populations and production of K-12 teachers, with an emphasis on preparing teachers in the STEM areas by 2020.” This certificate helps us meet this objective. While each of the courses will provide emphasis that aligns closely with science, technology, engineering, or mathematics, the overall intent of the program will be to prepare teachers who can design and guide integrative STEM learning activities. These activities will facilitate learning across STEM content rather than in isolation. Our approach will transform STEM learning and make it more effective, applicable, and better prepare k-12 students to pursue STEM degrees.

1. Objective – Our primary objective; “Increase level of pre-college outreach with an emphasis on diverse populations and production of K-12 teachers, with an emphasis on preparing teachers in the STEM areas by 2020.” (See the UGA 2020 Strategic Plan)

B. Planning

All of these courses are currently being offered. Certificate students will be added to these existing courses. We hope to begin the certificate this summer. Both EMAT 6420 and ESCI 6420 are scheduled to be taught this summer. EDIT 6150e will be offered in the fall of 2016. ETES 6030e will be offered in the spring of 2017, so the first certificates will be issued at the end of the spring of 2017 semester. If the certificate is not approved by the summer of 2016, then students can begin in the fall of 2016 and finish with the EMAT and ESCI classes in the summer of 2017.

2. There must be a demonstrated and well-documented need for the program

A. Explain why this program is necessary

During the past fifteen years significant concerns about student learning and performance have emerged. Performance on international tests such as that administered by the Programme for International Student Assessment (PISA) have demonstrated that students in the US lag behind the rest of the world in science, mathematics, and reading. Politicians, leaders in technical professions, and other decision makers have taken note and schools are placing increased emphasis on STEM content in their instructional programs. The list of groups and agencies calling for improvements in STEM instruction includes the National Science Board, U.S Department of Education, American Association for the Advancement of Science, National Academies, and many others (2009, National Academy of Sciences).
Two main issues have emerged as reasons improved STEM education is needed. The 21st century has been characterized by an increasingly interconnected and competitive world. Barriers of distance and time have diminished to the extent that many of the activities that drive national economies can be accomplished anywhere on earth. For our own nation to remain competitive it is essential that students pursue various scientific and technical fields so that an adequate workforce is available to drive the economy. In addition, the scientific and technological literacy of the general population is a concern. In a democratic society, literate citizens are needed to make decisions and shape policy. Basic understanding needed to do this in the high-tech world of today requires increased levels of learning in STEM content areas.

Teachers in elementary and middle grades are being asked to provide increased emphasis on STEM instruction. To do this significant professional development is needed—especially at the elementary school level. Elementary teachers often feel ill-equipped to delve more deeply into STEM content and also sometimes lack the expertise to design and implement problem based learning activities that motivate and challenge students to excel in STEM learning. The STEM certificate being proposed is designed to enhance teacher competence and expertise in these areas and enhance the capacity of elementary and middle schools to meet 21st century needs and expectations.

B. Timeline

The STEM certificate would begin in the Summer of 2016 with the first students completing the certificate at the end of the Spring semester 2017. We estimate that initially, we will have 10 students completing this certificate in 2017. As knowledge of the certificate is expanded, we believe that this program will grow to 30 students completing the certificate each year.

3. Evidence of Student Demand

A. Documentation of the student interest in the program

1. There are many universities around the country that are now offering a STEM Certificate for teachers (e.g., Virginia Tech, New York Institute of Technology, Arizona State, and many others). There is a growing need to train teachers in the STEM fields. As noted above, there are a growing number of schools that are working towards or have STEM Certification from the state. In order to do so, teachers need to have STEM qualifications and this certificate can provide that.

LDT has revised the Instructional Technology master’s program to allow students to easily add the STEM Certificate to their degree program (by taking an additional 2 classes). When surveyed existing students and 53% of them would have taken this option. In addition,
students in other Teacher Education programs would easily be able to add students to their programs.

LDT currently offers two other certificates at the graduate level. While interest was slow to develop, we currently have about 30 students in the eLearning Design certificate and we have about 10 students in the Instructional Technology for Teaching certificate. We believe that demand for the STEM certificate will be more like the eLearning Design certificate because of the combination of schools moving toward STEM and the fact that there are more than 110,000 teachers in the state of Georgia. With the certificate being offered in blended fashion where two classes can be completed in the summer in Athens and the other two during the school year, online, that there will be many teachers interested in the certificate.

In addition, CIS faculty are currently working with schools in Jackson, Clarke, Barrow, Oconee, and Hart Counties with funded projects related to STEM. Teacher professional development is being provided and student learning in STEM content is being assessed. In most instances there are many teachers in these school systems who have been unable to participate in ongoing projects due limited resources or other constraints. Providing a STEM certificate will enable many of these other teachers to be prepared to better address STEM content with their students and facilitate improved learning in K-8 schools.

B. To what extent will minority student enrollments be increased and, or the equivalent to the proportion of minority students in the overall student body?

We will visit schools in the greater Atlanta and northeast Georgia area that have diverse teaching staffs. We will actively recruit teachers from these schools to enroll in this certificate program.

We also hope that this certificate not only is successful in its own right, but that it will serve as a tool to attract students to our master’s and doctoral program. By expanding our reach, we will have a greater ability to reach minority students and to recruit them directly to our regular degree programs.

4. The design and curriculum of the program must be consistent with the appropriate disciplinary standards and accepted practice.

The courses included in this certificate align well with the STEM content expected of K-8 students in the Common Core Standards for Mathematics, the Next Generation Science Standards, and the Standards for Technological Literacy. Attention was also given to research by the National Academy of Engineering examining STEM integration in K-12 school programs and other work that has identified STEM content appropriate for elementary and middle school environments.

A. Curriculum Outline
### Instructional Technology for Teaching Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIT 6150e</td>
<td>Introduction to Digital Learning (name change pending)</td>
<td>3</td>
</tr>
<tr>
<td>ETES 6030e</td>
<td>Robotics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ESCI 6420</td>
<td>Science for PreK-8th Grade</td>
<td>3</td>
</tr>
<tr>
<td>EMAT 6420</td>
<td>Mathematics Methods for PreK-Grade 8</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<table>
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<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
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<td>Summer 2016</td>
<td>EMAT 6420</td>
</tr>
<tr>
<td></td>
<td>ESCI 6420</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>EDIT 6150e</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>ETES 6030e</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Rotate Again</td>
</tr>
</tbody>
</table>

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**EDIT 6150e Introduction to Digital Learning (name change pending) (3 Graduate Credits)**

- Explore and become familiar with emerging technology and reflect on their application in educational settings.
- Use various software applications and apply their use to real contexts.
- Use various integration models in an applied setting (such as your own classroom).
- Articulate your learning and experiences using current and appropriate technologies.

**ESCI 6420 Science for PreK-8th Grade**

- What is the nature of science and scientific knowledge?
- What do teachers do when they teach science?
- How can a teacher provide learning environments that will promote active learning, student responsibility and autonomy?
- How can children participate as “citizen scientists?”
- What can be done to encourage females and minorities in science?
• How can a teacher or student assess learning with understanding?
• What “tools” can assist a teacher in becoming a “reflective” practitioner and students in becoming “reflective” learners?
• What resources are available for early childhood science educators?
• How can science be integrated across the curriculum?
• How can science be taught using outdoor learning environments?
• What is meant by “culturally relevant” science teaching and learning?
• How can we foster sustainable education practices in the early childhood classroom?

**EMAT 6420 Mathematics Methods for PreK-Grade 8**

• Help you become aware of children’s mathematical thinking, how it differs from adult thinking, and how it impacts mathematics teaching.
•Expose you to mathematical knowledge for teaching (MKT) and the content, methods, and materials appropriate for preK-8 mathematics instruction. Become familiar with the ideas espoused by the NCTM Principles to Action (2014), NCTM Principles and Standards for School Mathematics (NCTM, 2000), and Common Core State Standards for Mathematics (CCSSM, 2010), Common Core Georgia Performance Standards (CCGPS, 2011),
• Help you become aware of students’ and teachers’ responsibilities in the mathematics classroom and how this affects planning for and teaching mathematics.
• Cause you to examine your beliefs about the goals and content of preK-8 mathematics instruction.
• Provide you with alternative methods of assessment and ways of planning instruction based on assessment.
• Develop a critical view of mathematics curriculum, textbooks, and other instructional materials.
• Examine and develop ways to teach diverse student populations, with attention to factors such as culture, race, gender, socioeconomic status, language, and ethnicity.
• Examine the nature of schooling, including teaching, grouping, testing, and policy issues, and its impact on the mathematics education of diverse students.

**ETES 6030e Robotics for Teachers**

• Identify grade-appropriate science, technology, engineering, and mathematics (STEM) content that can be enhanced with robotics activities.
• Design learning activities incorporating robotics that enhance STEM content specified by current Georgia Department of Education standards for grade-appropriate instruction.
• Explain the function of robotics controllers, sensors, and actuators.
• Describe the underlying principles of robotic control systems and programming.
• Analyze basic robotics tasks and develop hardware and software solutions.
• Describe and assemble basic logic structures used in programming robotics systems to accomplish specified tasks
• Describe and critique robotics hardware and software available for school use.
• Prepare recommendations for robotics hardware, software, and learning activities given a set of learning objectives and budget and time constraints.
• Describe the instructional approaches that could benefit from use of robotics to support learning of STEM content
• Identify significant streams of research on use of robotics to enhance learning in instructional settings
• Assess the effectiveness of including robotics in STEM learning activities

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

All courses already exist.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

During the planning phase for this certificate, colleges and universities were surveyed, particularly peer and aspirant institutions for similar certificate programs. There were a wide range of programs that offer these specialized training certificates, and ours generally conforms to many of these. While our certificate will align to others that are offered, the quality of our faculty and their expertise will allow us to compete and provide a much better alternative to others. Also, we will be focusing on the state of Georgia where the University of Georgia already is popular.

Unfortunately, while there are many universities that offer STEM Certificates for teachers, there are no established standards to align our curriculum. We,
instead, examined other institutions’ curricula and aligned ours to these existing certificates.

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

Program accreditation is not required for the STEM Certificate. We have contacted the Georgia Department of Education to begin to establish this sort of accreditation, but so far nothing has been established. We are actively working on a teacher credential that meets requirements for the STEM Program Certification for Elementary and Middle Schools.

5. Faculty resources must be adequate to support an effective program

A. Define the size, experience, and specialization of the full time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution. Specify how many FT faculty will provide direct instructional support to the program.

Faculty who teach courses in this certificate program are all full time regular faculty. Faculty whose expertise aligns to the content, will teach the courses.

1. List each faculty member directly involved in the program: name, rank, degrees, academic specialty, background; special qualifications related to this program; relevant professional and scholarly activity for the past 5 years; projected responsibility in this program and required adjustment in current assignments.

Below is a list of faculty who have agreed to manage the certificates. These faculty are active in their respective fields as well as in the college in providing leadership in Science, Math, Engineering, and Technology. Other faculty who express an interest and whose scholarship aligns to these programs may also join the program faculty.

<table>
<thead>
<tr>
<th>Name/rank</th>
<th>Degree</th>
<th>Academic specialty/ background</th>
<th>Special Qualifications</th>
<th>Scholarly activity past 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. T. J. Kopcha, Associate Professor</td>
<td>PhD</td>
<td>Technology integration in K12 and higher education</td>
<td>Experience as full-time technology mentor at K12 school; teaches technology integration to grads and undergrads</td>
<td>Three top-tier journal publications on technology integration; additional scholarly and practitioner presentations</td>
</tr>
<tr>
<td>Dr. Michael Orey, Associate Professor</td>
<td>EdD</td>
<td>Application of learning and advanced instructional</td>
<td>Teaches theory and design for eLearning, Technology Integration and Information Technology</td>
<td>Publications, conference presentations, panels,</td>
</tr>
<tr>
<td>Dr. Roger Hill</td>
<td>Ph.D.</td>
<td>Technology in workforce education and engineering</td>
<td>Designed and provided instruction for integrative STEM course for UGA undergraduate elementary education majors; extensive experience with STEM projects funded and implemented in local school systems</td>
<td>Publications, conference presentations</td>
</tr>
<tr>
<td>----------------</td>
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<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Dr. Deborah Tippins</td>
<td>Ph.D.</td>
<td>Elementary Science Methods</td>
<td>Selected at the Outstanding Science Teacher Educator in 2009. She is an expert in methods of teaching science at the elementary level often employing innovative and emerging methodologies.</td>
<td>Publications, conference presentations</td>
</tr>
<tr>
<td>Dr. Dorothy White</td>
<td>Ph.D.</td>
<td>Elementary Math Methods</td>
<td>Has designed and taught methods of teaching math at the elementary, middle school and high school levels. She has worked as a Professor in Residence at Clarke Middle School, so she has instant credibility with teachers at all levels.</td>
<td>Publications, conference presentations</td>
</tr>
</tbody>
</table>

2. Added faculty

No additional faculty will be required for this program.

6. Library, computer or other instructional resources needed

A. Describe available library resources:
Online access to some library resources will be required, but no library resources beyond those already available will be necessary to offering these courses.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.
We will use the current online infrastructure (eLC) and building infrastructure to offer these courses. No additional technology will be required.

7. Physical facilities necessary to fully implement program

No new or dedicated physical facilities are required to implement the program.

8. Expense to the institution (including personnel, operating, equipment facilities, library) to implement program.

A purpose of this certificate is to increase credit hour production. While our classes are still full, they are not as full as they used to be. It is our hope that this certificate will allow classes with lower enrollments to increase. Because of this, there are no additional expenses expected in the offering of this certificate. We will use existing course rotations to meet the need. EMAT and ESCI courses are already planned to be taught in the summer of 2016, as are the EDIT and ETES classes in the fall and spring.

A. Funding Plan:
   Since we will use existing courses, there is no funding plan.

B. Student Support

There will be no student support for certificate students.

9. Commitments of financial support needed

A. Identify sources of additional funds needed to support the program

There will not be any additional sources of funding.

B. It is important to include the long-range plans for additional or expanded facilities necessary.

There will not be any additional resources required. If demand exceeds 30 students a semester, we may need to offer special sections, but this will be worked out within departmental budgets.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practices.

Program administration will reside in the Learning, Design, and Technology program. Dr. Janette Hill is the coordinator of the program and Dr. Michael Orey manages the certificate programs. All students who are interested in the certificate will need to apply to the certificate program (even if they are already
UGA students), so that we can assure that they enroll in all required classes and can notify the Graduate School when they have completed the requisite courses. Those students who are not currently enrolled at UGA, must apply directly to the certificate program through the UGA Graduate School application. We will use the Graduate School’s admissions standards for non-degree students. We will not impose any further requirements.

While the courses include a variety of projects, the primary assessment of the student’s performance will be course grades. Once a student has completed all four courses with a cumulative GPA of 3.0 or better, the LDT certificate manager will notify the Graduate School that the student has successfully completed the certificate.

All students admitted to the program will be assigned to Dr. Orey to make sure that they stay on track to complete their certificate. As part of the advisor role, students will be informed as to any status change as the result of poor performance. Students in this certificate will be held to the same Graduate School requirements for academic probation and dismissal for academic reasons. Students enrolled in the certificate program as non-degree students will be required to register every third semester according to Graduate School policy. In addition, every effort will be made to keep students informed that if they wish to transfer into one of the degree programs, that only 9 credits can transfer in. The advisor will serve as a mentor at the program level; faculty will mentor students at the course level providing any necessary assistance and encouragement to help students be successful in the certificate program.

Any currently enrolled student who chooses to pursue this certificate, must notify the program coordinator of the Learning, Design, and Technology program so that they can be assigned an advisor who can then help ensure successful completion of the courses.

Because students can begin the certificate in any semester, we will not use a cohort model for this program.

Finally, in order for this program to be successful, we will need to market the program. Our primary mechanism for marketing will be to create an email detailing the certificate and distribute this email to the various listservs of teachers throughout the state. We will initially use this strategy to enlist teachers in the state. If the certificate is successful, we can then pursue other marketing strategies to expand the audience beyond the state.
Article I. The Graduate Faculty

Section 1. Membership of the Graduate Faculty
The Graduate Faculty consists of (a) appointed members: those members of the various colleges and schools of the University appointed by the President upon the recommendation of existing Graduate Faculty members in their home units; and (b) ex officio members: the President of the University; the Senior Vice President for Academic Affairs and Provost; the Vice President for Research and Associate Provost; the Vice President for Public Service and Outreach and Associate Provost; such other Vice Presidents as the President designates; the Dean of the Graduate School; the Director of Libraries, and the deans of colleges and schools authorized to offer programs leading to graduate degrees (cf. Statutes of The University of Georgia, Article VII, Section 1 (http://provost.uga.edu/index.php/statutes/article-vii-deans-of-schools-and-colleges/)).

Section 2. Authority of the Graduate Faculty
Subject to the general policies of the University Council, the Graduate Faculty shall have authority to determine entrance requirements for students in the Graduate School, to prescribe and define courses of study for them, to determine the requirements for such degrees as are offered through the Graduate School, to enact and enforce rules for the guidance and government of its students in their graduate work, to recommend for degrees such candidates as have fulfilled degree requirements, and in general to exercise jurisdiction over all educational matters in the Graduate School (cf. Statutes of The University of Georgia, Article VIII, Section 1 (http://provost.uga.edu/index.php/statutes/article-viii-faculties-of-schools-and-colleges/)).

Section 3. Responsibilities of the Graduate Faculty
Primary responsibilities of Graduate Faculty members include:

- Overseeing research/scholarship and training of Masters and Doctoral candidates
- Preparing Masters and Doctoral candidates for the practice of their profession
- Teaching advanced graduate courses as assigned by the department head
- Otherwise participating in the graduate program of the department and the university

Graduate Faculty members who oversee research/scholarship and training of Masters and Doctoral candidates must demonstrate evidence of maintaining an active research/scholarship program. Such evidence includes but is not limited to (a) publication of scholarly books, articles in refereed journals, (b) refereed conference presentations, (c) grants and contracts received, (d) editorial work, (e) juried creative
activities, and (f) recognition of research and creative contributions by awards, prizes, and fellowships.

Graduate Faculty members charged with the responsibility of preparing Masters and Doctoral candidates for the practice of their profession must demonstrate evidence of their ability to supervise clinical training of students, interns, and/or residents. Such evidence includes, but is not limited to (a) maintaining active practice of the profession through clinical, field, laboratory, or performance work, (b) maintaining active licensure or certification, and (c) active consultations.

Section 4. Criteria and Procedures for Appointment of the Graduate Faculty
1. Each academic college and school will formulate its own procedures for review and evaluation of appointment and reappointment materials for full-time tenured and tenure track faculty members and those appointed as a professional, career, non-tenure track, or retired faculty to the Graduate Faculty.
2. This review/evaluation is an integral part of the initial appointment, tenure, and post-tenure review processes.
3. The procedure in each college and school must adhere to the definition of the Graduate Faculty (Policies and Procedures for Appointment of Graduate Faculty, Section II) and the qualifications for membership (Policies and Procedures for Appointment of Graduate Faculty, Section III) to ensure consistent standards of quality throughout the university.
4. Each academic college and school forwards its appointments to the Dean of the Graduate School who forwards them to the President. The President then formally appoints the Graduate Faculty.

Section 5. Meetings of the Graduate Faculty
1. Meetings of the Graduate Faculty may be called by the Dean of the Graduate School as they are appropriate. The Dean shall call a meeting if requested to do so by a written petition signed by at least 5 percent of the total Graduate Faculty, including at least 5 percent of the Graduate Faculty in three or more colleges or schools; such a meeting shall be held within 30 days of the delivery of the petition to the Dean's office.
2. The Dean shall send notice of any meeting of the Graduate Faculty to all members of that Faculty at least two weeks before the meeting. The notice shall include an agenda of items to be acted upon, and no item not on the agenda may be acted upon unless two-thirds of the members attending the meeting agree to place the new item on the agenda for action.
3. The Dean or a representative designated by the Dean presides at all meetings of the Graduate Faculty but votes only to break a tie.
4. A quorum for action at a Graduate Faculty meeting shall be a majority of the current membership of the Graduate Faculty.
Removal or Revocation of Graduate Faculty Status

Policy

(APPROVED BY THE GRADUATE COUNCIL, XXXXX)

I. Removal through the Periodic Process: The performance of a Graduate Faculty member will be assessed during the periodic review process. Criteria indicative of the ability to fulfill this performance can be found in the Rationale section of the Graduate Faculty Procedures (http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-procedures). Each academic college and school will formulate its own procedures for review and evaluation of reappointment materials during the periodic process. At a minimum, this evaluation will assess the individual with respect to their ability to fulfill the responsibilities of a member of the Graduate Faculty to

- teach graduate student(s) effectively, in a civil, professionally appropriate manner
- do scholarly research and/or creative work of high quality or remain active in the practice of the profession
- direct the research and/or professional development of graduate student(s) so that they progress toward graduation in a timely manner that is appropriate to the field.

A member of the Graduate Faculty of the University of Georgia may have their Graduate Faculty status removed if they fail to meet any or all of these expectations. The school/college will then notify the Dean of the Graduate School so that they can maintain a list of active Graduate Faculty.

II. Revocation outside the Periodic Review Process: As indicated in Section VI of Policy and Procedures for Appointment and Reappointment to the Graduate Faculty, Graduate Faculty members undergo periodic review, by their academic colleges or schools. However, a Graduate Faculty member may have his/her status revoked outside those processes, provided that the
Institution has complied with procedural due process. Graduate faculty status may be revoked when a faculty member commits egregious acts or fails to fulfill the responsibilities of a member of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally appropriate manner, to do scholarly research and creative work of high quality and/or remain active in the practice of the profession, or to direct the research and/or professional development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes, but is not limited to, abuse of power, intimidation and harassment, and violation of workplace violence policies.

The following are procedures for revocation outside the periodic review process:

When a graduate student or faculty member has a complaint about the performance or behavior of a member of faculty directly related to their responsibilities as a member of the Graduate Faculty, the first course of action should be to try to resolve the complaint directly with the faculty member. If the situation is not resolved, then the matter should be referred to the Unit Head and/or Graduate Coordinator for administrative review. The administrative review process shall consist of the following:

1. An oral or written complaint should be delivered to the Unit Head and/or the Department Graduate Coordinator.
2. The Unit Head and/or Graduate Coordinator must investigate the complaint and work with the student/faculty member making the complaint (complainant) and the member of Graduate Faculty to attempt to resolve the issue.
3. The Unit Head and/or Graduate Coordinator must provide a written summary to the complainant and to the Graduate Faculty member against whom the complaint was made of the outcome of their investigation of the complaint and of the recommendations made to resolve the issue. A copy of this letter will be placed in the personnel file of the Graduate Faculty member.

All investigations into complaints against Graduate Faculty must be dealt with expeditiously. Once an oral or written complaint has been delivered to the Unit Head and/or the Department Graduate Coordinator, no more than 30 days should elapse between the presentation and resolution of the complaint. If efforts are ongoing to informally resolve the complaint, the Unit Head and/or Graduate Coordinator may extend the time for formal review of the complaint.

If the situation is not resolved or the complainant is not satisfied with the resolutions provided at the administrative level, then the Unit Head and/or Graduate Coordinator should initiate a full review. The full review process shall consist of the following:

1. The Unit Head and/or Graduate Coordinator must appoint a committee to investigate the complaint. The committee will consist of at least three members of the Graduate Faculty from the same department.
2. The appointed committee must convene to review the complaint and to meet with all affected parties and provide a written assessment to the Unit Head and/or Graduate Coordinator with recommendations for necessary action. A copy of this letter will also be provided to the complainant and the Graduate Faculty member against whom the complaint has been made and a copy will be placed in the personnel file of the Graduate Faculty.
Faculty member.
3. In response to the recommendation from the Committee, the Unit Head and/or Graduate Coordinator may initiate procedures for revocation of the Graduate Faculty status of the faculty member against whom the complaint has been made.
4. Departmental Graduate Faculty will review and vote on the Graduate Faculty status of the faculty member, in accordance with the Unit’s Appointment and Reappointment procedures for Graduate Faculty (http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-procedures/) including consideration of all documentation associated with the complaint.
5. The outcome of the faculty vote together with a letter from the Unit Head and/or Graduate Coordinator and all documentation associated with the complaint will be forwarded to the Dean of the Unit.
6. The Dean of the Unit will forward this information together with a letter of recommendation to the Dean of the Graduate School.
7. The Dean of the Graduate School will forward the information for review by the Appointment and Reappointment Committee of the Graduate Council. The committee will provide a recommendation to the Dean who will render a final decision and notify all parties as to the resolution of the matter. If the decision results in revocation of Graduate Faculty status, then the Dean of the Graduate School may work with the academic unit to develop a plan of action that will allow the faculty member to reapply for Graduate Faculty status.

All investigations into complaints against Graduate Faculty must be dealt with expeditiously. Once a complaint has been referred for full review, no more than 30 days should elapse between the presentation and resolution of the complaint. If efforts are ongoing to informally resolve the complaint, the Unit Head, Graduate Coordinator, or Dean of the Graduate School may extend the time for formal review of the complaint.

If Graduate Faculty status is revoked, the faculty member has the right to make an appeal against the decision to the Provost. This appeal must be made in writing within 14 days of the Dean of the Graduate School providing notification of the removal of Graduate Faculty status. Both the faculty member and the complainant have the right to seek the advice of an attorney but attorneys are not authorized to participate in the dispute resolution process.

Students and faculty members who, in good faith, report what they believe to be a valid complaint, or who cooperate in any investigation, will not be subjected to retaliation. Any student or faculty member who believes they have been the victim of retaliation for making a complaint or cooperating in an investigation should immediately contact the Dean of the Graduate School. Any person found to have retaliated against a person who has cooperated in an investigation will be in violation of this policy and will be subject to disciplinary action.
Policy and Procedures for Appointment and Reappointment to the Graduate Faculty
Approved by Graduate Council on XXX

I. Rationale for the Graduate Faculty

In a large, complex, public university, faculty have many different responsibilities. Most of these tasks are related to one of the three components of the University of Georgia’s mission “to teach, to serve and to inquire into the nature of things.” This is a broad mission and all aspects are important in contributing to our state’s growth and development.

In addition to being a land-grant and sea-grant university, the University of Georgia has been identified as a “research university with very high research activity” in the Carnegie Classification of Institutions of Higher Education. This indicates that the University of Georgia is regarded as one of the 108 institutions in the United States that serves (i) the broad social purpose of producing new knowledge and (ii), through its training functions, developing future generations of scholars who will continue this mission.

The Graduate Faculty helps the University of Georgia to fulfill both of these important roles, ensuring that research and professional skills are taught and that graduate students are supervised by those with preeminent research experiences, expertise or professional skills. Because only a certain portion of the total faculty have such expertise, having the Graduate Faculty ensures that the direct supervision of student research, scholarship, and professional training (including theses and dissertations and the advanced training of practitioners) is performed by the faculty who are uniquely qualified to do so.

II. Definition of the Graduate Faculty

The quality of graduate programs and the enhancement of the reputation of the University of Georgia as a leading public institution rests with the Graduate Faculty. The purpose of the Graduate Faculty is to provide advanced research and practical training and to supervise the research and professional skills development of graduate students. The Graduate Faculty shall consist of faculty with an earned doctorate or highest terminal degree in their discipline from an accredited institution and who hold full-time tenured or tenure-track faculty appointments at the University of Georgia or have equivalent professional experience.

III. Qualifications for Membership in the Graduate Faculty
Members of the Graduate Faculty are entrusted with upholding the research and advanced practice training mission of the university. There are three principal intellectual criteria for any faculty member seeking membership in the Graduate Faculty:

1. **Doctorate or highest earned terminal degree from an accredited institution in the faculty member's discipline or equivalent professional experience.**

2. **Proficiency in conducting scholarly research and/or practice of the profession.**
   Through their own current research productivity and practices, members of the Graduate Faculty have established themselves as leaders in their disciplines. Evidence of demonstrated proficiency includes, but is not limited to:
   - An active research agenda as indicated by the publication of scholarly books, articles in refereed journals, refereed conference presentations, grants and contracts received, and creative activities appropriate to the various disciplines.
   - Active practice of the profession, as indicated by consultations, contracts, awards, prizes, licensures, and other certifications.
   - Recognition of research and creative contributions by awards, prizes, and fellowships.
   - Editorial work, such as serving on the editorial boards of scholarly journals and university presses, the editing of scholarly books, and the professional reviewing of manuscripts for scholarly journals and presses.

3. **Proficiency in supervising scholarly research or practice of the profession**
   Members of the Graduate Faculty bear primary responsibility for teaching and training future generations of researchers, scholars, and practitioners. Evidence of demonstrated proficiency in supervision includes one or more of the following:
   - Prior supervision of student research, professional skills development, or service as a major professor/advisor or committee member for theses and dissertations.
   - Prior supervision of practitioners in academic or non-academic settings.
   - Demonstrated potential to direct Masters or Doctoral candidates successfully.

In addition to the three intellectual criteria listed above, the university also must ensure that those directing research and teaching advanced courses are able to provide the type of sustained support, commitment, and access necessary to ensure that the students with whom they have been entrusted receive the mentoring, practical, professional, and research training appropriate for a university of our stature.
IV. Responsibilities and Rights of the Graduate Faculty

Only members of the Graduate Faculty can:

- serve as a major professor to Doctoral students.
- serve as a major professor to Master of Arts and Master of Science students.
- teach 8000-9000 level courses.

Advisory committees for Master of Arts, Master of Science, and Doctoral students are composed of at least three faculty members. For Master of Arts and Master of Science, the committee must have a minimum of two members who are members of the Graduate Faculty. Doctoral committees must have a minimum of three members of the Graduate Faculty. In all cases where the advisory committee consists of more than 3 faculty, more than 50% of the committee members must be members of the Graduate Faculty.

In addition, members of the Graduate Faculty have the right to:

- serve as members of the Graduate Council.
- vote for faculty as representatives to serve on the Graduate Council.
- vote on appointment and reappointment of faculty members to the Graduate Faculty in their academic unit.

Members of the Graduate Faculty, through the representative Graduate Council, make key decisions pertaining to the quality of graduate education at the university.

V. Appointment and Reappointment to the Graduate Faculty

Following the recommendation of the hiring unit graduate faculty, newly hired faculty may be recommended for graduate faculty appointment. This recommendation should appear in the letter of offer. Appointment to the Graduate faculty becomes effective following approval by the President of the university and cannot begin until after the first day of employment. Faculty not recommended for appointment at the time of hire may be recommended by their unit graduate faculty at a later time. Retired faculty who were members of the Graduate Faculty at the time of retirement may be recommended for reappointment by their academic unit. In all cases, it is the responsibility of the colleges and schools to notify the Graduate School of recommendations to the Graduate Faculty. The Graduate School will transmit these recommendations to the President for final approval. Graduate Faculty membership is effective on the date of the appointment by the President.

Primary responsibilities of Graduate Faculty members include

- Overseeing research/scholarship and training of Masters and Doctoral candidates. Graduate Faculty members who oversee research/scholarship and training of
Masters and Doctoral candidates must demonstrate evidence of maintaining an active research/scholarship program. Such evidence includes but is not limited to (a) publication of scholarly books, articles in refereed journals, (b) refereed conference presentations, (c) grants and contracts received, (d) editorial work, (e) juried creative activities, and (f) recognition of research and creative contributions by awards, prizes, and fellowships.

- Preparing Masters and Doctoral candidates for the practice of their profession. Graduate Faculty members charged with the responsibility of preparing Masters and Doctoral candidates for the practice of their profession must demonstrate evidence of their ability to supervise applied training of students, interns, and/or residents. Such evidence includes, but is not limited to (a) maintaining active practice of the profession through clinical, field, laboratory, or performance work, (b) maintaining active licensure or certification, and (c) active consultations.

- Teaching advanced graduate courses as assigned by the department head.

- Otherwise participating in the graduate program of the department and the university.

The Statutes of the University of Georgia provide for certain ex-officio members of the Graduate Faculty, including the President of the University, the designated Senior Vice Presidents, the designated Vice Presidents, the Dean of the Graduate School, the Director of Libraries, and the Dean of each college or school currently authorized to offer programs leading to graduate degrees.

The review and evaluation of materials for reappointment will be made by current members of the Graduate Faculty in each college or school, during the third-year, tenure, or post-tenure review process. Each College/School will also develop mechanisms to review Graduate Faculty who are not tenured/on tenure track. Review of each Graduate Faculty member will occur every five (5) years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. The outcome of the periodic review for reappointment to Graduate Faculty will be sent to the Dean of the Graduate School, who will forward the recommendation to the President. The President will formally re-appoint individuals to the Graduate Faculty. If it is determined that Graduate Faculty status should be removed or revoked, refer to section VII for Removal/Revocation of Graduate Faculty status.

VI. Procedures for Appointment and Reappointment

Each academic college and school will make these procedures and any discipline specific requirements available to the faculty as part of their tenure policy and promotion materials and formulate its own procedures for review and evaluation of full-time tenured, tenure track faculty members to the Graduate Faculty. This review/evaluation is an integral part of the initial appointment, tenure, and post-tenure review processes. Each academic college or school will develop its own timetable for reviewing non-tenure track faculty. The
interval for reviewing non-tenure track faculty must be at least as frequent as the post-
tenure review process. The procedure in each college and school must adhere to the
definition of the Graduate Faculty (Section II) and the qualifications for membership
(Section III) to ensure consistent standards of quality throughout the university. Each
college and school’s procedure minimally must include:

1. Criteria for appointment and reappointment that meet the overall university
   standards of demonstrated proficiency in conducting and supervising scholarly
   research/practice of the profession, and attainment of doctorate or highest earned
   terminal degree from an accredited institution in the faculty member’s discipline, or
   equivalent professional experience.

2. Procedures for the review and evaluation of appointment or reappointment
   materials for a full-time tenured or tenure-track faculty member who holds a
   position as a professor, associate professor, or assistant professor.

3. Procedures for the review and evaluation of appointment or reappointment
   materials (i) for a faculty member holding a professional, career, or non-tenure
   track faculty position or (ii) for a retired faculty member.

4. A consistent, annual timeline for the reappointment process that is congruent with
   tenure and post-tenure review processes and the university’s timeline.

5. A means to provide advance notification to individual faculty members regarding
   key dates and procedures for receipt and review of reappointment materials during
   the tenure/post-tenure review process.

6. An established reconsideration and appeal process for individual faculty members,
   including an appeals process to the dean of the college or school and the
   opportunity to appeal to the Appointment and Reappointment Committee of the
   Graduate Council, if the matter cannot be resolved at the unit level.

VII. Revocation/ Removal Graduate Faculty Status

The performance of a Graduate Faculty member will be assessed during the periodic
review process. A member of the Graduate Faculty of the University of Georgia may have
their Graduate Faculty status removed if they fail to meet any or all of these expectations.
The school/college will then notify the Dean of the Graduate School so that they can
maintain a list of active Graduate Faculty.

It is also possible for a member of the Graduate Faculty to have their Graduate Faculty
status revoked by the Dean of their college or school, the Dean of the Graduate School,
the Provost, or the President outside the periodic review process. Revocation may occur
for egregious acts or when a faculty member fails to fulfill the responsibilities of a member
of the Graduate Faculty to teach graduate student(s) effectively, in a civil, professionally
appropriate manner, to do scholarly research and creative work of high quality or remain
active in the practice of the profession, and to direct the research/ professional
development of graduate student(s) so that they progress toward graduation in a timely manner appropriate to the field. Failure to teach graduate students effectively and/or to direct the research and professional development of graduate student(s) also includes, but is not limited to, abuse of power, intimidation and harassment, and violation of workplace violence policies. Procedures for removing/revoking Graduate Faculty status and appeal to the Dean of the Graduate School were approved by the Graduate Council on XXXXXXXX. (http://www.uga.edu/gradschool/faculty/status.html)

VIII. Role of the Graduate School

All appointment and reappointment decisions made by a college or school are forwarded to the Dean of the Graduate School, who will maintain a record of all Graduate Faculty for the purpose of verifying Master’s and Doctoral committee membership and forward them to the President for formal appointment. The Graduate School will maintain copies of procedures developed by individual colleges and schools and make them available to all members of the university community. In cases of removal of Graduate Faculty status during the periodic review, the faculty member will have the opportunity to appeal the decision to the Appointment and Reappointment Committee of the Graduate Council. In cases of revocation of Graduate Faculty status outside the tenure, post-tenure, or non-tenure review process, the Dean of the unit will send a recommendation to the Dean of the Graduate School who will then forward the information for review by the Appointment and Reappointment Committee of the Graduate Council. The committee will provide a recommendation to the Graduate Dean who will render a final decision and notify all parties as to the resolution of the matter. The Dean of the Graduate School may also work with the academic unit to develop a plan of action that will allow the faculty member to reapply for Graduate Faculty status.