Graduate Council Meeting  
Wednesday, February 10, 2021, 3:30 p.m.  
via Zoom  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes  
(October 14, 2020)

II. Graduate Council Committee Reports

A. Administrative Committee  
Committee Report (Ron Walcott)

No business to report.

B. Appeals Committee  
Committee Report (Christof Meile)

C. Program Committee  
Committee Report (Elizabeth Knight)

*Action Item:* From the Franklin College of Arts and Sciences, a proposal to create a new Graduate Certificate in African Studies.

*Action Item:* From the Mary Frances Early College of Education, a proposal to offer a Graduate Certificate in Transformative Leadership at UGA, UGA Gwinnett, and Online.

*Action Item:* From the Mary Frances Early College of Education, a proposal to reactivate the Graduate Certificate in Creativity and Innovation.

D. Policy and Planning Committee  
Committee Report (AnnaMarie Conner)

*Action Item:* Revise operating procedure of Graduate Council related to proposal of agenda items.

The agenda for Graduate Council meetings will be set by the Administrative Committee of the Graduate Council. Members of the Administrative Committee will bring suggestions from members of the Graduate Council, members of Graduate Faculty, and graduate students to the Administrative Committee for discussion and future inclusion on the Graduate Council agenda.

(Note: The Administrative Committee of the Graduate Council consists of the chairs of the standing committees of the Graduate Council and the Dean of the Graduate School. Graduate Council meetings are chaired by the Dean of the Graduate School.)
III. Old Business

No old business.

IV. New Business

A. Associate Dean Search

V. Information Items

A. Curriculum Report: Since October 2020, the Graduate School has approved 117 new courses, 165 course revisions, and 3 deletions.

B. Next meeting: Wednesday, March 3, 3:30pm, via Zoom

VI. Adjourn
OUTLINE FOR A CERTIFICATE PROGRAM

I. Basic Information

1. Institution: University of Georgia  Date: September 24, 2018
2. School/College: Franklin College of Arts and Sciences
3. Department/Division: African Studies Institute
4. Certificate Title: Graduate Certificate in African Studies
5. Level: Graduate
6. Proposed starting date for program: Fall 2021

7. Abstract of the program:
   A graduate-level Certificate in African Studies is being proposed by the African Studies Institute (ASI) to complement the undergraduate academic programs (certificate and minor) currently offered in the Institute. The interdisciplinary focus of the institute ensures that the proposed Graduate Certificate in African Studies (GCAS) is interdisciplinary in nature with adequate provision for candidates to incorporate academic work in their own field of specialization. As such, the GCAS is designed not only to provide knowledge about Africa and the field of African Studies, but also to augment graduate education in any major area of study at the University of Georgia. This unique opportunity for UGA students in virtually all areas of specialization to enhance their graduate degrees makes the proposed GCAS ideally justifiable.

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.

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. The program will complement the undergraduate academic programs (certificate and minor) currently offered in the Institute. The interdisciplinary
focus of the institute has ensured that the proposed Graduate Certificate in African Studies (henceforth GCAS) is interdisciplinary in nature with adequate provision for candidates to incorporate academic work in their own field of specialization. As such, the GCAS is designed not only to provide knowledge about Africa and the field of African Studies, but also to augment graduate education in any major area of study at the University of Georgia. This unique opportunity for UGA students in virtually all areas of specialization to enhance their graduate degrees makes the proposed GCAS ideally justifiable.

B. The African Studies Institute (ASI) is a multi-disciplinary institute established in 2001 to work with units and academic programs across UGA interested in the study of Africa. ASI works to fulfill this mission in line with the goals and priorities within the strategic plan of UGA. In particular, ASI contributes to goals and priorities such as the enhancement and maintenance of a diverse and inclusive environment for learning and the advancement of the international aspects of the University’s teaching, research, and outreach mission. The ASI, though housed in the Franklin College of Arts and Sciences, offers courses which not only incorporate departments in Franklin College, but also across nearly all colleges on the UGA campus. Specifically in Franklin College, the ASI has cross-listed courses with departments and units such as History, Religion, Linguistics, Sociology, Anthropology, Music, Institute of African American Studies, Comparative Literature, and the Latin American Studies Institute. Other colleges with cross-listed African Studies courses include Education, Family and Consumer Sciences, Agricultural and Environmental Sciences, Engineering, and Public and International Affairs, among others. In addition, the ASI has core and affiliated faculty across Franklin College and other colleges across the UGA campus. The faculty are already, and will continue to be, involved in the development of the program. Consequently, GCAS portends a very solid interdisciplinary nature and is expected to expand the scope of coverage of courses in various coordinating disciplines in the next five years.

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

A. The necessity of the program is anchored on the fact that through the proposed GCAS, the ASI is responding to the awareness of the increasing interconnections of societies worldwide. In order for UGA graduate students to become better participants in the new global economy, they must be tutored to appreciate globalization as primarily entailing interactions that are not country- or continent-bound, and which would require knowledge systems that are not geographically or disciplinarily bounded. To best survive in the globalized environment, our graduate students must acquire sufficient knowledge about most parts of the
world, including Africa. The GCAS will provide UGA graduate students with valuable knowledge about Africa and various aspects of life on the continent. GCAS will be for the graduate students wishing to gain international perspectives before entering the global marketplace.

B. In addition, provide the following information:
1. Semester/Year of Program Initiation: Fall 2020
2. Semester/Year Full Implementation of Program: Fall 2021
3. Semester/Year First Certificates will be awarded: Spring, 2022
4. Annual Number of Graduates expected (once established): 7-10
5. Projected Future Trends for number of students enrolled in the program: 15

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.

- A reasonable enrollment for such a program as this would be 7 to 10 students receiving the certificate each year.
- The proposed certificate program will be able to sustain this level of enrollment due to the current high level of demand. The Institute receives four to five inquiries per semester from current UGA graduate students about the availability of a graduate certificate in African Studies.
- The demand for the undergraduate certificate has consistently come from multiple sources:
  - Graduate advisees of the institute’s 55 or so core and affiliated faculty members
  - The 25 graduate students who have served, since 2011, as teaching assistants for the Introduction to Africa course (these were M.A. and Ph.D. students working in seven colleges, including Franklin, Grady, Engineering, Public Health, Education, Family and Consumer Sciences, and Law)
  - Graduate students seeking a certificate to augment their degrees across campus due to the interdisciplinary nature

In a recent survey recommended by the UGA Graduate School, African Studies Institute surveyed 83 current graduate students at the University of Georgia. These included 46 doctoral students, 27 Master level students and 10 students who declined to declare their program. Out of the 83 current graduate students survey, 65 graduate students (78.31% of respondents) would be interested in applying for the Graduate Certificate in African Studies, if the program is offered. The graduate students with such interest in applying for the graduate certificate in African Studies include 41 doctoral students and 24 Master level students. It is encouraging to see such a higher level of interest in this Certificate amongst doctoral students. The overall high percentage of those with interest in applying for the graduate certificate in
African Studies is a significant evidence of high level of interest in the program amongst UGA graduate students (about seven out every ten graduate students responding). And the high percentage does not include the 10 graduate students who completed the survey but did not respond to this particular query.

The reasons provided by the surveyed graduate students for their interest in applying for the Graduate Certificate in African Studies, if it is offered include: to enhance their graduate degree; to learn more about African Studies and African issues, and to broaden their personal perspective. In fact, 67 (90.54%) of the respondents provided all the three above reasons.

B. In addition, provide the following information:

To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

- The enrollment will be greater than the proportion of minority students in the total student body.

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

**Graduate Certificate in African Studies (GCAS) 15 hours**

Requirements:

I. REQUIRED COURSES  Choose two  6 hours
Candidates must choose two required courses from three listed (3 credit hours each):

- AFST 6200, Critical Issues in Contemporary Africa (3 hours)
- AFST 6465, Globalization and Indigenous Cultures in Africa (3 hours)
- AFST 7010, Graduate Introduction to African Studies (3 hours)

II. ELECTIVE COURSES  Choose three  9 hours
Choose three elective courses (minimum of 9 credit hours) from listed AFST courses and AFST cross-listed courses:

- CMLT (AFST) (ANTH) 6245, Oral Literature in Africa (3 hours)
- CMLT (AFAM) (AFST) (GEOG) (LACS) 6260, Black & Green Atlantic: Crosscurrents of the African & Irish Diasporas (3 hrs)
- MUSI (AFST) 6291, African Music (3 hours)
- THEA (AFST) 6460, History of Dramatic Art: Special Topics (3 hours)
- ANTH (AFST) 6461, African Ethnography (3 hours)
- THEA (AFST) 6470, African Theatre: An Historical Overview (3 hrs)
- HIST (AFST) 6500, Studies in African History (3 hours)
HIST (AFST) 6515, African Slavery and Slave Trades (3 hours)
HIST (AFST) 6531, Africans in the Americas (3 hours)
HIST (AFST) 6540, Conflict in 20th Century Southern Africa (3 hours)
CMLT (AFST) (LACS) 6545, Comparative Postcolonial Studies (3 hrs)
HIST (AFST) 6550, Christianity and Colonialism in Africa (3 hours)
AFST (RELI) (LACS) 6620, African Religion in Diaspora (3 hours)
RELI (AFST) 6625, Eschatology in African Religion (3 hours)
AFST 6700, Model African Union (3 hours)
ALDR (AFST) (LACS) 6710, International Agricultural Development (3 hrs)
ALDR (AFST) (LACS) 6710E, International Agricultural Dev. (3 hours)
KINS (AFST) 6800, Education and Sports in Africa (3 hours)
MUSI (AFST) 6861, Applied Ethnomusicology: African Music (1 hour)
CMLT (AFST) 6880, The Origins of African Literature (3 hours)
CMLT (AFST) 6890, Postcolonial African Literature (3 hours)
AFST 7010, Graduate Introduction to African Studies (3 hours)
AFST 7950, Directed Research in African Studies (1-3 hours)
CMLT (AFST) 8020, Seminar in Literary Periods (3 hours)
CMLT (AFST) 8030, Seminar in Literary Genres (3 hours)
INTL (AFST) 8345, Comparative Politics of Sub-Saharan Africa (3 hours)
AFST 8960, Directed Reading in African Studies (3 hours)

III.  **APERO REQUIREMENT**

Each candidate must make a presentation in the APERO Africana Brown Bag Lecture series prior to the completion of the GCAS program. APERO presentations are scheduled seven times a semester (approximately one every two weeks during the fall and spring semesters). Graduate students, faculty, staff and invited guests make presentation about their research, travel, or service in Africa. It is designed to educate and inform undergraduate students and the Athens community about Africa-related activities on campus.

**Additional options for electives** (limit of 3 units or one elective course). The Institute director must approve the selection of any of these options after consultation with the Institute’s Curriculum Committee:

- **Field-Specific Elective**: Candidates can request permission to take one Africa-focused course in their specific graduate discipline.
- **Directed Study**: Candidates can register for a graduate-level directed studies course with an ASI faculty member. Such directed studies work must result in a publishable manuscript.

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):
Summary: Students seeking the graduate certificate in African Studies must complete the following:

- Two of these three courses: AFST 7010; AFST 6200; and AFST 6465.
- Nine credit hours of graduate-level AFST, AFST cross-listed or pre-approved courses complementary to the student's major field program of study
- Make a presentation as part of the ASI APERO Africana Brown bag lecture series.
- Advisement by ASI Graduate Coordinator and Chair of the Curriculum committee concerning the certificate at the beginning and at the completion of the certificate requirements. The program application form must be completed and submitted during the initial advisement session.

Application forms for the Graduate Certificate in African Studies will be available for pickup in the Institute and downloadable on the Institute’s website.

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.
   - All the required and elective courses are already offered at the Institute and the University
   - No new courses will be required for the GCAS program

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.

i. Outside UGA:
These programs serve as motivation for the proposed Graduate Certificate in African Studies. Each program enables graduate students to formally claim expertise in an area in the field of African Studies, through completion of graduate course work. These programs, as the proposed Graduate Certificate in African Studies, recognize the expertise graduate students in a range of disciplines have already obtained in African Studies. The APERO requirement in this proposed program is modeled after similar requirements in these programs:
   b. Graduate Certificate in African Studies, Department of Afrian, African-American and Diaspora Studies, University of North Carolina.
   c. Graduate Certificate in African Studies, Frederick S. Pardee School of Global Studies, Boston University
   d. Graduate Certificate in African Studies, African Studies Center, University of Kansas.
D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.  

Not Applicable

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.

- All the required faculty experience and specializations already exist at the institution in the Institute’s core and affiliated full-time faculty
- ASI’s 17 core and 55 affiliated full-time faculty members will provide direct instructional support to the Graduate Certificate program
- No new full-time faculty be required for the GCAS program

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

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 addition of faculty or other personnel is necessary.

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.

The available library resources at the University are adequate to support the program. UGA has ample library collections for the proposed program. Support for related library resources is spread among various units outside the central system of UGA Libraries, such as through the special collections held by the Hargrett Library and ASI’s own library of books and films. Table 1

<table>
<thead>
<tr>
<th>Table 1 Library Support, 2017-18</th>
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<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Acquisitions</td>
</tr>
<tr>
<td>Personnel</td>
</tr>
<tr>
<td>Staff Travel</td>
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<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
summarizes UGA’s yearly financial support for library resources in African Studies. UGA’s library holdings represent an outstanding resource for the proposed program. UGA collectively holds over 4.6 million volumes and provides access to over 420,000 full-text e-books; over 7,000 current print serials subscriptions and 48,000 electronic full-text journals; 1 million state, federal, and international documents; more than 6.6 million microforms; over 650,000 maps; and Geographic Information Systems spatial/mapping data. The UGA collections of maps and government documents are both considered among the top 10 in the nation. **African collections** total more than 124,260 items (*Table 1.1*) and are supported by staff and materials expenditures of $1,283,090.

ASI also maintains an in-house library with over 1,000 items, including journals, books, films, periodicals, maps, and artifacts. Of special interest are two archival collections held by UGA in the Richard B. Russell Jr. Special Collections Libraries Building. The Hargrett Rare Book and Manuscript Library contains the University Archives, which holds the two Africa-focused collections: Darl & Florence Snyder Collection and the African Studies Institute Collection. The Walter J. Brown Media Archives, the nation’s third largest broadcasting collection, contains the Peabody Awards archive of radio and television broadcast journalism, which offers over 1,407 programs focused on Africa. The University provides ongoing and firm support for staff and acquisitions related to Africa (see *Table 1* and *Table 1.1*). Trapp, the bibliographer for Africa, works directly with the Walter J. Brown news film collection in the University’s special collections.

<table>
<thead>
<tr>
<th>Types of Materials</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books In English</td>
<td>102,706</td>
</tr>
<tr>
<td>In French/Spanish</td>
<td>9,811</td>
</tr>
<tr>
<td>In Portuguese</td>
<td>748</td>
</tr>
<tr>
<td>In African langs.</td>
<td>1,313</td>
</tr>
<tr>
<td>Periodicals/serials</td>
<td>4,756</td>
</tr>
<tr>
<td>Maps/Lansat Images</td>
<td>2,459</td>
</tr>
<tr>
<td>Films/Videos/Music</td>
<td>4,358</td>
</tr>
<tr>
<td>Databases</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>106</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>124,260</strong></td>
</tr>
</tbody>
</table>

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.

- There is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc., available in the African Studies Institute, the Franklin College of Arts and Sciences, the University Libraries, and the University to adequately support this program.
- There are no improvements needed in these support areas.

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. (Require Information)

- There is sufficient building, classroom, laboratory, and office space available in the African Studies Institute, the Franklin College of Arts and Sciences, the University Libraries, and the University to adequately support this program.
- Plans for allocating, remodeling, or acquiring additional space to support the program’s full implementation are not required.

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.

No (additional) funding is required to initiate the program. In addition, no additional funding will be required to fully implement the program subsequently. The current instructional budget of the African Studies Institute will completely support the program.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Personnel</td>
<td>No (additional) funding is required for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Operating Costs</td>
<td>No (additional) funding is required for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Capital Outlays</td>
<td>No (additional) funding is required for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Library Acquisitions</td>
<td>No (additional) funding is required for the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Total</td>
<td>No (additional) funding is required for the program</td>
<td></td>
<td></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.

No student support (fellowships, assistantships, scholarships, etc.) is required for the 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.

No other sources of additional funds are needed to support the proposed program. The University’s current allocation for instruction and administration in African Studies is sufficient to support the program.
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.

No additional or expanded facilities will be necessary to effectively support the program. The University’s current facilities will be adequate to support the program, at least in its first decade.

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

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

The African Studies Institute (ASI) graduate committee consisting of ASI’s core faculty (all full-time graduate faculty members) will administer the Graduate Certificate. A member of this graduate committee will be appointed on a rotation basis to serve as the Program Coordinator (oversee the administration of the program). This appointment will not require any additional funding.

All students applying and accepted to the Graduate Certificate in African Studies will be graduate students currently enrolled in graduate programs across the University of Georgia. Interested students will complete and submit their program application during their first program advisement session. The African Studies Institute (ASI) graduate committee will meet to review applications and accept students to the Graduate Certificate in African Studies. Admission to the program will be granted with the expressed permission of the student’s major advisor or graduate program coordinator.

Through the proposed GCAS, ASI is responding to the awareness of the increasing interconnections of societies worldwide. In order for UGA graduate students to become better participants in the new global economy, they must be tutored to appreciate globalization as primarily entailing interactions that are not country- or continent-bound, and which would require knowledge systems that are not geographically or disciplinarily bounded. To best survive in the globalized environment, our graduate students must acquire sufficient knowledge about most parts of the world, including Africa. The GCAS will provide UGA graduate students with valuable knowledge about Africa and various aspects of life on the continent. It will be for the graduate students wishing to gain international perspectives before entering the global marketplace. The interdisciplinary, inquiry-oriented design of the GCAS will ensure that graduate students acquire in-depth knowledge regarding issues of commerce, history, economics,
culture, politics, urban poverty, pollution, industrialization, language use, religious practice, and infrastructural management on the African continent and how these issues impact society and education absolutely. The proposed GCAS will be situated in the multi-disciplinary ASI which works with units and academic programs across UGA interested in the study of Africa. Core and affiliate faculty members participating in the academic life (teaching, researching, and advising) of ASI are housed in various departments of Franklin College and in all colleges and schools of the University. This diverse and multi-disciplinary academic workforce ensures that no additional staffing will be required to implement the GCAS.

11) Program administration: The proposed GCAS will be administered by Professor Ibigbolade Aderibigbe of the department of Religion and the African Studies Institute. He will serve as the Coordinator of the Graduate Certificate in African Studies which will allow Dr. Akinloye Ojo to continue serving as the Coordinator the Undergraduate Certificate in African Studies.

Aderibigbe, Ibigbolade Simon is a full professor of Religious Studies at the University of Georgia. He received his B. A. Philosophy and Religious Studies, M. A. and Ph. D. Religious Studies from the University of Ibadan, Ibadan, Nigeria. He also earned a Diploma in Religious Studies at the SS. Peter and Paul Catholic Major Seminary, Bodija, Ibadan, Nigeria. His main fields of instruction and research are Philosophy of Religion, African Religion, Phenomenology of Religion, Comparative study of Religion and Sociology of Religion. His research efforts have yielded significant contributions to scholarship and knowledge through many publications including books, edited volumes, book chapters, articles in journals. His current area of research interest is African Religion in Africa and Africa Diaspora. He is a graduate faculty member in the department of Religion and core faculty in the African Studies Institute. He is also an affiliated member in the Latin America and Caribbean Studies Institute (LACSI). He currently serves as the Associate Director for the Institute of African Studies.
Profiles for Program Personnel (ASI Core Faculty that teaches AFST courses)

AKINLOYE A. OJO  
Director of the African Studies Institute and  
Associate Professor of Comparative Literature and African Studies  

Tenure Status: tenured  

Education: PhD, Linguistics, University of Georgia, Athens, GA  

Department and administrative experience:  
Core Faculty & Director, African Studies Institute; Department of Comparative Literature; Adjunct Associate Professor, Department of Linguistics; Affiliate Faculty, Institute for African American Studies  

Overseas experience in Africa, if any:  
Nigeria; Benin; Ghana; Tanzania; South Africa  

Research and teaching specialization:  
Research: Yoruba Language and Linguistics; Applied Linguistics and Language Pedagogy; Language, Culture and Society; Yoruba Poetry; African Indigenous Knowledge  
Teaching: Yoruba Language, Culture and Linguistics; African Studies  

Recent publications (selected):  
• Empowering African Languages for Socio-Cultural and Economic Development in the 21st Century: A Case for Our Languages at Home and Abroad. Lagos State University Press  

Distinctions & Awards:  
• State-of-the-Art Conference Fund Award ($5,000), Office of the Senior Vice President for Academic Affairs and Provost for convening the International conference on Africa and Its Diaspora (November 8 – 10, 2017). October 2017  
• Research Fellowship ($20,600), Willson Center for Humanities and Arts, University of Georgia. November 2014.  
• International Diversity Award, Office of International Education, University of Georgia for dedication to promoting diversity as part of UGA’s Internationalization. April 8, 2015
IBIGBOLADE SIMON ADERIBIGBE  
Associate Director of the African Studies Institute  
And Professor of Religion and African Studies

Tenure Status: tenured

Education: Ph.D. Religious Studies, University of Ibadan, Ibadan, Nigeria

Department and administrative experience:  
Associate Director, Department of Religion; African Studies Institute, Franklin College of Arts and Sciences

Overseas experience in Africa, if any:  
Teaching experience in Nigeria

Research and teaching specialization:  

KARIM TRAORE

Position & Tenure Status, if applicable: Associate Professor Emeritus

Education: Ph.D., Saarbrücken and Habilitation Bayreuth

Department and administrative experience:  
Comparative Literature & African Studies (Director, Model African Union)

Overseas experience in Africa, if any:  
Fieldwork experience in Mali and Burkina Faso to conduct research on Literary Production.

Languages and proficiency level (5 = Native or near native, 1 = Beginner):  
French – 5; German, Manding – 4; English, Nuni - 3; Spanish, Moore – 2; Latin, Wolof – 1;

Research and teaching specialization:  
Comparative Literature; Anthropology Courses; Linguistics and Language Courses

Recent publications (selected):  

SANDRA WHITNEY

Position & Tenure Status, if applicable: Assistant Professor, untenured

Education: PhD, Anthropology, University of Georgia

Department and administrative experience: Coordinator, African Studies Service Learning

Research and teaching specialization:  
Anthropology, Geology, Service Learning in Africa; Critical issues in contemporary Africa
INGIE HOVLAND

Position & Tenure Status, if applicable: Lecturer, untenured
Department of Religion & African Studies Institute

Education: Ph.D. Social Anthropology, SOAS, University of London

Research and teaching specialization: Cultural and historical anthropology

Recent publications (selected):

DAINESS MAGANDA

Position & Tenure Status, if applicable: Director Program in African Languages and Lecturer, Department of Comparative Literature

Education: Ph.D. Language and Literacy, University of South Carolina

Department and administrative experience:
Director, African Languages Program (AFLANG), CMLT Department, UGA; Secretary/Treasurer, South East African Languages and Literature Forum (SEALLF); Treasurer, Global Promotion of Swahili Language (CHAUKIDU); African Studies Institute; Franklin College of Arts and Sciences

Research and teaching specialization:
research interest with minority languages competing with languages of power in post-colonial era stem out of her ties with Tanzania- East Africa.

Recent publications (selected):

Distinctions & Awards:
Franklin College Excellence in Undergraduate Teaching, The University of Georgia; 2017 For greatly contributing to the career development of UGA students, The University of Georgia, Career Centre
BRAM TUCKER
Position: Associate Professor

Education: PhD, Anthropology, University of North Carolina

Department and administrative experience: Department of Anthropology

Research and teaching specialization: Anthropology + economy, ecology, evolution, environment; Economic anthropology, human behavioral ecology, cultural ecology; Cognitive level: Risk, time, value, covariation, causality, culture; Household level: Livelihoods, foraging, agriculture, markets, non-market exchange, poverty, inequality; Cognitive anthropology of risk and misfortune: ecological and cosmological cultural causal models; Quantitative & qualitative ethnography, behavioral observation, experimental methods; Madagascar, Africa (emerging focus on Haiti)

Recent publications (selected):
- Tucker, B. (in press). From risk and time preferences to cultural models of causality: On the challenges and possibilities of field experiments, with examples from rural southwestern Madagascar. Nebraska Symposium on Motivation.

Distinctions & Awards: President-Elect, Society for Economic Anthropology; Graduate School Outstanding Mentoring Award, Behavioral and Social Sciences, 2010. University of Georgia

TIMOTHY CLEAVEELAND
Position: Associate Professor

Education: PhD, Northwestern University

Department and administrative experience: Department of History

Research and teaching specialization: Islamic West Africa, and the history of slavery, gender and race

Recent publications (selected):

JEAN KIDULA
Position: Professor

Education: PhD, University of California

Department and administrative experience: Musicology/Ethnomusicology

Research and teaching specialization:

Recent Publication (selected):

MARIA NAVARRO
Position: Professor
Education: PhD, Agricultural Education, Texas A&M University, College Station, Texas
Department and administrative experience: Agricultural and Applied Economics (since 2012)
Overseas experience in Africa, if any: Worked in the U.S., Europe, Latin America, Africa, the Middle East, and Western Asia.
Research and teaching specialization: Issues in Higher Education, International cooperation and agricultural development

Recent publications (selected):

Distinctions & Awards: National Agriculture Advocate Award Winner

MARGARET (MOLLY) ARIOTTI
Position: Assistant Professor
Education: Ph.D. Political Science, Pennsylvania State University
Department and administrative experience: Department of International Affairs
Overseas experience in Africa, if any: Research on government formation processes in African democracies, concentrating specifically on executive-legislative relations.
Research and teaching specialization: Political institutions in African democracies, with a particular emphasis on Burkina Faso, Senegal, and Francophone Africa

Recent publications (selected):

Distinctions & Awards: 2016-2017 David L. Boren Fellowship, National Security Education Program
MEGAN TURNBULL  
Position: Assistant Professor  
Education: PhD. - Brown University  

Department and administrative experience: International Affairs  

Research and teaching specialization: political order, violence, armed politics, and democratization with an empirical focus in sub-Saharan Africa.  

Recent publications (selected):  
• “Democracy, State-Building, and Armed Groups in Africa.” (Revised and resubmitted to International Security)  

Distinctions & Awards:  
Graduate Program in Development, Watson Institute for International & Public Affairs, Brown University, National Science Foundation Integrative Graduate Education & Research Trainee (IGERT) Fellowship. 2011  

JEPKORIR ROSE CHEPYATOR-THOMSON  
Position: Professor  
Education: PhD - University of Wisconsin-Madison  

Department and administrative experience: Department of Kinesiology (Sport Management)  

Languages and proficiency level (5 = Native or near native, 1 = Beginner):  
English - 5; French - 4; Portuguese, Spanish – 2  

Research and teaching specialization: Research studies on curriculum and policy issues related to sport and physical education, urban and transnational diversity, globalization and sport, and gender and sport.  

Recent publications (selected):  


Distinctions & Awards:  
Program Founder and Director for Global Educational Forum on Women in Education, Sport and Health; 11-time
track and cross-country all-American at the University of Wisconsin-Madison and was once considered Africa's fastest woman in the 1500 and 3000 meters.

PETER D. O'NEILL
Position: Associate Professor
Education: PhD, English, University of Southern California
Department and administrative experience: Comparative Literature
Research and teaching specialization:
Recent publications (selected):
• Famine Irish and the American Racial State. New York: Routledge, 2017

JACK E. HOUSTON, JR.
Position: Professor Emeritus
Education: PhD, Agricultural Economics, Washington State University
Department and administrative experience: Agricultural and Applied Economics;
Overseas experience in Africa, if any:
Served two years as a volunteer and a further 10 years with the Government of Malawi, Ministry of Agriculture, training agricultural extension service personnel and planning curriculum of the Malawi National Natural Resources College.
Research and teaching specialization: Economics of agricultural and aquacultural marketing
Recent publications (selected):
Distinctions & Awards:
D.W. Brooks Award for Excellence in International Agriculture

LIOBA MOSHI
Position & Tenure Status, if applicable: University Professor Emerita
Education: PhD, Linguistics, University of California, Los Angeles
Department and administrative experience:
Director, African Studies Institute, University of Georgia; Department of Comparative Literature; Co-director, Mongella, Tanzania-UGA Initiative, University of Georgia
Overseas experience in Africa, if any:
Research and teaching specialization:
Second language acquisition and pedagogy; African languages; discourse analysis; language, gender, and culture
GABRIEL RUHUMBIKA

Position: Professor Emeritus

Education: PhD, University of Paris-Sorbonne

Department and administrative experience:
Comparative Literature Department

Overseas experience in Africa, if any:
Advisor, Swahili Association of Africa; Member, African Literature Association.; Member, African Studies Association.; Member, Tanzania Studies Association.

Recent publications (selected):


- “The role of Translations in Swahili Language and Literature in the 21st Century”, to be co-published by the Goethe University, Frankfurt and Humboldt University, Berlin, in the proceedings of their 2011 international symposium on Swahili and English as dual-use languages of East Africa.
November 2, 2020

Dr. Ron Walcott, Interim Dean of the Graduate School
Fiona Liken, Assistant Vice President
CAMPUS

RE: Graduate Certificate in Transformative Leadership

Please find attached a proposal from the Department of Lifelong Education, Administration, and Policy, requesting a Graduate Certificate in Transformative Leadership.

The College of Education’s Curriculum Committee approved this proposal on September 24, 2020.

Warm regards,

Stacey Neuharth-Pritchett
Associate Dean for Academic Programs
March 9, 2019

Dear COE Curriculum Committee,

I am pleased to submit the attached proposal for a Graduate Certificate in Transformative Leadership on behalf of the Learning, Leadership, and Organization Development (LLOD) Program. The Graduate Certificate in Transformative Leadership would be a desirable, complementary credential for students pursuing a graduate degree in adult learning, leadership, and organization development, as well as those in other fields desiring the credential as a certified transformative leader. In addition, the stand-alone credential would be attractive for professionals (e.g., consultants, human resource professionals, organization leaders, and so forth) in the field who are looking for graduate-level professional development related specifically to leading individuals and teams in organizations. To date, no other institutions of higher education in the state of Georgia offer explicit and focused training in adaptive and transformative leadership as part of their graduate degree program or as a stand-alone graduate certificate program.

Although accreditation is not required to attain a leadership certification, the LLOD program will pursue formal recognition from these bodies once the certificate is established. We can assure the public that individuals who complete our Graduate Certificate in Transformative Leadership program are prepared to implement evidence-based and instructionally effective practices for leading individuals and teams. A significant strength of the Graduate Certificate in Transformative Leadership program is that it would be composed of existing courses within the LLOD Curriculum master's and doctoral degree programs. This certificate will allow UGA to be at the forefront of providing high-quality graduate and professional education to current and future LLOD professionals, reaching an audience of potential students who are not being served by current course and program offerings.

The Department of Lifelong Education, Administration, and Policy is excited to offer this program that has the potential to complement and expand the role, scope, and long-range development of the LLOD 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,

Kathleen DeMarrais
Professor & Department Head
Department of Lifelong Education, Administration, and Policy
University of Georgia
PROPOSAL FOR A CERTIFICATE PROGRAM

Date: October 1, 2020

Certificate Title: Graduate Certificate in Transformative Leadership

Effective Term: Spring 2021 or once approval is attained

Which campus(es) will offer this certificate? Athens, Gwinnett and Online

Level:
- □ Undergraduate
- □ Post-Baccalaureate
- □X Graduate

Program Abstract:

The purpose of this certificate program is to understand leadership that transforms and how to develop it. Specifically, it aims to integrate current and cutting-edge research on adult development and transformative leadership. The search is on for better and different leadership. Our aim is to inspire the development of future transformative leaders who are equipped with the knowledge and tools to respond to the evolution of nations, communities and organizations (Berger, 2019, Laloux, 2015; Western, 2013). The certificate in transformative leadership focuses on four areas, equipping learners to: (1) understand and discern the theory and practices of leader formation and leadership development, (2) to explore transformative leader mindsets and how to thrive in complexity, (3) understand how to develop sustainable systems of leadership development that are agile, dynamic, and capable of ethical responses to 21st century challenges, and (4) to develop and enact transformative leadership in an action project of their own design.

Further, leader formation and leadership development in the 21st Century demand that leaders engage in continuous self-awareness, maturity, and growth as a leader so as to generate the conditions for individual, organizational, and societal responsiveness that includes sustainability, profitability, and justice (Adler et al, 2007). This approach to the development of transformative leaders and culture for leadership development requires courage, a willingness to take informed risks, and experiment with new and unproven approaches, as well as an enthusiasm to continually learn while leading. “The organizational adaptability required to meet a relentless succession of challenges is beyond anyone’s current expertise. No one in a position of authority—none of us in fact—has been here before.” (Heifetz, Grashow, & Linsky, 2009, p.67). A study by the Center for Creative Leadership (CCL, 2015) found that the four most important skills/capabilities needed by organizations in the future are as follows: forming leaders who learn how to lead people,
champion strategic planning, inspiring commitment, and growing ethical systems of sustainability. Notably these four capabilities are among the weakest competencies for today’s individual leaders. CCL’s findings suggest that leadership education should provide spaces for leader formation while also fostering the collective capabilities of teams, groups, networks, and organizations. The Transformative Leadership Certificate allows students to develop leadership readiness (individual and systemic) to meet the continuous learning demands placed on leaders in today’s constantly evolving context.

In 2018 the LLOD program surveyed current students and alumni to ascertain the need for specialized leader formation and leadership development (see page 8). The survey results show that the Leadership Certificate is in high demand with 75% of students indicating an interest level as “somewhat (45%)” to “very interested (30%),” and with 94% of Learning, Leadership, & Organization Development (LLOD) majors indicating an interest level as “somewhat (42%)” to “very interested (52%).” The certificate will provide the educative scaffolds for degree bearing and non-degree bearing students at UGA to understand their own formation as transformative leader. Participants will master the theories, methods, and practices of leadership. Participants gain the opportunity to participate in a practicum under supervision of faculty in a system they are currently serving in and/or an opportunity that they will create with faculty advisors. The Certificate Program will be housed in the Learning, Leadership, & Organization Development Program in the Department of Lifelong Education, Administration, and Policy in the College of Education. All of the core courses in the program are approved. Applicants must meet the minimum Graduate School standards and non-degree students are required to apply through the Graduate School application process.

Faculty proposing certificates offered by one academic unit should complete page 2. Faculty proposing certificates offered by multiple academic units should complete pages 3-5.

After approval by school/college/unit, proposals for undergraduate programs should be sent to the Office of Curriculum Systems (currsys@uga.edu). Proposals for graduate programs should be sent to the Graduate School (gradassociatedean@uga.edu)
Certificates Offered By One Academic Unit

School/College/Unit: College of Education

Department/Division: Lifelong Education, Administration, and Policy, Program in Learning, Leadership, and Organization Development (LLOD)

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

Program Purpose: The purpose of this certificate program is to understand leadership that transforms and how to develop it. Specifically, it aims to integrate current and cutting-edge research on adult development and transformative leadership. Our goal in this certificate program is to inspire the development of future transformative leaders who are equipped with the knowledge and tools to respond to the evolution of nations, communities and organizations (Laloux, 2015; Western, 2013). The certificate in transformative leadership focuses on four areas, equipping learners to: (1) understand and discern the theory and practices of leader formation and leadership development, (2) understand transformative leader mindsets and how to thrive in complexity, (3) understand how to develop sustainable systems of leadership development that are agile, dynamic, and capable of ethical responses to 21st century challenges, and (4) to develop and enact transformative leadership in an action project of their own design.

The certificate in Transformative leadership provides a generative space for leaders, regardless of their position, years of experience, context (work, life, both) and effectiveness to learn how to develop the capacity to respond to the highly interconnected, fast-changing world, by purposefully learning how to transform and reshape leadership fit for the unpredictable future that is unfolding. The result is that leaders learn how to respond to challenges more effectively, to improve relationships, and to flourish in times of complexity. A certificate in transformative leadership will meet student demands for this specialized learning and offer students a unique opportunity to gain a distinctive credential in the Learning, Leadership and Organization Development (LLOD) curriculum. The approach of this certificate is to promote transformative leadership that is self-aware, empathic, complex, strategic, sustainable, and ethical for nations, communities, and organizations.

The transformative leadership certificate is appropriate for professionals who are working in or aspiring toward leadership roles, are mid- to upper-level managers, high potentials, and senior leaders who regularly face complex and adaptive challenges in their organizations. This leadership credential would allow students to develop their own leader identity as well as learn strategies and approaches that foster sustainable and just leadership development interventions for nation, community and society.

i. This certificate program advances the UGA College of Education Strategic Plan goals of:
   1. Promoting diversity, equity, and inclusion for all people through the core course content and electives,
2. Delivering high-quality instruction through research-based, innovative approaches to teaching and learning, and
3. Equipping graduates with capacity to improve the lives of people in Georgia and beyond through change leadership.

ii. This certificate program advances the UGA 2020 Strategic Directions of:
1. Enhancing Graduate and Professional Programs by:
   a. Potentially increasing graduate enrollment in a program that was favorably viewed in a survey of students, and
   b. Offering increased access to University of Georgia graduate education through extended campus educational programs and online education degree programs through making this certificate program available in multiple formats.
2. Serving the Citizens of the State of Georgia and Beyond by:
   a. Potentially providing educational programming that enhances the social, economic, and environmental well-being and health of individuals and communities and make businesses more successful, and
   b. Providing opportunities for students to engage in service learning through the practicum aspect of the certificate program.

2. Need for the Program
   Explain why this program is necessary. In addition, provide the following information:

The reasons for developing this proposal are threefold. First, disruption is the new normal. Ronald B. Smith (2011) described this new environment as one of “perpetual whitewater.” (p. 37). How are leaders prepared to lead in times of continuous disruption? Learning how to lead in a volatile, uncertain, complex, and ambiguous world, where new technologies, ways of working, and players regularly change the rules, and sometimes the game itself is part of the motivation for us to develop this change leadership certificate. Whatever industry you are in, disruption is either in your face or just on the horizon. The ripples and waves will continue to flow—there is no expectation that the turbulent waters of change will recede (CCL, 2018). UGA needs a context in which students are growing their capacity to lead in the face of this complexity. Second, transformative leadership demands a developmental approach (Kegan & Lahey, 2009) that relies on methods that lead to individual capacity building as well as collective meaning making with communities of practice. According to Goldsmith and Reiter (2007), many of our leadership programs are based on the faulty assumption that if we show people what to do, they can automatically do it. Developing the capacity for transformative leadership falls within the learning, leadership, and organization development (LLOD) program that encompasses the processes and methods that develop capabilities for adult learning and development, human resource development (HRD) and organization development (OD). This certificate would round out the leadership development opportunities we are able to provide our graduate students. Third, a certificate in Transformative Leadership would make accessible the capacity building necessary for 21st century leadership to students and professionals seeking safe and robust spaces for leadership development. Leadership development
can become democratized if graduate students and professionals get a better understanding of what development is, why it matters for them, and how they can take ownership of their own development.

1) **Leadership is in high demand and a desired credential.**
According to the 2019 Training Industry Report, most businesses spent a tremendous amount of money on training and development ($83 billion). One of the most consistent and substantive needs across all organizations is in the area of leadership development—i.e., $688,891 spent on average. Organizations plan to project similar or more funding to executive development than last year (72%). As section II-3 details, this certificate is of interest to the majority of LLOD students—an interest that dovetails with the national and international desire to become certified in leadership development. The Certificate in Transformative Leadership would allow the LLOD program to provide its students with a distinctive credential that would be cost-prohibitive for them to pursue outside the university.

2) **To create transformative leadership is a key intervention in HRD and OD practice that is embedded in the LLOD (learning, leadership, & organization development) program.** The world is rapidly changing and requires those in leadership to assume constantly changing roles and responsibilities. According to Gallup's State of the American Workplace report, these changes are forcing organizations to reconsider how employees work and what they value. More than 80 percent of U.S. employees said they did not have an effective leader to lead change (Gallup, 2017). A recent Price Waterhouse Coopers’ survey among CEOs also indicates that industry leaders do not think their organizations have the skills needed to drive change and innovation (PWC, 2017). This report also highlights that only 30 percent of leaders felt they have the talent they need to succeed in these complex times. Traditional models of leadership emphasize the operational or technical side of leadership but give little emphasis to the systemic view of leadership. “Our zeitgeist is a new (and ancient) awareness that we participate in a world of exquisite interconnectedness. We are learning to see systems rather than isolated parts and players...We can see the web of interactions that weave the world together (Wheatley, 2006, p.158). Transformative leadership requires leaders and the organization as a whole to help people develop a system’s view, and to let the system see it self so that it may reframe its approach to sustainable success and justice in fluid and evolving ways (Scharmer, 2016). Particularly, the certificate compliments LLOD faculty expertise in adult learning, leadership and organizational development, organizational coaching, strategic organization development, and evolving leader formation transformative learning and the application of complexity principles.

3) **A new perspective on leadership.** Regardless of what context, people in a position of leadership are asking “How do I respond to complexity...” as such we propose that by taking a critical approach to leadership that emphasizes — sustainability and justice—we develop the essential enabler: leadership (Paulus & McGuire, 2015; Western 201e). While some might be overwhelmed by the
complexity of a disruptive world, we see this as an exciting time for bold and forward-thinking leaders. Unfortunately, current models of leadership are unable to answer clearly many of these complex questions. *We are still bound by outdated paradigms of leading through traditional linear and hierarchical organization models. Many of the policies, systems, and processes that worked well in the past will not be effective in the future. New realities call for new imperatives. Leadership needs to show new direction, governance, framework, and guidance. To be future-ready is a journey. Leadership for tomorrow will require the capacity to lead open and dynamic networks and teams of followers.* Leading researchers (Garvey Berger, 2019; Western, 2013; Heifetz & Lynskey, 2009) in the field of leadership offer four frames to consider when developing leader capacity: 1) leaders create conditions and diminish coercion and maximize potential for well-being and sustainable evolvement; 2) develop capacity to look beneath the surface of individual and collective dynamics and explore the relationships between power, knowledge, and change; 3) grow the capacity to take multiple perspectives and move away from simple technical approaches to complexity by disrupting, engaging, rethinking, and reframing leadership practices.; and 4) develop new leadership approaches that adopt more adaptive forms of distributed leadership that reflects the networked and interdependent global reality. (CCL, 2018; Torbert, 2014; Uhl-Bien & Russ, 2009; Western, 2013)

a) **Semester/Year of Program Initiation:** Fall 2021 or upon final approval.

b) **Semester/Year Full Implementation of Program:** Fall 2021 or upon final approval.

c) **Semester/Year First Certificates will be awarded:** Approximately 1-2 years following the year of approval, depending on individual student pace of completion.

d) **Annual Number of Graduates expected (once the program is established):** 10-15.

e) **Projected Future Trends for number of students enrolled in the program.**

Given the trends reported above and the demonstrated student interest below, we predict steady, if not growing, interest in the certificate. Student interest in the program has been high since it was announced we were developing this proposal.

3. **Student Demand**

   a. Provide documentation of evidence of student demand for this program, which may include a student survey.

   b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.
To meet this criterion, we conducted a survey to evaluate interest in the topic and to assess preferred delivery formats. A survey was distributed to 2,237 students who were enrolled in College of Education majors or courses during the 2017-2018 academic year. 503 students participated in the study yielding a 22% response rate. Table 1 provides the breakdown of overall interest:

<table>
<thead>
<tr>
<th>Not Interested</th>
<th>Somewhat Interested</th>
<th>Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>219</td>
<td>142</td>
</tr>
<tr>
<td>25%</td>
<td>45%</td>
<td>30%</td>
</tr>
</tbody>
</table>

The level of “somewhat interested” to “very interested” is a total of 361/481 students, or 65% with the majority of respondents being College of Education Students.

We also surveyed participants about preferred formats and campus locations as noted in Table 2.

<table>
<thead>
<tr>
<th>Online</th>
<th>Athens Campus (Face-to-Face)</th>
<th>Gwinnett Campus (Face-to-Face)</th>
<th>Executive (Blended and Weekends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>167</td>
<td>101</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>47%</td>
<td>28%</td>
<td>6%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Due to the range of preferences, we will likely experiment with delivery formats to determine what format attracts the most students.

We also examined the data by major, in particular current LLOD students as noted in Table 3.

<table>
<thead>
<tr>
<th>Not Interested</th>
<th>Somewhat Interested</th>
<th>Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>6%</td>
<td>42%</td>
<td>52%</td>
</tr>
</tbody>
</table>
The majority of current LLOD majors are interested in this certificate program offering. Additionally, we receive ongoing requests to add this opportunity to our curriculum.

4) We also surveyed current LLOD majors about preferred formats and campus locations as noted in Table 4.

<table>
<thead>
<tr>
<th></th>
<th>Online</th>
<th>Athens Campus (Face-to-Face)</th>
<th>Gwinnett Campus (Face-to-Face)</th>
<th>Executive (Blended and Weekends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>69</td>
<td>26</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>N</td>
<td>65</td>
<td>40%</td>
<td>12%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Due to the range of preferences, we will likely experiment with delivery formats using a cohort model to determine what format attracts the most students.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

To answer this question, we included demographic data questions on the survey:

1) Of the 30 (6%) participants identifying as Hispanic, Latino/a or Spanish origin, 20/30 or 67% indicated they were “somewhat interested (37%)” to “very interested (30)” in the Leadership Certificate.

2) Of the 109 (26%) participants identifying as Black or African American (including African and Caribbean), 86/109 or 79% indicated they were “somewhat interested (40%)” to “very interested (39%)” in the Leadership Certificate.

3) Of the 54 (11%) participants identifying as Asian (including the Indian subcontinent), 42/54 or 77% indicated they were “somewhat interested (48%)” to “very interested (29%)” in the Leadership Certificate.

4) Of the 5 (1%) participants identifying as American Indian or Alaska Native 5/5 or 100% indicated they were “somewhat interested (40%)” to “very interested (60%)” in the Leadership Certificate.
5) Of the 1 (.2%) participants identifying as Native Hawaiian or Other Pacific Islander, 1/1 or 100% indicated they were “very interested” in the Leadership Certificate.

6) Of the 17 (3.4%) participants identifying as having an ongoing disability 15/17 or 88% indicated they were “somewhat interested (41%)” to “very interested (47%)” in the Leadership Certificate.

7) Of the 8 (1.6%) participants identifying as a Veteran 5/8 or 62% indicated they were “somewhat interested (38%)” to “very interested (25%)” in the Leadership Certificate.

Among seven demographic groups, veterans indicated slightly lower interest (62%) than other groups. It should also be noted that there is not a statistically significant difference in gender with 79% of females and 74% of males indicating they were “somewhat interested” to “very interested” in the Leadership Certificate.

4. Program of Study
Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles

Table 5
Graduate Certificate in Transformative Leadership Curriculum (15 hours)

<table>
<thead>
<tr>
<th>Core Curriculum (15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix</strong></td>
</tr>
<tr>
<td>LLOD</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>LLOD</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>LLOD</td>
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<tr>
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<tr>
<td></td>
</tr>
<tr>
<td>LLOD</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Electives (3 hours)

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLOD</td>
<td>8140</td>
<td>Equity and Inclusion in Organizations</td>
</tr>
<tr>
<td></td>
<td>8140e</td>
<td></td>
</tr>
<tr>
<td>LLOD</td>
<td>8090</td>
<td>Adult Development</td>
</tr>
<tr>
<td></td>
<td>8090e</td>
<td></td>
</tr>
<tr>
<td>LLOD</td>
<td>8320</td>
<td>Facilitating Group Change and Development</td>
</tr>
<tr>
<td></td>
<td>8320e</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Other elective as approved by the Certificate Program Director, particularly for students in majors other than LLOD</td>
</tr>
</tbody>
</table>

b. Identify any new courses created for this program:

All courses, but LLOD 8620, listed above are approved courses—LLOD8620 Adaptive Leadership in progress.

5. Model Program and Accreditation

a. Identify any 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.

Below is Table 6 that we developed for benchmarking purposes. There are a range of programs housed in universities and the curriculum and quality varies wildly. We discovered no Transformative Leadership Certificates at regional universities or in the USG Certificate listing. Here are some additional observations:

2) Curriculum varies widely among programs.
   i. The most consistent courses include:
      1. Foundations of Leadership
      2. Leader Formation
      3. Methods of Leadership Development
      4. Practices of Leadership
   ii. We view our program’s niche in the connection of leadership to organization learning and our strong focus on change and organization development.
3) For those institutions listed, they offer their leadership certificate through executive education (32%) or a comparable continuing education offering (12%). In reviewing the tuition costs, most are in excess of $5,000 and are taught within a cohort. Moreover, the number of classes and depth of study are less rigorous than our proposed curriculum. A large group (80%) was associated with business schools with a limited number of additional courses, most focusing on leadership effectiveness. The closest program to our proposal is American University. Their leadership certificate is offered through the School of Public Administration and Policy. Similar to our proposal, specific courses are required within their Master’s program with additional coursework required to earn a leadership certificate. There is a clear connection to the theories and practices in the overall program of study, making it a cohesive blend of scholarship and application. Additionally, Cornell University provides students with a blended format of courses. From the results of the interest survey, the idea of expanding our leadership certificate by using both online and face-to-face formats will attract more to this certificate program.

Table 6
University Graduate Certificate Program Benchmarking

<table>
<thead>
<tr>
<th>University and Website</th>
<th>Certificate Name</th>
<th>Curriculum</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University</td>
<td>Leadership and Strategic Management Certificates</td>
<td>Curriculum</td>
<td>Online</td>
</tr>
<tr>
<td>MIT</td>
<td>Executive Certificate in Management and Leadership</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Leadership and Management Certificate</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>UW-Madison</td>
<td>Advanced Management and Leadership Certificate</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>Leadership Certificate</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Leadership and Management Certificate</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>Villanova University</td>
<td>Certificate in Organizational Leadership</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>Executive Certificate in Leadership</td>
<td>Curriculum</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Executive format</td>
</tr>
<tr>
<td>University and Website</td>
<td>Certificate Name</td>
<td>Curriculum</td>
<td>Note</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Centenary University</td>
<td>Leadership Certificate</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>The University of Texas at Austin</td>
<td>Leadership Certificate for Adults</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>Supervisory Leadership Certificate</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td>Walden University</td>
<td>Graduate Certificate in Leadership</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Kennesaw State University</td>
<td>Certificate in Leadership &amp; Ethics</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Rice University</td>
<td>Graduate Leadership Certificate</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Organizational Leadership Graduate Certificate</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>Graduate Certificate Program in Leadership</td>
<td>Curriculum</td>
<td>Online</td>
</tr>
<tr>
<td>The University of Alabama at Birmingham</td>
<td>Graduate Certificate in Mentoring &amp; Leadership</td>
<td>Curriculum</td>
<td>Online</td>
</tr>
<tr>
<td>George Washington University</td>
<td>Management Leadership Certificate</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>UMass-Dartmouth</td>
<td>Graduate Certificate in Leadership</td>
<td>Curriculum</td>
<td>Online</td>
</tr>
<tr>
<td>Marquette University</td>
<td>Graduate Certificate in Leadership</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>MBA@UNC Graduate Certificate in Leadership Development</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>Thomas Edison State University</td>
<td>Graduate Certificate in Organizational Leadership</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>American University</td>
<td>Graduate Certificate in Leadership for Organizational Change</td>
<td>Curriculum</td>
<td>Face-to-face</td>
</tr>
</tbody>
</table>
Table 6

*University Graduate Certificate Program Benchmarking*

<table>
<thead>
<tr>
<th>University and Website</th>
<th>Certificate Name</th>
<th>Curriculum</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>American University</td>
<td>Key Executive Leadership</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
<tr>
<td></td>
<td>Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Miami</td>
<td>Executive Leadership Certificate</td>
<td>Curriculum</td>
<td>Executive format</td>
</tr>
</tbody>
</table>

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

Accreditation is not required for organization leadership certification programs. Given that accreditation is not required for leadership certification programs, the leadership certificate is unregulated and inconsistent, and there are multiple programs of questionable quality and processes. The UGA Graduate Leadership Certification Program will be theoretically grounded and applied so as to effectively prepare students to work with credibility and results. Courses will meet all university and accreditation standards.

6. Student Learning Outcomes

Upon successful completion of the certificate, participants will be able to:

1) articulate prominent transformative leadership theories, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.

2) select relevant information, organize and evaluate the information, and apply the information to issues of transformative leadership.

3) demonstrate an understanding of key theories of organizational change, and to apply these theories in an organizational setting.

7. Assessment

General strategies (Suskie, 2009) for assessing learning outcomes include:

1) **Written assignment, Participation, and Presentations.** These kinds of assignments are course-embedded assignments. Students have the opportunity to learn while completing assignments, discussion, and presentations, considered more authentic in that they should be more realistic and challenging, often requiring complex answers or outcomes.
2) **Capstone Assignments.** A capstone project is a direct measure of progress on program-specific, mission-linked learning goals actually covered in the curriculum. It will not only help students see how much they have learned and accomplished—it will also prove their potential to themselves. A capstone allows students to apply the knowledge they have gained through the certificate program, so they will be able to answer questions related to transformative change in the real world.
References


**Please submit documentation of the following approvals with the proposal:**

- Department Head/Director
- Dean/Vice President
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs
Proposal for an External Degree
The University of Georgia

Institution: University of Georgia  Date: 9 March 2020

College/School/Division: College of Education

Department: Lifelong Education, Administration & Policy

Degree (please indicate whether this is a stand-alone degree): No

Major: Graduate Certificate in Transformative Leadership (open to all graduates and noncredit certificate seekers with a graduate degree)

Proposed Start Date: Fall 2021, or upon approval

The proposal for an External Degree must include a brief narrative that addresses the following points and completion of the attached Addendum for Distance Education Delivery of New Programs.

1. Assessment
A survey was distributed to 2237 graduate students to determine interest. 503 graduate students participated (22%) with 75% indicating interest as somewhat (45%) or very interested (30%). Interest among students in the adult learning, leadership, and organization development program was even higher with 94% indicating they were somewhat (42%) and very interested (52%). According to Hanover Research (2019), grads struggle to find jobs due to a skills gap and higher education institutions need to provide more job-critical certifications to improve their graduates’ marketability like leadership. Institutions can offer certificates that will best help them prepare for their future careers.

2. Admission Requirements
Admission requirements for degree-seeking students require that they are admitted to a UGA graduate program and have a minimum of a 3.0 average. Non-degree seeking students may also apply, providing they possess a graduate degree from an accredited institution.

3. Program Content
Below is the program of study for the Graduate Certificate in Transformative Leadership, Section 4A of the proposal:
### UGA Transformative Leadership Graduate Certificate Program of Study

#### Transformative Leadership Graduate Certificate Core** (Required 15 semester hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLOD 8230/8230e</td>
<td>Foundations of Leadership: Theory and Practice</td>
</tr>
<tr>
<td>LLOD 8210/8210e</td>
<td>Leading Change</td>
</tr>
<tr>
<td>LLOD 8620/8620e</td>
<td>Adaptive Leadership</td>
</tr>
<tr>
<td>LLOD 8025/8025e</td>
<td>Leading from Within: Developing Personal and Interpersonal Leadership Capacity</td>
</tr>
<tr>
<td>LLOD 6000/e or 9800</td>
<td>Practicum in Learning, Leadership and Organization Development</td>
</tr>
</tbody>
</table>

#### Transformative Leadership Graduate Electives** (3 semester hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLOD 8140/8140e</td>
<td>Equity and Inclusion in Organizations</td>
</tr>
<tr>
<td>LLOD 8090/8090e</td>
<td>Adult Development</td>
</tr>
<tr>
<td>LLOD 8320/8320e</td>
<td>Facilitating Group Change and Development</td>
</tr>
<tr>
<td>Other</td>
<td>Per Approval of Certificate Director</td>
</tr>
</tbody>
</table>

4. **Student Advising**
   Students will be advised by their regular advisor as well as the director of the Transformative Leadership Graduate Certificate Program.

5. **Resident Requirements**
   The program is open to both degree-seeking and non-degree students. Applicants must meet the minimum Graduate School standards and non-degree students are required to apply through the Graduate School application. All enrolled students will be subject to UGA’s residency requirements.

6. **Program Management**
   This program will be administered by the Director of the Graduate Certificate in Transformative Leadership. All courses in the program are approved courses at UGA.
Contact Persons:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Graduate Certificate in Transformative Leadership</td>
<td>Caleb S. Han</td>
<td><a href="mailto:calebhan@uga.edu">calebhan@uga.edu</a></td>
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<td><a href="mailto:alikin@uga.edu">alikin@uga.edu</a></td>
</tr>
<tr>
<td>Department Head, Lifelong Education, Administration &amp; Policy</td>
<td>Kathleen DeMarrais</td>
<td><a href="mailto:kathleen@uga.edu">kathleen@uga.edu</a></td>
</tr>
</tbody>
</table>

Section 4C of the proposal outlines the quality standards followed for the certificate creation that were based on industry standards, accreditation criteria, and benchmarking of university-based programs. Admissions will be managed on a rolling basis. Student Learning Objectives will be developed for the certificate and reported within the UGA required process and program accreditation will be sought (see proposal, Section 4D). The core courses are already taught each year within both our on campus and online programs, so the program will continue following that format. The program can be completed at the learner’s pace, so there is not a time limit, except within the graduate school’s timeline requirements of 6 years before courses begin to expire. Finally, after extensive benchmarking, it was concluded that there are no similar programs within the state or region (see attached proposal, Section 4C, for more information).

7. **Library and Laboratory Resources (Sections 6A-B of the proposal)**

There are extensive library resources available at UGA related disciplines of learning, leadership, change, and organization development. Students will be required to have the basic technology necessary to use eLC as the program is designed to be delivered in face-to-face, online, or blended formats.

There are lab facilities already available in the COE facilities (Aderhold, Ramsey, and Rivers’ Crossing) to accommodate student needs and classroom instruction. No new or dedicated facilities are required.

8. **Budget**

Performance of administrative and instructional support functions will be absorbed within existing administrative, staff, and faculty assignment arrangements, with the exception of summer personnel costs, marketing investments, and certifications. No additional or reassigned faculty or time is requested. Courses listed in the curriculum (see page 10 and Appendix B) are already taught on a regular schedule and do not require reassignment of faculty time or additional faculty. Below is the budget excerpted from Section 8A of the Proposal (attached):
**Budget for Graduate Certificate in Transformative Leadership**

<table>
<thead>
<tr>
<th>Cost</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Summer Course)</td>
<td>$8,446</td>
<td>$8,446</td>
<td>$8,446</td>
</tr>
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<td>Operating Costs (Marketing)</td>
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<td>$1,500</td>
</tr>
<tr>
<td>Accreditation</td>
<td>$0</td>
<td>$0</td>
<td>$0</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>
</tbody>
</table>

9. **Program Costs Assessed to Students**
   The program costs would be the regular cost of graduate tuition for graduate students or nondegree students.

10. **Accreditation**
    There is no accreditation for this program.
PROPOSAL FOR AN ONLINE PROGRAM

Date: 9 March 2020

College/School: College of Education

Department/Division: Lifelong Education, Administration & Policy
Program (Major and Degree): Graduate Certificate in Transformative Leadership (open to all graduates and noncredit certificate seekers with a graduate degree)

Will any approved areas of emphasis be offered under this major? No

Proposed Effective Date: Fall 2021, or upon approval

The proposal for an online program must include a brief narrative that addresses the following points:

1. Assessment
   A survey was distributed to 2237 graduate students to determine interest. 503 graduate students participated (22%) with 75% indicating interest as somewhat (45%) or very interested (30%). Interest among students in the adult learning, leadership, and organization development program was even higher with 94% indicating they were somewhat (42%) and very interested (52%). According to Hanover Research (2019), grads struggle to find jobs due to a skills gap and higher education institutions need to provide more job-critical certifications to improve their graduates’ marketability like leadership. Institutions can offer certificates that will best help them prepare for their future careers.

2. Admission Requirements
   Admission requirements for degree-seeking students require that they are admitted to a UGA graduate program and have a minimum of a 3.0 average. Non-degree seeking students may also apply, providing they possess a graduate degree from an accredited institution.

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</tr>
<tr>
<td>Other</td>
<td>Per Approval of Certificate Director</td>
</tr>
</tbody>
</table>

### 4. Student Support Services

Students will be advised by their regular advisor as well as the director of the Transformative Leadership Graduate Certificate Program. Courses in this program are already part of an approved 100% online MEd program in Learning, Leadership, and Organization Development so the existing support mechanisms for this program will continue with the certificate.
5. **Resident Requirements**
Residence requirements will be identical to those established for the authorized degree program with residence at the approved location serving to meet that requirement.

6. **Program Management**
This program will be administered by the Director of the Graduate Certificate in Transformative Leadership. All courses in the program are approved courses at UGA.

Contact Persons:

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7. **Library and Laboratory Resources**
There are extensive library resources available at UGA related disciplines of learning, leadership, change, and organization development. Students will be required to have the basic technology necessary to use eLC as the program is designed to be delivered in face-to-face, online, or blended formats.
There are lab facilities already available in the COE facilities (Aderhold, Ramsey, and Rivers’ Crossing) to accommodate student needs and classroom instruction. No new or dedicated facilities are required.

8. **Budget**

Performance of administrative and instructional support functions will be absorbed within existing administrative, staff, and faculty assignment arrangements, with the exception of summer personnel costs, marketing investments, and certifications. No additional or reassigned faculty or time is requested. Courses listed in the curriculum (see page 10 and Appendix B) are already taught on a regular schedule and do not require reassignment of faculty time or additional faculty. Below is the budget excerpted from Section 8A of the Proposal (attached):

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<tr>
<td>Library Acquisitions</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

9. **Program Costs Assessed to Students**

The program costs would be the regular cost of graduate tuition for graduate students or nondegree students.

10. **e-Rate**

At this time, there are no plans for an eRate.
PROPOSAL FOR REACTIVATION OF AN ACADEMIC PROGRAM

Date: September 24, 2020

School/College: Mary Frances Early College of Education

Department/Division: Educational Psychology

Program (Major and Degree): Interdisciplinary Graduate Certificate in Creativity and Innovation

Which campus(es) will offer this program? Athens

Proposed reactivation date: Fall 2021

Program Abstract:
Provide a brief summary of the program being proposed for reactivation.

The purpose of the Interdisciplinary Graduate Certificate in Creativity and Innovation (ICCI) is to bridge knowledge across diverse disciplines in creativity and innovation and to stimulate the ability of students and faculty to synthesize and apply this knowledge in their diverse fields. As designed, this certificate program cuts across many disciplines (e.g., Journalism, Art, Social Sciences, Management). This 15-credit-hour certificate program is available to graduate students who are currently enrolled in programs across the university. The Educational Goals of the ICCI are to:

1. Provide students with knowledge of current theory and research in creativity and innovation.
2. Give students the vocabulary, strategies, and tools for implementing creative thinking and developing innovative products.
3. Promote the environment and encouragement to foster dispositions in participants leading to creativity and innovation.
4. Offer opportunities for faculty and students to communicate and collaborate by making associations across different disciplines, enabling cross-disciplinary research, instruction, and service projects.

1. State the reasons for the deactivation of the program, and provide copies of any relevant documents.

Two chief grounds were cited in the proposal to deactivate the program, which was approved at the University Curriculum Committee on October 12, 2018 (see Attachment A: ICCI Deactivation Proposal). These were stated as follows:

(i) “… limited and inconsistent leadership as faculty have assumed other roles within the university.”
(ii) “… faculty retirements/departures removed access to teaching staff who would have supported this certificate.”
A two-year deactivation period was deemed necessary to allow the faculty to assess the viability of the ICCI program and enable the department to re-establish the faculty within the program as two of the four original members were in the process of retiring.

2. **By a comparison of previous and current conditions, identify the changes in the reasons for the deactivation of the program that now warrant its reactivation.**

The grounds for the deactivation of the ICCI program were (a) the lack of consistent leadership to spearhead the ICCI program, and (b) the lack of teaching staff to support the activities of the certificate program. Both these issues have since been revolved. This request for the reactivation of the ICCI program is due to significant developments over the past one to two years in the Department of Educational Psychology, specifically the hiring of two new faculty members with the necessary expertise in the areas of creativity and innovation.

Professor Anna Abraham, a psychologist and neuroscientist, has taken the helm as the new E. Paul Torrance Professor for Creativity and Gifted Education since April 2020. Professor Abraham is also the current Director of the Torrance Center for Creativity and Talent Development. Given her leadership experience and interdisciplinary background in creativity, Professor Abraham is in a unique position to head and manage the ICCI program and can therefore serve as the ICCI coordinator.

Dr. Kadir Bahar is an Assistant Professor of Gifted and Creative Education (GCE) since August 2019. His expertise is within the domains of mathematical creativity, problem solving, talent development, as well as equity and access in relation to pedagogical support systems, particularly in relation to underrepresented gifted populations.

Drs. Abraham and Bahar will be joined in their efforts by Drs. Tarek Grantham, Margaret Hines, and Sarah Sumners, existing faculty in Gifted and Creative Education within the department and Torrance Center.

3. **Describe the departmental commitment to the reactivation of the program.**

The Department of Educational Psychology, led by Professor Scott Ardoin, is committed to hiring another GCE faculty member once hiring recommences. Department faculty voted that its top hiring priority is the hiring of another GCE faculty member. The only reason this hire did not occur during the last hiring cycle is that department faculty believed it would be best for Dr. Abraham to be on the faculty and lead the search committee. The department has also provided Professor Tarek Grantham with a course release during the 2020-21 academic year so that he can work with the GCE faculty to revise the curriculum in order for it to better accommodate the talents of the existing faculty and the interdisciplinary ICCI program. Furthermore, Professor Anna Abraham was specifically recruited by the college for her academic leadership skills and has committed 40% of her time to administration and service to revitalize the Torrance Center and the GCE for programs such as this certificate.

4. **Provide a list of courses and all other degree requirements for the reactivated program.**

This certificate is available to students who are currently enrolled in graduate programs across the university as well as to non-degree seeking students. The ICCI requires a total of 15 credit hours of coursework in core creativity education curriculum and electives that support students’ primary
research interests. All UGA Graduate School policies regarding which courses can be used in programs of study apply to the ICCI programs of study, including the following: (1) courses listed must be no older than 5 years and (2) no grade below “C” is acceptable for any course listed. Courses used toward the earning of this certificate must be taken at the University of Georgia. There are no degree requirements for the ICCI certificate for UGA graduate students. UGA graduate students enrolled in the ICCI certificate are required to seek approval from their advisor to confirm how the ICCI course can be included in an official program of study. The program is also open to non-degree seeking students. These are students who have already earned an undergraduate degree but are not currently enrolled in a degree program at UGA. These students may apply to the Graduate School solely for CERT status (for more information, see the Graduate School webpage on non-degree certificate student admissions).

The following list of courses (core and elective) reflects currently active offerings within EPSY and non-EPSY departments. The department has ascertained the same by contacting all relevant departments/faculty members in advance of the proposal submission. The list below only includes courses where the department heads/faculty offering the courses have agreed that their courses can be included as part of the ICCI program (see attached PDF showing emails of support).

ICCI 2021 List of Courses:

<table>
<thead>
<tr>
<th>Core EPSY Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(6 credit hours required - select any 2 courses)</strong></td>
<td><strong>(9 credit hours required - select any 3 courses)</strong></td>
</tr>
<tr>
<td><strong>Course ID</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>EPSY 7240E or EPSY 7240</td>
<td>Creativity: Instructional Procedures and Problem-Solving Processes (3 hours)</td>
</tr>
<tr>
<td>EPSY 8300 or EPSY 8300E</td>
<td>Creativity and Diversity (3 hours)</td>
</tr>
<tr>
<td>EPSY 8620 (new)</td>
<td>The Creative Brain (3 hours)</td>
</tr>
<tr>
<td>EPSY 7575 (new)</td>
<td>Creativity, Consciousness, and Imagination (3 hours)</td>
</tr>
<tr>
<td>LLLED 7710 or LLLED 7710E</td>
<td>Writing Cultures: A Poetry Workshop for Creative Educators (3 hours)</td>
</tr>
<tr>
<td>LLLED 8710 or LLLED 8710E</td>
<td>An Advanced Poetry Workshop for Interdisciplinary Understanding (3 hours)</td>
</tr>
<tr>
<td>LLLED 7732</td>
<td>Classroom Discourse (3 hours)</td>
</tr>
<tr>
<td>LLLED 8650</td>
<td>Translingual Memoir (3 hours)</td>
</tr>
<tr>
<td>ENTR 7990</td>
<td>Directed Study in</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ENTR 7090</td>
<td>Entrepreneurship Topics (The Creative Economy) (3 hours)</td>
</tr>
<tr>
<td>ENTR 7320</td>
<td>Critical Design Thinking (3 hours)</td>
</tr>
<tr>
<td>ENTR 7310</td>
<td>Innovative Business Projects (3 hours)</td>
</tr>
<tr>
<td>ENTR 7310</td>
<td>Innovation Management (3 hours)</td>
</tr>
<tr>
<td>ALDR 8030E</td>
<td>Diffusion of Innovations (3 hours)</td>
</tr>
<tr>
<td>ALDR 7340 or ALDR 7340E</td>
<td>Collaborative Problem Solving and Preferences for Change (3 hours)</td>
</tr>
<tr>
<td>FDNS(FDST) 6647</td>
<td>Sensory Evaluation of Food (3 hours)</td>
</tr>
<tr>
<td>FDNS 6650</td>
<td>Experimental Study of Food (3 hours)</td>
</tr>
<tr>
<td>GEOG 8550</td>
<td>Problems in Remote Sensing of Environment II (3 hours)</td>
</tr>
<tr>
<td>GEOG 8450</td>
<td>Geospatial Techniques in Landscape Analysis (3 hours)</td>
</tr>
<tr>
<td>WFED 8320 or WFED 8320E</td>
<td>Global Innovation, Technology, and Careers (3 hours)</td>
</tr>
<tr>
<td>WFED 8330E or WFED 8330</td>
<td>Exploring the United States Innovation Climate (3 hours)</td>
</tr>
</tbody>
</table>

* The OTHER option requires (a) the submission of a formal request to the ICCI Coordinator to take a course that is not on the pre-approved list as an elective, and (b) formal approval from the ICCI Coordinator.

(i) This is an “active” list that will be continually updated (following approval through the Graduate School) in view of new and changed course offerings. It is envisioned that any new course that is relevant to the study of creativity and innovation can be potentially added to the list of courses following a request from the course instructor/student and an evaluation of fit/relevance of the course to the certificate program by the ICCI coordinator and the GCE-College of Education faculty and staff panel.

(ii) In recognition of the ever-changing courses on offer at UGA, students can submit a formal request to the ICCI coordinator to take one graduate course that is not within the list of pre-approved ICCI elective courses as an elective course within the ICCI program. Also see point (i).

These clauses were included in order to ensure that the ICCI program is able to maintain a dynamic and flexible course listing over time. This is only possible if the program is able to accommodate newly developed courses that fit its aims and objectives. In this way, the ICCI course offerings are always current and reflect the unique interdisciplinary learning opportunities made possible by studying at UGA.
5. Document the need and the student demand for the reactivated program.

To gauge whether the ICCI program would be of interest to current UGA graduate students, a brief survey was distributed for a period of a month via Qualtrics in which a summary of the ICCI program was provided followed by a few questions. A visual overview of the results is provided below.

The findings from the brief survey attest to the general appeal of the ICCI program for current students (question 1), the interest among students in pursuing such a program for themselves (question 2), and even potentially others (question 3). There was also the clear identification of the unique selling points of the ICCI program (question 4).
6. Identify the financial and physical resources needed for the reactivated program and verify that they will be adequate.

I. The program in its original form was not able to fully get off the ground, largely due to the paucity of teaching staff due to unforeseen circumstances, which particularly impacted the delivery of the core courses. This shortcoming has been largely circumvented with (a) the hiring of two new faculty in the past year, as well as (b) the departmental commitment to a further position once the hiring freeze is lifted. Given that there are already dedicated faculty now who can commit to regularly teach courses that belong in the ICCI program, the likelihood of it running successfully is bolstered. The EPSY staff on hand are already scheduled to deliver four of the core courses (students have to select only two) (Tarek Grantham 1/year EPSY 8300; Kadir Bahar 1/year EPSY 7240; Anna Abraham 2/year EPSY 7575 and EPSY 8620). The hiring of a new faculty member in due course will mean further core courses can be offered—which gives students in the program a more varied choice of courses from which to tailor their course selection.

II. The course structure has also been amended from the requirement of three core modules and two elective modules in the original ICCI program to the requirement of two core modules and three electives in the revised ICCI program. Moreover, a much larger selection of elective courses on creativity and/or innovation from across several disciplines will be on offer. Both these factors together—flexibility and choice—are likely to result in a greater recruitment of students to the program.

III. Targeted advertising/publicizing of the ICCI program within and outside the College of Education.

IV. In keeping with the cross-disciplinary steering committee that was in place for the original ICCI program, a cross-disciplinary advisory committee will be set up consisting of faculty members from the participating departments within and outside the College of Education, with a view to ensuring quality control of the program and continued revitalization of the
ICCI program. All participating departments were highly enthusiastic and supportive about the reactivation of the program and were keen to see it up and running again (see attached PDF showing emails of support).

As it currently stands, no additional physical resources are expected beyond what is provided by the College of Education and UGA more widely.