



University Council

February 9, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Undergraduate Student Representative – Gabriella Lewis

Graduate Student Representative – Kelsey Wohlford

Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to create an Undergraduate Certificate in Dyslexia and an Undergraduate Certificate in English to Speakers of Other Languages will be an agenda item for the February 16, 2024, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

cc: Provost S. Jack Hu

Dr. Marisa Pagnattaro

## PROPOSAL FOR A CERTIFICATE PROGRAM

- Date:** September 12, 2023
- School/College/Unit:** Mary Frances Early College of Education
- Department/Division:** (1) Communication Sciences and Special Education  
(2) Language and Literacy Education
- Certificate Title:** (1) Dyslexia  
(2) English to Speakers of Other Languages
- Effective Term:** Fall 2024
- Which campus(es) will offer this certificate?** (1) Online  
(2) Athens and Online
- Level (Undergraduate, Graduate, or Post-Baccalaureate):** Undergraduate

### Program Abstract:

Endorsement programs are a planned sequence of courses and experiences, typically three (3) to five (5) courses in length, designed to provide educators with an additional, specific set of knowledge and skills, or to expand and enhance existing knowledge and skills. Successful completion of an endorsement program results in the addition of the content field to the Georgia educator certificate designating expertise in the field. Based on Georgia Professional Standards Commission (GaPSC) guidance for endorsements, endorsements at the University of Georgia lead to college credit; must be approved by the GaPSC and administered by a GaPSC-approved EPP; and may be offered as either a stand-alone program or, unless otherwise specified in GaPSC Educator Preparation Rules 505-3-.82 through 505-3-.115, embedded in an initial preparation program. All endorsements at the University of Georgia are offered as stand-alone programs.

During the 2022-2023 academic year, the GaPSC began requiring Educator Preparation Providers (EPPs) to code information in a state registry, the Traditional Program Management System (TPMS), with which the GaPSC could track enrollment trends associated with students enrolled in endorsement programs for educator and other school personnel specialization. This tracking is required for all approved endorsement programs that an EPP offers across teaching, leadership, and service fields leading to initial Georgia certification. The GaPSC requires uploads of those data two times per year (October 31 and March 31) into the TPMS. This process is outlined in [GaPSC Rule 505-3-.01](#), (see (3)(c)8 - Pages 8-9). Data from this system also feed into a federal Title II National Teacher Preparation report that is submitted annually by the

University of Georgia. The Office of Academic Programs in the Mary Frances Early College of Education is charged with processing all paperwork to add the earned credentials for educator and other school personnel with the GaPSC. Partner colleges have their students submit paperwork to College of Education staff to upload into the state's credentialing system.

The University of Georgia offers 12 endorsements that can augment an educator or other school personnel candidate. To date, these endorsements have been primarily offered as non-degree programs and candidates are directly admitted into the informal endorsement program. As such, entry and exit points are seemingly easy to track. Candidates, in any college with an endorsement program, simply complete the courses and then notify the Office of Academic Programs in the Mary Frances Early College of Education that they have done so. In other cases, as students are enrolled in other degree-seeking programs, students might take a class included in an endorsement and then decide to complete the required courses for a given endorsement. This type of engagement in endorsement-seeking coursework is challenging to document formally as the starting point (the term the first course is taken) is not always codified in the GaPSC's program management system as required to be two times per year when students enter an endorsement sequence outside of the non-degree pathway.

To address this need for compliance with the state rule and to better document teacher preparation engagement, the colleges represented by this proposal are seeking to formally code these endorsement programs as certificates. This request also provides a secondary advantage for the student to have the completed sequence of instruction formally coded on their University of Georgia transcript.

The following University of Georgia programs are formally recognized as credential-bearing programs with the GaPSC. Some of these endorsements are already recognized as certificates within the university's curriculum system. A comprehensive list across both undergraduate and graduate programs is provided here to allow the reader to understand the status for each of the proposed certificates.

Table 1. Endorsement Programs at the University of Georgia

Endorsement	Campus(es)	Modality	E-Rate	Level	Academic Home	Certificate Status
Coaching (Mathematics)	Griffin	Face-to-Face	No	Graduate	College of Education - Department of Mathematics, Science, and Social Studies Education	Seeking approval as a graduate certificate.
Dyslexia	Online	Online	No	Undergraduate, Graduate	College of Education - Department of Communication Sciences and Special Education	Already approved as a certificate at the graduate level, seeking approval as an undergraduate certificate .
Educational Leadership (Tier I)	Athens, Gwinnett, Online	Face-to-Face, Online	Yes	Graduate	College of Education - Department of Lifelong Learning, Administration, and Policy	Seeking approval as a graduate certificate.
Elementary Agricultural Education	Athens, Tifton	Face-to-Face	No	Undergraduate	College of Agricultural and Environmental Sciences - Department of Agricultural Leadership, Education, and Communication	Already approved as an undergraduate minor. Not seeking additional approval.
English to Speakers of Other Languages	Athens, Online	Face-to-Face, Online	No	Undergraduate, Graduate	College of Education - Department of Language and Literacy Education	Seeking approval as an undergraduate and graduate certificate.
Gifted In-Field	Athens, Online	Face-to-Face, Online	Yes	Graduate	College of Education - Department of Educational Psychology	Seeking approval as a graduate certificate.
K-5 Mathematics	Griffin	Face-to-Face	No	Graduate	College of Education - Department of Mathematics, Science, and Social Studies Education	Seeking approval as a graduate certificate.
Online Teaching	Online	Online	Yes	Graduate	College of Education - Department of Workforce Education and Instructional Technology	Already approved as a certificate at the graduate level. Not seeking additional approval.
Preschool Special Education	Athens, Online	Face-to-Face, Online	No	Graduate	College of Education - Department of Communication Sciences and Special Education	Seeking approval as a graduate certificate.
Reading Education	Athens, Online	Face-to-Face, Online	No	Graduate	College of Education - Department of Language and Literacy Education	Seeking approval as a graduate certificate.
Financial Literacy	Athens	Online	No	Graduate	College of Education - Department of Mathematics, Science,	Seeking approval as a graduate certificate.

					and Social Studies Education	
					and	
					College of Family and Consumer Sciences - Department of Financial Planning, Housing, and Consumer Economics	

### 1. Purpose and Educational Objectives

The purpose of these proposed certificates is to provide an opportunity for educators and other school personnel to seek advanced knowledge in specialty fields recognized by the Georgia Professional Standards Commission. The objective of translating a set of courses to a codified program of study is to allow for compliance with state reporting and to advantage students by allowing this coursework to be recognized on the student’s transcript. Recognized as the leader in educator and other school personnel preparation in Georgia, these additional opportunities complement the mission for the institution by providing life-long learning opportunities for Georgia educators as well as influencing the experiences of P-12 students in Georgia schools who have teachers and other school personnel with advanced skills to support their learning experiences.

### 2. Need for the Program

These programs already exist as recognized entities by the Georgia Professional Standards Commission. The need is to codify these programs as formal programs of study at the University of Georgia and to come into better compliance with state regulations for documenting educator preparation.

**Semester/Year of Program Initiation:** Fall 2024

**Semester/Year of Full Implementation of Program:** Fall 2024

**Semester/Year First Certificates will be awarded:** Spring 2025

**Annual Number of Graduates expected:** From 2014, annual range of completers is 16-105 .

Please see table below in Student Demand for data from 2014-present.

**Projected Future Trends for number of students enrolled in the program:** A similar number of completers are expected annually.

### 3. Student Demand

Data from 2014-2023 endorsement completers are displayed below for the two undergraduate endorsement programs offered by the University of Georgia.

*Table 2. Endorsement Completers 2014-2023*

Endorsement Program <sup>2</sup>	Dept	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Dyslexia	CSSE					6	9	17	15	36	24
English to Speakers of Other Languages (ESOL)	LLE	8	78	63	80	43	46	58	90	57	81
<b>Grand Total</b>		<b>8</b>	<b>78</b>	<b>63</b>	<b>80</b>	<b>49</b>	<b>55</b>	<b>75</b>	<b>105</b>	<b>93</b>	<b>105</b>

There is ample evidence that this demand will continue to increase. For example, one endorsement centers on specialized knowledge in reading education. Supporting second language learners is an area of growth for Georgia schools. Students enrolled in these programs present the diverse population of teachers interested in obtaining these credentials from a research university.

#### 4. Programs of Study

Courses for each of the endorsements to be translated to certificates are outlined in Table 3 below. Each of the sequences of courses has been approved by the GaPSC for coursework that satisfies the advanced credential in the respective area for educators or other school personnel. No new courses are proposed for these certificates.

Table 3. Certificate Programs of Study

Proposed Certificate	Courses
Dyslexia 15 hours total	EDSE 5120E/7120E: Dyslexia and Other Learning Disabilities (3 hours) EDSE 5150E/7150E: Designing Reading Interventions for Special Education (3 hours) EDSE 5020E/7020E: Assessment of Dyslexia and Other Learning Disabilities (3 hours) EDSE 5250E/7250E: Teaching Writing to Students with Disabilities (3 hours) EDSE 5770E/7770E: Practicum in Intensive Reading Interventions (3 hours)
English to Speakers of Other Languages 9 hours total	LLED 5040/7040: Language and Culture in the Classroom (3 hours) LLED 5630/7630: ESOL, Grades P-12 (3 hours) LLED 5730/7730: First and Second Language Acquisition and Development (3 hours)

#### 5. Model Program and Accreditation

Each of the proposed certificates has been approved against Educator and Other School Personnel preparation standards required by the Georgia Professional Standards Commission. Formal rules are noted in Table 4 below. The University of Georgia programs in these areas were state approved during the last seven-year approval cycle on April 8, 2021. This review was conducted by the GaPSC and consisted of a site visit by trained reviewers from educator and other school personnel preparation programs in Georgia. All programs were found in compliance with no areas for improvement. Other institutions of higher education and Regional Educational Service Agencies also offer some of these programs and must adhere to the same sets of standards listed next to each program below.

Table 4. GaPSC Preparation Rules for the Proposed Certificate Programs of Study

Proposed Certificate	Courses
Dyslexia	<a href="#">505-3-.112 Dyslexia Endorsement</a>
English to Speakers of Other Languages	<a href="#">505-3-.89 English to Speakers of Other Languages (ESOL) Endorsement</a>

#### 6. Student Learning Outcomes & Assessment

Consistent with the requirements from the Georgia Professional Standards Commission, each of these proposed programs must collect data on student learning. These assessments are identified as program key assessments. Table 5 lists the names of the assessments for each program. Each program key assessment has been validated and reliability data are collected annually on assessment data collected. Assessments were designed to address the specific standards noted in the GaPSC rules in Table 4. Assessments are administered throughout the

program and program faculty review their assessment data for both compliance with the GaPSC (August of each academic year) and the Student Learning Outcomes (October 1 of each year). Data are examined for trends and for use in continuous improvement.

*Table 5. Tools used to measure student learning outcomes*

Proposed Certificate	Assessments
Dyslexia	Knowledge Inventory (content assessment) Two in-class examinations
English to Speakers of Other Languages	L2 Analysis Introspective Assessment Observation Paper

## 7. Admissions

*Table 5. Admissions Criteria*

Proposed Certificate	Admissions Criteria
Dyslexia	Resume or Curriculum Vitae; Unofficial transcripts from all institutions attended
English to Speakers of Other Languages	(1) A grade point average of 3.0 or higher; and (2) course grades of C or higher in all courses within a degree program prior to application for endorsement entry or courses with a C or better from a prior degree.

## 8. Faculty and Facilities Resources

Each of the proposed certificate programs currently exist as non-degree options and almost all have been in place for at least 10 years. The course offerings and programmatic assignments to run the programs are already factored into faculty instructional budgeted time. Courses are regularly offered to ensure timely completion of the credential. No new facilities or equipment are needed for these certificates. As with all educator and other school personnel programs, students in the proposed certificates will have full access to the existing library resources at the University of Georgia.

## 9. Budget

Because these proposed certificates already exist as non-degree options at the university, costs associated with their delivery are already factored into the faculty instructional budgeted time.

## Documentation of Approval and Notification

**Proposal:** Proposal to create the following Undergraduate Certificates in the Mary Frances Early College of Education:

- Undergraduate Certificate in Dyslexia
- Undergraduate Certificate in English to Speakers of Other Languages

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

**Department:** Communication Sciences and Special Education; Language and Literacy Education

**Proposed Effective Term:** Fall 2024

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 10/27/23
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 10/26/23
- Communication Sciences and Special Education Department Head, Dr. Bethany Hamilton-Jones, 10/26/23
- Language and Literacy Education Department Head, Dr. Allison Nealy, 10/26/23