



University Council

February 9, 2024

UNIVERSITY CURRICULUM COMMITTEE – 2023-2024

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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to create Graduate Certificates in Coaching (Mathematics); Educational Leadership (Tier I); English to Speakers of Other Languages; Financial Literacy; Gifted In-Field; K-5 Mathematics; Preschool Special Education; and Reading Education 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
College of Family and Consumer Sciences
- Department/Division:** (1,5,8) Mathematics, Science, and Social Studies Education
(2) Lifelong Education, Administration, and Policy
(3,7) Language and Literacy Education
(4) Educational Psychology
(6) Communication Sciences and Special Education
(8) Financial Planning, Housing, and Consumer Economics
- Certificate Title:** (1) Coaching (Mathematics)
(2) Educational Leadership (Tier I)
(3) English to Speakers of Other Languages
(4) Gifted In-Field
(5) K-5 Mathematics
(6) Preschool Special Education
(7) Reading Education
(8) Financial Literacy
- Effective Term:** Summer 2024
- Which campus(es) will offer this certificate?** (1,5) Griffin
(2) Athens, Gwinnett, and Online
(3,4,6,7,8) Athens and Online
- Level (Undergraduate, Graduate, or Post-Baccalaureate):** Graduate

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 in which 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 collective 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	Seeking approval as a

					Mathematics, Science, and Social Studies Education	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 Education, 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	Face-to-Face/Online	Yes	Graduate	College of Education - Department of Mathematics, Science, and Social Studies Education	Seeking approval as a graduate certificate.

					and College of Family and Consumer Sciences - Department of Financial Planning, Housing, and Consumer Economics	
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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: Summer 2024

Semester/Year of Full Implementation of Program: Summer 2024

Semester/Year First Certificates will be awarded: Fall 2024

Annual Number of Graduates expected: From 2014, annual range of completers 16-233, . 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 10 endorsement programs offered by the University of Georgia. Across the last 10 years and all endorsement programs, the university has produced on average 158 endorsement completers each year.

Table 2. Endorsement Completers 2014-2023

Endorsement Program ²	Dept	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Coaching (Mathematics)	MSSE			3		1	4	1			
Dyslexia	CSSE					6	9	17	15	36	24
Educational Leadership (Tier I)	LEAP				1	11	23	37	31	31	18
Elementary Agricultural Education ¹	ALEC										1
English to Speakers of Other Languages (ESOL)	LLE	8	78	63	80	43	46	58	90	57	81

Gifted In-Field	EPSY	7	26	17	36	35	25	17	39	45	71
K-5 Mathematics	MSSE		4	3			2	1			
Online Teaching	WEIT		3		1	9			3	2	3
Preschool Special Education	CSSE			1		5	4	4			9
Reading Education	LLE	1	14	33	16	20	13	7	27	25	26
Grand Total		16	125	120	134	130	126	142	205	196	233

¹Program was approved for offering in Fall 2022 ²An endorsement in Financial Literacy is currently under review for approval with the Georgia Professional Standards Commission.

There is ample evidence that this demand will continue to increase. For example, a number of endorsements center on specialized knowledge in teaching of reading and mathematics. These topics are noted as growth areas for Georgia schools or reflect required changes to P-12 standards that must now be taught in P-12 schools (e.g., Financial Literacy). Other programs center on meeting the needs of P-12 learners with unique learning requirements (e.g., ESOL, Gifted In-Field, Preschool Special Education). Other programs offer a leadership opportunity (e.g., Tier I (principals)). All of these areas are growth or personnel needs for the school districts across Georgia. Students enrolled in these programs represent the diverse population of teachers and leaders who are 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 any of these certificates.

Table 3. Certificate Programs of Study

Proposed Certificate	Courses
Coaching (Mathematics)	EMAT 7200, Mentoring in Mathematics Education (3 hours) EMAT 7700, Internship in Mathematics Education (12 hours)
Educational Leadership (Tier I)	EDAP 7040, Education Law and Ethical Leadership (3 hours) EDAP 7801, Clinical Practices in Educational Leadership I (3 hours) EDAP 7802, Clinical Practices in Educational Leadership II (3 hours) EDAP 7803, Clinical Practices in Educational Leadership III (3 hours) EDAP 8115, Educational Leadership for Student Success (3 hours) EDAP 8130, Trends and Issues in Educational Administration and Policy (3 hours)
English to Speakers of Other Languages	LLED 7040, Language and Culture in the Classroom (3 hours) LLED 7630, ESOL, Grades P-12 (3 hours) LLED 7730, First and Second Language Acquisition and Development (3 hours)
Gifted In-Field	EPSY 7060, Assessment of Gifted Children and Youth (3 hours) EPSY 7110, Characteristics of Gifted Children and Youth (3 hours) EPSY 7230, Strategies and Materials for the Gifted (3 hours) EPSY 7250, Program and Curriculum Development for the Gifted (3 hours)
K-5 Mathematics	EMAT 6420, Mathematics Methods for PreK-Grade 8 (3 hours) (MATH)EMAT 7001, Arithmetic and Problem Solving (3 hours) (MATH)EMAT 7002, Geometry and Problem Solving (3 hours) MATH(EMAT) 7003, Algebra and Problem Solving (3 hours)
Preschool Special Education	EDSE 7100, Foundations and Assessment in Early Childhood Special Education (3 hours) EDSE 7160, Communication and Language Development in Young Children (3 hours) EDSE 7200, Methods and Curriculum in Early Childhood Special Education (3 hours)

Reading Education	<p><u>For students with P-5 initial certification, the courses are:</u> LLED 6020, Practicum in Reading Instruction and Assessment (Clinic) (3 hours) LLED 6060, Content Area Literacies (3 hours) LLED 6420, Literacy Development and Instruction in Early Childhood (3 hours)</p> <p><u>For students with 4-8 or 6-12 initial certification, the courses are:</u> LLED 6020, Practicum in Reading Instruction and Assessment (Clinic) (3 hours) LLED 6060, Content Area Literacies (3 hours) LLED 7910E, New Literacies (3 hours)</p> <p><u>For students with a P-12 initial certification, the three courses are:</u> LLED 6020, Practicum in Reading Instruction and Assessment (Clinic) (3 hours) LLED 6060, Content Area Literacies (3 hours) LLED 6420, Literacy Development and Instruction in Early Childhood (3 hours) OR LLED 7910E, New Literacies (3 hours)</p>
Financial Literacy	ESOC 7030E, Teaching Economics (3 hours) FHCE 6200E, Advanced Wealth Management I (3 hours) FHCE 6210E, Advanced Retirement Planning and Employee Benefits (3 hours) FHCE 7200E, Advanced Financial Counseling and Client Communication (3 hours) FHCE 8200E, Financial Planning and Analysis (3 hours)

5. Model Program and Accreditation

Each of the proposed certificates has been approved and aligned with 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
Coaching (Mathematics)	505-3-.85 Coaching Endorsement Program
Educational Leadership (Tier I)	505-3-.77 Educational Leadership Program
English to Speakers of Other Languages	505-3-.89 English to Speakers of Other Languages (ESOL) Endorsement
Gifted In-Field	505-3-.90 Gifted In-Field Education Endorsement
K-5 Mathematics	505-3-.92 K-5 Mathematics Endorsement
Preschool Special Education	505-3-.100 Special Education Preschool (Ages 3-5) Endorsement
Reading Education	505-3-.96 Reading Endorsement
Financial Literacy	505-3-.113 Financial Literacy Endorsement Program

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. Student Learning Outcomes

Proposed Certificate	Assessments
Coaching (Mathematics)	Coaching Plan Implementation of Coaching Cycle Coaching Reflection
Educational Leadership (Tier I)	GACE Assessment (standardized test) Demonstration of Learning Research Project Instructional Improvement Plan (Planning) Clinical Practices Portfolio Instructional Improvement Plan (Effects on Student Learning) Dispositions
English to Speakers of Other Languages	L2 Analysis Introspective Assessment Observation Paper
Gifted In-Field	Curriculum Frameworks Rubric Differentiated Lesson Plan Reflective Paper
K-5 Mathematics	K-5 Mathematics Endorsement Pedagogical Knowledge Assessment K-5 Mathematics Endorsement Content Knowledge Assessment K-5 Mathematics Endorsement Professional Community Assessment
Preschool Special Education	Preschool Special Education Program Key Assessment 1 Preschool Special Education Program Key Assessment 2
Reading Education	Content Area Literacy (CAL) Case Study Project Rubric Content Area Literacy (CAL) Curriculum Plan Project Rubric Literacy Case Report
Financial Literacy	Three assessments will be developed by MFECOE and FACS faculty in Spring 2024.

7. Admissions

Table 6. Admissions Criteria

Proposed Certificate	Admissions Criteria
Coaching (Mathematics)	(1) candidate's valid, T-4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate; (2) enrollment in the Master of Education or Educational Specialist in Mathematics Education programs (this endorsement is only offered in conjunction with the advanced preparation mathematics program); (3) a grade point average of 3.0 or higher; and (4) course grades of C or higher in all courses within a degree program prior to application for endorsement entry.
Educational Leadership (Tier I)	(1) GRE scores; (2) a résumé or curriculum vitae; (3) a statement of purpose; (4) official transcripts from all prior institutions attended; (5) documentation showing passage of the GACE Program Admissions Assessment or exemption of the assessment based on Praxis I, SAT, ACT, or GRE scores; and (6) three letters of recommendation. As required by the University of Georgia Graduate School, candidates must have a minimum of an undergraduate grade point average of 2.6. The GaPSC revised its processes for educational leadership credentialing.
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.
Gifted In-Field	(1) submission of a non-degree application to the University of Georgia Graduate School; (2) a statement of purpose; and (3) official transcripts from last institution attended. The candidate must have a valid, level 4 or higher Induction, Professional, Advance Professional, or Lead Professional teaching.
K-5 Mathematics	(1) a UGA Graduate School non-degree application; (2) a statement of purpose; (3) a minimum of one year of teaching experience; (4) two letters of

	recommendation; (5) transcripts from all institutions attended; and (6) a minimum undergraduate grade point average of at least 3.0. The candidate must have a valid, level 4 or higher Induction, Professional, Advance Professional, or Lead Professional teaching certificate in one of the following fields: Early Childhood Education (P-5); Middle Grades Mathematics (4-8); Special Education General Curriculum/Early Childhood Education (P-5); or any of the following certificates combined with a core academic content concentration in mathematics: Special Education General Curriculum (P-12); Special Education Adapted Curriculum (P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12) or Gifted Certificate (P-12).
Preschool Special Education	The program is open to both certified Early Childhood Education and Special Education teachers, as well as existing UGA candidates who are in an M.Ed. or Ed.S. program and who hold the aforementioned certification(s). Applicants for the Special Education Preschool Endorsement must have at least a 2.5 minimum GPA.
Reading Education	(1) having successfully passed an introductory course in reading instruction and assessment with a grade of B- or higher; (2) completion of an application for the endorsement program; (3) submission of a non-degree application to the University of Georgia Graduate School; (4) a résumé or curriculum vitae; (5) a statement of purpose; and (3) unofficial transcripts from all institutions attended. The candidate must have a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching.
Financial Literacy	(1) candidate's valid, T-4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate; (2) an undergraduate grade point average of 3.0 or higher; and (3) course grades of C or higher in all courses within a degree program prior to application for endorsement entry.

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, except the Financial Literacy endorsement. 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 Graduate Certificates in the Mary Frances Early College of Education: Graduate Certificate in Coaching (Mathematics); Graduate Certificate in Educational Leadership (Tier I); Graduate Certificate in English to Speakers of Other Languages; Graduate Certificate in Financial Literacy; Graduate Certificate in Gifted In-Field; Graduate Certificate in K-5 Mathematics; Graduate Certificate in Preschool Special Education; Graduate Certificate in Reading Education

College: Mary Frances Early College of Education; College of Family and Consumer Sciences

Department: *Mary Frances Early College of Education:* Communication Sciences and Special Education; Educational Psychology; Language and Literacy Education; Lifelong Education, Administration, and Policy; Mathematics, Science, and Social Studies Education

College of Family and Consumer Sciences: Financial Planning, Housing, and Consumer Economics

Proposed Effective Term: Summer 2024

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 10/30/23
- College of Family and Consumer Sciences Dean, Dr. Anisa Zvonkovic, 12/07/23
- College of Family and Consumer Sciences Associate Dean, Dr. Sheri Worthy, 1/24/24
- Communication Sciences and Special Education Department Head, Dr. Bethany Hamilton-Jones, 10/27/23
- Educational Psychology Department Head, Dr. Amy Reschly, 10/27/23
- Language and Literacy Education Department Head, Dr. Allison Nealy, 10/27/23
- Lifelong Education, Administration, and Policy Department Head, Dr. Kathryn Roulston, 10/26/23
- Mathematics, Science, and Social Studies Education Department Head, Dr. Roger Hill, 10/26/23
- Financial Planning, Housing, and Consumer Economics Department Head, Dr. Swarn Chatterjee, 12/07/23