



The University of Georgia

University Council
Athens, Georgia 30602

September 7, 2011

UNIVERSITY CURRICULUM COMMITTEE – 2011-2012

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Dear Colleagues:

The attached proposal to offer a new Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts will be an agenda item for the September 14, 2011, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly

PROPOSAL FOR A GRADUATE CERTIFICATE PROGRAM

TITLE:

Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts

I. Basic Information

1. Institution: The University Of Georgia Date: March 14, 2011
2. School/College: The College Of Education
3. Department: Lifelong Education, Administration, And Policy
4. Level: Graduate
5. Proposed starting date: Spring 2012

6. Program Abstract

Professionals in education and related fields trained by the University of Georgia engage in careers significantly shaped by diversity. Prejudice and discrimination on the basis of diversity are commonplace. Significant demographic change in American society continues to exacerbate issues of diversity as the recent debates on immigration and religious freedom have shown. Data show that economic, ethnic, racial, gender and other forms of difference are significantly related to disparities in education, the workforce, healthcare, income, housing and other areas of American society. To address these problems, education is often cited as a strategy that can provide one key aspect of a solution to these problems.

Complicating the ability of educational professionals to satisfactorily address issues of diversity in their work is the fact that diversity can be constructed in multiple ways. These include differences related to cognitive abilities, identity, as well as behavior. In addition the categories of diversity in educational scholarship have been enlarged from the traditional focus on race, ethnicity or gender to include culture, race, ethnicity, age, gender, educational and socioeconomic status, language, religion, national origin, disability status, sexual orientation and gender/identity expression, world view, and community.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Diversity is also impacted by international political and economic developments. Trends in immigration and globalization are creating a context in which Americans struggle to find meaningful answers to the challenges of life while at the same preserving the fundamental values of American democratic traditions and institutions. Religious fundamentalism, terrorism, environmental challenges, sustainability and global climate change increase Americans' awareness about international issues and the way in which the future of America is linked to that of peoples around the world. These challenges are compounded by growing economic inequality that threatens not only the poor but increasingly the middle class.

Given this complex mix of factors linked to diversity in schools, colleges and universities, business and industry, cultural and political institutions, and communities, universities face important challenges to adequately prepare learners to fulfill the range of roles they will face in their adult lives. Educational institutions, agencies, government, and the private sector are under growing pressure to come to grip with the implications of interacting with people from very different backgrounds as well as understanding the systems and structures that serve to advantage some while disadvantaging others. Professionals who design, deliver, administer, or conduct research in education are increasingly called upon to consider how diversity affects their work. As a consequence, it is important to assist educators and other professionals to effectively address these issues.

The issue of diversity confronts educational professionals in two ways. First, as the professional ranks of educators become more diverse, there are issues relating to workplace diversity and professional relationships and networking. Second, as the learners and other stakeholder groups with whom educators work also become more diverse, knowledge regarding effective practices in diversity becomes a valuable domain in professional preparation and practice. In recognition of the foregoing, many graduate students may wish to develop a focus on cultural diversity because of the impact of diversity within the context of their professional practice. Developing cultural competence through the acquisition of theoretical and practical knowledge related to diversity from a multidisciplinary perspective is increasingly important for educators and other professionals as they move into and through the world of professional practice.

In order to facilitate the preparation of culturally competent professionals, we propose the implementation of an Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts. The primary goal of this graduate certificate program will be to prepare professionals working in educational contexts and related fields to effectively work within culturally diverse work and community environments

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

and to address educational issues related to diversity. The scope of this Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts will be to the broad field of lifelong education spanning primary, secondary, postsecondary, businesses and industry, professional, and community education contexts. The IGCMDSEC would be sufficiently flexible to permit students to tailor the focus of the certificate work to their primary professional and scholarly interests.

The purpose of the program is to provide the opportunity for students to improve cultural competence and expertise in order to provide diversity leadership in current and future positions. The Certificate is timely for two reasons. First, the rapidly accelerating trends in demographic changes both here in Georgia as well as nationally creates the context in which diversity expertise is needed. Second, quite a number of students in the field of education, as well as in other areas, conduct research with a focus on diversity issues. It is envisioned that the Certificate will be a useful complement to the graduate degrees pursued by students with an interest in diversity across a wide variety of professional fields throughout the university.

The establishment of the IGCMDSEC aligns with the strategic plans and initiatives of both the College of Education and University. Strategic goal # 1 in the COE strategic plan focuses on diversity and social justice. The college has developed a number of initiatives within the past few years: these include the Dean's Council on Diversity and Diversity Action Teams to examine curricular and other issues in the COE; the establishment of the Center for Latino Achievement and Success in Education; the Education Policy and Evaluation Center; and the annual Black Issues in Higher Education Conference.

Similarly, UGA has identified diversity as a strategic goal in the University of Georgia's strategic plan which states that the University administration "*seeks to foster the understanding of and respect for cultural differences necessary for an enlightened and educated citizenry. It further provides for cultural, ethnic, gender and racial diversity in the faculty, staff and student body*" (UGA Mission Statement). Further evidence of the importance of diversity at UGA includes the establishment of the Office of Institutional Diversity, the LGBT Resource Center, UGA's designation as a campus affiliate of the National Coalition Building Institute, the Sustained Dialogue Campus Network, the Institute of African American Studies, the Institute for Women's Studies, the Institute for Native American Studies and many others.

In light of the growing importance and awareness of diversity at the COE and at UGA, it is proposed to establish an Interdisciplinary Graduate Certificate in Multicultural and

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Diversity Studies in Educational Contexts. This Graduate Certificate is designed as a 15 semester hour program that provides theoretical as well as practical skills for students who will work in diverse educational, workplace, governmental, or community settings.

7. Letters of Support – See Appendix C

Department of Lifelong Education, Administration, and Policy

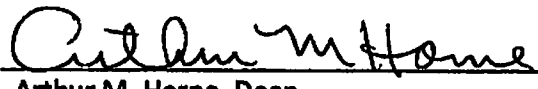
Department of Language and Literacy Education

Department of Counseling and Human Development

Signatures



Janette Hill, Department Head



Arthur M. Horne, Dean

II. Response to the criteria for all education programs

1. Purpose and Educational Objectives

A. The purpose of the Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts is to produce leaders who possess specialized knowledge and skill to effectively address issues of diversity, equity, and social justice in a range of educational, work, and social settings. To accomplish this purpose, it is important that educators and other leaders in human service fields adequately theorize cultural diversity (in the broad sense), examine privilege, develop critical understand how cultural diversity cuts across many areas of educational practice (e.g., teaching, administration, research, policy) and develop skills necessary to develop effective educational and communication strategies. Therefore, the Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts will focus on the following themes: a) historical and theoretical knowledge about diversity and equity in the United States and beyond, b) knowledge related to the experience of diverse social groups, c) theories and application of social group identity, d) knowledge systems related to the construction of cultural difference, e) appropriate educational strategies and interventions, and f) cultural dimensions of knowledge production.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

The educational goal of this program is to promote critical reflection and self-growth among participants to enable them to more actively and effectively practice and participate in culturally diverse settings.

- 1. To engage participants in a process of self-reflection related to issues of race, ethnicity, sexual orientation, gender identity/expression, and socioeconomic class and other identity formations through an examination of the role of formal and informal educational processes on individual identity development and the reproduction of structured social inequalities based on these identity formations.**
- 2. To provide a safe place in which learners can question advantages that are conferred based on particular race, class, gender or other identities and not through personal effort or achievement.**
- 3. To develop a deeper understanding of the nature of systemic discrimination and inequality and to examine our individual roles as educators reproducing or challenging unjust discrimination.**
- 4. To understand the basis for our personal prejudices in order to become more tolerant of individual and group differences.**
- 5. To learn to model a critical, collaborative approach to teaching, learning, and work.**
- 6. To learn about different cultural groups and to develop and nurture cross cultural collaboration skills.**
- 7. To learn strategies for addressing multicultural issues by maximizing educational opportunities and minimizing possible negative outcomes.**
- 8. To collaborate toward addressing issues of diversity and oppression in educational contexts and in society at large.**

B. The planning committee for Interdisciplinary Certificate in Multicultural and Diversity Studies includes faculty in the College of Education from multiple departments and programs, including the program in Adult Education, Human Resources and Organizational Development, Counseling & Human Development Services, Language and Literacy, Qualitative Research Program, and Social Foundations. The plan of study consists of graduate level courses in nine degree program areas within the COE. Core courses in the Interdisciplinary Certificate in

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Multicultural and Diversity Studies draw from several content areas including adult education/HROD, history and sociology of education, socio-cultural perspectives in education, anthropology of education, educational policy, and qualitative research in education.

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

A. Explain why this program is necessary.

Evidence in support of the program will take two forms: (1) Rationale: State and national data on cultural diversity – documented need for diversity studies; (2) accreditation issues with NCATE that COE needs to improve on diversity studies.

First, demographic trends and analyses demonstrate conclusively that diversity is an increasingly important issue affecting schools, postsecondary institutions including universities, governmental and corporate workplaces, civil society organizations and communities. Schools have long been a focus of educational attention regarding diversity. From the statement of the National Council on Teacher Accreditation in 1979 emphasizing the importance of multicultural education to teacher preparation to recent studies that continue to show the continuing strength and impact of race, gender, social class, sexual orientation, language (e.g., Nieto 2002, Tatum 2002, Barone, 2006). In Georgia, public schools have witnessed a tremendous change in demographic profiles of the student population with a significant increase in children from immigrant homes. While the Atlanta metropolitan area has experienced significant change in this regard, growth in the number of children from Hispanic homes throughout the state have forced schools to respond to the linguistic, cultural and social issues from Rome to Savannah. Gwinnett County alone has experienced significant population growth in the past decade with an accompanying increase in the Hispanic population. Incidents related to gay, lesbian, bisexual, transgender and Queer issues are on the rise. These include student –generated gay-straight alliances, same-gender couples attending school proms, and learners and workers in diverse situations—from the classroom to the board room—are openly identifying as transgender and sometimes presenting themselves as opposite gender. The impact of these trends on schools forms the context in which many teachers and administrators struggle to meet the needs of students and communities.

Second, in the mid 1990s the College of Education adopted a cultural diversity policy requiring that each department or program incorporate multicultural

education in its curriculum. This policy was adopted in concert with a similar UGA policy. However, the college policy also included graduate education. In the years since 1996, a large number of courses have been adopted or revised that have a specific focus on diversity. A number of those courses, in fact, are incorporated into this proposal. While there are a large number of courses across the college and university, an integrated and interdisciplinary study focus on diversity and equity is desirable. In fact, evidence of this is suggested by the diversity in student majors enrolled in courses like EADU 8050, Multicultural Issues in Adult Education, EADU 8140, The Impact of Race and Gender on Learning in the Workplace, EADU 8610 LGBTQ Issues in Organizational Settings, EFND 7050, Education, Schooling, and the Civil Rights Movement, ECHD 7060, Introduction to Cross Cultural Counseling, and many others across the college.

B. Timeline.

1. Semester / year of program initiation = immediately following approval by the Board of Regents.
2. Semester / year of full implementation of program = Following Board of Regents approval.
3. Semester / year first certificates will be awarded = fall 2012
4. Annual number of graduates expected (once program is established) = 10
5. Project future trends for number of students enrolled in program:

This is difficult to project. Based on the response to the survey administered (see # 3 below) there could initially be 20 or 30 students who will apply for the certificate. We will document these trends as we go along.

3. Evidence of Student Demand

A. Documentation of the student interest in the program.
Graduate coursework in education -- existing courses

1. Each department in the College of Education has implemented a plan to infuse multicultural content into its existing curriculum. As a result most students are already exposed a body of knowledge relating to diversity and multiculturalism. However, the form and pattern of these curricular innovations is largely unexamined and believed to diverge greatly. However, a number of courses identified through the planning phase of this Interdisciplinary Certificate

program meet the requirements, both within discipline, as well as the conceptual framework for the certificate (See Appendix B). These already existing courses are generally well subscribed within their respective degree programs providing evidence not only of the interest among students but also among faculty.

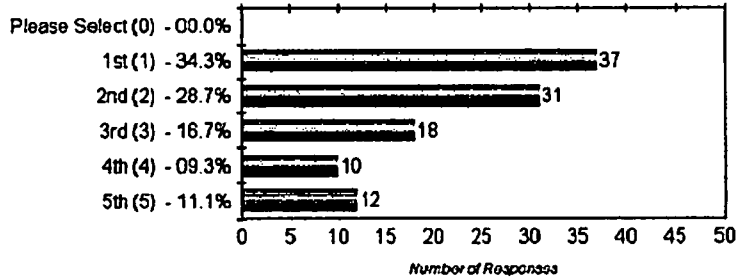
2. A large number of diversity-related courses are already well subscribed throughout the university in a variety of disciplines. Additional marketing efforts among students and faculty can enhance interest and enrollment in the range of courses available, particularly on an interdisciplinary basis. Please see Appendix B for a partial list of diversity-related courses offered in the college.

3. The planning committee conducted a survey of graduate students in the spring 2008 semester to assess interest in an Interdisciplinary Certificate Program. The survey was administered with the assistance of the Dean's Office in the college and made available online to all graduate students. Announcements were disseminated on college listservs to invite participation in the survey. At the end of the semester in spring 2008 there were 108 respondents to the survey. Below are the results of the survey. Respondents were asked five questions related to their interest in diversity studies. The questions were: a) what year student are you?; b) what is your degree program; c) would you be interested in earning a graduate certificate in multicultural studies?; d) have you or do you plan to take any courses related to any aspect of multicultural / diversity studies in your graduate program?; e) are you or do you plan to conduct research that focuses on any aspect of multicultural / diversity issues? In addition, respondents were requested to indicate the topics or issues in which they had an interest. The purpose of this latter question was related to curriculum considerations.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

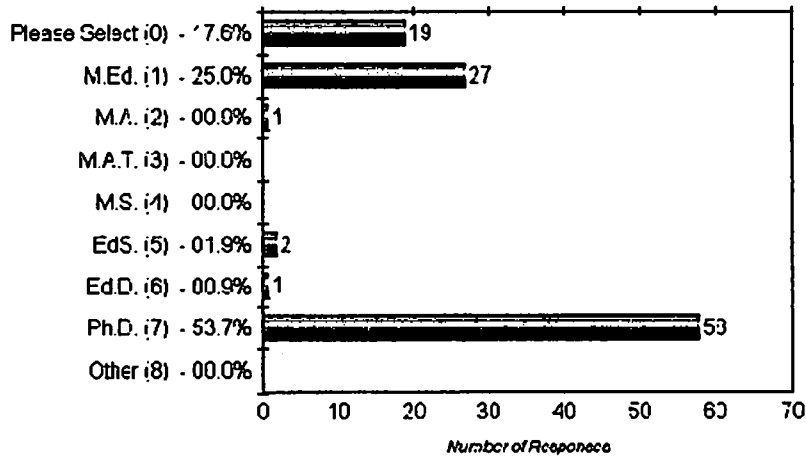
The responses indicated were:

(a) What year student are you?



Group Avg: 2.34 - Voters: 108 - Standard Deviation: 1.33

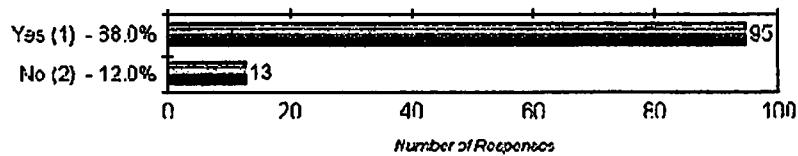
(b) In what degree program are you enrolled?



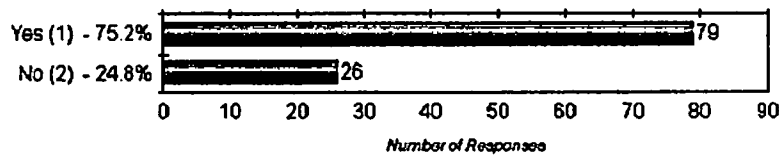
(c) Would you be interested in earning a certificate in diversity studies?



(d) Are you or do you plan to take any courses related to diversity?



(e) Are you or do you plan to conduct research related to diversity?



In short, 70% of the students responding to the survey indicated interest in earning an Interdisciplinary Certificate. The data cut across virtually all degree majors in the college. Almost 60 % of respondents were at the doctoral level which is particularly important since the curriculum of 15 hours would be more manageable in a doctoral program of study.

B. In addition, provide the following information:

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

Because of the special interest that historically under-represented groups at UGA have in courses on the topic of diversity, we anticipate that that the overall minority student enrollments will be equal to or greater than that of the overall student body. We anticipate no negative impact on minority student enrollment and, in fact, a possible modest increase as a result of this Graduate Certificate Program.

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

The curriculum design is similar in respect to other graduate certificate programs (e.g., the Graduate Certificate in Qualitative Research, the Gerontology Certificate).

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

A. Curriculum Outline

The curriculum is organized into the core (6 hours) and electives (9 hours). The core is designed to provide students with an interdisciplinary perspective on human diversity in a range of educational, work, and social contexts. The interdisciplinary nature of the core draws on a range of disciplinary perspectives including history, sociology, anthropology to assist students in learning about their own culture and the cultures of other groups. Please see appendix C for the course descriptions of the core courses.

The electives are designed to provide students knowledge and skills in for students to develop competency in working in diverse educational, work or social settings.

Table 1. Curriculum

Two core courses (6 hours)	<p>6 credit hours</p> <p><i>Select 2 of the following 5 courses: Each of these courses address issues of diversity (e.g., gender, race, sexual orientation, etc.) from a broad interdisciplinary perspective.</i></p>	<p>EFND 7140, Social and Cultural Context of Teaching</p> <p>EADU 8050, Multicultural Issues In Adult Education</p> <p>EADU 8140, Impact of Gender And Race In The Workplace</p> <p>EFND 7311, Immigrants, Migrants In Education</p> <p>READ 8300, Culture and Literacy In The Classroom.</p>
Three electives (9 hours)	<p>9 credit hours</p> <p><i>Select from 3 of the following courses; students may also add courses listed in the core if not taken as part of the core. These courses address a variety of specialized topics in a range of educational, work, and community contexts appropriate to a student's program of study within discipline.</i></p>	<p><i>Select from available courses (see Appendix B). Additional courses from specific disciplines may be added to meet individual student needs.</i></p>
Total Hours	15 semester credit hours	

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

In addition to the courses outlined above, students who earn the Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts must complete a portfolio that summarizes and integrates their learning in relation to the stated curriculum learning objectives identified above. Portfolios will be reviewed by program faculty as to whether they satisfactorily meet the learning objectives of the program.

Admissions

1. Applicants currently admitted to the graduate school

Applications may be accepted from students who have been admitted and matriculated into a master's or doctoral degree program at the University. To facilitate completion of the certificate program requirements, students should apply for admission as early in their program as possible. Students are invited to complete an application form and submit this to the program coordinator. The application should be reviewed and signed by the students' major professor.

Graduate students in good standing will be admitted to the Interdisciplinary Graduate Certificate in Diversity and Multicultural Studies in Educational Contexts program on the recommendation of the student's major professor and a review of application materials by a committee of the Diversity and Multicultural Studies in Educational Contexts Certificate program faculty.

Successful applicants must have a minimum graduate GPA of 3.0 and submit a personal essay about their interests, prior preparation and experience related to the objectives of the program, and their career/professional plans relating to diversity and multicultural studies.

2. Applicants seeking to complete the Certificate program without pursuing a degree

Persons seeking admission to the Interdisciplinary Graduate Certificate in Diversity and Multicultural Studies in Educational Contexts Program who are not already admitted to a degree program at the University of Georgia, must have completed an undergraduate degree at an accredited institution of higher education. Applicants must meet or exceed the requirements of the Graduate School related to the undergraduate GPA and are responsible for submitting application materials required for admission including but not limited to the following:

- On-line application for admission
- Application processing fee
- Transcripts
- Letters of recommendation

International applicants must submit the following additional materials:

- Official TOEFL or IELTS scores sent by testing agency
- Certificate of Finances form

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

Courses that meet the requirement for completion of the certificate program will be published on a dedicated web site for the certificate program. Faculty or students in the university may submit a course to be reviewed and approved for inclusion on the approved list of courses. A list of currently approved courses is available in Appendix B. These courses are currently offered and meet the goals and objectives of the certificate. In order to implement the certificate program, no new courses need to be developed.

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

During the planning phase of this Graduate Interdisciplinary Certificate Program, colleges and universities were surveyed, particularly peer and aspirant institutions for similar certificate programs. There are a wide range of programs that offer specialized training in diversity-related studies. Many of these are at the undergraduate level and are discipline specific in fields such as psychology, counseling, management, or social work. There are many program models and no broad disciplinary standards against which the proposed certificate program may be measured. However, faculty who teach courses in that will comprise the certificate curriculum are scholars in their respective fields and contribute in their teaching, research, and service to diversity work.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

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

Program accreditation is not required.

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

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

Faculty who teach courses in this certificate program are graduate faculty in the various graduate programs in the college. All faculty are full-time. Courses approved for the certificate are taught by faculty with the expertise and experience in diversity related content.

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

Below is a list of faculty who have agreed to manage the IGCMDSEC. These faculty are active in their respective fields as well as in the college in providing leadership on diversity issues. Other faculty who express an interest and whose scholarship is in the area of diversity studies may also join the program faculty.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Name/rank	Degree	Academic specialty/ background	Special qualifications	Scholarly activity past 5 years
Derrick Alridge, Professor	PhD	African Americans studies, social foundations of education, and historiography	Teaches courses in social foundations of education, scholarship and leadership in African American studies.	Publications (articles and books) and conferences on race, education, and educational history of African Americans. Teaching and leadership in the area of diversity locally, regionally, and nationally.
Laura Bierema, Professor	EdD	Career development, women's issues in human resource & organizational development	Teaches courses in workplace, research and scholarship in feminist analyses of workplace learning and organizational development.	Articles, book in press, and leadership in professional organizations related to diversity.
Talmadge C Guy, Associate Professor	EdD	Multicultural adult education, Social Justice, historical studies in adult education.	Regularly teaches courses in race, class, gender in adult education.	Publications, conference presentations, panels, presentations related to diversity.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Name/rank	Degree	Academic specialty/ background	Special qualifications	Scholarly activity past 5 years
Robert Hill, Associate Professor	DEd.	Environmental education, LGBTQ issues in adult education, international adult education, social policy and human rights, Native American Studies.	Regularly teaches courses in race, gender, LGBTQ issues.	Scholarship and teaching in the area of race and gender with a special focus on LGBTQ issues. Leadership in professional national and international organizations in adult education on issues of diversity.
Robert Fecho, Professor	PhD	Socio cultural dimensions of teaching and literacy	Regularly teaches courses in the socio cultural dimensions of education, learning, and teaching.	Publications, conference presentations.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Name/rank	Degree	Academic specialty/ background	Special qualifications	Scholarly activity past 5 years
Jenny Penney Oliver, Academic Professional	PhD	Multicultural education		<p>National leader in multicultural education. Scholarship, teaching, and service in diversity and multicultural education.</p> <p>College leader in multicultural education. Coordinates the Ph.D. in Counseling and Student Personnel Services.</p>
Diane Napier, Professor	PhD	Social foundations of education	<p>International perspectives on culture and diversity. Regularly teaches courses on immigration and education, socio cultural foundations of education.</p>	<p>Scholarship and leadership in the area of international and global dimensions of education with a focus on immigration, ethnicity, and race.</p>

b. Added faculty (not needed)

6. *Library , computer or other instructional resources needed*

A. Describe available library resources:

There are extensive library resources available in the education collection as well as in the social sciences and other disciplines related to diversity in the main library. The College of Education Curriculum Center also maintains a small but useful collection of materials related to diversity.

B. Document the extent to which there is sufficient computer equipment, instructional equipment, lab, etc.

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.

7. *Physical facilities necessary to fully implement program*

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

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

No additional funding is requested for this program. Performance of administrative and instructional support functions will be absorbed within existing administrative, staff, and faculty assignment arrangements. No additional or re-assigned 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, additional faculty or instructional support.

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

A. Funding Plan

	First year	Second Year	Third Year
Personnel	\$0	\$0	\$0
Operating cost	0	0	0
Capital outlays	0	0	0
Library acquisitions	0	0	0
Total	0	0	0

B. Student support

No student fellowships, assistantships are available beyond those already committed to faculty or students available through the college.

9. *Commitments of financial support needed*

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

No new or dedicated sources of additional funds are required to support the program.

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

No new or dedicated facilities are anticipated in the future to support this program. Existing facilities are adequate.

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

Program administration will reside in the Department of Lifelong Education, Administration & Policy (LEAP). Dr. Talmadge C. Guy, Associate Professor, will serve as the program director. Staff support is available through the LEAP department. Students and administrative records will be retained by the

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

program director in the LEAP offices with staff support from appropriate personnel in LEAP.

Program administration will be coordinated in conjunction with program faculty who will give curricular and program guidance to the IGCMDSEC.

References

- Nieto, S. (2002). *Language, culture, and teaching: critical perspectives for a new century*. Mahwah, NJ: L. Erlbaum.
- Tatum, B. D. (2003). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York, NY: Basic Books.
- Barone, D. M. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York, NY: Guilford Press.

Appendix A

**Requirements for Awarding the Interdisciplinary Graduate Certificate in
Multicultural and Diversity Studies
in Educational Contexts**

1. Complete course curriculum requirements as stated on page 11.
2. Application letter – statement of career goals and how the Graduate Certificate in Multicultural and Diversity Studies in Educational Contexts will benefit the recipient.
3. Diversity Portfolio that includes
 - a. Curriculum vitae
 - b. Transcript – evidence of courses taken and grade earned
 - c. Advisor sign-off.
 - d. State of significant learning related to multiculturalism and diversity.

Appendix B

List of Multicultural / Diversity Related Courses

(This section contains a partial list of courses that may be used to fulfill the course requirement for the Certificate. See page 13 for a description of how new courses may be identified and approved.)

Courses eligible for inclusion in the approved list of courses meet the following criteria:

- Educational contexts: schooling, postsecondary/higher education, community, workplace, international, immigration/migrant
- Broad construction of diversity, i.e., to include various subjectivities and positionalities and the relationship among them.

N.B.: Course list may change as new or additional courses are requested for review and approval by program faculty.

Department/Program	Course
Language & Literacy Education	ELAN 8045: Sociocultural Perspectives on Literacy Research
	ELAN 8590: Arts-Based Inquiry in Diverse Learning Communities.
	ELAN 7040: Language and Culture in the Classroom
	ELAN 8310: Race Class and Gender in Children's Literature
	READ 7800: Sociopolitical Perspectives in Literacy Education
Math Education	EMAT 4650/6650. Historical and Cultural Foundations of Mathematics.
Science education	ESCI 8100. International Science Education.
	ESCI/EFND 8210: Multicultural Education Research

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Department/Program	Course
Educational Foundations	EFND7200: Multicultural Education in the United States
	EFND 8210. Multicultural Education Research
	EFND 7050: Education, Schooling and the Civil Rights Movement
	ECHD 8190: Introduction to Social Justice and Advocacy in P-16 Settings
	EFND 7100: Gender and Education
	EFND 8400: Critical race theory in education
Counseling & Human Development	ECHD 7060: Introduction to Cross Cultural Counseling
	ECHD 9060: Advanced Multicultural Counseling
Instructional Technology	EDIT 6600: Multicultural Perspectives on Technology
Adult Education	EADU 8050: Multicultural Issues in Adult Education
	EADU 8140: Impact of Gender and Race on Learning in the Workplace
	EADU/WMST8140, Feminist Pedagogy
	EADU 6010: LGBTQ Issues In Organizational Settings
	EADU: 8030 International Adult Education
Kinesiology	PEDS 7220: Sports & Society
	PEDS7060: Human diversity in Curriculum and Instruction
	PEDS (AFST) 4800/6800: Education and Sport

Graduate Certificate, Multicultural and Diversity Studies in Educational Contexts

Department/Program	Course
Kinesiology	PEDS4610/6610-4610L/6610L: Adapted physical education
Social Foundations	EFND 7140 The Social and Cultural Contexts of Teaching
	EFND 7150 Anthropology of Education (EFND/ANTH cross listed)
	EFND 7200: Multicultural Education in the United States
	EFND 7210: Examining Race and Culture in Educational Reform and Policy
	EFND 7040: History of Education in the United States
	EFND 7050: Education, Schooling, and the Civil Rights Movement
	EFND 7100: Gender and Education
	EFND 7110: Race, Class, and Education
Workforce Education	WFED 7560: Diversity in Workforce Education and Work

APPENDIX C
Course Descriptions for Courses in the Core

EFND 7140, Social and Cultural Context of Teaching

Perspectives of education and schooling practices that shape teacher-student relations. Teacher preparation programs and school structures in United States society and how these contexts influence and organize the classroom community.

EADU 8050, Multicultural Issues In Adult Education

Cultural (racial, ethnic, linguistic) diversity in the adult educational context. Topics include cultural self-awareness, demographic changes and projections, problems/issues in inter-cultural educational settings, theoretical perspectives of multicultural adult education, practical problems and related strategies in handling diversity in adult education settings.

EADU 8140, Impact of Gender And Race In The Workplace

The effects of gender and race in the workplace, focusing on the field of adult education and related areas. The impact of sociological, economic, racial, and gender theories are analyzed.

EFND 7311, Immigrants, Migrants In Education

Examination of the motives for and dynamics of population movements of immigrants, migrants, and refugees and their implications for schools and society in the United States and other countries. Takes an interdisciplinary approach to study relations among policy and practice, population shifts, and education in Sociocultural, political, and historical context.

LLED 8300, Culture and Literacy In The Classroom.

Social and cultural factors that affect learning and teaching of literacy; application of multicultural perspectives to curriculum development and classroom literacy practice.

APPENDIX D

LETTERS OF SUPPORT

Janette Hill, Department Head, Lifelong Education, Administration and Policy

Rosemary Phelps, Department Head, Counseling and Student Development Services

Mark Faust, Department Head, Language and Literacy Education



The University of Georgia

College of Education
Department of Counseling and Human Development Services

September 28, 2010

TO WHOM IT MAY CONCERN

I am pleased to offer this letter of support for the proposed Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Education. Social justice is at the core of the mission of our department and we have developed coursework and other clinical experiences to support our graduate students in this domain. The proposed graduate certificate represents an important curriculum initiative that will provide our students with an additional opportunity to acquire important knowledge and skills related to diversity work in a variety of workplace and educational contexts. Our department would be pleased to have this certificate available to our students.

Several of the courses listed in the proposal are courses offered in this department. We recently established a new Ph.D. in Counseling and Student Personnel Services that positioned social justice as one of the two specialty areas of emphasis. Dr. Oliver, who is one of the faculty contributing to the development of this graduate certificate proposal, coordinates this new doctoral program for our department.

On behalf of my departmental colleagues I urge you to approve this proposal. We look forward to having this certificate as an additional option for our graduate students interested in diversity issues.

Thank you,

Rosemary E. Phelps, Ph.D.

Department Head

Counseling Psychology • Community Counseling • School Counseling
College Student Affairs Administration • Recreation and Leisure Studies Programs

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The University of Georgia

Department of Lifelong Education, Administration, and Policy
College of Education, 412 River's Crossing, Athens, GA 30602

30 September 2010

I am pleased to offer this letter of support for the proposed Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Education. This is an important initiative that will provide graduate students with the opportunity to acquire important knowledge and skills related to diversity in a variety of workplace and educational contexts. Faculty in the Department of Lifelong Education, Administration, and Policy (LEAP) have provided leadership within the College as well as in their respective fields on issues of diversity and equity. Several of our faculty including Drs. Derrick Alridge, Laura Bierema, Talmadge Guy, and Robert Hill have provided leadership both in the development of this graduate certificate program and in curriculum development within their respective programs. We are excited at the prospect of having their work evolve into a curriculum option for master's and doctoral level students.

In addition, the proposed Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Education is worthy of support for the following reasons.

- Faculty in LEAP are committed to supporting cultural diversity and social justice and teach a number of courses that address diversity issues and which are incorporated as course options in the proposal.
- Students pursue degrees related to a variety of educational contexts ranging schools and colleges, to the workplace, government, social service, and community contexts where diversity issues are important.
- It is important that students study diversity issues in a broad interdisciplinary way as is provided for in the Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Education.
- LEAP is committed to supporting the administrative and managerial requirements for the program.

We urge approval of this proposal and look forward to having this certificate as an additional option for our graduate students.

Sincerely,

Janette Hill, Professor and Department Head



The University of Georgia

English Education
Language Arts and Children's Literature
Teaching Additional Languages
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Department of Language and Literacy Education
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Reading Education
309 Aderhold Hall
Athens, Georgia 30602-7123
Telephone (706) 542-2718
Fax (706) 542-3817

September 29, 2010

I am pleased to offer this letter of support for the proposed Interdisciplinary Graduate Certificate in Multicultural and Diversity Studies in Education. This is an important curriculum initiative that will provide our students with an additional opportunity to acquire important knowledge and skills related to diversity work in a variety of workplace and educational contexts.

- Faculty in the Department of Language and Literacy Education are committed to supporting cultural diversity and offer a number of courses that address diversity issues.
- LLED students pursue degrees related to a variety of educational contexts ranging from pre-service teacher education to advanced study at the doctoral level.
- We feel there is an urgent need for students to study diversity in a broad interdisciplinary way.
- LLED faculty member, Dr. Bob Fecho, has worked in the development of the program and will maintain an ongoing commitment to its success.

We urge you to approve this proposal. We look forward to having this certificate as an additional option for our graduate students interested in diversity issues.

Sincerely,

Dr. Mark Faust
Department Head
Language and Literacy Education