



The University of Georgia

University Council
Athens, Georgia 30602

August 15, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2014-2015

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Dear Colleagues:

The attached proposal for a new Graduate Certificate in Education Law and Policy will be an agenda item for the August 22, 2014, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly

Graduate Certificate in Education Law and Policy
Response to the Criteria
(Academic Affairs Policy Statement No. 2, Part II)

Basic Information

Institution: University of Georgia

Date: October 8, 2013

School/College: College of Education

Department/Division: Lifelong Education, Administration, and Policy

Certificate Title: Graduate Certificate in Education Law and Policy

Proposed starting date for program: Fall 2015

Contact Person: John Dayton, J.D., Ed.D. (jdayton@uga.edu)

Proposal Abstract

This proposal calls for the establishment of an interdisciplinary certificate program in Education Law and Policy at the University of Georgia. This certificate program:

- Creates a value-added program redeploing existing resources to better meet the strong and growing need for academic instruction in education law and policy.
- Meets a vital need for professional development in education law and policy skills.
- Prepares students and in-service professionals with strong education law and policy research, writing, improvement, and administration skills.
- Enhances the job-market competitiveness and professional performance of students completing the certificate program.
- Encourages collaborative work across academic disciplines, bringing diverse academic strengths and research skills together to promote educational improvement by addressing current and emerging education law, policy, governance, social, and economic challenges.
- Provides a stable and stimulating intellectual environment for faculty from across the University to assemble and address pressing needs and challenges in research, instruction, and engagement that cross traditional academic disciplinary lines.
- Increases faculty competitiveness in acquiring external funding.
- Advances the national and international standing and financial success of the University.

Education defines our future, and education laws and policies define educational institutions. By improving education laws and policies, we can improve educational institutions and our collective future.

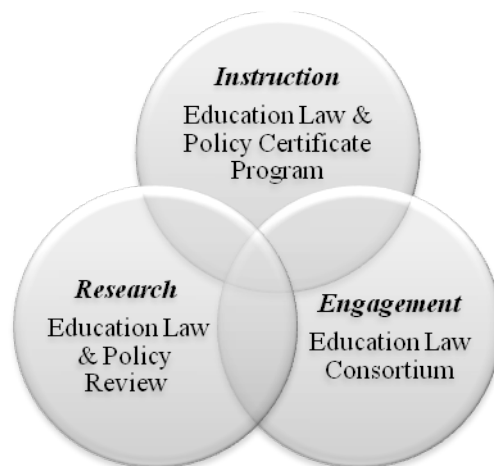
The Relationship Between Education Law and Policy Improvement and Future Success



Education laws and policies are obviously not the only elements in this equation. Education laws and policies do, however, form the essential institutional framework and operational lifeblood of educational institutions. Significant changes in educational institutions generally come from changes in laws and policies. In *Brown v. Board of Education* (1954), for example, the U.S. Supreme Court's opinion set in motion a series of law and policy changes that ultimately ended legal segregation, transforming educational institutions, and transforming American society. Similarly, the G.I. Bill, P.L. 94-142, § 504, Title VII, Title IX, and other federal, state, and local laws and policies continue to transform educational opportunities and institutions. From the establishment and funding of educational institutions, to their curricula and daily operations, every aspect of education is defined and controlled by laws and policies. Fair, effective, and efficient education laws and policies establish a solid foundation for institutional success. However, to achieve success under changing circumstances requires constant improvement in the construction and administration of education laws and policies.

This proposal was created in response to the vital and ongoing need for education law and policy improvements from the national/international levels to local administration. This proposal addresses this challenge through a comprehensive plan for instruction, research, and engagement, adopting a synergistic approach to education law and policy improvement.

A Synergistic Approach to Education Law and Policy Improvement



To maximize the efficacy of limited resources, founding faculty have adopted a synergistic working model in which efforts in any of the areas of instruction, research, or engagement are designed to complement and support efforts in the other areas of work. This comprehensive plan has been in progress for over a decade now. *Engagement*: Phase I included the establishment of the Education Law Consortium www.educationlawconsortium.org in 2003 to provide *pro bono* service to public and private educational institutions, policymakers, scholars, and practitioners. *Research*: Phase II involved the creation and publication of an open access scholarly journal, the EDUCATION LAW & POLICY REVIEW (ELPR) www.educationlawconsortium.org (the inaugural issue was published March 2014; two more issues are currently in-progress). *Instruction*: The remaining element in this comprehensive plan is this proposed interdisciplinary certificate in Education Law and Policy, a program designed to meet the instructional needs of education students (proposed to begin admissions as soon as practicable following final approval), and also to help support faculty and student efforts in research and engagement.

The Interdisciplinary Certificate Program in Education Law and Policy

In an increasingly complex and highly litigious society, it is essential that all education professionals acquire a solid working knowledge of legal requirements, and policy administration and improvement skills. Further, developing legal research and writing skills is invaluable in enabling education professionals to find timely answers to their own law-related questions and to become active participants in the improvement of education laws and policies. The ability to find, understand and administer laws and policies is increasingly an essential skill for all professionals. Education professionals with these skills will have an invaluable advantage in competing for employment, and they will be better prepared for success in practice.

The University of Georgia can and should be a regional, national, and international leader in education law and policy studies, helping to prepare the next generation of education leaders, professionals, and policy analysts. Policy analysts are in increasing demand in a wide range of institutions, from government to the non-profit and research/analytic sectors. By becoming a leader in these important areas of study and practice, the University of Georgia will better serve its education students while advancing the national and international standing and financial success of the University.

The proposed University of Georgia Interdisciplinary Education Law and Policy Certificate Program provides an ideal vehicle for an intellectually diverse group of faculty to come together in addressing the pressing need for high quality instruction in education law and policy for current and future practitioners, leaders, and scholars in public and private educational institutions. This is a value-added program for the University of Georgia, deploying existing resources to better meet the growing need for instruction in education law and policy. This Program will provide a stable and stimulating intellectual environment for faculty from across the University to assemble and address pressing needs and challenges in instruction, research, and engagement that cross traditional academic disciplinary lines.

This Program has a strong potential for significant new credit hour production, increased competitiveness in acquiring external funding, and enhancing the national and international status of the University. Instruction will be provided in both traditional classroom settings and through blended instructional formats to meet the needs of a diverse population of education students and practitioners.

Program Requirements

The proposed interdisciplinary certificate in Education Law and Policy will require the successful completion of a minimum of 15 graduate credit-hours (*i.e.*, five (5) 3 credit-hour courses or their equivalents) including:

- 1) EDLP 8100 Introduction to Education Law and Policy (3 credit-hours);
- 2) Specialization Electives in law and/or policy (9 credit-hours) (see the draft list of approved courses provided below);
- 3) EDLP 9100 Research in Education Law and Policy (3 credit-hour seminar, including the completion and presentation of a capstone research/practice project).

I. Purpose and Educational Objectives

The primary purpose of this proposed interdisciplinary certificate in Education Law and Policy is to effectively and efficiently provide for unmet needs in professional development in the areas of education law-related knowledge, policy development, and administration. Because ignorance of the law is not accepted as an excuse for not knowing or understanding the laws governing professional conduct, all professionals must have a working knowledge of their rights and responsibilities under the law. Further, policies define and animate all organizations, from the micro through the macro levels. This interdisciplinary certificate program in education law and policy will provide education students and education professionals with an opportunity to learn the laws governing their profession and to develop knowledge and skills related to education policy development, improvement, and administration. Further, the knowledge and skills acquired through this program can serve as an effective gateway into leadership roles in education institutions.

A second and highly important core purpose of this program is to create an academic forum for interdisciplinary studies and research in education law and policy. The relationships established through this program will encourage collaborative work across academic disciplines, bringing diverse academic strengths and research skills together to promote educational improvement by addressing current and emerging law, policy, governance, social, health, and economic challenges. By building these working relationships among University faculty, we will improve teaching, research, engagement, and institutional competitiveness in seeking external funding. The strongest ideas, research, and grant proposals are likely to come from an intellectually diverse team of scholars working together in addressing problems with the intellectual tools of multiple academic disciplines.

While additional interdisciplinary relationships are likely to develop as the program develops, students and faculty members initially involved in the certificate program will likely include students and faculty in: 1) The College of Education (e.g., studying educational administration and policy, special education, counseling, school psychology, teacher education); 2) The Institute of Higher Education (e.g., higher education law, policy, and finance); 3) The School of Law (e.g., education law and policy); 4) The School of Public and International Affairs (e.g., public administration and policy), but all students and faculty interested in education law and policy are welcomed.

Educational objectives for this program include helping students to acquire a solid working knowledge of the laws governing the education profession; enhancing professional competence, confidence, and the competitiveness of UGA graduates; improving their ability to work more effectively with legal counsel and law makers concerning education law and policy issues; developing policy formation, administration, and improvement skills; and acquiring education law and policy research and writing skills sufficient to find needed information and communicate with professional colleagues.

II. Need for the Program

The interdisciplinary certificate in Education Law and Policy will supplement and support existing degree programs and give education students and in-service education professionals an opportunity to build education law and policy expertise, strengthening them as professionals and increasing their professional competence, confidence, and competitiveness in the job market by acquiring and documenting expertise in education law and policy. This interdisciplinary program is designed to serve the special needs of both degree-seeking graduate students in education as well as non-degree seeking working professionals in the field of education. This certificate program does not overlap with or compete with the recently established Master in the Study of Law degree from the School of Law. Instead, this program will focus on meeting the unique needs of education students and education professionals, developing essential education law, policy, and administration skills. Students demonstrating strong interests and aptitude in law will be encouraged to apply for admission to the UGA School of Law.

The need for professional development in the areas of education law, professional ethics, and policy development and administration is urgent, with professional inadequacies in these areas endangering individuals and institutions. The interdisciplinary certificate program in Education Law and Policy will initially enroll students beginning fall semester 2015 (pending approval of this proposal), and every subsequent fall semester thereafter. EDLP 8100, Introduction to Education Law and Policy (3 credit-hours), will be offered at least every fall semester, and EDLP 9100 Research in Education Law and Policy/Capstone Seminar and Project (3 credit-hours) will be offered at least every spring and/or summer session as needed. While the program could possibly be completed in a single academic year by a full-time student working on the certificate only, most students are likely to complete the program in conjunction with the completion of a degree program (i.e., more than a single academic year, depending on the degree program requirements for the student's core degree). Pending conclusion of the capstone class (EDLP 9100), the first certificates will be awarded. The certificate program will likely initially enroll 15-20 graduate students with enrollments likely to expand significantly as more students learn about the availability of the certificate program and its academic and professional benefits.

Semester/Year of program initiation: Fall Semester 2015 (pending program approval)

Semester/Year of full implementation of program: Fall Semester 2015 (pending program approval)

Semester/Year first certificates will be awarded: Fall Semester 2016 (anticipated)

Annual number of graduates expected (once the program is established): It is estimated that the program will graduate (award certificates to) approximately 30 students per year.

Projected future trends for number of students enrolled in the program: It is estimated that the program will enroll approximately 60 students in total at any given time (assuming 30 admissions per year and an average completion time of two years).

III. Student Demand

Because this certificate program will offer opportunities for students to acquire and document expertise in valuable education law and policy skills, enrollment is likely to be strong once the program is established and students and in-service professionals become aware of the availability of this instruction and certificate program. Current and historical enrollments in Education Law courses at UGA have been exceptionally strong for decades. And as with course offerings in Education Law, instruction in Education Policy continues to draw strong interest from graduate students from across the campus (e.g., Education; Higher Education; Government; Business; Social Work; Health; Arts and Sciences). An interdisciplinary certificate program offering an integrated study of education law and policy, and the expertise law and policy faculty from across the campus will bring to the classroom, are likely to create strong student demand for enrollment in this certificate program.

Expressed student interest among students recently enrolled in education law and policy courses was strong. Students were asked about potential interest in the program through informal and in-class discussions. Initial discussions with students and faculty have generated great interest and enthusiasm for the proposed certificate program, and many students are enthusiastically awaiting an opportunity to apply for this new program. Students already studying education law and/or education policy as part of an existing graduate degree program (e.g., masters; specialist; doctoral; or professional degree program currently offering a required or elective course in education law and/or policy) are likely initial candidates for this certificate program. But as more students from across the campus become aware of this new certificate program, enrollments among a broader range of graduate students is likely to expand, and in-service education professionals are likely to increasingly enroll in this program for continuing professional development and advancement. Current and historical enrollments in Education Law courses taught in the College of Education have been exceptionally strong for decades. The availability of blended and online courses will be especially attractive to in-service education professionals currently working full time and/or residing in areas that are a substantial distance from the UGA Athens campus. We firmly believe that student interest in this program will be strong. An annual admission of approximately 30 students per year would be a reasonable level of enrollment.

IV. Program Design and Curriculum

The curriculum for the interdisciplinary certificate program in Education Law and Policy will include a five-course sequence of education law and policy-related studies designed to meet the individual academic and professional needs of students. Degree-seeking graduate students may apply for the certificate program through the College of Education after their first semester of enrollment (please see sample application on page 19 of this proposal). Non-degree seeking students must first apply to the certificate program through the Graduate School following the standard application process. Admission criteria for this program are found on page 18. All students will complete the introductory course (EDLP 8100 Introduction to Education Law and Policy, 3 credit-hours), and the capstone research seminar (EDLP 9100 Research in Education Law and Policy/Capstone Seminar and Project, 3 credit-hours), and complete an additional minimum of 9 credit-hours of advisor approved education law and/or policy related electives

relevant to the individual academic and professional needs of the student. A list of recommended electives can be found on page 10.

The introductory class (proposed as EDLP 8100) will provide students with a broad introduction to essential theories and principles governing practice in education law and policy; an overview of the academic and professional options and opportunities provided by the certificate program; and essential education law and policy research and writing skills necessary to begin work on an individual education law and/or policy related research or practice problem. The introductory class will provide students with the essential education law and policy knowledge and skills they need for a successful educational experience in the program and to begin and continue their research throughout the program of study in preparation for completion and presentation of their work in the capstone seminar (proposed as EDLP 9100 Research in Education Law and Policy/Capstone Seminar and Project). In the capstone seminar, EDLP 9100, students will complete work on their selected research or practice problem, present this research to their colleagues in an appropriate format (e.g., a published scholarly article or other research publication, an academic or professional presentation, model legislation or policies, testimony to policy makers), and complete a plan for integrating this work into their future academic and professional plans.

Education law and policy electives to complete the 9 credit-hours of approved law and/or policy-related electives relevant to the individual academic and professional needs of the student may be drawn from the list of pre-approved courses (see partial illustrative list below). Other courses may be approved by academic advisors based on individual student needs. EDLP faculty will also develop Special Topics courses addressing the most significant current and emerging issues in education law and policy, making these courses available to students as part of their certificate program of study.

Before the end of the introductory course, EDLP 8100, students will identify an intended area of focus and plan a provisional program of study. Areas of focus may include: 1) Education Law (e.g., K-12 Education, Higher Education, or a P-20 Perspective); 2) Education Policy (e.g., federal policy, state or district level policies, or policy implementation); or 3) A balance of education law and policy courses appropriate for the individual academic and professional needs of the student.

Comparing and Contrasting the Proposed Certificate Program to other National Programs

A search for similar programs nationally revealed other institutions that offer an opportunity to specialize in education law and policy with their Master's in Education Programs. This is analogous to the certificate we propose. These institutions include:

George Washington University
Johns Hopkins University
New York University
Pennsylvania State University
University of California-Berkeley (M.A. in Policy and Organizations Research)
University of Colorado-Boulder
University of Pennsylvania
University of Washington
Vanderbilt University

These findings indicate that other Research Intensive universities have committed to the collaborative nature of education law and policy as a field of study. UGA students will also benefit greatly from an Education Law and Policy program.

This certificate program will be offered in conjunction with degrees in accredited programs, but no independent accreditation system is offered in the academic field of education law and policy.

V. Faculty Resources

Instructional support for EDLP 8100, Introduction to Education Law and Policy (3 credit-hours), and EDLP 9100 Research in Education Law and Policy (3 credit-hours), will initially come from the core founding faculty involved in the EDLP proposal (i.e., Professors Dayton, DeBray, and Williams). Other interdisciplinary courses include courses currently taught by affiliated faculty or other appropriate courses offered to graduate students and subject to available space and POD. No new faculty resources are required or requested.

VI. Library, Computer, and Instructional Resources

This program will not require additional investment in library, computer, or other instructional resources. Existing resources will be utilized as needed, redeploying under-utilized resources to further maximize their value in instruction. The University of Georgia already has sufficient library, computer, and instructional resources to meet the immediate needs of this proposed certificate program. As the program expands in enrollment, revenue produced by the additional enrollment may be used to support any additional library, computer, and instructional resources needed in the future. No additional resources are required or requested.

VII. Physical Facilities and Resources

Initial administration of the proposed interdisciplinary certificate program in Education Law and Policy will be conducted by the core EDLP faculty currently housed in Rivers Crossing. Because of a significant recent drop in enrollments, there is sufficient space and resources that could be usefully redeployed to instruction and increased credit hour production. The faculty that will be primarily responsible for the execution of the program have existing office space and will not require any additional space for the initial execution of this program. If there is a significant expansion in enrollments, revenue produced through the expanded enrollments can be used to support expansion of the program. No additional resources are required or requested.

VIII. Expenses

The proposed interdisciplinary program in Education Law and Policy will redeploy currently underutilized resources to more pressing and productive purposes, resulting in better meeting student needs and increasing credit hour production. No additional resources are needed for the initial implementation of this certificate program. As enrollments increase, additional revenue derived from increased credit hour production can be used to support the expansion of the program to meet growing enrollments. No additional resources are required or requested.

EXPENDITURES	First FY2016 Dollars	Second FY2017 Dollars	Third FY2018 Dollars
Personnel – reassigned or existing positions			
Faculty	\$24,685	\$25,919	\$27,215
Total New Personnel Costs	\$24,685	\$25,919	\$27,215
Capital Outlay (no additional expenses)	\$0	\$0	\$0
Operating Costs			
Library/Learning Resources	\$0	\$0	\$0
Other - Marketing	\$500	\$300	\$200
Total Recurring Costs	\$0	\$0	\$0
GRAND TOTAL COSTS	\$25,185	\$26,219	\$27,415

IX. Financial Support and Revenue

No additional financial support is required or requested. Projected increases in credit hour production, however, will likely result in significant new revenue for the University.

X. Program Administration

The certificate program will be administered by the core faculty and the program director. The core faculty and program director will be appointed by an advisory board appointed in accordance with University of Georgia Academic Affairs Policy Statement No. 2, Part II.

Program Requirements*
(15 credit-hours required)

Required Courses:

EDLP 8100 Introduction to Education Law and Policy

EDLP 9100 Research in Education Law and Policy

Recommended Education Law Courses:

EDAP 4170/6170/4170E/6170E: Education Law and Professional Ethics

EDAP 7040/7040E: School Law

EDHI 8300: The Law and Higher Education

EDAP 9025/9025E: Law and Educational Policy

EDAP 9170/9170E: Seminar in School Law

Recommended Education Policy Courses:

EDAP 8210/8210E: Educational Policy Analysis

EDAP 8220/8220E: Evolution of PreK-12 Federal Education Policy from 1965 through the Present

EDAP 8230/8230E: Black and Brown**

EDAP 8240/8240E: School Choice Continuum

EDAP 8290/8290E: Politics of Education**

EDAP 8310/8310E: Current Educational Policies in the U.S.

EDAP 9010/9010E: Educational Policy, Change, and School Organization

* This includes only an illustrative list of possible program electives. The program advisor may approve any relevant graduate level course as a program elective provided that the course is academically and professionally relevant for the student.

**This is not an approved course.

EDAP 9030/9030E: Theoretical Bases for Educational Policy

EDHI 9500: Policy Studies in Higher Education

Other Recommended Courses:

Affiliated faculty will submit additional courses in education law and policy for approval.

EDLP Founding Core Faculty:

John Dayton, College of Education; Institute of Higher Education

Rank: Professor, College of Education; Adjunct Professor, Institute of Higher Education

Degrees: J.D., Ed.D.

Academic specialty: Education Law & Policy

Educational background: Doctor of Jurisprudence, Indiana University-Bloomington School of Law; Doctor of Educational Administration & Policy, Indiana University-Bloomington School of Education.

Special qualifications related to this program: Dr. Dayton has over 25 years of experience teaching education law and policy related courses, and he is recognized as a leading national/international scholar in education law and policy.

Relevant professional and scholarly activity for past five years: Director, Education Law Consortium www.educationlawconsortium.org; Editor-in-Chief, *Education Law & Policy Review*; author of over 100 publications on education law and policy, including *Education Law: Principles, Policies, and Practice* (2012), law review articles, and other publications on education law and policy. Research areas include free speech, anti-harassment law and policies, personnel law, and funding equity issues in education. Dr. Dayton's work has been cited and used by judges, legislators, and administrators, and he has presented testimony to the State General Assembly on education law and policy issues.

Projected responsibility in this program and required adjustments in current assignments: Member of the EDLP core faculty and program director (pending appointment by an advisory board appointed in accordance with University of Georgia Academic Affairs Policy Statement No. 2, Part II). No adjustments in current assignments are requested.

Elizabeth DeBray, College of Education

Rank: Professor

Degrees: Ed.D.

Academic specialty: Education Policy

Educational background: Doctor of Education Policy, Harvard University.

Special qualifications related to this program: Dr. DeBray has been ranked among the top scholars in the nation in education policy. Dr. DeBray was ranked 110th in the nation in the 2012 Rick Hess Straight Up's "Edu-Scholar Public Presence Rankings," published in *Education Week*. Dr. DeBray teaches graduate courses in educational policy analysis, the politics of education and educational policy, change and school organization. Her research focuses on educational politics and policy, educational policy implementation, school choice and governance.

Relevant professional and scholarly activity for past five years: Professor DeBray is the author of *Politics, Ideology & Education: Federal Policy During the Clinton and Bush Administrations* (2006); coauthor of *Integrating Schools in a Changing Society: New Policies and Legal Options for a Multiracial Generation* (2013), law review articles, and a prolific author of scholarly articles on education policy.

Projected responsibility in this program and required adjustments in current assignments:
Member of the EDLP core faculty and program director (pending appointment by an advisory board appointed in accordance with University of Georgia Academic Affairs Policy Statement No. 2, Part II). No adjustments in current assignments are requested.

Sheneka Williams, College of Education

Rank: Associate Professor

Degrees: Ph.D.

Academic specialty: Education Policy.

Educational background: Doctor of Education Policy, Vanderbilt University

Special qualifications related to this program: Dr. Williams is a nationally and internationally recognized expert and author on education policy, reform, and desegregation.

Relevant professional and scholarly activity for past five years: Dr. Williams is widely recognized as a leading expert in her field. Dr. Williams was invited by CNN to serve as an expert commentator on the legacy of *Brown v. Board of Education*, and she was named as Associate Director for Policy and Advocacy for the University Council for Education Administration (UCEA) the nation's leading scholarly organization in education administration.

Projected responsibility in this program and required adjustments in current assignments:
Member of the EDLP core faculty (pending appointment by an advisory board appointed in accordance with University of Georgia Academic Affairs Policy Statement No. 2, Part II). No adjustments in current assignments are requested.

EDLP Founding Affiliated Faculty:

Hillel Levin, School of Law

Rank: Associate Professor, School of Law

Degrees: J.D.

Academic specialty: Constitutional Law, Administrative Law, and Education Law

Educational background: Doctor of Jurisprudence, Yale University

Special qualifications related to this program: Professor Levin's expertise lies in education law and policy, statutory interpretation, church/state issues, constitutional law and judicial process.

Relevant professional and scholarly activity for past five years: Professor Levin's scholarship has been published or is forthcoming in the *Stanford Law Review*, the *Illinois Law Review*, the *Florida Law Review*, the *Arizona State Law Journal*, the *Connecticut Law Review* and the *Green Bag*, among others. In addition, Professor Levin serves on the Executive Advisory Board of the peer-reviewed *Education Law and Policy Review*. He has also published and appeared in popular media and testified before the state legislature.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Erik Ness, Institute of Higher Education

Rank: Associate Professor, Institute of Higher Education

Degrees: Ph.D.

Academic specialty: Higher Education Politics and Policy

Educational background: Doctor of Higher Education, Vanderbilt University

Special qualifications related to this program: Professor Ness conducts research on higher education politics and policy. His research agenda primarily follows two paths: (1) public policy effects, especially on students, institutions, and state systems, and (2) public policymaking process, specifically the political dynamics associated with state-level higher education policy adoption.

Relevant professional and scholarly activity for past five years: Professor Ness has published in the leading education policy and higher education journals including *Educational Evaluation and Policy Analysis*, *Educational Policy*, *The Journal of Higher Education*, *Research in Higher Education*, and *The Review of Higher Education*. Professor Ness also serves on the editorial boards for *Research in Higher Education* and *Education Law and Policy Review*. Professor Ness has consulted on projects related to higher education finance and student access in Georgia, Maryland, Pennsylvania, Tennessee, and West Virginia.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Stacey Neuharth-Pritchett, College of Education

Rank: Professor, College of Education

Degrees: Ph.D.

Academic specialty: Educational Psychology

Educational background: Doctor of Education, Purdue University

Special qualifications related to this program: Stacey Neuharth-Pritchett is Professor of Educational Psychology with research interests that center on the contexts of early educational intervention, kindergarten retention, economically disadvantaged children's transition to school (particularly the Head Start population), and intervention for children with chronic health problems. Dr. Neuharth-Pritchett teaches courses in educational research methodology, applied educational measurement, and seminars on psychological issues for young children placed at risk. She is a Fellow in the Institute for Behavioral Research at the University of Georgia.

Relevant professional and scholarly activity for past five years: Dr. Neuharth-Pritchett is active in teaching and research in academic areas relevant to education law and policy. She has served as the principal investigator or co-investigator on a number of externally-

funded research projects on Head Start, early literacy, and teacher quality. Please see her University of Georgia vita for complete information on current research, teaching, and service.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

David Okech, School of Social Work

Rank: Associate Professor

Degrees: Ph.D., MSW

Academic specialty: Families and children in poverty

Educational background: Doctor of Social Welfare, University of Kansas

Special qualifications related to this program: Professor Okech's research and scholarship is under the overarching theme of socio-economic development for families and children living in poverty. This primarily falls under two main areas: 1) the short- and long-term socioeconomic well-being for families and children living in poverty, and 2) the implications of global, international, and national events on the economic and social well-being of vulnerable families.

Relevant professional and scholarly activity for past five years: Professor Okech's publications cover initiatives for enhancing college access for children in poor families, including child savings/development accounts (CSAs/CDAs), effects of participation in CSAs/CDAs, effects and responses to economic recessions among poor families, improving the economic and social well-being of persons who may be vulnerable to global issues such as human trafficking, the promotion of social and economic rights of vulnerable populations, understanding the social and economic effects of globalization on poor and vulnerable families, and motivations for social work students to learn about global issues and their implications for social work practice and policy.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Pamela Orpinas, College of Public Health

Rank: Professor, College of Public Health

Degrees: Ph.D., M.P.H.

Academic specialty: Public health and prevention of violence in schools

Educational background: Doctor of Public Health, University of Texas

Special qualifications related to this program: Professor Orpinas is an internationally recognized expert in public health and prevention of violence in schools.

Relevant professional and scholarly activity for past five years: Professor Orpinas has published extensively on issues of public health including violence prevention. She is among the world's leading scholars on bullying prevention in schools. Please see

Professor Orpinas' University of Georgia vita for complete information on current research, teaching, and service.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Katherine Raczynski, College of Education

Rank: Program Director, College of Education

Degrees: Ph.D.

Academic specialty: School Safety and Anti-harassment

Educational background: Doctor of Educational Psychology, University of Georgia

Special qualifications related to this program: Dr. Raczynski is in the College of Education's Office of Outreach and Engagement, and is the Director of the Safe and Welcoming Schools Program.

Relevant professional and scholarly activity for past five years: Dr. Raczynski's areas of research include Bullying, School Climate, Adolescent Social Development, Longitudinal Design, and Structural Equation Modeling. Please see Dr. Raczynski's University of Georgia vita for complete information on current research, teaching, and service.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Robert Toutkoushian, Institute of Higher Education

Rank: Professor, Institute of Higher Education

Degrees: Ph.D.

Academic specialty: Higher education finance and policy analysis

Educational background: Doctor of Economics, Indiana University

Special qualifications related to this program: Dr. Toutkoushian specializes in the application of economic theories and quantitative methods to problems in higher education. He has a Ph.D. in economics from Indiana University, and prior to joining the faculty at Indiana University, he worked as a research analyst at the University of Minnesota, and as Executive Director of the Office of Policy Analysis at the University System of New Hampshire.

Relevant professional and scholarly activity for past five years: Professor Toutkoushian has published nearly thirty studies in peer-reviewed journals on topics including faculty compensation, student demand for higher education, finance, and policy analysis. He is currently involved in an analysis of educator pension plans, a study of the alternatives states can use to financially support higher education, and the writing of a book on the economics and finance of higher education. He is editor of the journal *Research in Higher Education*, associate editor for the series *Higher Education: Handbook of Theory*

and Research, and a member of the Executive Advisory Board for the *Education Law & Policy Review*.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Cynthia Vail, College of Education

Rank: Professor, College of Education

Degrees: Ph.D.

Academic specialty: Special education policy

Educational background: Doctor of Special Education, Florida State University

Special qualifications related to this program: Professor Vail has expertise in Early Social Emotional Development; Birth-Kindergarten Teacher Preparation; Early Intervention Policy; Positive Behavior Supports; and Collaborating with Families.

Relevant professional and scholarly activity for past five years: Professor Vail has published research in leading peer review journals and received grants in the areas of Arranging Play Environments to Promote Pro-social Behavior, Exercise as an Antecedent Intervention, Early Intervention Policy, and Teacher Preparation. Please see Dr. Vail's University of Georgia vita for complete information on current research, teaching, and service.

Projected responsibility in this program and required adjustments in current assignments:
Engage in teaching and research in areas relevant to education law or policy as needed.
No adjustments in current assignments are requested.

Vicki Wilkins, Public Administration and Policy

Rank: Associate Dean & Professor of Public Administration & Policy, School of Public Affairs, American University

Degrees: Ph.D.

Academic specialty: Public administration

Educational background: Doctor of Public Administration

Special qualifications related to this program: Dean Wilkins is a nationally and internationally recognized expert on public administration and policy, and has research expertise in academic areas relevant to education law and policy.

Relevant professional and scholarly activity for past five years: Dean Wilkins is active in research in academic areas relevant to education law and policy. Please see Dean Wilkins' vita for complete information on current research, teaching, and service.

Projected responsibility in this program and required adjustments in current assignments:
Engage in research in areas relevant to education law or policy as needed.

Admissions Process and Criteria

Admissions Process

The program administrator will review all completed applications and make admissions decisions based on the established criteria on a rolling admissions basis. Recommended Criteria for admissions are identical to admission guidelines used for the current EDAP M.Ed. degree program. All applicants must also meet the Graduate School's admission requirements.

Admissions Criteria

Domestic Students

- A bachelor's degree from an accredited institution with at least a 3.0 GPA
- Acceptable GRE or MAT scores
- Three letters of recommendation
- Statement of purpose
- Updated resume or CV

International Students

- A bachelor's degree from an accredited institution with at least a 3.0 GPA
- Acceptable GRE or MAT scores
- Three letters of recommendation
- Statement of purpose
- Updated resume or CV
- Minimum overall TOEFL score of 80 with at least 20 on speaking and writing or overall IELTS band-width score 6.5 with no single band (score) below 6.0. All TOEFL and IELTS scores must be within two years of the anticipated matriculation date.

Sample Application for Admission

Thank you for your interest in the interdisciplinary certificate in Education Law and Policy at the University of Georgia. To apply for admission to this certificate program, please complete the following application and return it to the address below:

Full name:

Local address:

Permanent address:

Local/Cell telephone:

Permanent telephone:

E-mail address:

Name of institution granting bachelor's degree and GPA:

GRE or MAT Scores:

TOEFL Score (international students only):

Names, titles, and e-mail addresses of three persons providing letters of recommendation:

- 1)
- 2)
- 3)

Statement of purpose: In no more than 500 words, please describe your purpose for applying for admission to this program, its potential educational and professional benefits for you, and how you may use the knowledge and skills acquired through this program to improve learning and educational institutions.

Attach all necessary supporting documents (i.e., transcripts from institutions attended, GRE/MAT scores, TOEFL Score (international students only), and statement of purpose).

Send applications either to jdayton@uga.edu or:

John Dayton, J.D., Ed.D.
Professor, University of Georgia
850 College Station Road
Athens, GA 30602-4811

**Joint College of Education Letter of Support for the Proposed
Interdisciplinary Certificate in Education Law & Policy**

We are pleased to endorse this joint letter of support for the proposed Interdisciplinary Certificate in Education Law & Policy. This proposal would create a value-added program, usefully redeploying existing resources to better meet the strong and growing need for academic instruction in education law and policy, and effectively meeting the need among in-service professionals for professional development in education law and policy skills.

This proposed certificate program offers many benefits for students. Among these are that the program will prepare students and in-service professionals with strong law and policy research, writing, improvement, and administration skills, and enhance their job-market competitiveness and professional performance.

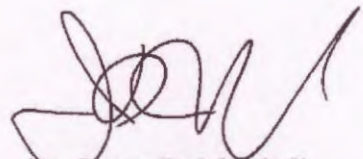
This certificate program also offers many benefits to the University and its faculty, including the potential to generate significant new credit hour production with online and in-class instructional options. An interdisciplinary certificate program will help to provide a stable and stimulating intellectual environment for faculty from across the University to assemble and address pressing challenges in research, instruction, and engagement crossing traditional academic disciplinary lines. The interdisciplinary work supported by this program will likely increase faculty competitiveness in acquiring external funding, and further advance the national and international standing and financial success of the University.

For all of these reasons we urge you to approve this proposal, for the benefit of students, faculty, the University, and our State. This proposal creates a new and exciting program with a strong potential for future growth and success.

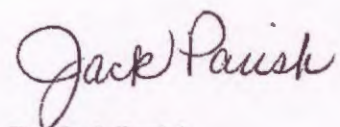
Sincerely,



Dr. Craig H. Kennedy
Dean, UGA College of Education



Dr. James D. Marshall
Associate Dean, UGA College of Education



Dr. Jack Parish
Associate Dean, UGA College of Education



The University of Georgia

Institute of Higher Education

September 27, 2013

To Whom It May Concern:

On behalf of the Institute of Higher Education, I am pleased to write this letter of support for the proposed Interdisciplinary Certificate in Education Law and Policy. Our Institute is committed to advancing higher education policy, management, and leadership through research, graduate education, and outreach at the campus, state, national, and international levels. We find the proposal quite in keeping with the Institute's emphases on educational policy and policymaking, the law of higher education, institutional change, and the importance of employing multidisciplinary expertise in addressing educational issues. What is more, we believe that the program's attention to international issues and relationship-building would be congruent with the Institute's global focus and potentially may lead to new research, teaching, and service opportunities.

We are thus confident that the certificate program will not only provide multiple benefits for the University but also reflect our Institute's core values and mission. Our confidence in the returns to the proposed effort is enhanced by the fact that its primary originators (Professors Dayton, Dupre, and DeBray) have each been associated with our Institute over the past decade.

We anticipate that some Institute faculty and students may become engaged in this interdisciplinary venture. Naturally, we would welcome any questions concerning our potential involvement in the proposed program.

Sincerely,

James C. Hearn
Professor and Interim Director



The University of Georgia

Rebecca Hanner White
Dean and J. Alton Hosch Professor of Law

School of Law
Office of the Dean

August 20, 2013

John P. Dayton
Professor
Lifelong Education, Administration & Policy
416 River's Crossing
850 College Station Road
CAMPUS

Dear Professor Dayton:

On behalf of the School of Law, I am pleased to write this letter of support for the proposed Interdisciplinary Certificate Program in Education Law and Policy. It is our understanding that this proposed Certificate Program is to be undertaken by those already pursuing a graduate degree in the College of Education. With this understanding, I am pleased to offer my full support.

In addition to helping educators — who are the certificate program's target audience — learn the laws and policies governing their work in schools, this certificate program may be useful in helping to identify and recruit some outstanding new law students for our law school as well. Outstanding students participating in this certificate program may discover a strong interest in law and may be directed to apply for consideration for admission to the School of Law for our J.D. program or for the law school's proposed Masters of Legal Studies degree program.

Finally, this proposed interdisciplinary Certificate Program in Education Law and Policy may also help to create positive new working relationships among faculty across the University, encouraging productive new collaboration in research. For these reasons, I am pleased to offer my support for this proposed Interdisciplinary Certificate Program in Education Law and Policy.

If you have any questions or if I may provide any additional information, please don't hesitate to let me know.

Sincerely,

Rebecca H. White
Dean

and J. Alton Hosch Professor of Law



The University of Georgia

J. Edward Kellough
Professor and Department Head

School of Public and International Affairs
Department of Public Administration and Policy

204B Baldwin Hall
Athens, GA 30602-1615
Telephone 706-542-0488
Fax 706-583-0610
kellough@uga.edu
www.uga.edu/padp

June 10, 2013

Professor John Dayton
Director, Education Law Consortium
College of Education
University of Georgia
Athens, GA 30602

Dear Professor Dayton

I am very pleased to write this letter of support for the proposed Interdisciplinary Certificate Program in Education Law and Policy. This program is a useful addition to the University of Georgia's curricular offerings and compliments and supports courses and programs currently offered in the Department of Public Administration and Policy. I can envision that some of our faculty may wish to offer courses and possibly serve as core or affiliated faculty in this new university-wide interdisciplinary program.

University-wide cooperation in interdisciplinary research, teaching, and service has the potential to produce new benefits greater than the sum of their parts without requiring additional resources. In an age of limited resources, this is a most useful means of increasing impact, productivity, and progress toward the University's mission by better utilizing existing resources. Further, this program has the potential to generate significant new credit hour production for all academic units involved, especially if offered in a high quality online format in addition to traditional classroom instruction. This program may help to create positive new working relationships among faculty across the university, encouraging productive new collaboration in research and grants. For all of these reasons I am very pleased to offer my support for this new program.

Sincerely,

J. Edward Kellough
Professor and Department Head

**Letter of Support for the Proposed
Interdisciplinary Certificate in Education Law & Policy**

I am very pleased to offer this letter of support for the proposed Interdisciplinary Certificate in Education Law & Policy. There is a great need for high quality instruction in education law and policy, and Drs. John Dayton, Elizabeth DeBray, and Sheneka Williams are ideal faculty members to serve as the core faculty for this important new initiative.

The oldest legal maxim is that ignorance of the law is no excuse. But to date, the University has only provided our students and in-service alumni with limited opportunities to learn the laws governing their professional responsibilities. This proposed interdisciplinary certificate program would fill this gap with a value-added program usefully redeploying existing resources to better meet the strong and growing need for academic instruction in education law and policy.

Dr. John Dayton regularly guest lectures on law, policy, and professional ethics in my Honors course for pre-med students. Students in this course greatly benefit from learning about the laws and principles of professional ethics governing their profession. Similar, students and in-service professionals in education and related fields will also greatly benefit from an opportunity to expand their knowledge and skills in the areas of education law, policy, and professional ethics.

This proposed certificate program offers many benefits to our students, faculty, university and state, and I urge you to support this important proposal.

Sincerely,

Dr. Sylvia Hutchinson
Associate Dean and Professor Emeritus
College of Education and the Institute of Higher Education
Center for Teaching and Learning at the University of Georgia