



The University of Georgia

University Council
Athens, Georgia 30602

March 12, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014

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Undergraduate Student Representative - Ms. Hadley Dreibelbis

Graduate Student Representative - Ms. Margaret Robbins

Dear Colleagues:

The attached proposal for a new online Graduate Certificate in Diverse Children's Literature for a Global Society will be an agenda item for the March 19, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

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

OUTLINE FOR A GRADUATE CERTIFICATE PROGRAM

I. Basic Information

1. Institution: **THE UNIVERSITY OF GEORGIA** Date **August 29, 2013**
2. School/College: **COLLEGE OF EDUCATION**
3. Department/Division: **DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION
(Dept.) / READING, WRITING, CHILDREN'S LITERATURE, AND DIGITAL LITERACIES
(Program Area)**
4. Level (undergraduate or graduate): **GRADUATE**
5. Proposed starting date for program: **JUNE 2015**
6. Abstract of the program for the University Council's agenda
Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.
7. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

I. Abstract of the Program

The Department of Language and Literacy Education is proposing a new, 15-credit hour, online graduate certificate entitled “Diverse Children’s Literature for a Global Society.” This graduate certificate is only the second completely online graduate certificate focused specifically on children’s literature in the US and the *only* certificate in children’s literature with a specific focus on cultural diversity.

Rationale: Nationally and internationally, children’s literature has grown in recognition and popularity in the public, private, and non-profit sectors. Children’s literature is a valuable resource not only in reading and literacy education, but also supporting oral language development, teaching of second/additional languages, teaching content-area literacies in the science, humanities, and arts, examining popular culture, and in engaging with digital texts and media. Such value is illustrated through the increasing number of conferences devoted to children’s literature, calls for proposals for interdisciplinary research involving children’s literature, and new international scholarly journals focused on the relationship between children’s literature and literacy instruction. Educational initiatives such as, but not limited to the Common Core State Standards have also recently reminded educators of the importance of children’s and young adult literature as a scholarly discipline. These societal indices align with our department’s increased number of inquiries about what educational opportunities we can offer in the field of children’s and young adult literature and literacy instruction to those with nontraditional options for education.

Purpose and Goals: The purpose of this certificate is to provide professionals in various fields associated with children’s literature the opportunity to deepen their knowledge about children’s literature and how such literature is part of many aspects of our lives without overtaxing their budgets. We anticipate teachers, media specialists, and perhaps home school teachers being our initial student population. Additionally, this certificate will enable participants to better understand the current and developing trends in children’s literature as it becomes a part of our technology-enriched society. Furthermore, this certificate program will respond to the local, national, and international requests for non-degree educational opportunities in online formats to help people advance their careers in education, non-profit, and publishing while also aligning with the following Institutional Goals:

COE Goals (2012-2015)

- 3.1 Revise approaches to teaching and learning across the College to achieve greater innovation and coherence among our scholarly community.
- 3.2 Advance the integration of digital technology into teaching and learning.
- 4.1 Expand lifelong professional development across academic programs.
- 5.1 Revise our programs to address current and emerging needs of our constituents.

UGA Strategic Goals (Present-2020)

- Enhancing Graduate and Professional programs
- Serving the Citizens of the State of Georgia and Beyond
 - I3e & IIF-- Offer increased access to the University of Georgia through extended campus educational programs and online education.

Need for this Program

Our department is receiving a noticeable increase in inquiries about our abilities to offer an online certificate in children’s literature; however, at present, we only offer two face-to-face

degree programs that offer only an emphasis in children's literature and language arts. Data collected for the past six months (N= 30) indicates that prospective students would prefer an online certificate program to a degree program due to economic and geographical reasons. Most recently, a director of an elementary education certification program in the Northeast U.S. has asked if students from his area could enroll in the certificate program when offered. At a local level, this certificate will also complement new and existing online degree or certificate programs in other disciplines at UGA, such as Career and Information Studies ([CIS]; See Appendix D).

The Curriculum and Faculty

This graduate certificate program will require five three-credit hour courses (15 credit hours total); four courses are courses (3 hours each for a total of 12 hours) with fixed focal topic (e.g., Culturally Diverse Children's Literature, P-8) and one three-hour course (Issues and Trends in Children's and Young Adult Literature) that will vary in content based on trends in the field and students' needs and wants (See Appendix A). All courses speak to core components of children's and young adult literature that would be of benefit to students from a variety of disciplines. Faculty identified to teach the courses are internationally and nationally recognized scholars of children's literature and literacy education and have experience teaching online courses.

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. *The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.*

A. The purpose and educational objectives of this 15-hour online graduate certificate program, *Diverse Children's Literature for a Global Society*, is to enrich professionals' understandings of how to select and engage with books and other media for youth so as to cultivate a love of reading among children but also to foster cultural pluralism, equity, and social justice. The courses in this graduate certificate program will expose participants to a wide range of high-quality fiction and non-fiction literature for children and will support participants in developing the insights and skills necessary when considering children's literature from multiple lenses and perspectives. Delivered for an online format, this graduate certificate program is uniquely accessible to new and experienced professionals and non-traditional students, fits within the demand for more economical approaches to education given the current economic climate, and helps those unable to attend UGA's physical campus join the UGA community. Thus, this certificate program aligns with the following College of Education's Strategic Plan (2011-2015) Goals:

- **3.1 Revise approaches to teaching and learning across the College to achieve greater innovation and coherence among our scholarly community.**
- **3.2 Advance the integration of digital technology into teaching and learning.**
- **4.1 Expand lifelong professional development across academic programs.**
- **5.1 Revise our programs to address current and emerging needs of our constituents.**

as well as the following University of Georgia's Strategic Plan (2020) goals:

- **Enhancing Graduate and Professional programs**
- **Serving the Citizens of the State of Georgia and Beyond**

- **I3e & IIF-- Offer increased access to the University of Georgia through extended campus educational programs and online education.**

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

A. Explain why this program is necessary.

Our program area does not currently have a specific degree focused on children’s literature. Rather, we offer graduate degrees in reading education with an emphasis in children’s literature and language arts. The data we have collected in the last six months show that a certificate program is more appealing than a degree program to our target audience of educational and non-profit professionals who wish to gain greater expertise in children’s literature. Members of this group (N= 30) would prefer a certificate because the course of study is highly specialized, and the program is less expensive and less time consuming than pursuing a graduate degree. In fact, prompted by our data collection, an elementary education certificate director at a university in the Northeast U.S. contacted us about our proposed certificate model. He asked if our certificate could be available to students in his area.

Our certificate will complement new and existing online degree or certificate programs in other disciplines at UGA (e.g., Media Specialist in CIS). It will also be one of the few of its kind on the national stage. Our preliminary analysis of other college and universities’ offerings reveals that there are few completely online graduate certificate programs in children’s literature. Thus, UGA will be on the cutting edge of new programs that are of benefit to state, national, and international communities.

B. In addition, provide the following information:

1. Semester/Year of Program Initiation: ***SUMMER 2015***
2. Semester/Year Full Implementation of Program ***SUMMER 2015***
3. Semester/Year First Certificates will be awarded ***SPRING 2016***
4. Annual Number of Graduates expected (once the program is established) ***15 for the first iteration of the certificate***
5. Projected Future Trends for number of students enrolled in the program. ***We anticipate 15 students per year to enroll, if not more, for the first two years. We anticipate 20 students for the third year.***

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Graduate students seeking degrees in Teaching English as a Secondary or Other Language (TESOL) have inquired about taking additional children’s literature courses so that they can create innovative curriculum here in the U.S. as well as throughout the world. They have indicated a desire for an add-on certificate, if possible. UGA employees and public school teachers have also inquired about certificates in children’s literature to augment their current expertise. As evidenced in 2A, recent survey results indicated that people not currently enrolled at UGA desire a children’s literature certificate program with a preference for an online certificate program. Thus, we believe such a program will increase student enrollment at UGA and will illustrate how UGA, as a land-sea-grant institution, is responding to the public’s stated interests and needs.

The majority of courses identified in the certificate program are already established as either face-to-face or online courses. Thus, we anticipate increasing our CHP for courses we have already offered but will offer in a different setting, as well as our offering of new courses for online settings. We also anticipate adding additional sections when evidence of need exists. When considering the research on this type of graduate certificate, we anticipate 15 students to be a reasonable level of enrollment during the initiation of such a certificate program. Thereafter, we hope to increase enrollment by at least 10 students during the third year and 15 students by the fifth year.

B. In addition, provide the following information:

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

Given the expressed interest of students in and outside of the U.S. who have indicated they are unable to attend UGA due to both geographical and economic reasons, we believe our minority student enrollment to be equal to the proportion of minority students in the total student body.

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

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).
See table below.

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

Please see the table below for an outline of our curriculum. See Appendix A for a more visual layout of the curriculum and when each course will be developed (if necessary) and offered. We anticipate the cycle listed below will apply to at least the first couple of years, depending on student feedback and faculty course allocations.

Five Courses (15 Total Credit Hours)	Existing or New	Anticipated Term Offering
LLED 5318E/7318E Culturally Diverse Children's Literature, Grades P-8 (3 credit hours)	Currently in CAPA as on-campus course. Need to create online version.	SUMMER 2015
LLED 6410E Adolescent Literature [Have submitted name change request via CAPA. New Name: "Adolescent and Young Adult Literature for a Changing World."] (3 credit hours)	Currently in CAPA.	SUMMER 2015
LLED 5314E/7314E Informational Literature, Grades P-8 (3 credit hours)	Currently in CAPA as on-campus course. Need to create online version.	FALL 2015
LLED 7545E Diverse Children's Literature in a Digital Age (3 credit hours)	New Course	FALL 2015
LLED 7045E Special Topics in Language and Literacy Education: [Variable Content for each course offering. The content is based on	Currently in CAPA.	SPRING 2016

<p>trends as well as students' needs and wants as conveyed through communication with their advisor and professors, e.g., <i>Trends and Issues of Diversity in Children's Literature</i>; <i>International Children's Literature</i>; <i>Digital Storytelling in English Language Arts</i>— Course Focus varies when offered depending on student needs and interests; however, they are structured as a regular class (3 credit hours)</p>		
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B. 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.

Our graduate certificate program is consistent with [the standards](#) as outlined by two respected and renowned international organizations, the International Reading Association and the National Council of Teachers of English. Please see Appendix B for the list of their standards. Additionally, the online certificate program supports the vision of children's literature in youth's lives, as described by the [Cooperative Children's Book Center \(CCBC\)](#):

“All children and young adults deserve excellent literature which reflects their own experience and encourages them to imagine experiences beyond their own, which satisfies their innate curiosity, and which invites them to dream. We believe such literature fosters a fundamental understanding of themselves and one another, stimulates their creativity, and, most importantly, enriches their lives.”

Based on recent research, approximately 10 U.S. universities offer certificates or degrees in children's literature (see chart below); however, only one university, Penn State University, has a completely online certificate in children's literature. That certificate does not focus on diversity, which is our focus. Thus, we believe our graduate certificate will be highly desirable within local, national, and international communities.

Institution	Program Name	Format	Discipline Focus	Admissions Req.
Hamline University (Private)	Children's Literature	Hybrid: Face-to-Face; online	Education	Undergrad. Add-on to already enrolled students (10 credits) Can be applied to Master of Arts in Ed.
Northern Illinois Univ.	Children's and Young Adult Literature/Media	Face-to-Face	Education	Current Graduate Students are eligible
Penn State Univ.	Graduate Certificate in Children's Lit.	Hybrid: Face-to-Face; online	General	B.A. or B.S.
Portland State Univ.	Children's & Young Adult Lit Certificate <i>*Pre-req: Children's</i>	Hybrid: Face-to-Face; online	Library—online and f2f	B.A. or B.S.

	<i>Literature K-5</i>			
Univ. of Pittsburg (private)	Children’s Lit. Certificate Program	Face-to-Face	English—not online	Enrolled <u>Undergrad</u>
San Diego State Univ.	Graduate Certificate in Children’s Lit.	Face-to-Face	English—mainly not-online	B.A. or B.S.
Simmons College	Master of Arts Degree in Children’s Literature	Face-to-Face	English, Education, Publishing	B.A. or B.S.
Texas A&M University-Commerce	Graduate Certificate in Studies in Children’s and Adolescent Literature and Culture	Face-to-Face	Education	Current M.A. or M.S. student
Xavier University (private)	M.Ed. <u>Degree</u> in Multicultural Children’s Lit	Face-to-Face	Education	B.A. or B.S.
Youngstown State Univ.	Certificate in Lit. for Children & Young Adults	Face-to-Face	English Online and f2f	B.A. or B.S.

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

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

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program. **See information below 5B.**

- B. In addition, for each faculty member directly involved in this program, list:
- 1) Name, rank, degrees, academic specialty, educational background; 2) Special qualifications related to this program
 - 3) Relevant professional and scholarly activity for past five years
 - 4) Projected responsibility in this program and required adjustments in current assignments

At the onset of this graduate certificate program, two professors and one senior lecturer have committed themselves to this program. A brief summary of their qualifications is listed in the table on the following page. Please contact Dr. Graff (jgraff@uga.edu) for faculty members’ CVs, if desired.

1). Name, rank, degrees, academic specialty, educational background		
<p><u>Dr. Denise Davila</u></p> <ul style="list-style-type: none"> • Assistant Professor in Dept. of Lang. and Literacy Ed. • Specialty in Children’s Literature and Language Arts • Ph.D. Education with an emphasis in literature for children and young adults • M.F.A. in Writing for Children • M.S. Curriculum & Instruction: Children’s Lit • B.A. Liberal Studies 	<p><u>Dr. Jennifer Graff</u></p> <ul style="list-style-type: none"> *Assoc. Professor Dept. Lang. and Lit. Education *Specialty in Reading and Children’s Literature *Ph.D. Curriculum and Instruction with an emphasis in reading and children’s literature—University of Florida *M.Ed.-Reading Education Univ. of Florida *B.S. English Lit with a minor in Women’s Studies 	<p><u>Dr. Joanne Ratliff</u></p> <ul style="list-style-type: none"> *Senior Lecturer Dept. Lang and Lit Education *Specialty in Reading *Ph.D. in Reading-Louisiana State University *M.Ed. in Reading Education-Wright State University *B.S. in Elementary and Special Education-Wright State University
2). Special qualifications related to this program		
<ul style="list-style-type: none"> • Chair, Georgia Book Award Committee (Grades 4 – 8). • Review Board: Journal of Children’s Literature; Language Arts Journal; Research in the Teaching of English • Contributor to Charlotte Huck’s Children’s Literature: A Brief Guide (textbook) • Scholar for Primetime family literacy program • 20+ years literacy education • Instructor of graduate and undergraduate level children’s literature courses • Connection to children’s authors and publishers • Member: Children’s Literature Assembly (CLA - NCTE); International Board on Books for Young People (IBBY); Literature SIG (AERA) 	<p>*National and State Book Award Committee Members and Chair (Notable Books for a Global Society, Georgia Book (Grades 4-8) award; Georgia Picture Storybook Award)</p> <p>*Chair of Children’s Literature Research Award Committee (2010-present)</p> <p>*Review Board: Journal of Children’s Literature, Journal of Literacy Research</p> <p>*Elected Board Member for two national children’s literature organizations: Children’s Literature Assembly (NCTE) & Children’s Literature and Reading SIG (IRA); member of International Board on Books for Young People (IBBY)</p> <p>*20+ years in literacy education</p> <p>*Instructor of graduate level children’s literature and reading courses.</p> <p>Connections to publishers, authors, illustrators, and non-profit organizations.</p>	<ul style="list-style-type: none"> *Instructor of graduate level children’s literature and reading courses. *Professional development provider for teachers related to literature for children and young adults. *Connections to publishers of children’s books and curriculum materials. *Literacy Consultant, Disney Learning
3). Relevant Professional and Scholarly Activity for past five years		
<ul style="list-style-type: none"> • Fellow, Cultivating New Voices mentor program for scholar of color (NCTE) • Recipient, Outstanding Dissertation Award – Hispanic Research SIG – AERA (2013) • 10+ research/practitioner articles related to children’s literature 	<ul style="list-style-type: none"> *10+ research and practitioner articles focused on children’s literature and reading *Former Fellow at the International Youth Library in Munich, Germany *Co-recipient of IRA’s Albert J. Harris Award (2012) *Recipient, Outstanding Dissertation Research Award-IRA (2009) 	<ul style="list-style-type: none"> *researched, developed, and taught multiple online courses *multiple national and international presentations related to literacy in the classroom *study abroad director for a program on Landscapes and Literature

4). Projected responsibility in this program and required adjustments.		
<ul style="list-style-type: none"> • Instructor of 2 – 3 courses in the certificate program. • No adjustment is currently needed. Teaching the courses for this online program will be part of her course load. 	<ul style="list-style-type: none"> *Help administer this certificate program as part of her program coordinator responsibilities *Instructor of 2-3 courses in this certificate program. *No adjustment is currently needed. Teaching the courses for this online program will be part of her course load. Additional personnel will assist with administrative duties at the onset until the students exceed 20 students. 	<ul style="list-style-type: none"> *Instructor of 1-2 courses in this certificate program *Provide support for the development of online courses *No adjustment is currently needed. Teaching courses for this online program will be part of her load.

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

At this point, there is no plan to add additional faculty for the courses included in the certificate program until 25 or more students are participating in the certificate program.

6. *Library, computer, and other instructional resources must be sufficient to adequately support the program.*

A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program. **See information below 6B**

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

The UGA library system is extensive and we believe can sustain the program we are creating. Students enrolled in the graduate online certificate program will have the library resources afforded to all UGA students. Our discussions with Lynn Cahoon, our Distance Learning Librarian, and Carla Buss, the head librarian of the Curriculum Materials Library have led to their agreement to work with us regarding our need to develop an e-library of books for this particular online certificate program and to purchase journal subscriptions for students enrolled in this certificate program. Our discussions with our technology experts in the Center for Teaching and Learning and Teaching with Technology (in COE) have also led us to believe these resources are sufficient at this time—outside of developing an e-library of children’s literature and acquiring an institutional subscription for The Horn Book, a leading journal in the field of children’s literature.

Due to the courses being completely online, the five-year cycle for faculty to receive new computers, and our desire to have a doctoral student as a graduate assistant, we anticipate needing at least one laptop computer, if not two laptops, for the online certificate program. We also need to purchase software or software subscriptions (e.g., Voicethread) and other technological tools (e.g. microphones, stylus pens) that would

enable both faculty and students to better communicate in virtual environments with the latest technology. We will use our e-rate funds to purchase such tools and software (See Appendix C—Budget). Due to the anticipated diversity of students, we intend to develop an e-book library for students to read multiple copies of children’s literature that are required readings for the courses. The availability of children’s literature varies according to geographical region, publisher rights, among other criteria, and we would like to ensure students have equal access to required readings without overtaxing their budgets. We will use our e-rate funds to purchase these e-books.

7. *Physical facilities necessary to fully implement the program must be available.*

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

All faculty members associated with this online graduate certificate program have their own offices, and we have a resource room. We also have a room for the graduate assistant we are requesting to assist with the day-to-day responsibilities associated with supporting the courses and the faculty associated with those courses. Given that this is an online graduate certificate program, the physical facilities are sufficient.

8. *The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.*

A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

	First year	Second year	Third year
(1) Personnel	_____	_____	_____
(2) Operating Costs	_____	_____	_____
(3) Capital Outlays	_____	_____	_____
(4) Library Acquisitions	_____	_____	_____
(5) Total			

See our attached budget and letter of support from the Office of Online Learning as Appendix C and Appendix F.

B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

There is not currently any plan to offer additional support to students other than what they may already be eligible for through the Graduate School.

9. *Commitments of financial support needed to initiate and fully develop the program must be secured.*

A. Identify the sources of additional funds needed to support the program and the probability of their availability.

The cost and administration of this graduate certificate will be borne by the College of Education and the Department of Language and Literacy Education. We are applying for the e-rate and anticipate acceptance of our application. If accepted, per the [UGAOnline website](#), we will receive “an advance against the expected e-rate differential earnings for the first two semesters.” We have anticipated the costs that the program would incur (see Budget in Appendix C). Additionally, the Office of Online Learning (see Appendix F) has provided a letter of support with regard to course development and marketing advice. We anticipate the program will be self-sustaining once it has solidified itself in the field. If our application is not approved, we will not offer the program.

It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

At this time, we do not foresee the need for additional or expanded facilities.

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

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

The Reading, Writing, Children’s Literature and Digital Literacies (RWCLDL) Program Area in the Department of Language and Literacy Education (LLED) will administer this certificate. Until the program exceeds 25 students, LLED’s degree program specialist, Becky Hendren, and the aforementioned RWCLDL faculty will oversee the administration of this program, as we do our other programs.

Admissions Process

A committee of three or more people from RWCLDL will review all applications and decide on admissions. We anticipate admitting only for summer matriculation for the first couple of years. Recommended Criteria for admissions are consistent with some admission guidelines used for our degree programs and the graduate school, as outlined below.

Admissions Criteria

Domestic Students

- A bachelor’s degree from an accredited institution with at least a 3.0 GPA
- Three letters of recommendation

International Students

- A bachelor’s degree from an accredited institution with at least a 3.0 GPA
- Three letters of recommendation
- 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.

Mentoring Students in Online Programs

The mentoring of students in this online graduate certificate program will be similar to our current mentoring process with our online M.Ed. degree program. We will have one designated person to serve as an advisor for every 20 students. The advisor will be in contact with all students upon admission, throughout each semester to monitor progress, and upon request. Students and their advisor will be expected to have at least one advising/mentoring session per semester. Please see our Advising Form as Appendix E.

Since the courses are not sequenced and we anticipate offering two courses a semester, the students have a variety of options (e.g. take only one course, take two courses). If a student happens to take a semester leave of absence, the student must consult with their advisor as to what courses will be available to them and how their absence may affect their completion of the program.

Academic Progress

We will use the Graduate School's policy on academic progress: "To be eligible for admission to candidacy and graduation, a student must maintain an average of 3.0 (B) both on the graduate transcript and on all courses on the program of study. No grade below C (2.0) will be accepted as part of a program of study for a graduate degree."

Records will be kept on the students enrolled in the certificate and their progress through the required courses. Either Dr. Graff or Becky Hendren will be responsible for notifying the appropriate offices of a student's completion of the certificate requirements. These procedures are aligned with other LLED procedures associated with certificate and degree programs.

Graduate Assistant Support (see our mention of GA support in # 6 and #7 on pp.9-10)

We anticipate being able to hire a graduate assistant (up to 50%) after our first year through the monies obtained through our e-rate allocation.

11. State Authorizations for Distance Education

Prior to serving students from other states through our online programs, UGA is required to obtain approval from each state that has regulations in this regard. A key element associated with state regulations is physical presence. States view this from a variety of perspectives and activities that trigger non-compliance with state regulations include a variety of items including: advertising in local media, advertising directly to prospective students, using local proctors, employing faculty other staff who reside in the state, and conducting internships, practicums or student teaching in the state of the student.

To help UGA determine whether or not this program will require any modifications to the approval acquired in approximately 30 states, please indicate whether or not your program may have any of the following components:

- a. Internships, practicums, or student teaching requirements. Please indicate how supervision will be addressed and whether or not staff will be employed in the state of the student. **N/A**
- b. Faculty residing in any state other than Georgia while teaching in this program. **Possibly; however, we will try to ensure all faculty are in GA.**
- c. Targeted marketing at prospective students within specific states **N/A**
- d. Proctored testing experiences in which UGA pays the proctor for services rendered. Online proctored tests using the UGA recommended service managed by University Testing Services do not trigger state authorization. **N/A**

12. Program Marketing

The Office of Online Learning will assist in the marketing of online programs (see Appendix F).

Several strategies will contribute to the marketing effort. Among them are:

UGA Online is UGA's portal to online learning. Your program will be listed within this site and this site will be marketed through a wide variety of approaches to increase awareness of UGA's online portfolio.

Program/Departmental/College Liaisons will be utilized to assist with the identification of specialized marketing strategies that may be utilized to get the word out about your program.

College Websites will be an integral element of the marketing strategy. Suggestions regarding how to make this site align with the UGA Online site and to ensure clear and user friendly communication will be provided.

[Georgia ONmyLINE](#) is a database of online and distance education programs offered through the 31 accredited institutions within the University System of Georgia. Georgia ONmyLINE is a helpful resource for anyone wanting to begin a degree program online, as well as current students seeking an online course to fit into an on-campus schedule. The Southern Regional Education Board's (SREB) [Electronic Campus](#) provides the same service at a regional level. All programs will be added to both of these sites.

Please indicate a point of contact for this program to assist in the formulation of information specific to this program for entry into the two sites listed above.

Name: Jennifer Graff

Title: Associate Professor and Program Coordinator for the Reading, Writing, Children's Literature, and Digital Literacies Program in the Department of Language and Literacy Education.

E-mail: jgraff@uga.edu

Appendix A

Course Cycle Timeline

We anticipate this cycle to repeat each year, depending on student feedback and faculty course allocations.

Coursework (All Are Required Courses)	2015 Spring/ Maymester	2015 Summer (Begin Program)	2015 Fall	2016 Spring
LLED 5318E/7318E Culturally Diverse Children’s Literature, Grades P-8 [#]	<i>MODIFICATION</i>	<i>TAUGHT</i>		
LLED 6410E Adolescent Literature [^]		<i>TAUGHT</i>		
LLED 7045E Special Topics in Language and Literacy Education*: [Variable Content for each course offering. The content is based on trends as well as students’ needs and wants as conveyed through communication with their advisor and professors, e.g., <i>Trends and Issues of Diversity in Children’s Literature; International Children’s Literature; Digital Storytelling in English Language Arts</i> —Course Focus varies when offered depending on student needs and interests; however, they are structured as a regular class) (3 credit hours)*		<i>DEVELOPMENT</i>		<i>TAUGHT</i>
LLED 5314E/7314E Informational Literature, Grades P-8 [#]		<i>MODIFICATION</i>	<i>TAUGHT</i>	
LLED 7545E Diverse Children’s Literature in a Digital Age*	<i>DEVELOPMENT</i>		<i>TAUGHT</i>	

* New Course to Develop

[^] Already developed as on online course

[#] Currently a face-to-face course. Need to design online version of the course.

NCTE and IRA Standards for English Language Arts

The NCTE Executive Committee reaffirmed the NCTE/IRA Standards for the English Language Arts in November 2012.

Published jointly by NCTE and the International Reading Association (IRA) in 1996, *The Standards for the English Language Arts* is designed to complement other national, state, and local standards and contributes to ongoing discussion about English language arts classroom activities and curricula.

Guiding Visions

- All students must **have the opportunities and resources to develop the language skills** they need to pursue life's goals and to participate fully as informed, productive members of society.
- These standards assume that **literacy growth begins before children enter school** as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations.
- They **encourage the development of curriculum and instruction** that make productive use of the emerging literacy abilities that children bring to school.
- These standards provide ample room for the **innovation and creativity essential to teaching and learning**.
- They are **not** prescriptions for particular curriculum or instruction.
- These standards are **interrelated and should be considered as a whole**, not as distinct and separable.

The Standards book is now available as a free download!

 **View** the [Table of Contents](#), **read** the [background and overview](#) or **download** the [entire document](#).

The Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

See Excel File.

UGA Online Program Proposal Budget Sheet

Use the spreadsheet provided to identify anticipated revenues and expenses for the program. If in the first year, there are no courses offered, and therefore no tuition revenue accrued, identify any departmental resources that will be allocated in support of the program as well as any additional resources that will be needed. Note that the University will provide services in the form of course design/development, faculty training, marketing, and student support. Once courses are offered, project the revenue associated with tuition and fees using the information provided on the form. The E-Rate Differential Tuition should be entered in the Program Revenue section along with any other funds that are redirected in support of the program. Be sure to utilize the Guidelines that have been designed to help in completing this form. Additionally, you may wish to review the sample completed Budget form.

Line #		2014-2015	2015-16	2016-17	2017-2018
1	Program Name: Reading Writing Children's Literature and Digital Literacies Certificate Program Name: 15-Hour Online Graduate Certificate "Diverse Children's Literature for a Global Society"				
	Projected Enrollments				
2	New Students		15	15	20
3	Existing Students				
4	Total Enrollments		15	15	20
	Projected Student Credit Hours				
5	New Student Credit Hours		225	225	300
6	Existing Student Credit Hours				
7	Total Student Credit Hours		225	225	300
	E-Rate Tuition* (no entry required unless differing from UGA standard rates)				
8	Base tuition per credit hour		\$321	\$321	\$321
9	Differential Tuition per credit hour <i>(UGA standard rate is entered)</i>		\$275	\$275	\$275
10	Total E-Rate Tuition Per Credit Hour		\$596	\$596	\$596
	Tuition Revenue **				
11	Total Base Tuition		\$72,225	\$72,225	\$96,300
12	Total Differential Tuition Revenue		\$61,875	\$61,875	\$82,500
13	Total Tuition Revenue		\$134,100	\$134,100	\$178,800

UGA Online Program Proposal Budget Sheet

UGA Online Program Proposal Budget Sheet					
	Degree/Certificate Program Departmental Budget				
	Program Expenses ***				
14	Course Development and Instruction (Adjuncts/Faculty)		\$12,000.00	\$8,000.00	\$8,000.00
15	Graduate Assistants (1 doctoral student 50% 12 month assistantship for 1st 2 years; 1 50%, 12 month doctoral assistantship and 1 doctoral 33%, 12 month assistantship beginning the 3rd year)		\$23,262	\$23,262	\$38,770
17	Program Coordinator [Additional responsibility compensation--will include advising.]		\$3,000	\$7,000	\$7,000
19	Clerical Support (10% of 35,000)		\$3,500	\$3,500	\$3,500
20	Professional Development (conferences/training)		\$4,000	\$4,000	\$4,000
21	Supplies/Operating (One computer for faculty/GA use, accessories such as microphones for faculty online instructional purposes, e-library, software, subscriptions (e.g. VoiceThread) that the university does not purchase.		\$6,000.00	\$5,000.00	\$8,000.00
22	Additional Marketing		\$10,113.00	\$11,113.00	\$13,230.00
23	Course Development/Enhancement ***	PROVIDED BY THE UNIVERSITY			
24	Faculty Training ***				
25	Marketing ***				
26	Student Support ***				
27	Other Expenses (please be specific)				
28	Total Program Expenses		\$61,875	\$61,875	\$82,500
	Program Revenue				
29	E-Rate Differential Tuition Revenue		\$61,875	\$61,875	\$82,500
30	Grant Funds				
33	Total Revenue Allocated for Program		\$61,875	\$61,875	\$82,500
34	Annual Program Balance (Total Program Revenue less Total Program Expenses)		\$0	\$0	\$0
Notes:					
*An E-Rate Tuition is charged for fully online programs. The e-Rate Tuition is the sum of the Base Tuition and the E-Rate Differential Tuition. Each year UGA sets a					
** The e-Rate Differential Tuition Revenue is derived by multiplying the E-Rate Differential Tuition rate by the number of credit hours to be generated per year. This					
*** Program expenses are costs that will be incurred by the college/department with the development and offering of the new program. The University will provide					



The University of Georgia

College of Education
Department of Career and Information Studies

Christa Harrelson Deissler, PhD
School Library Program Coordinator
224 River's Crossing
College of Education
Athens, GA 30602

September 9, 2013

To Whom It May Concern:

It is my pleasure to write this letter in support of the Online Graduate Certificate in Diverse Children's Literature for a Global Society proposed by the Department of Language and Literacy Education. As the program coordinator for the School Library Media Certification program in the Department of Career and Information Studies, I see this new proposed certificate as a tremendous opportunity for graduates of our Library Media program and for certain students who are eager to add this expertise to their credentials.

In addition to the need for this certificate that is demonstrated in the full proposal by the LLED faculty, I am aware of a more specific need in the population that I serve among the State of Georgia's School Librarians. Since the fall of 2011 when I took on the role of Program Coordinator for the SLM program, I have had many conversations with Library Media Coordinators for large school districts around the state such as Cobb, Gwinnett, and Fulton County. Their consistent complaint about graduates of non-UGA library media certification programs is that Library Media Specialists do not have a broad enough command of Children's and Young Adult Literature. This proposed certificate will fill that need beautifully and I will be more than happy to share this opportunity with my contacts in the schools.

I look forward to working with Dr. Graff and the faculty of LLED to explore opportunities to collaborate on this certificate and other ways that our fields complement each other as we move forward to serve the educational needs of the state, the nation, and beyond. If you have any questions or concern about this matter, please don't hesitate to contact me at 706-542-4159 or via email at cdeiss@uga.edu.

Sincerely,

Christa Harrelson Deissler, PhD

**Online Graduate Certificate
Diverse Children's Literature for a Global Society
Advisement Form**

Student Name: _____ Email: _____

Phone: _____

Emergency Contact Name and Phone: _____

Semester Start Date: _____ Anticipated Completion Date: _____

PROGRAM OF STUDY

<input checked="" type="checkbox"/>	Course Prefix	Course Name	Semester / Year	Pass (C+ or higher) / Fail	Instructor	Comments
<input type="checkbox"/>	LLED 5318E/ 7318E	Culturally Diverse Children's Literature, Grades P-8				
<input type="checkbox"/>	LLED 6410E	Adolescent Literature				
<input type="checkbox"/>	LLED 5314E/7314E	Informational Literature, Grades P-8				
<input type="checkbox"/>	LLED 7045E	Special Topics in Language and Literacy Education: _____				
<input type="checkbox"/>	LLED 7545E	Diverse Children's Literature in a Digital Age				

Advising Meeting	Date & Method	Notes
1		
2		
3		
4		
5		
6		
7		
8		

Advisor Signature and Date: _____

Student Signature and Date: _____



The University of Georgia

Office of Online Learning

Date: January 14, 2014

To: Dr. Robert Fecho, Department Head, Language & Literacy Education (LLED), College of Education

Re: Online Graduate Certificate in *Diverse Children's Literature for a Global Society*

I express my support for the proposed online graduate certificate in Diverse Children's Literature for a Global Society to be offered out of the College of Education. The proposed new program helps the University fulfill one of its strategic goals to increase online graduate education.

In hopeful anticipation of University approval of this program, the Office of Online Learning agrees to support the program in the following ways:

- Assist faculty in the design and development of each of the program's courses, ensuring courses meet University standards as well as State and Federal regulations;
- Prepare faculty through training and development activities focused on best practices in online education;
- Provide marketing expertise to assist in establishing and executing strategies which leverage UGAonline's marketing efforts with program-specific needs;
- Assist in establishing a program-specific continuous quality assurance plan to ensure that course design, content, and instructors are continually being evaluated for improvement;
- Provide ongoing assistance for online faculty in the maintenance and revision of programmatic courses;
- Provide a central point of communication to guide students to the appropriate resources across the University in an effort to foster student success.

If during the review process there are questions or concerns to which can be address by the Office of Online Learning, please contact me at (706) 542-1841.

Sincerely,

Dr. Keith Bailey, Director, Office of Online Learning

CC: Dr. Craig Kennedy, Dean, College of Education
Dr. Laura Bierema, Associate Dean for Academic Programs, College of Education
Dr. Laura Jolly, Vice President for Instruction
Dr. Ron Cervero, Associate Vice President for Instruction