



# The University of Georgia

University Council  
Athens, Georgia 30602

March 18, 2016

## UNIVERSITY CURRICULUM COMMITTEE – 2015-2016

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Graduate Student Representative - Ms. A. June Brawner

Dear Colleagues:

The attached proposal for a new Graduate Certificate in Dyslexia will be an agenda item for the March 25, 2016, Full University Curriculum Committee meeting.

Sincerely,

William K. Vencill, Chair  
University Curriculum Committee

cc: Provost Pamela S. Whitten  
Dr. Rahul Shrivastav

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/Staff Parking Appeals Committee, Human Resources Committee, Program Review and Assessment Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee

An Equal Opportunity/Affirmative Action/Veteran/Disability Institution



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# The University of Georgia

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College of Education  
*Department of Communication Sciences and Special Education*

October 19, 2015

Dear COE Curriculum Committee,

I am pleased to submit the attached proposal for a Graduate Certificate in Dyslexia. The Graduate Certificate in Dyslexia would be a desirable, complementary credential for students pursuing licensure and/or a graduate degree in special education, early childhood education, communication disorders, or educational psychology. In addition, the stand-alone credential will be attractive for teachers and related professionals (e.g., speech-language pathologists, school psychologists) in the field who are looking for professional development related specifically to teaching students with dyslexia. Finally, the Common Core standards include literacy standards for science, social studies, and technical subjects making literacy a shared responsibility across grade levels and subject areas. To date, no other institutions of higher education in the state of Georgia (and only 16 other programs nationwide) offer explicit and focused training in dyslexia as part of their graduate degree program or as a stand-alone graduate certificate program.

The content of this certificate was designed to align with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading. By adhering to these standards, we can assure the public that individuals who complete our Graduate Certificate in Dyslexia program are prepared to implement evidence-based and instructionally-effective practices for reading instruction. A significant strength of the Graduate Certificate in Dyslexia program is that it would be composed of existing courses within the Special Education General Curriculum master's degree program. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.

The Department of Communication Sciences and Special Education is excited to offer this program that has the potential to complement and expand the role, scope, and long-range development of the special education program, the department, the college, and the University of Georgia because it is responsive to both local and national needs. We thank all concerned for their assistance in this process.

Sincerely,

Cynthia O. Vail, Ph.D.  
Professor and Department Head

## OUTLINE FOR A CERTIFICATE PROGRAM

### I. Basic Information

1. Institution: University of Georgia Date: October 19, 2015
2. School/College: College of Education
3. Department/Division: Communication Sciences and Special Education
4. Certificate Title Graduate Certificate in Dyslexia
5. Level (undergraduate or graduate) Graduate
6. Proposed starting date for program: August 2016
7. 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.*

The proposed Graduate Certificate in Dyslexia will provide students with specific knowledge related to reading and language development, assessment, and instruction and remediation of reading disability. Upon completion of the program, students will possess the knowledge and skills needed to teach reading to students with dyslexia, other struggling readers, and/or the general student population. Completion of the Graduate Certificate in Dyslexia will require 16 semester hours of specific reading and language-related coursework and a field experience. In addition, students may receive certification by completing the International Dyslexia Association (IDA) Certification examination with a passing score after completing the certificate requirements. The Graduate Certificate in Dyslexia is for those who hold a bachelor's degree in Education or a related field (e.g. psychology, speech pathology).

Approximately 2.43 million students are identified as having learning disabilities (LD; Skull & Winkler, 2011). It is estimated that 85% of students with LD have dyslexia—they experience difficulty in the area of reading and require intensive, multisensory, highly structured remedial instruction. Unfortunately, research has shown that many licensure programs are not preparing teachers, clinicians, and specialists to prevent or address reading difficulties (Moats, Carreker, Davis, Meisel, Spear-Swearling, & Wilson, 2010). The majority of preparation programs lack depth and fail to provide teachers and clinicians with direct practice using evidence-based curricula. In 2010, the International Dyslexia Association (IDA) established Knowledge and Practice Standards for Teachers of Reading. IDA established these standards to guide the preparation, certification, and professional development of teachers who provide multisensory reading instruction for students with reading difficulties. Our Graduate Certificate in Dyslexia program will adhere to the IDA standards through coursework and applied field experiences. By preparing our program in this manner, we will also position ourselves for later membership in IDA's coalition and for future referrals from IDA offices.

The Graduate Certificate in Dyslexia would be a desirable, complementary credential for students pursuing licensure and/or a graduate degree in special education, early childhood education, communication disorders, or educational psychology. In addition, the stand-alone credential will be attractive for teachers and related professionals (e.g., speech-language pathologists, school psychologists) in the field who are looking for professional development related specifically to teaching students with dyslexia. Finally, the Common Core standards include literacy standards for science, social studies, and technical subjects making literacy a shared responsibility across grade levels and subject areas. To date, no other institutions of higher education in the state of Georgia (and only 16 other programs nationwide have been accredited) offer explicit and focused training in dyslexia as part of their graduate degree program or as a stand-alone graduate certificate program.

Research has demonstrated that highly-structured, multisensory, phonologically-based programs are effective in remediating reading difficulties. Through our proposed Graduate Certificate in Dyslexia program, students will receive: (a) foundational content that will result in a comprehensive understanding of dyslexia and other language-based disabilities, (b) training in the multisensory, structured curricula, and (c) fieldwork in delivering multisensory reading instruction to elementary and secondary students who struggle in reading.

In summary, the faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in teaching students with dyslexia. This certificate will allow UGA to be at the forefront of providing high-quality graduate and pre-professional education to current and future professionals, reaching an audience of potential students who are not being served by current course and program offerings.

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

## **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. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.*

The content of this certificate was designed to align with the International Dyslexia Association's (IDA) Knowledge and Practice Standards for Teachers of Reading. Teacher preparation programs should ascribe to a common set of professional standards for the benefit of the students they serve, including those with diverse learning needs. By adhering to these standards, we can assure the public that individuals who complete our Graduate Certificate in Dyslexia program are prepared to implement evidence-based and instructionally-effective practices for reading instruction.

The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic." Included in this group are students living in poverty, English language learners, and students who demonstrate significant weaknesses with language processes, including, but not limited to, phonological processing, that are the root cause of dyslexia and related learning difficulties. Of those who are referred to special education services in public schools, approximately 85% are referred because of their problems with language, reading, and/or writing.

The Common Core State Standards, adopted by the majority of states, and other college and career readiness standards, require a shift towards more rigorous expectations for students in reading and writing. Students are required to read complex text efficiently and with high levels of comprehension. This expectation includes students with reading disabilities, and those who struggle for other reasons, such as a language barrier. Through coursework and applied field experiences, this Certificate program will provide pre- and in-service teachers with the knowledge and skills required to teach these and other standards.

This certificate complements and expands the role, scope, and long-range development of the special education program, the department, the college, and the University of Georgia because it is responsive to both local and national needs. At the local level, teachers of all grade levels and foci understand the need to support and increase the literacy development of their students. This certificate program will provide the training needed for professionals and pre-professionals to meet that goal. At the national level, many states have recently adopted specific legislation around the unique needs of students with dyslexia. This certificate program can serve as a national model for other states that are struggling to identify appropriate professional development on dyslexia for their teachers. More specifically, this Certificate program addresses several Strategic Priorities from the 2020 Strategic Plan related to scholarship and education in

healthcare and in such inherently interdisciplinary professions as special education, including the following:

“II.a.1. Strategic Priority: Provide and promote additional opportunities for interdisciplinary, dual, and joint degree experiences for graduate and professional students....”

“III.j. Strategic Priority: Expand UGA research programs that advance human health, wellness, and medicine...and [develop] new clinical and translational research programs....”

“IV.a. Strategic Priority: Document educational and outreach programs that enhance the social, economic, and environmental well-being and health of individuals and communities”  
(University of Georgia Strategic Plan: Building on Excellence. October 30, 2012).

*B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.*

The proposed certificate program is intended to be interdisciplinary, including students and faculty from the following programs within the College of Education: Communication Sciences and Disorders, Early Childhood Education, Middle grades Education, Reading Education, Educational Psychology, and School Psychology. In addition, development and ongoing administration of the program will include clinical and tenure/tenure-track faculty from the Speech and Hearing Clinic, School Psychology Clinic, and Reading Clinic, all of which are housed in the College of Education.

Within five years, we expect this certificate program to be fulfilling a central role in the instructional mission of the department and therefore of the University. Based on the needs analyses described in the subsequent section, we anticipate enrollments of at least 20 students per year.

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

*A. Explain why this program is necessary.*

In recent years there has been growing attention around the unique instructional needs of students with dyslexia. By 2012, 22 states had enacted specific laws related to dyslexia (Youngerman & Mathers, 2013). Since 2012, more states have followed suit and typically passed laws related to three critical areas: (a) the need to screen students for dyslexia at a young age (e.g., kindergarten to second grade); (b) a state-approved definition of dyslexia; and (c) a requirement for professional development for in-service and/or pre-service teachers (e.g., requiring all practicing teachers to earn a set number of professional development hours per year related to dyslexia, requiring specific content within teacher preparation programs). As more states are moving towards formal recognition of dyslexia, a Graduate Certificate in Dyslexia program at the University of Georgia would position the university and the Department of Communication Sciences and Special Education to be in step with current and pending legislation nationwide as well as to be a significant resource to the state.

In addition to legislation, in January of 2016 the International Dyslexia Association (IDA) will release a new certification exam. Our Graduate Certificate in Dyslexia program has been designed to meet the rigorous knowledge and practice standards established by IDA (see

<http://eida.org/knowledge-and-practices/>). Upon completion of the program, participants in our certificate program will take this exam and have the opportunity to receive external recognition as IDA Dyslexia Specialists.

Given the national attention on the topic of dyslexia, the need for the Graduate Certificate in Dyslexia is evident for a variety of professionals (e.g., elementary and secondary teachers, school psychologists, reading specialists, administrators). The Graduate Certificate in Dyslexia will codify the knowledge and skills these professions receive through the program thereby increasing their marketability and, more importantly, their capacity to create meaningful change for students who struggle with reading.

*B. In addition, provide the following information:*

1. Semester/Year of Program Initiation: Summer 2016
2. Semester/Year Full Implementation of Program: Fall 2016
3. Semester/Year First Certificates will be awarded: Summer 2017
4. Annual Number of Graduates expected (once the program is established): 20-25
5. Projected Future Trends for number of students enrolled in the program: Annual enrollment in this program is expected to increase from 20 in 2016 to at least 25 by fall 2017 and following.

*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.*

In order to gauge interest in the offering, a brief survey was developed and distributed to COE undergraduate and graduate students in a variety of majors (e.g., Special Education, Communication Sciences and Disorders, Early Childhood Education, Educational Psychology, Middle Grades, and Secondary Education). A total of 161 students responded to the survey. Results from the survey indicated strong interest in a Graduate Certificate in Dyslexia program. A breakdown of the results follows:

*1. Level of interest in Graduate Certificate in Dyslexia*

	Number of Responses	Percentage
No interest	31	19%
Some interest	71	44%
Moderate interest	31	19%
High interest	28	17%

**Summary: 59 respondents expressed moderate to high interest in a Graduate Certificate in Dyslexia.**

2. *If a Graduate Certificate in Dyslexia program were offered next year, would you apply?*

	Number of Responses	Percentage
Yes	52	32%
No	109	68%

**Summary: 52 respondents indicated they would apply to the Graduate Certificate in Dyslexia program.**

3. *Respondent Demographics*

	Descriptor	Count
<i>Current Status</i>	Undergraduate	98
	Graduate	60
	Professional (UGA-grad)	3
	<hr/>	
<i>Majors</i>	Special Education	65
	Communication Sciences	32
	Early Childhood Education	23
	Educational Psychology	15
	Middle Grades or Secondary Education	25
	Other	14

Given the survey data indicating demand for the program and current enrollment in key certificate courses already offered (i.e., SPED 7120: Dyslexia and Other Learning Disabilities, SPED 7150E: Evidence-Based Reading Instruction in Special Education), reasonable enrollment would be 20-25 students per 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?*

It is reasonable to expect that students from traditionally underrepresented backgrounds, including especially older students and those from socioeconomically challenging circumstances, might be more inclined to enroll in this certificate program, which allows them to complete the coursework while remaining in their own jobs or communities. Their success in the Certificate program should then also lead to the consequence of their increased representation in any number of graduate programs within the College of Education (e.g., Early Childhood Education, Reading Education, and Special Education).

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

Program of Study

Course	Credits	Term	Instructor
<b>SPED 7120:</b> Dyslexia and Other Learning Disabilities	3	Fall	Lindstrom
<b>SPED 7010:</b> Clinical Assessment in Special Education	3	Fall	Hamilton-Jones
<b>SPED 5150E/7150E:</b> Designing Reading Interventions for Special Education	3	Spring	Sayeski
<b>SPED 7250:</b> Written Language Disorders	3	Spring	Lindstrom
<b>SPED 6XXX:</b> Multisensory Reading Instruction Workshop	1	Maymester	Schultz
<b>SPED 7440:</b> Practicum in Special Education	3	Summer	Lindstrom, Sayeski, Schultz, Hamilton-Jones

A significant strength of the Certificate program is that all of the courses exist with the exception of SPED 6XXX, the Multisensory Reading Instruction Workshop. Current faculty are well prepared to manage the courses because of substantial experience with the material at both undergraduate and graduate levels. Once the program is fully established, each course will be offered once per year as shown in the sample Program of Study above. Because of the nature of this program and targeted students, we do not expect any students to have completed any equivalent courses prior to their enrollment in this certificate program (i.e., all programs of study can be anticipated to require and include all required courses).

The “new” course—SPED 6XXX, Multisensory Reading Instruction Workshop—will be taught by current CSSE faculty members (Schultz) who has extensive training in providing multisensory reading instruction to students with dyslexia. In this 3-day (15-hour) workshop, students will apply what they have learned in the four previous courses (SPED 7010, 7120, 5150E/7150E, and 7250) in preparation for the Practicum in Intensive Reading Interventions (SPED 7440), in which they will subsequently enroll during the summer session. Focus will be on implementation, progress monitoring, scheduling, and creating a successful learning environment. Principles of language structure and how to teach reading with direct, multisensory methods will be demonstrated and practiced during the workshop. During the workshop, students will practice planning and delivering a lesson while receiving modeling and feedback in preparation for their subsequent practicum experience (SPED 7440).

Upon completion of SPED 7010, 7120, 5150E/7150E, 7250, and 6XXX, students will be fully prepared to apply evidence-based strategies with children, adolescents, and adults with, or at-risk for, dyslexia. Specifically, during their practicum experience (SPED 7440), students will learn concepts associated with the delivery of intensive intervention, approaches for increasing opportunities to respond, and evidence-based strategies for remediating reading difficulties. The course will consist of 2 hours of supervised field-based experiences tutoring pupils and 1.5 hours of didactic instruction

per week for 8 weeks. Practicum students will implement a reading tutorial program with children, adolescents, and young adults identified as, or at-risk for, dyslexia. Training and on-site support will be provided daily by their UGA supervisor (Lindstrom, Sayeski, Schultz, or Hamilton-Jones). Emphasis will be on the implementation of research-supported reading techniques, on-going progress monitoring of student academic and behavioral performance, and reflective instructional decision-making. Practicum sites will include, but not be limited to, the UGA Speech and Hearing Clinic, UGA COE Reading Clinic, UGA Regents' Center for Learning Disorders, and Lindamood-Bell Learning Center.

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

There are currently 16 degree, certificate, or endorsement programs offered throughout the country (none in GA). Of those, 2 are certificate and 2 are endorsement programs that are offered either face-to-face or entirely online. The four certificate and endorsement programs are comprised of courses very similar to the ones listed in our proposed program of study (e.g., Foundational Concepts of Oral and Written Language, Knowledge of the Structure of Language, Knowledge of Dyslexia and Other Learning Disorders, Interpretation and Administration of Assessments for Planning Instruction, Application of Structured Language Teaching Strategies), and range from 12-24 credit hours.

Our proposed Graduate Certificate in Dyslexia program will adhere to the IDA standards through coursework and applied field experiences. By preparing our program in this manner, we will also position ourselves for later membership in IDA's coalition (see subsequent section) and for future referrals from IDA offices. For a list of currently accredited "model" university programs, see: <https://eida.org/university-programs-accredited-by-ida/>

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

In 2010, the International Dyslexia Association (IDA) established Knowledge and Practice Standards for Teachers of Reading. IDA established these standards to guide the preparation, certification, and professional development of teachers who provide multisensory reading instruction for students with reading difficulties. The IDA Standards serve as the basis for IDA's credentialing activities, which include the review and accreditation of university and independent teacher training programs and certification of individuals. IDA began reviewing and accrediting teacher preparation programs for their alignment with the IDA Standards in 2012. These include programs for prospective teachers, dyslexia specialists, and dyslexia therapists. University reviews are conducted every other year.

UGA's master's program in Special Education (General Curriculum) is currently undergoing a full accreditation review (following a preliminary review conducted in Summer 2015, which resulted in formal approval and recommendation to undergo the full review). Once accredited, graduates of our IDA-accredited master's program will be eligible to sit for the IDA exam and receive IDA certification, which will be available in 2016. IDA Certification indicates that a teacher or dyslexia specialist has mastered the content and skills outlined in the IDA Knowledge and Practice Standards and can teach students to become strong readers.

*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.

This certificate program does not need a specialized or devoted faculty; it is intended to become part of the routine instructional programs in the Special Education program within the Department of Communication Sciences and Special Education. Existing faculty, noted above in the Program of Study, will teach the Certificate program coursework.

As currently envisioned, the teaching for this certificate will initially be shared by four people, all of whom are current members of the faculty and will each absorb one course for this certificate as part of their regularly assigned teaching load.

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

Name	Special qualifications	Relevant activity	Potential responsibility and commitments
J. Lindstrom, Ph.D., Associate Professor and Graduate Coordinator, dyslexia and other learning disabilities	Graduate Coordinator, IDA-GA Board member	Multiple peer-reviewed publications in the area of dyslexia, assessment, interventions, and accommodations; IDA-GA Board member	Graduate Certificate in Dyslexia Program Coordinator, Instructor of record for SPED 7120, SPED 7250, and SPED 7440; Admissions committee member
K. Sayeski, Ph.D., Assistant Professor; Reading interventions and teacher education	Journal editor, UGA COE 2014 Outstanding Teaching Award	Multiple peer-reviewed publications in the areas of teacher education, dyslexia, and reading interventions; Editor, <i>Teaching Exceptional Children</i>	Instructor of record for SPED 7150E and SPED 7440; Admissions committee member
B. Hamilton-Jones, Ph.D., Clinical Assistant Professor and Special Education Program Coordinator; Collaboration and co-teaching, inclusive practices	Overall responsibility for Special Education instructional programs	Multiple peer-reviewed publication in teacher education and collaboration; editorial board member for <i>Teaching Exceptional Children</i> ; expertise in instructional methods for students with high	Instructor of record for SPED 7010 and SPED 7440; Admissions committee member

for students with disabilities, reading Interventions		incidence disabilities; expertise in supervision of pre-service candidates	
Alisa A. Schultz, M.Ed., CCC-SLP, Clinical Associate Professor and Speech-Language Pathology Clinic Coordinator, speech and language pathology, multisensory reading tutor	Expertise in speech and language development and disorders, and language and literacy intervention	Extensive instruction/supervision of graduate students providing screenings, evaluations, and interventions to children with language and literacy disorders; Former instructor for CMSD 6550, <i>Language Assessment and Intervention with School-Age Children</i> ; Wilson Reading System Level 1 Certification (pending)	Instructor of record for SPED 6000 and SPED 7440; Admissions committee member

*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.*

No new faculty will need to be added in order to fully develop the 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.*
  - 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.*

Existing library resources, computer facilities, and other support resources are adequate to support students completing this certificate. These include especially online journal subscriptions held by the university libraries, which are generally adequate for departmental scholarship and instruction, and instructional technology supports provided within the College of Education.

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.*

The existing classroom, laboratory, and office space, located in Aderhold Hall, currently available to and being used by the Certificate program faculty are adequate to fully support an effective program. There are no plans for allocating, remodeling, or acquiring additional space to support the program's full implementation.

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.*

The only planned costs that will be incurred with the implementation of this certificate program are related to (1) advertising, and (2) salary for a current 9-month faculty member to teach SPED 7440 in the summer. The UGA COE will use the existing CSSE Graduate Coordinator (J. Lindstrom) as the certificate director, and the existing graduate student services staff have availability to accommodate these additional students. The program will use courses which are currently being offered so there is no additional faculty salary expense, plus there is no need for special equipment or library materials as these are already available for the existing courses.

Advertising the certificate program may include posters, program brochures, print/web ads, and/or cards in UGA buses. These costs are projected below:

Cost	First Year	Second Year	Third Year
Personnel (Summer course)	\$7,500	\$7,500	\$7,500
Operating Costs	\$500	\$300	\$150
Capital Outlays	\$0	\$0	\$0
Library Acquisitions	\$0	\$0	\$0
Total	\$8,000	\$7,800	\$7,650

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.*

We do not anticipate offering student fellowships or scholarships for this program.

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.*

Current funding through the College of Education will support the implementation of the proposed certificate program. This program was designed assuming graduate “standard-rate”

revenues of \$354/credit hour. The program requires only the continuation of current faculty salaries, including the equivalent of one summer course taught by a current CSSE faculty member (~\$7,500).

The Department of Communication Sciences and Special Education (CSSE) supports the funding of the summer practicum course (SPED 7440) as it is consistent with other courses—specifically, summer treatment programs and camps—offered every summer by the department. Per the College of Education process for the funding of summer courses, Cindy Vail, CSSE Department Head, will submit a request for funding (\$7500) each year. It is anticipated that robust enrollment will facilitate the likelihood of funding; should summer funding not be available, the practicum course can be offered in the fall or spring at no additional cost.

*B. 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.*

Physical facilities to support this online program will be limited primarily to office space and computers. Funding for these facilities should be adequate from available sources, including income generated by the program itself and other resources.

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.*

This program will be administered within and as part of the existing programs in Special Education. As mentioned throughout this proposal, it was developed by many of the faculty in that program and is intended to enhance the current master's degree program in Special Education (General Curriculum). The relevant administrative structure will therefore be the same for this program as for the other Special Education programs, including general oversight by the department head, academic leadership from the Special Education Program Coordinator, and input and assistance from other relevant faculty and staff.

For this particular certificate, the faculty have agreed on two admissions criteria:

1. Students must hold a bachelor's degree in a related field (e.g., education, communication sciences and disorders, educational psychology) from an accredited institution before enrollment in this program;
2. Students must have a competitive GPA in all previous college coursework.

Students will be expected to meet all Graduate School requirements or Undergraduate Admission requirements (for those who are returning as post-baccalaureate students). We believe these admissions criteria to be reasonable on several grounds. First, this program is explicitly intended to be a post-baccalaureate program for students interested in supplementing their current degree in a related field (e.g., education, communication sciences and disorders, educational psychology). The faculty considered the possibility that some currently enrolled

undergraduate students might seek to take these courses, or that other students might have some interest, but have decided to focus this program exclusively on students who are prepared for graduate-level work and seek the content related to dyslexia. The certificate is open to degree seeking students and non-degree seeking students.

After admissions, and until the program has enrolled 25 students, student advisement will be handled by two current faculty members by shifting current advisement assignments, and the student support staff in the department can absorb the additional students. As is the case with all other Special Education program students, each student will be assigned to one academic advisor and will be expected to review progress and goals with that advisor once per semester. These conversations will occur face-to-face. Advisement conversations will monitor student progress, grades, and plans.

In summary, the Special Education program faculty and staff are excited by the opportunity to develop this Graduate Certificate in Dyslexia program. We believe we have designed a program that will be self-supporting. The faculty involved in the development of this proposal believe it to be ideally suited to improving the quality of graduate and professional education that UGA can provide to students and professionals interested in teaching students with dyslexia.