

REQUEST TO CLASSIFY PROPOSED PROGRAM

Section I (REQUIRED)

1.	The proposed new degree program will be (please check one): <input type="checkbox"/> Undergraduate* <input checked="" type="checkbox"/> Masters* <input type="checkbox"/> Doctoral* <input type="checkbox"/> Professional*		
2.	Have you contacted the Associate Provost for Academic Administration (APAA)?		
	YES <input checked="" type="checkbox"/>	Date of contact: 10/20/10	
	NO <input type="checkbox"/>	(Contact the APAA prior to filling out the remainder of this form.)	
3.	Degree Title:	Master of Education (MEd)	
4.	Major Title:	Educational Leadership Studies	
5.	Option:	School Technology Leadership	
6.	Primary College:	College	
7.	Primary Department:	Educational Leadership Studies	
8.	CIP Code (supplied by APAA)	13.0401	
9.	Accrediting Agency (if applicable):	NCATE/EPBSB	
10.	Who should be contacted for further information about the proposed new degree program:		
	Name: Tricia Browne-Ferrigno	Email: tricia.ferrigno@uky.edu	Phone: 859-257-5504
11.	Has the APAA determined that the proposed new degree program is outside UK's band?		
	<input type="checkbox"/> YES (Continue with the Section II* on a separate sheet.)		
	<input checked="" type="checkbox"/> NO (This form is complete. Print PAGE ONE & submit with appropriate form for new program.)		

Section II (Attach separate pages.)

I.	Submit a one- to two- page abstract narrative of the program proposal summarizing: how this program will prepare Kentuckians for life and work; any plans for collaboration with other institutions; and any plans for participation in the Kentucky Virtual University.
II.	Provide a comprehensive program description and complete curriculum. For undergraduate programs include: courses/hours; college-required courses; University Studies Program; pre-major courses; major courses; option courses; electives; any other requirement. Include how program will be evaluated and how student success will be measured. Evaluative items may include, but are not limited to retention in the major from semester to semester; success rate of completion for core courses; and academic performance in suggested program electives.
III.	Explain resources (finances, facilities, faculty, etc.) that are needed and available for program implementation and support.

* After filling out this form, you must also submit a form for New Undergraduate Program, New Master's Program, or New Doctoral Program. There is no form for new professional programs.

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Answers to the questions below are also required by Kentucky's Council on Postsecondary Education for proposed new programs outside of UK's band. Please visit their website (<http://cpe.ky.gov/planning/keyindicators/>) for more information about the questions.

IV. Academic Program Approval Checklist

1. Are more Kentuckians prepared for postsecondary education?

A. Entrance requirements:

1. Test scores (GRE, GMAT, LSAT, MCAT, ACT, SAT, etc.).
2. High school/college GPA.
3. Other required discipline knowledge unique to the proposed program.

B. Transfer requirements:

1. College transfer GPA.
2. Recommended/required preparatory courses (prerequisite courses).

C. Recruitment plans

1. Plans to ensure success of students coming from "feeder institutions" (either colleges or high schools).
2. Recruitment and marketing strategies to enroll a diverse student population.

2. Are more students enrolling?

A. Explain the demand for the program by providing the following information:

1. Anticipated number of students from other majors (including undeclared).
2. New students entering the programming (including transfers).

B. Detail recruitment plans (include specific plans to attract non-traditional students, including minorities, and to address gender related issues.)

C. Contact the Associate Vice President for Employment Equity to obtain EEO plan and status information.

3. Are more students advancing through the system?

A. What is the anticipated time-to-graduation for full-time students entering the program?

B. Explain any cooperative or practicum experience required to complete the program.

C. Why do you desire to offer the program? (See 2A) Why is UK the right place to offer this program?

1. Include a list of other Kentucky institutions offering similar or related programs at this and other levels.

2. List courses from in-state institutions that will transfer into the program.

- a. 48 Hour General Education Transfer Component.
- b. 12 Hour Transfer Articulation Agreement.

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3. List courses offered that will transfer into similar programs at other state institutions.

4. Provide information about completed, signed articulation agreements.

D. Delivery

1. What plans are in place for delivering this program through the Kentucky Virtual University or other distance learning technologies? (Council on Postsecondary Education wants special attention given to KVVU courses.)

2. What courses can be offered in a non-traditional mode?

E. Collaborative Efforts

1. Future proposals must provide evidence of consultation with other programs in the state and either documentation of collaborative agreements or strong arguments for why they are not feasible.

2. Collaborative agreements should define shared use of resources to improve program quality, efficiency, and student placement.

4. Are we preparing Kentuckians for life and work?

A. How does the program prepare Kentuckians for life and work?

B. What are the accreditation expectations for this program?

C. Are there licensure, certification or accreditation requirements for graduates of this program?

D. What are the projected degree completions?

5. Are Kentucky's people, communities and economy benefiting?

A. Describe external advisory groups involved in the development of this program (e.g., disciplinary groups, community, government, business, labor interests).

B. What are the employment expectations for graduates? Document the contributions of the program to current workforce needs in the state.

C. What other benefits to the Kentucky's community and economy will the program provide?

D. Explain specific benefits of the program.

**University of Kentucky
College of Education**

**Proposal for a Graduate Certificate in
School Technology Leadership**

Purpose and Background

School leadership has been experiencing a tremendous shift in the past decade, particularly as digital technologies have become more omnipresent. Students who complete the Graduate Certificate in School Technology Leadership will gain the skills and dispositions required to lead educational systems in a globally-connected, technologically-suffused world. Those systems could be schools, districts, states, or nations.

The Graduate Certificate in School Technology Leadership is conceptually framed around the International Society for Technology in Education's *National Educational Technology Standards for Administrators* (NETS-A). Students who engage in this Graduate Certificate will typically be educational administrators at all levels who want to learn how to support technology-suffused education and lead digital-age schools. This certification is focused on creating skills and dispositions for individuals committed to making systemic and lasting changes in schools, districts, states, and nations.

Director of Graduate Studies

Tricia Browne-Ferrigno, PhD, Associate Professor in the Department of Educational Leadership Studies (EDL) in the College of Education, serves as the Director of Graduate Studies for the department. She is a full member of the UK Graduate Faculty and has extensive experience in administration and leadership as well as using technology to support organizational goals.

Graduate Certificate Associates or Affiliates

The following faculty members in the Department of Educational Leadership Studies will serve as Associates to the School Technology Leadership Graduate Certificate:

- Jayson W. Richardson, PhD, Assistant Professor
- Justin Bathon, JD, PhD, Assistant Professor
- Wayne D. Lewis, PhD, Assistant Professor
- John Nash, PhD, Associate Professor (effective 8/15/11)
- Scott McLeod, PhD, Associate Professor (effective 8/15/11)

Certificate Objectives

- Prepare educational leaders to assess and implement policies and practices to support technologically infused schools that enhance student learning.
- Provide educational leaders with theoretical, practical, and relevant professional development experiences in school technology leadership to enhance the education and welfare of populations in Kentucky, the nation, and around the globe.
- Provide educational leaders with the knowledge, skills, and dispositions to develop, implement, and manage digitally-suffused schools, prepare budgets, set policy, plan for change, and evaluate their effectiveness.

Certificate Curriculum

The School Technology Leadership Graduate Certificate meets a critical need by providing concentrated content that prepares educational administrators to lead efforts to integrate technology within schools. The curriculum addresses the five National Educational Technology Standards for Administrators (NETS-A). The School Technology Leadership Graduate Certificate requires completion of 15 credit hours of graduate-level coursework (see Required Courses below). Courses will be offered on a rotating basis to allow for completion of the certificate requirements within one calendar year.

Required Courses

- **EDL 661: School Technology Leadership (3 credits):** This course provides an introduction to the study of school technology leadership with an emphasis on educational administrators developing a shared vision, planning, promulgating policies and utilizing resources for the comprehensive integration of technology at the school, district, and state levels.
- **EDL 662: Digital Age Learning and School Technology Leadership (3 credits):** This course focuses on the role of educational administrators in creating and sustaining a culture of learning that ensures all students have access to an academically rigorous, relevant, and engaging education through the use of appropriate digital technologies.
- **EDL 663: Professional Development for School Technology Leadership (3 credits):** This course addresses the role of the educational administrator in providing professional development that supports communities of practice and the adoption of contemporary technologies and digital resources to enhance student academic learning. The course introduces students to principles of adult learning that characterize effective professional development and planning as it relates to technology adoption at the school, district, and state-levels of education.
- **EDL 664: School Technology Leadership and School Improvement (3 credits):** This course focuses on educational administrators' use of technology to support data-driven decision-making to support continuous improvement and change at the school, district, and state levels of education.

- **EDL 665: School Technology Leadership for Digital Citizenship (3 credits):** This course examines school administrators' social, ethical, and legal responsibilities to all students, including those with disabilities and special needs, for digital citizenship. Facilitating understanding of evolving virtual school environments and modeling digital citizenship at the school, district, and state levels are also addressed.

Admission Requirements and Application Procedures

- Individuals seeking the Graduate Certificate in School Technology Leadership must apply to both the Graduate School and the Department of Educational Leadership Studies either as a degree-seeking student (MEd, EdS, EdD, PhD) or a certification-only student (CERT). Applicants must satisfy the minimum Graduate School requirements for admission and pay the required application fee.
- Applicants must include a professional resume and two-page personal statement about why they desire a Graduate Certificate in School Technology Leadership with their completed application to the Department of Educational Leadership Studies.
- Admission to this Graduate Certificate program or award of this Graduate Certificate in School Leadership Technology does not guarantee subsequent admission to a graduate degree program at the University of Kentucky. Because the Graduate School allows the transfer of at most 9 credits into a degree program, certification-only students wishing to complete a graduate degree through the Department of Educational Leadership Studies should apply to the desired graduate program prior to the completion of the third course in the Certification program
- Admission to the Graduate Certificate program may be limited so that the faculty and resources are not overwhelmed.

Graduate Certificate Completion Requirements

The Graduate Certificate in School Technology Leadership requires successful completion of 5 courses for a total of 15 credit hours. In keeping with Graduate School requirements, a student must have a minimum GPA of 3.0 in the five School Technology Leadership courses to be awarded the certificate. All course work for the Graduate Certificate must be completed within five years of admission. Students must complete a School Technology Leadership portfolio that serves as the culminating assessment for the certificate.

Award of the Graduate Certificate

Award of the Graduate Certificate in School Technology Leadership requires (a) successful completion of the five required courses, achievement of at least a 3.0 GPA for the five courses, and submission of a satisfactory electronic portfolio. Upon conformation of these requirements, the Director of Graduate Studies shall send a completed and signed Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the Certificate and requesting award thereof. The Graduate School shall then issue the student's certificate and officially notify the University Registrar that the student has been awarded the Certificate for posting to the student's permanent transcript.

Benefits of the Graduate Certificate in School Technology Leadership

For Students

- Enhance job opportunities in educational administration and leadership.
- Obtain formal training in school technology leadership without pursuing a graduate degree.

For the Department and College

- Provide recognition for ongoing efforts of both faculty and students in the area of school technology leadership.
- Create a cadre of certificate holders across Kentucky and the nation who recruit students for the College of Education.

For the University of Kentucky and the Commonwealth of Kentucky

- Provide P12 educators basic competency in the emerging field of school technology leadership that can enhance the education and welfare of Kentuckians.
- Strengthen UK's reputation as an institution that values and actively fosters high quality, relevant education and training that serves the multifaceted needs of Kentucky, the nation, and the world.
- Provide a pool of appropriately trained school technology leaders who may pursue terminal degrees in educational leadership or related field.
- Enhance the reputation of UK throughout the state, nation, and world as certificate holders evidence their skills in school technology leadership.