NEW GRADUATE CERTIFICATE

A graduate certificate shall have a clear and focused academic topic or competency as its subject, meet a clearly defined educational need of a constituency group, such as required continuing-education or accreditation for a particular profession, respond to a specific state mandate or provide a basic competency in an emerging (preferably interdisciplinary) topic. Certificates are minimally nine graduate credit hours but typically no more than 15. Completed forms must receive appropriate department/school approval and sent to the college for review.

Once approved at the college level, your college will send the proposal to the Graduate Council for review. Once approved at the Graduate Council, the Graduate Council will send the proposal to the Senate Council office for additional review via a committee and then to the Senate Council. Once the Senate Council has approved the proposal, it is moved to the University Senate. Once approved by that body, the University Senate will send the proposal to the Registrar to be included in the Bulletin. The contact person listed on the form will be informed throughout this process.

By default, graduate certificates shall be approved for a period of six (6) years. Re-approvals are also for six years.

1. GENERAL INFORMATION

1a	Date of contact with Institutional Effectiveness[1]:	11/10/17
	☐ Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.	
1b	Home college: *Education*	
1c	Home educational unit (department, school, college[2]): *Educational Leadership Studies*	
1d	Proposed certificate name: *Leadership for Deeper Learning*	
1e	CIP Code (provided by [Institutional Effectiveness](#)):	*13.0401*
1f	Requested effective date: ☒ Fall semester following approval. OR ☐ Specific Date[3]: *Fall 20*	
1g	Contact person name: *Justin Bathon* — Email: *justin.bathon@uky.edu* — Phone: *8593214203*	

2. OVERVIEW

2a	Provide a brief description of the proposed new graduate certificate. *(300 word limit)*
	The Graduate Certificate in Deeper Learning examines the systemic changes to teaching and learning within schools. The courses within the certificate focus on inquiry learning, project based learning, performance assessments, competency learning models, and a variety of other components of systems of teaching and learning that provide deeper, more equitable learning opportunities for students in educational organizations. We are creating a micro-credential, stackable model in our Masters/Specialist program. In this new plan, students can earn three separate graduate certificates (two new ones being submitted at same time as this proposed revision).

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[1] You can reach Institutional Effectiveness by phone or email (257-1962 or OSPIE@l.uky.edu).
[2] Only cross-disciplinary graduate certificates may be homed at the college level.
[3] Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

2b	This proposed graduate certificate (check all that apply):
	☒ Has a clear and focused academic competency as its subject.
	☒ Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)
	☐ Responds to a specific state mandate.
	☒ Provides a basic competency in an emerging, preferably interdisciplinary, topic.

2c	**Affiliation.** Is the graduate certificate affiliated with a degree program? *(related to 3c)* Yes ☒ No ☐
	If "yes," include a brief statement of how it will complement the program. If "no," incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. *(300 word limit)*
	The Graduate Certificate in Leadership for Deeper Learning is part of the Masters Degree in Teacher Leadership within the Department of Educational Leadership studies. While the graduate certificate may be completed independently, the courses are both required and elective within the Masters Degree.

2d	**Duplication.** Are there similar regional or national offerings? Yes ☐ No ☒
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.

2e	**Rationale and Demand.** State the rationale for the new graduate certificate and explain the need for it (e.g. market demand, student requests, state mandate, interdisciplinary topic). *(400 word limit)*
	The demand for the Graduate Certificate in Leadership for Deeper Learning stems from a variety of factors, but local to Kentucky and global in nature. Within Kentucky, three factors are creating demand for the certificate. First, the state legislature has recommended moving away from the required Masters degree for teachers in Kentucky. Thus, all higher education institutions must make the components of their Masters degree more attractive to the market to enroll students. Second, many schools within Kentucky are presently engaged in a transformation of their learning systems in the wake of the No Child Left Behind law's focus on testing being diminished. These transformations are focusing on direct improvements to teaching and learning based on approaches that incorporate more inquiry and doing by students. Third, this Graduate Certificate compliments the UK Next Generation Leadership Academy and the hundreds of participants are requesting more and deeper access to learning on the elements of next generation schools. Globally this Certificate is relevant to two markets in particular. First, other specific US states such a Wisconsin, New Hampshire, and others in the CCSSO Innovation Lab Network are also focusing on similar changes to those seen in Kentucky. Second, international schools abroad that focus on implementing American learning models largely employing American teachers are requesting online degrees that provide cutting edge content in leadership of deeper learning.

2f	**Target student population.** Check the box(es) that apply to the target student population.
	☒ Currently enrolled graduate students.
	☒ Post-baccalaureate students.

2g	Describe the demographics of the intended audience. *(150 word limit)*
	The intended audience are practicing teachers and school leaders, both in Kentuky and globally. These people will be between 23-70 years of age and be of all races and genders.

2h	**Projected enrollment.** What are the enrollment projections for the first three years?

		Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
	Number of Students	15	20	30

2i	**Distance learning (DL).** Initially, will any portion of the graduate certificate be offered via DL?	Yes ☒ No ☐

If "Yes," please indicate below the percentage of the certificate that will be offered via DL.

1% - 24% ☐	25% - 49% ☐	50% - 74% ☐	75 - 99% ☐	100% ☒

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. *(300 word limit)*

There are 3 required courses all of which are already presently approved for Distance Learning. All courses will meet fully online but in a combination of synchronous (via the Zoom video platform) and asychronously (via the Canvas learning management system). Typically, required synchronous sessions occur every 2 weeks.

EDL 662 - Leading for Next Generation Learning (minor course change submitted for title) - This course meets sychronously 6-7 times per semester typically on Tuesday evenings. The Canvas LMS is used for discussions, readings, and other collaborations.
EDL 664 - Assessment Leadership (major course change submitted for title and tweaking content) - This course meets synchronous 6-7 times per semester typically on Tuesday evenings. The Canvas LMS is used for discussions, readings, and other collaborations.
ELS 620 - Leading Action Research & Inquiry 1 (minor course change submitted for title). - This course meets synchronous 6-7 times per semester typically on Thursday evenings. The Canvas LMS is used for discussions, readings, and other collaborations.

3. ADMINISTRATION AND RESOURCES

3a	**Administration.** Describe how the proposed graduate certificate will be administered, including admissions, student advising, retention, etc. *(150 word limit)*

The Graduate Certificate in Leadership for Deeper Learning will be administered using the same procedures as all other programs within the Department of Education Leadership Studies. Students are advised through the recruitment and admissions process. Students submit an application to the Graduate School (no GRE) that requires a resume, transcripts from previous institutions, letters of recommendation, and a personal statement. Once admitted through a vote of the EDL Department, students are advised by the Director of the Graduate Certificate. If the student is also enrolled in the broader Masters of Teacher Leadership, the program chair serves as an additional advisor. All students in EDL are reviewed and consulted annually on progress toward degree and any potential retention concerns.

3b	**Faculty of Record and Certificate Director.** *(related to 2c)* **T**he faculty of record consists of the graduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. The director must be a member of the Graduate Faculty of the University and is appointed by the dean of the Graduate School. The faculty of record must be comprised of three or more faculty. At least three members of the graduate certificate's faculty of record must be members of the Graduate Faculty.
	The graduate certificate is affiliated with a degree program. Yes ☒ No ☐

	If "Yes," list the name of the affiliated degree program below. If "No," describe below the process for identifying the faculty of record and the certificate director, including selection criteria, term of service, and method for adding and removing members. *(150 word limit)*
	Masters Degree in Teacher Leadership
3c	**Course utilization.** Will this graduate certificate include courses from another unit(s)? Yes ☐ No ☒
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director[4] from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units[5] and impact on the course's use on the home educational unit. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.
3d	**Financial Resources.** What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? *(300 word limit)*
	No additional financial resources are needed.
3e	**Other Resources.** Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs? Yes ☐ No ☒
	If "Yes," identify the other resources that will be shared. (*150 word limit*)
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director[4] of the unit whose "other resources" will be used. ☐ Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.

4. IMPACT

4a	**Other related programs.** Are there any related UK programs and certificates? Yes ☐ No ☒
	If "Yes," describe how the new certificate will complement these existing UK offerings. *(250 word limit)*
	If "Yes," two pieces of supporting documentation are required. ☐ Check to confirm that appended to the end of this form is a letter of support from each potentially-affected academic unit administrators. ☐ Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.

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[4] A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.
[5] Show evidence of detailed collaborative consultation with such units early in the process.

5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	**Admissions criteria.** List the admissions criteria for the proposed graduate certificate. *(150 word limit)*
	• *Applicants must satisfy the minimum Graduate School requirements for admission to a Graduate Certificate (which are identical to those for enrollment as post-baccalaureate graduate student) and apply separately for the Graduate Certificate.* • *Students enrolled in (or applying to) a graduate degree program or post-baccalaureate graduate students may apply for the Graduate Certificate.* • *Applicants for admission to the Graduate Certificate must be approved by the Director of Graduate Studies, who shall notify the Graduate School in writing of the student's admission.* • *As an aid to the admission decision, applicants must provide a two-page personal statement on why the individual desires a Graduate Certificate in School Technology Leadership and a one-page biography which includes the student's educational and work experience. (These items are to be submitted to the Director of Graduate Studies.)*

5b	**Core courses.** List the required core courses below.

Prefix & Number	Course Title	Credit Hrs	Course Status[6]
EDL 662	*Leading for Next Generation Learning*	*3*	Change
EDL 664	*Assessment Leadership*	*3*	Change
ELS 620	*Leading Action Research and Inquiry 1*	*3*	Change
			Select one….
			Select one….
	Total Credit Hours of Core Courses:		

5c	**Elective courses.** List the electives below.

Prefix & Number	Course Title	Credit Hrs	Course Status[7]
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….
			Select one….

5d	Are there any other requirements for the graduate certificate? If "Yes," note below. *(150 word limit)*	Yes ☐ No ☒

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[6] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

[7] Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

5e	Is there any other narrative about the graduate certificate that should be included in the Bulletin? If "Yes," please note below. *(300 word limit)*	Yes ☐	No ☒

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6. ASSESSMENT

6a	**Student learning outcomes.** Please provide the student learning outcomes for the graduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply "understand.") *(250 word limit)*
	1. Design inquiry learning activities through the use of the project based learning format. *2. Utilize the Project Tuning Protocol to improve project based learning activities.* *3. Develop classroom, school, and district-level graduate profiles.* *4. Map specific knowledge, competencies, and skills to the graduate profile.* *5. Develop progressions of competencies across grade levels or courses.* *6. Design and implement performance assessments to measure mastery of competencies.*

6b	**Student learning outcome (SLO) assessment.** How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and course-embedded test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). *(300 word limit)*
	1. (SLO 1) Successfully design, implement, and report an Action Research project within their own classroom. *2. (SLO 1 & 2) Successfully design and tune a project based learning activity designed to show mastery of a competency.* *3. (SLO 3) Successfully gather community feedback and craft a graduate profile at the school level.* *4. (SLO 4) Successfully build a competency map that articulates the knowledge, skills, and dispositions of each elements of the Graduate Profile.* *5. (SLO 5) Successfully articulate when and how competencies will be mastered across time either in grade levels or course progressions.* *6. (SLO 6) Successfully develop performance assessments of inquiry learning activities.* *7. (SLO 1-6) Successfully defend their deeper learning readiness at an exhibition of learning.*

6c	**Certificate outcome assessment[8].** Describe evaluation procedures for the proposed graduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. *(250 word limit)*
	The Graduate Certificate will be evaluated using a variety of criteria. For the program to be a success, enrollment of 10+ students per year will be expected with completion of 8+ students of the full graduate certificate program. Further, course evaluations averaging at least at or above the College and Department average. *1. Graduate Certificate enrollment.* *2. Graduate Certificate completion.* *3. Student course evaluations.* *4. Student surveys by the Department of Educational Leadership Studies.* *5. Feedback from instructors and reviewers, such as during College of Education accreditation reviews.*

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[8] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

	If the program does not meet enrollment, graduation, or evaluation objectives the Department of Education Leadership studies will conduct a program review, including potential replacement of the Director of the Graduate Certificate.	

7. OTHER INFORMATION

7a	Is there any other information about the graduate certificate to add? *(150 word limit)*

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	(Within College) *In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.*		
	Education Leadership Studies	*11/9/17*	*John Nash / 859-257-7845 / john.nash@uky.edu*
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8b	(Collaborating and/or Affected Units)		
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8c	(Senate Academic Council)		Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)			
	Graduate Council			

I support the creation of a Leadership for Deeper Learning Graduate Certificate (9 credits)

8 responses

Faculty Vote Results:
8 in favor
0 opposed