

## 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 <sup>1</sup> :	11/10/17	
	<input type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: <i>Education</i>		
1c	Home educational unit (department, school, college <sup>2</sup> ): <i>Educational Leadership Studies</i>		
1d	Proposed certificate name: <i>Instructional Coaching</i>		
1e	CIP Code (provided by <a href="#">Institutional Effectiveness</a> ):	13.0401	
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date <sup>3</sup> : <i>Fall 20</i>
1g	Contact person name: <i>Tricia Browne-Ferrigno</i>	Email: <i>tricia.ferrigno@uky.edu</i>	Phone: <i>257-5504</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new graduate certificate. (300 word limit)		
	<i>The Graduate Certificate in Instructional Coaching prepares veteran educators to lead job-embedded professional development efforts in P12 schools. The required and elective courses provide leadership development focused on facilitating teacher teams, coaching novice and veteran teachers, solving problems creatively, and supporting adoption of innovation and renewal initiatives. This certificate is one of the three credentials within the master/specialist degree program in teacher leadership offered by the Department of Educational Leadership Studies.</i>		

<sup>1</sup> You can reach Institutional Effectiveness by phone or email (257-1962 or [OSPIE@l.uky.edu](mailto:OSPIE@l.uky.edu)).

<sup>2</sup> Only cross-disciplinary graduate certificates may be homed at the college level.

<sup>3</sup> 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.

**NEW GRADUATE CERTIFICATE**

2b	This proposed graduate certificate (check all that apply):		
	<input checked="" type="checkbox"/> Has a clear and focused academic competency as its subject.		
	<input checked="" type="checkbox"/> Meets a clearly defined educational need of a constituency group (e.g. continuing education or licensing)		
	<input type="checkbox"/> Responds to a specific state mandate.		
	<input checked="" type="checkbox"/> Provides a basic competency in an emerging, preferably interdisciplinary, topic.		
2c	<b>Affiliation.</b> Is the graduate certificate affiliated with a degree program? (related to 3c)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	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)		
	<i>The Graduate Certificate in Instructional Coaching is part of master/specialist degree program in teacher leadership offered by the Department of Educational Leadership Studies. While the graduate certificate may be completed independently, the courses for this certificate are either required and elective options within the master/specialist degree program.</i>		
2d	<b>Duplication.</b> Are there similar regional or national offerings?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” explain how the proposed certificate will or will not compete with similar regional or national offerings.		
2e	<b>Rationale and Demand.</b> 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)		
	<i>The demand for the Graduate Certificate in Instructional Coaching emerges from three conditions, both local and global in nature, that create demand for the certificate. First, state legislators have recommended removing the required master’s degree for teachers in Kentucky. Thus, the Department of Educational Leadership Studies must make its master/specialist degree program focused on teacher leadership more attractive to the market for recruitment and enrollment purposes. Second, many schools within Kentucky are presently engaged in a transformation of their learning systems due to changes in federal policy regarding student learning. Thus, greater emphasis is placed on job-embedded professional development of teachers that builds their capacity to increase student engagement and improve student achievement. Third, locally, the Graduate Certificate in Instructional Coaching complements the work of the UK Next Generation Leadership Academy that serves the residents of the commonwealth. Globally, this graduate certificate addresses needs of teachers working in international schools who seek innovative ways to address their requirements for ongoing professional development and credentials.</i>		
2f	<b>Target student population.</b> Check the box(es) that apply to the target student population.		
	<input checked="" type="checkbox"/> Currently enrolled graduate students.		
	<input checked="" type="checkbox"/> Post-baccalaureate students.		
2g	Describe the demographics of the intended audience. (150 word limit)		
	<i>The intended audience includes graduate students in the master/specialist program in teacher leadership offered by the Department of Educational Leadership Studies as well as veteran teachers and school leaders who seek strategies to implement job-embedded professional development related to instructional coaching. The curricular foci and field-based activities are applicable for educators working in Kentucky and elsewhere.</i>		
2h	<b>Projected enrollment.</b> What are the enrollment projections for the first three years?		

**NEW GRADUATE CERTIFICATE**

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

*The Graduate Certificate in Instructional Coaching includes two required courses and one elective course selected from three options. All five courses appear in the 2017-2018 Bulletin and have been approved by the UK Senate for distance learning. All five courses are delivered online through a combination of synchronous (via the Zoom video platform) and asynchronous (via the Canvas learning management system) strategies. Because students completing this graduate certificate are working professionals, class meetings are scheduled on Monday, Tuesday, or Thursday evenings (5:30-8:00 pm Eastern Time Zone) or Saturday (8:30-11:30 am Eastern Time Zone). Required courses are indicated by \* in list below.*

*\*EDL 638 Instructional Coaching and Mentoring (minor course change from The Supervisor of Instruction submitted 11/8/17)*

*\*ELS 604 Leadership in Communities of Practice (minor change from Leadership in Professional Learning Communities submitted 11/8/17)*

*ELS 600 Leadership in Learning-Centered Schools*

*ELS 624 Leadership Practicum (minor change from Leadership Practicum: Monitory Learning, Assessment, and Accountability submitted 11/8/17)*

*EDL 669 Leadership for Creative Problem Solving*

**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 Instructional Coaching will be administered using the same procedures as all other programs within the Department of Education Leadership Studies (EDL). Students are advised throughout the recruitment and admissions process by the Director of Graduate Studies (DGS). Students submit an application to the UK 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 EDL faculty, students are advised by the Director of the Graduate Certificate. If the student is also enrolled as a degree-seeking student in the EDL Teacher Leadership, the Program Chair serves as an additional advisor. All students in the department are consulted annually and their progress toward achievement of degree or certificate is reviewed by faculty to identify and address any potential retention concerns.*

**NEW GRADUATE CERTIFICATE**

3b	<b>Faculty of Record and Certificate Director.</b> <i>(related to 2c)</i> The 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	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. <i>(150 word limit)</i>		
	Master/specialist degree in Teacher Leadership offered by the Department of Educational Leadership Studies.		
3c	<b>Course utilization.</b> Will this graduate certificate include courses from another unit(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” two pieces of supporting documentation are required.  <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director <sup>4</sup> from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units <sup>5</sup> and impact on the course’s use on the home educational unit.  <input type="checkbox"/> 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	<b>Financial Resources.</b> What are the (non-course) resource implications for the proposed graduate certificate, including any projected budget needs? <i>(300 word limit)</i>		
	<i>No additional financial resources are needed.</i>		
3e	<b>Other Resources.</b> Will the proposed certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” identify the other resources that will be shared. <i>(150 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.  <input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director <sup>4</sup> of the unit whose “other resources” will be used.  <input type="checkbox"/> 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.		
<b>4. IMPACT</b>			
4a	<b>Other related programs.</b> Are there any related UK programs and certificates?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” describe how the new certificate will complement these existing UK offerings. <i>(250 word limit)</i>		
	If “Yes,” two pieces of supporting documentation are required.		

<sup>4</sup> A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

<sup>5</sup> Show evidence of detailed collaborative consultation with such units early in the process.

**NEW GRADUATE CERTIFICATE**

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.

**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.
- To assist the admission-decision process, applicants must provide a two-page personal statement about why the individual desires a Graduate Certificate in Instruction Coaching and a one-page biography that includes the student’s educational and work experience. These items are to be submitted to the EDL Director of Graduate Studies.

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

Prefix & Number	Course Title	Credit Hrs	Course Status <sup>6</sup>
EDL 638	Instructional Coaching and Mentoring	3	Change
ELS 604	Leadership in Communities of Practice	3	Change
			Select one....
			Select one....
			Select one....
<i>Total Credit Hours of Core Courses:</i>			

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

Prefix & Number	Course Title	Credit Hrs	Course Status <sup>7</sup>
ELS 600	Leadership in Learning-Centered Schools	3	No Change
ELS 624	Leadership Practicum	3	Change
EDL 669	Leadership for Creative Problem Solving	3	No Change
			Select one....
			Select one....
			Select one....

<sup>6</sup> 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”).

<sup>7</sup> 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”).

**NEW GRADUATE CERTIFICATE**

5d	Are there any other requirements for the graduate certificate? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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**6. ASSESSMENT**

6a	<p><b>Student learning outcomes.</b> 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)</p> <p><i>Student learning outcomes are based only on the two required courses in the Graduate Certificate in Instructional Coaching (i.e., EDL 638 Instructional Coaching and Mentoring, ELS Leadership in Communities of Practice)..</i></p> <ol style="list-style-type: none"> <li>1. Differentiate the roles and responsibilities involved in coaching and mentoring of teachers.</li> <li>2. Identify personal strengths and areas of growth as an instructional coach.</li> <li>3. Assess current status of coaching and mentoring opportunities in a school using multiple data sources and identify what works well and what needs changing.</li> <li>4. Articulate the conditions required for creating communities of practice and potential challenges faced in sustaining them.</li> <li>5. Engage effectively with school peers in professional conversations about learning and teaching issues.</li> </ol>
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6b	<p><b>Student learning outcome (SLO) assessment.</b> 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)</p> <p><i>SLO 1. Create an annotated bibliography based on extensive literature review of differences between coaching and mentoring; use resources to craft a professional platform to guide practice as peer coach or peer mentor.</i></p> <p><i>SLO 2. Complete Gallup’s StrengthsFinder assessment and analyze personal results; use sources cited in annotated bibliography and personal StrengthsFinder results to draft a professional growth plan to enhance practice as an instructional coach.</i></p> <p><i>SLO 3. Develop a proposal for instructional coaching and mentoring for school site where data were collected, present proposal to principal or leadership team, and use feedback to revise proposal.</i></p> <p><i>SLO 4. Analyze an assigned case related to challenges of collaborative work among teachers in P12 schools and provide literature-informed strategies for addressing or diminishing identified challenges.</i></p> <p><i>SLO 5. Conduct non-supervisory observations of classrooms to assess teaching, learning, and assessments; meet privately with teachers of observed classrooms; write a professional reflection about experience and outcomes.</i></p> <p><i>SLO 6. Defend readiness as an instructional coach via an exhibition of learning.</i></p>
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**NEW GRADUATE CERTIFICATE**

6c	<p><b>Certificate outcome assessment<sup>8</sup>.</b> 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)</p>
	<p><i>The Graduate Certificate in Instructional Coaching 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 by 8+ students of the full graduate certificate program. Following are data sources used in evaluation.</i></p> <ol style="list-style-type: none"> <li>1. Graduate Certificate enrollment.</li> <li>2. Graduate Certificate completion.</li> <li>3. Student course evaluations.</li> <li>4. Student surveys administered by the Department of Educational Leadership Studies.</li> <li>5. Scores awarded by graduate faculty for certificate-related artifacts posted in electronic portfolios created by degree-seeking students for their oral examination.</li> <li>5. Feedback from instructors and reviewers, such as during College of Education accreditation reviews</li> </ol> <p><i>If the program does not meet enrollment, graduation, or evaluation objectives, the faculty of the Department of Educational Leadership Studies will conduct a program review and replace the Director of the Graduate Certificate if deemed appropriate.</i></p>

**7. OTHER INFORMATION**

7a	Is there any other information about the graduate certificate to add? (150 word limit)
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**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	<p>(Within College) <i>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.</i></p>		
	<i>Educational Leadership Studies</i>	<i>11/9/17</i>	<i>Joh Nash / 859-257-7845 / john.nash@uky.edu</i>
			/ /
			/ /
			/ /

8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /

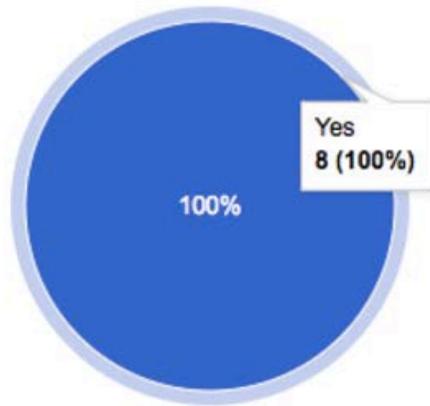
<sup>8</sup> This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

**NEW GRADUATE CERTIFICATE**

			/	/
			/	/
			/	/
			/	/
8c	(Senate Academic Council)	<b>Date Approved</b>	<b>Contact Person Name</b>	
	Health Care Colleges Council (if applicable)			
	Graduate Council			

**I support the creation of an Instructional Coaching Graduate Certificate (9 credits)"**

8 responses



- Yes
- No

EDL Faculty Vote:  
8 in Favor  
0 Opposed