From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Friday, March 02, 2018 3:11 PM
To:	Brothers, Sheila; McCormick, Katherine
Cc:	Bathon, Justin; Nash, John; Browne-Ferrigno, Tricia
Subject:	Proposed New GC: Instructional Coaching
Attachments:	Instructional Coaching Graduate Certificate REV 3218.pdf

Proposed New Graduate Certificate: Instructional Coaching

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Instructional Coaching, in the Department of Educational Leadership Studies within the College of Education.

Rationale:

The Graduate Certificate in Instructional Coaching prepares veteran educators to lead job-embedded professional development efforts in P12 schools. 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 Leadershp 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.

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.

This program anticipates a beginning population of 20 new students the first year and then 10 new students each year thereafter.

The revised proposal is attached.

Thanks!
Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education - Mathematics | SAPC University Senate Committee Chair | University Senator/Senate Council Member | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com | Schedule a Meeting with Me

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]:	2/6/18
	☒ 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: *Instructional Coaching*	
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: *Tricia Browne-Ferrigno*	Email: *tricia.ferrigno@uky.edu*	Phone: *257-5504*

2. OVERVIEW

2a	Provide a brief description of the proposed new graduate certificate. *(300 word limit)*
	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.

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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 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.		

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 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 Leadershp 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.

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 includes graduate students admitted to UK as degree-seeking or certification-only (non-degree seeking student)

2h	**Projected enrollment.** What are the enrollment projections for the first three years?		
	Year 1	*Year 2*	*Year 3*

			(Yr. 1 continuing + new entering)	(Yrs. 1 and 2 continuing + new entering)
	Number of Students	*20 new*	*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 asychronous (via the Canvas learning management system) strategies or other approved LMS.

*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.

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)*		
	Master/specialist degree in Teacher Leadership offered by the Department of Educational Leadership Studies.		
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.		

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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.

	☐ 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 Instructional 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[6]
EDL 638	*Instructional Coaching and Mentoring*	*3*	Change
ELS 604	*Leadership in Communities of Practice*	*3*	Change
			Select one....
			Select one....
	TOTAL CREDIT HOURS OF CORE COURSES=6 HOURS		Select one....
	Total Credit Hours of Core Courses:		

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

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

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

[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 ☒

The Graduate Certificate in Instructional Coaching requires successful completion of 9 credit hours (6 credit hours in two required courses--EDL 638, ELS 604), and 3 credit hours in elective course (selected from ELS 600, ELS 624, or EDL 669).

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)*

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).
1.Differentiate the roles and responsibilities involved in coaching and mentoring of teachers.
2.Identify personal strengths and areas of growth as an instructional coach.
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.
4.Articulate the conditions required for creating communities of practice and potential challenges faced in sustaining them.
5.Engage effectively with school peers in professional conversations about learning and teaching issues.

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)*

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.

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.

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.

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.

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

For graduate students in the certificate program not employed as P12 educators, the chair of ceritificate program will assure they have access to a school and support from the principal or leadership team to complete the fieldwork associated with these SLOs.

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 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. *1. Graduate Certificate enrollment.* *2. Graduate Certificate completion.* *3. Student course evaluations.* *4. Student surveys administered by the Department of Educational Leadership Studies.* *5. Scores awarded by graduate faculty for certificate-related artifacts posted in electronic portfolios created by degree-seeking students for their oral examination.* *6. Feedback from instructors and reviewers, such as during College of Education accreditation reviews* *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.*

7. OTHER INFORMATION

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

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

	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.*		
	Educational Leadershp Studies	*11/9/17*	*John Nash / 859-257-7845 / john.nash@uky.edu*
	Courses & Curricula	11/27/2017	*Jane Jensen/257-929/jane.jensen@uky.edu*
	College of Education	12/12/2017	Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu
8b	(Collaborating and/or Affected Units)		
			/ /
			/ /
			/ /
			/ /
			/ /

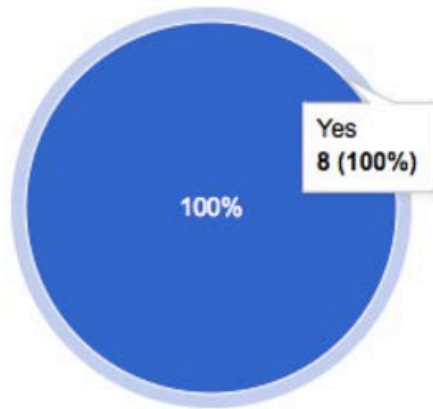[8] This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

			/	/		
			/	/		
			/	/		
			/	/		
8c	(Senate Academic Council)		Date Approved		Contact Person Name	
	Health Care Colleges Council (if applicable)					
	Graduate Council		1/11/18		Roshan Nikou	

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

8 responses

EDL Faculty Vote:
8 in Favor
0 Opposed

February 13, 2018

Sheila Brothers
University Senate
University of Kentucky
Lexington, KY 40506

Dear Sheila:

Attached please find a draft of the minutes from our November 27th College of Education Courses and Curricula Committee meeting. Our College follows a process of transmittal similar to that of the Senate Council and only one proposal approved by the C&C Committee in November was questioned and brought to a full faculty discussion and vote in December. The College of Education faculty subsequently accepted all of the other recommendations of the C&C's November meeting as per our college procedures for transmittal.

We have not had a C&C committee meeting since November (we meet later this month); therefore, these minutes have not yet been formally approved; however, all the proposals forwarded to the Senate should be considered approved by the CoE Faculty as there were no further requests for discussion or comment.

Please let me know if I can provide any further information about this documentation.

Sincerely,

Jane McE. Jensen
Associate Professor
Chair, Courses and Curricula Committee

COLLEGE OF EDUCATION
COURSES AND CURRICULA COMMITTEE MEETINGS

Nov. 27, 2017, 11:30-1:00, 151F Conference Room, Taylor Education Building

Committee Members

_x_ EDC, Margaret Rintamaa
_x_ EDL, Tricia Browne-Ferrigno
_x_ EdSRC, Jackie Rogers
_x_ EDP, Lisa Ruble
_x_ EPE, Jane Jensen (Chair)
_x_ KHP, Stephanie Bennett
_x_ STEM, Brett Criswell
_x_ Ex Officio, Rosetta Sandidge
_x_ Staff, Martha Geoghegan
_x_ Staff, Gary Schroeder

Approval of the Minutes for the Oct. 27, 2017 meeting:
Motion: Tricia Browne-Ferrigno
Second: Stephanie Bennett
Action: Approved

Committee Issues for Discussion: none

From Educational, School, and Counseling Psychology

New Course Proposal – EDP 622 Supervision in School Psychology

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Margaret Rintamaa
2. Discussion
    a. This is a one credit course offered fall and spring
    b. The course has been a general seminar, but, because of accreditation, it is helpful to clearly identify the course with supervision in the title.
    c. The syllabus doesn't have a grading scale; however, the syllabus does include a statement of grading practices, which is adequate.
    d. Margaret R. asked the general question of whether the electronic signature from the chair is sufficient or if there should be documentation of when the department actually reviewed the procedure?
        i. Jane indicated that this documentation is helpful to demonstrate department support of a course proposal and can be attached.
        ii. Martha indicated that Curriculog does require a signature, but not necessarily an actual documentation

      iii. Joan Mazur indicated that at the Senate Council, the issue of documentation of review often comes up.

      iv. It was agreed that department review of a course proposal does not need to be documented in the proposal as the signature of the chair implies review and departmental approval, but that faculty review is important and documentation doesn't hurt.

3. Amendments:
    a. none
4. Action: Approved

From Early Childhood, Special Education, and Rehabilitation Counseling

Minor Course Change Proposal – RC 510 Orientation to Rehabilitation Resources

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Brett Criswell
2. Discussion
    a. Jackie indicated that there is a change to the number now being 410G
3. Amendments: none
4. Action: Approved

New course Proposal – EDS 501 Universal Design for Learning (UDL)

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Brett Criswell
2. Discussion
    a. The syllabus needs a graduate grading scale and should be updated to the proposed course number.
    b. Joan Mazur had a question related to duplication with EDC 544 which includes universal design
        i. She also wondered whether SPED 514 still includes components of universal design
        ii. EDSRC and EDC have a joint graduate certificate
            1. Joan did meet with people from special education to discuss the management of the certificate, given that there are insufficient faculty in special education to teach all of the courses that have been taught in the past
    c. Joan Mazur asked if there is a staffing problem in special education, should that be something to be discussed in Courses and Curricula?
           1. Tricia indicated that if the department offers the course it means that it has the resources to teach it.
    d. Joan indicated that this is actually not a special education course; it is a UDL course
    e. Joan reiterated that we should be thinking about not duplicating content across departments or courses and that more discussion of this course is needed.

       i.   There has been some discussions between EDC and EDSRC, but perhaps these discussions have not be concluded.

      ii.   Margaret indicated that she also feels that there should be more discussion between the departments.

     iii.   Joan indicated that perhaps the course ought not be a special education course, but perhaps go back to the graduate school as a GS course.

3. Amendments: none
4. Action: Not Approved   The committee would welcome the course being resubmitted, but in a more well-developed form. Particularly, there should be more discussion with EDC and any other affected departments including the Graduate School.

From Kinesiology and Health Promotion

Justin Nichols explained that the Department of Kinesiology and Health Promotion is looking at enrollment in its various programs and has recognized a need for more electives at the 300 level. In addition, a proposal for an undergraduate Sports Management program will probably be developed in the next few years if student interest in this area continues to grow. The courses submitted for approval at this meeting are designed as electives; however, the syllabi include elements directly related to accreditation, in anticipation of a potential undergraduate Sports Management program.

New Course Proposal – KHP 321 Sales, Sponsorship, and Fundraising in Sport

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Stephanie Bennett
2. Discussion: none
5. Amendments: none
3. Action: Approved

New Course Proposal – KHP 322 Sport Facility and Event Management

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Stephanie Bennett
2. Discussion
    a. The syllabus doesn't have an identified professor. Is that OK?
        i. Yes. Identifying the faculty is mostly required in a new program, not necessarily a new course.
    b. Jane did note that the syllabi for this and the other elective courses all seem to be based on the same template without significant detail, which might be questioned by future curriculum committees
        i. Tricia noted that the syllabi do all fall under a general curriculum concept for a sports management program.
        ii. Justin discussed while the syllabi do seem to look alike. He indicated that even though the format is similar, the content isn't.
3. Amendments: none

4. Action: Approved

New Course Proposal – KHP 474 Global Sport

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Brett Criswell
2. Discussion: none
    a. Justin indicated that this course will be available for student athletes in study abroad. There was also some review of the history at UK related to offering courses for athletes, particularly for study abroad.
3. Amendments: none
4. Action: Approved

New Course Proposal – KHP 475 Sport Leadership and Ethics

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Lisa Ruble
2. Discussion
    a. Justin Nichols asked whether perhaps the title of the course should be sport management rather than sport leadership, which seems like it might be related to the department of administration.
    b. The members of the committee, including Dr. Browne-Ferrigno from the Department of Ed Leadership, did not have a problem with the current title.
3. Amendments: none
4. Action: Approved

New Course Proposal – KHP 476 Research in Sport Management

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Brett Criswell
2. Discussion
    a. Jane asked, "Do we not have an undergraduate research course in the College of Education? Does this course need to be only sport related? Couldn't it be used college wide by students in different programs? If this course is offered as an elective in KHP, would there be room for students from different areas?"
        i. No other undergraduate research courses of the same type were identified
        ii. Justin feels that this would be a course what could be used by students in other programs.
3. Amendments: none
4. Action: Approved

New Course Proposal – KHP 576 LGBTQ* Health Promotion

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Lisa Ruble

2. Discussion
    a. This is a summer abroad course. This course is now presented to be useable both abroad, for distance learning, or face to face
    b. Margaret wondered about whether there might be different expectations for graduate students as undergraduate students. Shouldn't there be different expectations?
        i. A 500 level class has to be developed to be used as both an UG and GRAD course.
        ii. There is consensus that these different expectations need to be identified.
        iii. The syllabus does need to be amended to address these issues
3. Amendments:
    a. The course should be approved pending changes in the syllabus as indicated in the discussion of the syllabus showing the difference in expectations for UG and Graduate students.
4. Action: Approved as amended

From Education Leadership Studies

Program Change Proposal – CIP Code for Undergraduate Certificate in Educational Leadership

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Brett Criswell
2. Discussion
    a. This change has been promoted by the Council for Postsecondary Education and the office of Institutional Effectiveness at UK.
    b. The UK Senate has already approved the general changes in CIP codes from 10 to 8 characters, but each department must submit its own proposed changes
3. Amendments: none
4. Action: Approved

Minor Course Change Proposal – EDL 634 Leadership for Human Resources Development in Schools

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Margaret Rintamaa
2. Discussion: It was noted that the proposal indicated a change in pre-requisites that needed to be addressed.
3. Amendments:
    a. There are now no pre-requisites. The proposal needs to indicate "none"
4. Action: Approved with edit to the pre-requisite question to indicate "none".

Minor Course Change Proposal – EDL 638 The Supervisor

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Margaret Rintamaa

2. Discussion: none
3. Amendments: none
4. Action: Approved

Minor Course Change Proposal – EDL 662 Digital Age Learning & School Technology Leadership

   1. Motion to Approve
        a. Motion: Tricia Browne-Ferrigno
        b. Second: Jane Jensen
   2. Discussion: none
   3. Amendments: none
   4. Action: Approved

Major Course Change Proposal – EDL 664 School Technology Leadership for School Improvement

   1. Motion to Approve
        a. Motion: Tricia Browne-Ferrigno
        b. Second: Brett Criswell
   2. Discussion
        a. This course is performance assessment focused, rather than teaching and learning focused.
        b. No concern about the course dealing with assessment was raised in terms of duplication in other departments
   3. Amendments: none
   4. Action: Approved

Minor Course Change Proposal – ELS 604 Leadership in Professional Learning Communities

   1. Motion to Approve
        a. Motion: Jane Jensen
        b. Second: Margaret Rintamaa
   2. Discussion: none
   3. Amendments: none
   4. Action: Approved

Minor Course Change Proposal – ELS 620 Leading Action Research in School Renewal I

   1. Motion to Approve
        a. Motion: Tricia Browne-Ferrigno
        b. Second: Brett Criswell
   2. Discussion: none
   3. Amendments: none
   4. Action: Approved

Minor Course Change Proposal – ELS 621 Leading Action Research in School Renewal II

   1. Motion to Approve

        a.   Motion: Tricia Browne-Ferrigno
        b.   Second: Brett Criswell
2. Discussion: none
3. Amendments: none
4. Action: Approved

Minor Course Change Proposal – ELS 624 Leadership Practicum: Monitoring Learning, Assessment, and Accountability

1. Motion to Approve
        a.   Motion: Tricia Browne-Ferrigno
        b.   Second: Margaret Rintamaa
2. Discussion: none
3. Amendments: none
4. Action: Approved

Change Certificate Proposal – School Technology Leadership

1. Motion to Approve
        a.   Motion: Tricia Browne-Ferrigno
        b.   Second: Margaret Rintamaa
2. Discussion
        a.   This proposal has to do with reducing the number of courses in the certificate from five to three
        b.   It was explained that candidates would like to do the certificate as part of their doctoral programs, but they have had a hard time fitting in the five courses.
        c.   Jane confirmed that the minimum number of credits for a Graduate Certificate is nine and therefore the certificate still complies.
3. Amendments: none
4. Action: Approved

New Certificate Proposal – Leadership for Deeper Learning

1. Motion to Approve
        a.   Motion: Tricia Browne-Ferrigno
        b.   Second: Brett Criswell
2. Discussion
        a.   These will be included in the masters and specialist programs
        b.   This will be part of a packaging of three courses
        c.   This is included in the Next Generation Learning programs that are being taught across Kentucky.
3. Amendments: none
4. Action: Approved

New Certificate Proposal – Instructional Coaching

1. Motion to Approve
        a.   Motion: Margaret Rintamaa
        b.   Second: Brett Criswell

2. Discussion
    a. This has been requested because of demand from both Kentucky and abroad.
    b. This is also a nine hour certificate with an option for non-Kentucky students to pursue Leadership for Creative Problem Solving instead of a Practicum.
    c. The demand is for a certificate that is titled in such a way as to identify candidates as instructional coaches
    d. Joan Mazur raised the question of duplication of courses
        i. EDC has a course which specifically trains teachers to be instructional coaches
        ii. Justin Bathon indicated that the included in this certificate (previously titled "The Supervisor") is for school administrators to learn how to be instructional coaches.
        iii. Joan noted that the title changes had happened quickly due to the large volume of proposals
        iv. Tricia Browne-Ferrigno indicated that all the courses in the certificate are already being taught.
3. Amendments: none
4. Action: Approved

From Curriculum and Instruction

Program Change Proposal – CIP code for Doctor of Education (EdD)

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Brett Criswell
2. Discussion
    a. This change has already been discussed and approved by the Department of Curriculum and Instruction
3. Amendments: none
4. Action: Approved

New Course Proposal – EDC 603 Teaching Reading to Low-Achieving Primary Students

1. Motion to Approve
    a. Motion: Margaret Rintamaa
    b. Second: Lisa Ruble
2. Discussion
    a. This proposal has already been through the committee twice.
    b. Margaret says that all of the requested changes are now in the proposal
    c. NOTE…. Be sure that there is just ONE EDC603 in the Curriculog system
3. Amendments: none
4. Action: Approved

From STEM Education

New Program Proposal – STEM Education Master of Arts in Teaching

1. Motion to Approve
    a. Motion: Tricia Browne-Ferrigno
    b. Second: Stephanie Bennett
2. Discussion
    a. Jane reviewed the information shared at the last C&C meeting regarding the creation of the STEM department. The proposal for the new STEM department included a transition of STEM-related courses and programs from EDC to STEM. The transfer of any program or course, however, must be approved by faculty curriculum committees. All of the STEM degrees previously in EDC were subsequently transferred with C&C approvals.
    b. However, the Master's program did not transfer because the Masters of Arts in Teaching with teacher certification program (MIC) technically did not include specializations. Thus there were no "strands" or "tracks" or "specialities" to transfer.
    c. As was noted at the last C&C committee meeting, there is the <u>perception</u> of duplication of between the MAT STEM proposal and the MIC in STEM. The C&C committee had requested that documentation of approval of the release of responsibility for MIC Math and Science be acquired and included in this new proposal.
    d. The MAT STEM proposal provides an extensive history of the establishment of the STEM department and subsequent correspondence regarding the appropriate CIP code and inter-departmental correspondence.
    e. The proposed CIP code for the new program was identified as the main remaining point of controversy.
        i. The CIP code proposed for the program (13.1206) is one first proposed by CPE for the WKU SKY Teach program.
        ii. CIP code 13.1206 is multilevel although the proposal is for a MAT in secondary education
        iii. Dr. Mazur related the way the WKU program is a multilevel SKY program and the CIP code associated with the program is noted as being WKU only.
        iv. Margaret Mohr-Schroeder claimed that two departments cannot share the same CIP code and thus a different code from the MIC is necessary.
        v. Joan Mazur and Margaret Rintamaa expressed concern that approving a program with a multi-level CIP code would open the door for STEM offering a multi-level program in the future.
    f. Brett Criswell read the letter from STEM in the proposal that indicates that STEM does not intend to extend their programs to the Elementary and Middle School levels.
    g. Margaret Rintamaa raised the question of the MOUs requested by EDC that are not in the proposal.
        i. Dr. Wilhelm indicated that there are two MOUs that exist.
        ii. Dr. Rintamaa asked that the discussion of the MOUs be reflected in the proposal.

   iii. Dr. Rintamaa indicated that EDC would like to have a more definite statement related to the fact that STEM will not develop initial preparation programs at the elementary and middle levels.
  h. Tricia indicated she does not understand what the objections are to this proposal that has already been approved by the UK Board of Trustees.
   i. Jane reminded the committee that curricular changes must be approved by curriculum committee as had already occurred with the other STEM degrees and that the establishment of the STEM department was an administrative approval.
  i. Jane explained that since the MAT STEM proposal was submitted to C&C, EDC faculty had voted on a recommendation to support the transfer of responsibility for math and science secondary education training from the EDC MIC program to the STEM MAT program. The EDC faculty voted to reject the recommendation.
  j. Jane shared a memo submitted by Jared Stallones documenting this vote.
 3. Amendments: Amended with documentation of the EDC vote attached to proposal for review by the college.
 4. Action: for <u>4</u> against <u>2</u> Approved

ADJOURNED: 1:16 p.m.

Fw: Department of Educational Leadership Studies . . . Change Checklists and Proposals for Graduate Certificates

Browne-Ferrigno, Tricia <tricia.ferrigno@uky.edu>   Tue, Feb 13, 2018 at 2:26 PM
To: "Schroeder, Margaret" <m.mohr@uky.edu>
Cc: "Bathon, Justin" <justin.bathon@uky.edu>, "Richardson, Jayson" <jayson.richardson@uky.edu>, "Nash, John" <john.nash@uky.edu>, "Browne-Ferrigno, Tricia" <tricia.ferrigno@uky.edu>

From: Office of Strategic Planning and Institutional Effectiveness
Sent: Tuesday, February 6, 2018 3:10 PM
To: Browne-Ferrigno, Tricia; Office of Strategic Planning and Institutional Effectiveness
Cc: Bathon, Justin; Richardson, Jayson; Nash, John
Subject: RE: Department of Educational Leadership Studies . . . Change Checklists and Proposals for Graduate Certificates

Dear Dr. Browne-Ferrigno,

Thank you for your email regarding the proposed program, Instructional Coaching, Grad Certificate(13.0401).

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1.   Next steps for SACSCOC: None required

2.   Verification that OSPIE has reviewed the proposal: Based on the proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

RaeAnne Pearson, PhD

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Phone: 859-218-4009

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: http://www.uky.edu/ie