From:	Cramer, Aaron
Sent:	Friday, November 02, 2018 9:29 AM
To:	Bird-Pollan, Jennifer; Brothers, Sheila
Cc:	Bathon, Justin
Subject:	NEW GC: Executive Educational Leadership
Attachments:	Application for New Graduate Certificate in Executive Educational Leader.._.pdf

Proposed New Graduate Certificate: Executive Educational Leadership

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

Rationale:
The proposed graduate certificate will prepare veteran educators to lead public P-12 school districts as well as private, independent, and international schools. The demand for such a program arises from several factors. First, several state legislatures have removed licensure requirements for those serving as school district superintendents. This creates an opportunity to offer the proposed certificate to a broader market. Second, many private and independent schools do not have certification requirements and are responsible for the preparation of senior staff to succeed as administrators. The structure of the certificate program responds to the needs of these stakeholders. Third, there is a continuing need for administrators to address their ongoing professional development needs in innovative ways. The courses, which are offered via distance learning, focus on historical and current job responsibilities, strategic management, problem solving, and leading system-wide change and innovation initiatives in diverse contexts. Eight or more students are expected to complete the graduate certificate each year with a steady-state enrollment of 20 students.

Aaron

Aaron M. Cramer
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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]:	3/20/18
	☒ 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: *Executive Educational Leadership*	
1e	CIP Code (provided by [Institutional Effectiveness](#)):	*13.0411*

1f	Requested effective date:	☒ Fall semester following approval.	OR	☐	Specific Date[3]: *Fall 20*

1g	Contact person name: *Lars G. Bjork*	Email: *lbjor1@uky.edu*	Phone: *257-2450*

2. OVERVIEW

2a	Provide a brief description of the proposed new graduate certificate. *(300 word limit)*
	The Graduate Certificate in Executive Educational Leadership prepares veteran educators to lead public P-12 school districts as well as private, independent, and international schools. The required courses provide executive leadership development focused on historical and current job responsibilities, strategic management, problem solving, and leading system-wide change and innovation initiatives in diverse contexts. This certificate is 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 Executive Educational Leadership is offered by the Department of Educational Leadership Studies. While the graduate certificate may be completed independently, the courses for this certificate are elective options within the Specialist in Education (EdS) Program,, Doctor of Education (EdD) Program, and College of Education Interdisciplinary PhD in Education Sciences Program with specialization in Educational Leadership. The courses are required by the Kentucky Educational Professional Standards Board (EPSB) for the Professional Certificate for Instructional Leadership: School Superintendent commonly referrred to as Superintendent Licensure.		

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 Executive Educational Leadership emerges from several conditions, both local and global in nature. First, a number of state legislators have removed the required licensure requirements for those serving as school district superintendents. Thus, the Department of Educational Leadership Studies may offer a Graduate Certificate Program on Executive Educational Leadership that broadens its market for recruitment and enrollment purposes. Second, many private and independent schools within the Commonwealth of Kentucky and across the nation do not have certification requirements and thus are responsible for preparing for the succession of senior staff to serve as administrators and transformational leaders of their learning systems. Thus, the proposed certificate places greater emphasis on systemwide capacity building, job-embedded professional development of staffs, program assessment, and evaluation that builds their capacity to increase student engagement and to improve student achievement. Third, globally, this graduate certificate addresses needs of adminsitrators working in private, independent, and 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 veteran educators seeking advanced preparation as superintendent or director of P12 school districts, private schools, independent schools, or international schools as non-degree seeking students as graduate students (EdS, EdD, PhD) through the Department of Educational Leadership Studies. Program pariticpants thus work locally, nationally, or internationally.

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	*10*	*20*	*20*

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 Executive Educational Leadership includes four required courses. All four courses appear in the 2017-2018 Bulletin and have been approved by the UK Faculty Senate for distance learning. All four courses are delivered online through a combination of synchronous class meetings (via the Zoom video platform) and asynchronous learning activities (via the Canvas learning management system). Because students completing this graduate certificate are working professionals, class meetings are typically scheduled on Saturdays. Required courses are listed below.

EDL 676 The School Superintendency

EDL 677 School System Administration

EDL 678 Strategic Management in Education

EDL 682 Leading District Change and Innovation

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 Executive Educational Leadership will be administered using the same procedures as all other programs within the Department of Education Leadership Studies. 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 portfolio of professional accomplishments related to educational administration. Once admitted through a vote of EDL faculty, students are advised by the Director of the Graduate Certificate. The chair of the EDL Superintendent Program serves as an additional advisor for both degree and non-degree students. All students in the Department are consulted biannually 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)*		
	The faculty of record are the faculty of the Department of Educational Leadership Studies. The process of selecting a director will be to select from the Faculty of Record by the Chair of the Department of Educational Leadership Studies following consultation with the unit faculty. The term of appointment for the Director shall be 3 years.		
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.		

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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 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 Program (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 Certificate.* *• Review of Applications includes the following steps: (1) collection of materials for review by the Certificate Director, 2) three faculty reviewers form the admissions committee which conducts the review, 3) Certificate Director notified the Director of Graduate Studies, 4) the Director of Gradaute Studies enters the admissions recommendation.* *• To assist the admission-decision process, applicants must provide a resume, transcripts from previous institutions, letters of recommendation, and a portfolio of professional accomplishments related to educational administration. 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 676	*The School Superintendency*	*3*	No Change
EDL 677	*School System Administration*	*3*	No Change
EDL 678	*Strategic Management in Education*	*3*	No Change
EDL 682	*Leading District Change and Innovation*	*3*	No Change
		12	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....

[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").

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

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 on the four required courses in the Graduate Certificate in Executive Educational Leadership (i.e., EDL 676 The School Superintendency; EDL 677 School System Administration; EDL 678 Strategic Management in Education; EDL 682 Leading District Change and Innovation. *1. Articulate the characteristics, roles and responsibilities of executive educational leaders (e.g., superintedents, headmasteres, directors) who are responsible for leading a school district or schools (i.e., private, independent, international).* *2. Identify four leadership perspectives (i.e., structural, human resource, political,symbolic) that executives may use to identify, analyze, and solve organizational problems.* *3. Discuss respective roles and relationships among the executive educational leader and members of the governing board of education.* *4. Articulate the instructional leadership role of executive educators and the use of data for improving student learning.* *5. Describe managerial aspects of executive educational leaders as they are related to improving student learning (e.g., legal, budget, finance, personnel evaluation, professional development).* *6. Analyze the political aspects of engaging external interest groups (e.g., parents, citizens, business community, legislatures, government agencies) that influence schools and school districts.* *7. Discuss multi-level and multi-stage processes used by executive educators to implement change and innovation.* *8. Summarize Capstone Project Reports (field-based, professional standards aligned) (i.e.) that apply their knowledge (SLO 1-7) to improving practice.*
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. Present a paper that describes the characteristics, roles, and responsibilities of executive educational leaders (e.g., superintendents, headmasters, directors). (EDL 767) *SLO 2. Complete Canvas-based, course embedded quizzes that assess student knowledge of four leadership perspectives (i.e., structural, human resource, political, symbolic). (All courses)*

SLO 3. Complete a Capstone Project Report (field-based, professional standards aligned) that analyzes the respective roles and relationships among an executive leader and governing board of education. (EDL 677)

SLO 4. Complete a Capstone Project Report (field-based paper, professional standards aligned) that applies knowledge of instructional leadership to improve student learning in a large-scale context (district or school). (EDL 677)

SLO 5. Complete Capstone Project Reports (field-based, professional standards aligned) in several management areas that involve executive educational leadership (e.g., legal, budget and finanace, personnel evaluation, professional development). (EDL 678)

SLO 6. Complete a Capstone Project Report (field-based, professional standards aligned) on the nature of political engagement of exective education leaders. (EDL 678)

SLO 7. Complete a Capstone Report (field-based, professional standards aligned) that applies knowledge of change and innovation using multi-level and multi-stage stategies. (EDL 682)

SLO 8. At the completion of the Graduate Certificate Program in Executive Educational Leadership students make a written and oral presentation of their Final Capstone Program Portfolio (i.e., Capstone Reports) on several areas of executive educational leadership. The Final Capstone Report and oral presentation must summarize, analyze and make recommendations based on these reports to a panel of EDL faculty and executive educational leaders. (EDL 682)

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 Executive Educational Leadership 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, Capstone Final Report (artifacts) posted in a portfolio and their oral examination conducted by a panel of EDL faculty and executive educational leaders.* *5. 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	*2/7/18*	*John Nash / 859-257-7845 / john.nash@uky.edu*	
	Courses & Curricula Committee	*4/16/18*	*Jane Jensen / 257-1929 / jane.jensen@uky.edu*	
	College of Education	*5/04/18*	*Rosetta Sandidge / 313-7482 / rosetta.sandidge@uky.edu*	
			/ /	
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	*9/27/18*	*Roshan Nikou*

University of Kentucky Substantive Change Checklist[1]

Substantive change, according to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC or SACS), is "a significant modification or expansion of the nature and scope of an accredited institution."[2] Substantive change is a federal concept, based in the regulations of the U.S. Department of Education,[3] which regional accreditors are required to enforce.

The University is required to submit any substantive change to SACS for review, and in some cases approval, prior to implementation of such substantive change. As noted by SACS:

> "if an institution fails to follow the substantive change policy and procedures of the Commission on Colleges, it may lose its Title IV funding or be required by the U.S. Department of Education to reimburse it for money received by the institution for programs related to the unreported substantive change. In addition, the institution's case may be referred to the Commission for the imposition of a sanction or for removal from membership."[4]

Checklist Instructions: To ensure substantive change compliance, individuals should complete the checklist on the following pages in the early stages of any proposal (e.g. new degree program, new certificate program, etc.) or curricular revision. **Upon completion, the form must be submitted to the assistant provost for Strategic Planning and Institutional Effectiveness or designee by e-mail to OSPIE@uky.edu. A determination as to whether the proposed program or changes to the existing program constitutes a substantive change will be made within seven (7) business days of receipt and next steps will be communicated accordingly.**

Questions concerning substantive change should be sent to OSPIE@uky.edu.

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[1] Adapted, with appreciation, from University of Virginia's "Substantive Change Checklist."
[2] See *Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement*, p. 1.
[3] See 34 C.F.R. § 602.22.
[4] See *Substantive Change for Accredited Institutions of the Commission on Colleges: Policy Statement*, p. 9.

University of Kentucky
Substantive Change Checklist

Instructions: Email completed form to OSPIE@uky.edu, Subject line: UK Sub Change. Questions concerning substantive change should be sent to OSPIE@uky.edu.

Please note: there is a 200 character limit for each text box.

Name of Proposed Program/Action: Graduate Certificate in Executive Educational Leadership

Is this a New, Existing Degree, or Non-Degree Educational Program?

New Degree Educational Program ☐   **Existing Degree Educational Program** ☐

New Non-Degree Educational Program ☒   **Existing Non-Degree Educational Program** ☐

Program CIP Code (as applicable):   13.0411

General Description of Proposed Action (e.g., new program/courses/delivery or changes to program (such as change in course(s)/delivery mode). Attach applicable documentation to support the program description with checklist submission):   *New graduate certificate*

Total number of Credit hours for:

New or Proposed Degree/Non-Degree/Certificate: 12   **Existing Degree/Non-Degree/Certificate:**   _____

New or Proposed Program Major: _____   **Existing Program Major:**   _____

New or Proposed Program Option: _____   **Existing Program Option:**   _____

(e.g. Concentration, Specialization, Track)   **(e.g. Concentration, Specialization, Track)**

Is this an Accredited Program?   No ☒   **Yes** ☐ **,   Name of Accreditor:** _____

Sponsoring College/Home Educational Unit: College of Education

College/Department/Educational Unit Contact: Department of Educational Leadership Studies

Date Form Completed: 2/6/18

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
1	The proposed program or existing program requires a number of new faculty.	☐	☒	☐		
2	More than 25 percent of the required courses for the proposed or existing program are new.	☐	☒	☐		
3	More than 50 percent of the required courses for the proposed or existing program are new.	☐	☒	☐		
4	The proposed or existing program requires new library or other learning resources.	☐	☒	☐		
5	The proposed or existing program requires new equipment or facilities.	☐	☒	☐		
6	The proposed or existing program requires a new resource base.	☐	☒	☐		
7	The proposed or existing program will initiate a branch campus.	☐	☒	☐		
8	The proposed or existing program will initiate a dual degree program with another institution.	☐	☒	☐		
9	The proposed or existing program will initiate a joint degree program with another institution.	☐	☒	☐		
10	The proposed or existing program will initiate a certificate program? (if yes, answer the following)	☒	☐	☐		Graduate Certificate in Executive Educational Leaderhip
11	• Will the proposed certificate program utilize existing courses?	☒	☐	☐	☐	
12	• Will the proposed certificate program be offered at a new off-Grounds site?	☐	☒	☐	☐	
13	• Does the proposed certificate program represent a significant departure from previously approved programs?	☐	☒	☐	☐	
14	The proposed or existing program will be initiated at a new off-Grounds site? (if yes, answer the following)	☐	☒	☐		
15	• Will a student be able to earn 50 percent or more of program credits at the site?	☐	☐	☐	☒	
16	• Will a student be able to earn 25 to 49 percent of program credits at the site?	☐	☐	☐	☒	

	UK Substantive Change Items	Yes	No	Not Sure	N/A	Provide brief explanation (if necessary)
17	• Will a student be able to earn 24 percent or less of program credits <u>at the site</u>?	☐	☐	☐	☒	
18	The proposed or existing program will be at an <u>existing off-Grounds site</u>? *(if yes, answer the following)*	☐	☒	☐		
19	• Does the proposed program represent a significant departure from previously approved programs [at the existing site]?	☐	☐	☐	☒	
20	The proposed or existing program will be offered via distance education. *(if yes, answer the following)*	☒	☐	☐		All courses are delivered online
21	• Will more than 50 percent of the program be offered via distance education?	☒	☐	☐	☐	
22	• Will 25-49 percent of the program be offered via distance education?	☐	☐	☐	☒	
23	• Will less than 25 percent of the program be offered via distance education?	☐	☐	☐	☒	
24	• Total number of proposed course changes (as applicable)	☐	☐	☐	☒	
25	The proposed or existing program or courses will be initiated through contractual agreement or consortium.	☐	☒	☐		
26	The proposed or existing program will relocate an existing off-Grounds site.	☐	☒	☐		
27	The change to the existing program will <u>significantly alter the length of the currently approved program</u>.	☐	☒	☐		
28	The proposed or existing program will initiate a degree completion program.	☐	☒	☐		
29	The proposed program will close an existing program.	☐	☒	☐		
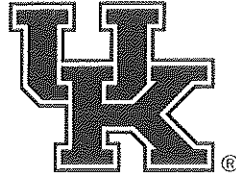
University of Kentucky
College of Education
Office of the Dean

103 Dickey Hall
Lexington, KY 40506-0017
P: 859-257-6076
F: 859-323-1046
education.uky.edu

April 26, 2018

To Whom It May Concern:

I am writing in support of a new Graduate Certificate in Executive Educational Leadership proposed by the Department of Educational Leadership Studies (EDL).

The College established the new graduate certificate for P12 educational leaders in private, independent, and international schools who need advanced preparation to serve as superintendents or directors in their unique settings. Although EDL already serves these educators, they cannot be certified by the Kentucky Education Professional Standards Board because they do not work in public schools within the Commonwealth. Award of a University of Kentucky Graduate Certificate for successfully completing the four required courses provides evidence of their advanced leadership preparation.

The proposal for this graduate certificate program has been carefully planned and will not require any new or additional resources because all four courses have been delivered totally online for the past three years. Faculty facilitating the courses are experts in the field of P12 superintendent and educational administration. Due to the unique requirements for participation, enrollment in the program will be approximately ten full-time students per cohort. The College has sufficient faculty, recurring and non-recurring sources of funds, and information technology equipment and support to deliver this program locally, nationally, and internationally.

The Office of Institutional Effectiveness reviewed the application for the proposed graduate certificate and information on the substantive change checklist and confirmed the CIP Code 13.0411 via electronic mail message on March 20, 2018. No further steps were required for SACSCOC or OSPIE verification.

This program has sufficient resources to ensure faculty and student success. I am certifying this program as administratively feasible.

Sincerely,

Mary John O'Hair

Mary John O'Hair, Ed.D.
Professor and Dean

see blue.