

In Workflow

1. EDEDEM Chair
2. ED Curriculum Committee Chair
3. ED Associate Dean
4. AAP Program Approval Coordinator
5. Provost Program Proposal Review Committee Chair
6. EDEDEM Chair
7. ED Associate Dean
8. ED Curriculum Committee Chair
9. AAP Program Approval Coordinator
10. Faculty Senate Academic Programs Committee Chair
11. Faculty Senate Chair
12. AAP Program Approval Coordinator
13. OAPA Program Implementation

Approval Path

1. Wed, 14 Feb 2024 20:32:31 GMT
Amy Flint (asflin01): Approved for EDEDEM Chair
2. Wed, 03 Apr 2024 12:03:11 GMT
Abbey Dondanville (r0dond01): Approved for ED Curriculum Committee Chair
3. Wed, 03 Apr 2024 12:31:18 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
4. Mon, 15 Apr 2024 16:16:52 GMT
Derek Hottell (dlhott01): Rollback to Initiator
5. Mon, 06 May 2024 17:03:59 GMT
Amy Flint (asflin01): Approved for EDEDEM Chair
6. Tue, 07 May 2024 15:55:53 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair
7. Tue, 07 May 2024 16:15:47 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
8. Tue, 07 May 2024 19:25:45 GMT
Derek Hottell (dlhott01): Rollback to Initiator
9. Mon, 13 May 2024 20:11:52 GMT
Amy Flint (asflin01): Approved for EDEDEM Chair
10. Mon, 13 May 2024 21:41:52 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair
11. Mon, 13 May 2024 21:43:10 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
12. Tue, 14 May 2024 18:38:34 GMT
Derek Hottell (dlhott01): Approved for AAP Program Approval Coordinator

13. Fri, 14 Jun 2024 17:59:56 GMT
Derek Hottell (dlhott01): Approved for Provost Program Proposal Review Committee Chair
14. Fri, 25 Oct 2024 14:12:52 GMT
Sneha Thapa (s0thap02): Approved for EDEDEM Chair
15. Fri, 25 Oct 2024 16:19:18 GMT
Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean
16. Fri, 15 Nov 2024 17:25:12 GMT
Julie Thum (jastou02): Approved for ED Curriculum Committee Chair

New Program Proposal

Date Submitted: Mon, 13 May 2024 13:29:51 GMT

Viewing: **407 : Instructional Computer Technology (P-12) (CERT)**

Last edit: Tue, 12 Nov 2024 13:58:38 GMT

Changes proposed by: Abbey Dondaville (r0dond01)

Letter of Intent (LOI)

The Letter of Intent (LOI) is the initial stage of new program development for all proposed programs (undergraduate, graduate, doctoral, professional, certificates).

Contact Information

Contact Name	Title	Email	Work Phone
Jennifer Bay-Williams	Interim Associate Dean of Academic Affairs & Accreditation	j.baywilliams@louisville.edu	502-852-0561

Program Title

Instructional Computer Technology (P-12) (CERT)

Affiliated Departments

Department(s)
Elementary, Middle & Secondary Teacher Education

Affiliated Colleges

College(s)
College of Education & Human Development

Is an approval letter from the Education Professional Standards Board (EPSB) required for this program?

Yes

Attach a copy to this proposal.

Provost Approval of PPPRC May 20 2024 Agenda Items.pdf

Substantive Change Review of Graduate Certificate in Instructional Computer Technology.pdf

Proposed Start Date

Spring 2025

Effective Catalog Edition

2024-2025

Program Level

Graduate

Degree or Certificate Type

Certificate - Graduate (GCRT)

Current Method of Delivery (Check all that apply).

Online

Program Credential (If appropriate)

Certificate

For certificates, please acknowledge

I am aware that the Provost now requires new certificate programs to investigate the possibility of creating a full degree program within three years of opening.

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes

Is there a specialized accrediting agency related to this program?

Yes

Identify the agency.

Kentucky Education Professional Standards Board (EPSB)

Do you plan to seek accreditation?

Yes

If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

The existing ICT endorsement program is EPSB approved and will remain accredited after transitioning to a graduate certificate. This program is currently a non-degree program at the University of Louisville and is accredited by EPSB as an endorsement. In Kentucky, teaching endorsements can be added to a teaching certification (like stacking minors in degrees). The ICT endorsement program will remain accredited after transitioning to a graduate certificate because the requirements are identical.

(Link to EPSB Approved List of Programs:

https://wd.kyepsb.net/epsb.webapps/admissionsexit/ApprovedPrograms/ApprovedPrgReport.aspx?pOrgId=6521&pRoute=&pType=&pDType=&pCat=)).

Does this program have a clinical component?

No

Program Abstract/Overview**Graduate Certificate in Instructional Computer Technology (P-12)**

Unit: [College of Education and Human Development](#)

[Program Webpage](#)

Department: [Elementary, Middle and Secondary Teacher Education](#)

Academic Plan Code(s):

Program Information

This program can be completed 100% [online](#).

The ICT program advances knowledge and understanding across disciplines and constituencies to develop instructional computer technology leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. People in the 21st century live in a technology and media-inundated environment that includes: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, K-12 teachers must be able to exhibit a range of functional and

critical thinking skills related to information, media and technology. As such, the ICT program models evidence-based practices for instructing P-12 students to prepare teachers to manage resources, publish on the web, and connect digitally with colleagues, students, parents, and local and global communities.

The ICT graduate certificate can be completed as stand-alone or as part of a graduate degree for teachers (M.Ed. in Teaching and Learning, Ed.S. in Curriculum & Instruction, or non-degree Rank 1).

The learning outcomes for the Instructional Computer Technology Graduate Certificate are as follows:

1. Support teachers and educational leaders in designing classrooms and schools that reflect high standards for incorporating educational technologies in PreK-12 schools as defined in (a) International Society for Technology in Education (ISTE) and (b) Interstate Teacher Assessment and Support Consortium (InTASC) Standards.
2. Increase teachers' understanding of the role that technology serves in providing access, equity, and inclusion in preK-12 learning.
3. Collaborate with school partners to identify and attend to technologies (and related implementation of them) that have the highest potential to support student learning of content across the curriculum and to develop students as digital citizens in the 21st century.

Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

Will any of these outcomes differ by track?

no (one track)

Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The curriculum is designed to align with ISTE and InTASC standards to prepare teachers to effectively use technology in the P-12 classroom to support student learning (all courses include HAT assessments aligned to these standards). While the first course in the program introduces classroom educators to various online tools and resources, the middle course prepares them to apply and critically evaluate how technology use and digital citizenship relate to best instructional practices. The final two courses in the sequence, which include the SLO HAT assignments, prepare students to fully integrate technology into their curricular design to create impactful learning experiences.

Program-Level Learning Outcomes

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
<p>1. Candidates will design and implement technology-enhanced, authentic, learner-driven activities and environments that recognize and accommodate learner variability, inspire students, and support student achievement of core content.</p>	<p>Support teachers and educational leaders in designing classrooms and schools that reflect high standards for incorporating educational technologies in PreK-12 schools as defined in</p> <ul style="list-style-type: none"> a) International Society for Technology in Education (ISTE) b) Interstate Teacher Assessment and Support Consortium (InTASC) Standards. 	<p>EDAP587: This course will allow students to actively explore various online tools and resources to support P-12 learning.</p>
<p>3. Candidates will identify and use data to drive their instruction and support students in achieving their learning goals.</p>	<p>Enhance teachers' understanding of the role that technology serves in providing access, equity, and inclusion in preK-12 learning.</p>	<p>EDTP580 OR EDTP581 OR EDTP582: These courses will prepare students to apply and critically evaluate the usefulness, validity, and viability of digital citizenship concepts and different instructional technologies in the P-12 classroom.</p>
<p>2. Candidates will continually improve their practice by the following:</p> <ul style="list-style-type: none"> a) learning from and with others and exploring proven and promising practices that leverage technology to improve student learning b) collaborating with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems c) seeking out opportunities for leadership to support student 	<p>Collaborate with school partners to identify and attend to technologies (and related implementation of them) that have the highest potential to support student learning of content across the curriculum and to develop students as digital citizens in the 21st century.</p>	<p>EDAP690 and EDAP688: These courses will prepare teachers to integrate technology and multimedia authoring skills into their curricular designs to support meaningful and engaging learning experiences.</p>

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
empowerment and success and to improve teaching and learning.		

Attach Curriculum Map

ICT Cert Curriculum Map 2024.docx

Describe administrative oversight to ensure the quality of the program.

This program has an assigned coordinator with an expertise in ICT who reports to the EMSTEd department chair. All program changes follow departmental and CEHD curriculum processes. Annual quality assessments include SLO results and candidate feedback.

For a program offered in a compressed timeframe (e.g., with 8-week courses), describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. (You must provide an entry.)

Candidates complete the same course modules, Hallmark Assessment Tasks, and exit assessments as in traditionally offered courses.

Admission Requirements

- Bachelor's degree with undergraduate GPA ≥ 2.75 or Graduate degree with graduate GPA ≥ 3.0 .
- Admission to graduate school or current enrollment in a graduate program at the University of Louisville
- Valid Teaching certificate (Certified teachers outside Kentucky should be advised that we cannot guarantee the program will meet licensure, salary, advancement or other requirements in their state. As part of the admission process, we require a written statement confirming interest in the program for personal development and understanding that the program is designed to meet Kentucky certification requirements only.)
- Content prerequisites, as applicable
- Signed KY Code of Ethics and Signed Acceptable Use of Technology Agreement

Graduation Requirements

- Cumulative GPA ≥ 3.0
- Each course GPA $\geq C$
- Target or Above on ISTE Standards in Course Hallmark Assessment Tasks
- CAEP Standard RA1 Six Sub-Components

Curriculum

Course Template Form

ICT Certificate Course _Form .xlsx

List of new courses to be developed

Potential for collaboration with other units at UofL and/or articulation with other institutions

This graduate certificate supports the degree programs in the College of Education and Human Development, including the M.Ed. in Teaching and Learning and the Ed.S. in Curriculum and Instruction because completers of this program may decide to also pursue one of these graduate degrees.

The courses have potential to be a collaboration with Educational Leadership programs at both the graduate and undergraduate level, as they also prepare early childhood teachers and administrators.

Linkage with the Mission and Strategic Plan

Describe how the proposed program supports the university and unit mission/strategic plans.

The Instructional Computer Technology (ICT) program embraces the University's mission in all areas, but particularly in the area of teaching diverse graduate students in order to develop engaged citizens and leaders. The ICT is designed for graduate students who are emerging as leaders in PreK-12 schools and who are in a position to improve student learning through their knowledge and skills related to emerging technologies. As they incorporate technology-rich curriculum, teaching, and assessment practices, they are also preparing the preK-12 students for a world in which understanding and ethically using technology is essential. In the UofL Strategic Plan (2023-2025) this aligns to the LEARN category. Specifically, this program expands learning beyond the classroom by collaborating with PreK-12 school partners (schools and districts) to provide students engaged learning experiences that align with school and Kentucky priorities. This leads to a better educated teacher workforce, as well as better-prepared students entering post-secondary education.

Additionally, the ICT program is an exemplar of the Cardinal Principle "Agility" as the program is constantly updating the technologies explored within classrooms, as well as engaging students in discussions of what content expectations are more or less important in PreK-12 learning, given technology available in schools, in homes and in careers. The course descriptions are designed in ways that reflect the quick changing domain of instructional technology. For example, the course EDAP 585 Integrating Technology Tools into Instruction, the technologies with the course have evolved over the past decade to have an increased attention to interactive technology engagement strategies (e.g., Poll Everywhere) and Artificial Intelligence (AI) to ethically support teaching and learning.

The College and Department are dedicated to preparing candidates who are critical thinkers, problem solvers, and professional leaders. This program attends to all three of these constructs as candidates develop a deep understanding of mathematical content learned in PreK – Grade 5, learn to effectively teach that content, and support other teachers in the teaching of the content.

Diversity, Equity, and Inclusivity

The University of Louisville have taken steps to ensure that the College of Education certificate programs (Classroom Reading, Elementary Mathematics Specialist, and Instructional Computer Technology) are designed to be accessible and inclusive. These efforts include:

- UofL offers a tuition reduction that is approximately 25% less than the current graduate tuition rate (<https://louisville.edu/education/tuition-reduction>). Additionally, there are numerous scholarship opportunities.
- For accessibility, the programs can be completed 100% online.
- CEHD has numerous faculty and staff devoted to meeting the needs of underrepresented populations. These faculty and staff include the Graduate Student Service Office and the Multicultural Teacher Recruitment Program (MTRP).

Market Demand

Program Need

Within school districts are leadership positions such as Technology Specialist, Resource Teachers, and District Instructional Technology Coordinators. There are regular postings of these positions in Jefferson County and in surrounding counties. Second, teachers who wish to remain in the classroom are also seeking graduate program opportunities in order to increase their pay (which increases on the pay scale with every 15 hours of graduate coursework).

Academic Demand

Skills/Programs/Employment

This graduate certificate can lead to a state-offered ICT endorsement which can be added to a base teaching certificate. This allows the candidate to work specifically in schools, districts, or instructional positions which require endorsements as specialists, both in Kentucky and across the United States. Teachers at all levels and in all content areas can benefit from infusing educational technologies into their practice. The assignments in each of these courses are applied tasks that in which the students (teachers or administrators) can determine an authentic need within their class or school and demonstrate their knowledge

and skills as they apply what they learned in the course to that need. Students can start with any course in the program and take the courses in any order.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

Yes

Specify

The Instructional Computer Technology (ICT) Graduate Certificate is the same curriculum as the already-established and nationally- and state-accredited ICT endorsement that has been offered at the University of Louisville for over a decade as a non-degree program.

A UofL Certificate, rather than a non-degree program, allows for program oversight, student recruitment, and student success. Non-degree students are not registered under a specific plan code and their retention and completion rates cannot be accurately tracked. Moving the existing non-degree program to a graduate certificate will address these program concerns and improve reporting accuracy to our accreditors (CAEP and EPSB).

For student recruitment and success, non-degree programs also present challenges. First, non-degree programs do not appear in the catalog, thus prospective students may not find them at the University of Louisville. Second, non-degree students cannot seek federal financial aid. Third, non-degree program completers receive nothing from the University of Louisville upon completion. The Graduate Certificate provides a fix to these challenges and will hopefully lead to increased enrollments.

Attach Similar Programs Table

ICT_Program-Duplication-Table.docx

Student Demand

Specify evidence of student demand and projected enrollments for the first five years of the program.

Full-Time

Year 1

0

Year 2

0

Year 3

0

Year 4

0

Year 5

0

Part-Time**Year 1**

5

Year 2

10

Year 3

15

Year 4

20

Year 5

20

Projected Tuition Revenue (\$\$)**Year 1**

13,995.00

Year 2

27,990.00

Year 3

41,985.00

Year 4

55,980.00

Year 5

55,980.00

Provide a description of how the tuition projections were calculated.

The tuition is based on the 75% of the graduate tuition for graduate students, which is \$622/credit hour. So, the per-credit-hour amount of \$466.50/credit hour to calculate curriculum. Class size is set at 20 students, with a wait list of 5 (i.e., enrollment is capped at 25 students/course). Each year, Year 1 students take 6 hours (2 courses) and Year 2 students take (6 hours). In Year 1 we estimate 5 New students (5 x 6 hours x \$466.50); Year 2 we will have 5 New Students taking 6 hours (5 x 6 x \$466.50), plus 5 existing students (yr 1 starters) taking 6 hours (5 x 6 x \$466.50); Year 3 we will have 10 New students taking 6 hour (10 x 6 x \$466.50), plus 5 Existing Students take 6 hours (5 x 6 x \$466.50) ; The 4th and 5th years we will have 10

New students taking 6 hours: (10 x 6 x \$466.50), plus 10 Existing students taking 6 hours (10 x 6 x \$466.50).

Employer Demand

Attach Employer Demand Table

Employer-Demand-Table_ESL_EMS_ICT_Reading.docx

Funding Sources

Additional Faculty

none (this graduate certificate is replacing the current non-degree endorsement)

Faculty Workload

workloads remain unchanged (this graduate certificate is replacing the current non-degree endorsement)

Estimate of Marketing and Outreach Expenditures

marketing and outreach expenditures can continue at their current levels (this graduate certificate is replacing the current non-degree endorsement)

Budgetary Rationale

This graduate certificate is replacing the current non-degree endorsement. No additional course additions or faculty expenditures are anticipated.

Financial Resources and Program Impact

Projected Revenues

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	Five-Year Total
Other revenues, list each one	13,995	27,990	41,985	55,980	55,980	195,930

New Resource Requirements

Describe your other revenue sources

tuition only

Upload Projected Expenses

ICT_New-Resource-Requirements-Certificates.docx

Library Resources.

No additional library resources are required.

Please also submit a letter of support from the UofL Libraries.

Letter of Support for CEHD certificates and MEd in Educational Administration.pdf

Graduate-level programs will require the GRE, GMAT or other standardized tests for admission.

No

The unit's lead fiscal officer has reviewed the budget calculations for this proposal.

Yes

The unit dean has approved this proposal and its related financial commitments and endorses the creation of this program as described.

Yes

Online Delivery**Distance Education Plans**

This proposal transitions the existing endorsement in ICT to a graduate certificate using existing coursework and teaching modalities.

Please complete the employer demand table.

Online Program Best Practice

8-week courses: For undergraduate programs, this would be major classes at a minimum although also recommended for general education classes

Yes

Allow part-time enrollment

Yes

Admit students at least two times/year

Yes

Asynchronous classes (no regular required meeting times)

Yes

100% online (in-person experiences that can be done off-site do not affect this factor, meaning it would still be considered 100% online even if the student has to do in-person assignments where they live)

Yes

Quality Program Practice

Require all faculty who will be developing and/or teaching in the program to go through DelphiU or have gone through an equivalent training

Yes

Require all faculty developing online courses to partner with an instructional designer in the Delphi Center and adhere to established deadlines for course creation

Yes

Explanation

N/A - already approved for online.

Proposal

Classification of Instructional Program (CIP) Code

13.0501 - Educational/Instructional Technology.

Number of Credit Hours required:

12

Anticipated Date for Granting First Degree:

Summer 2025

A. Overview

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.

Identify where the program will be offered.

a. Indicate the projected life of the program. (Is the institution intending to offer it for a limited timeframe, or will it be ongoing?)

Ongoing

b. Describe the primary target audience.

This graduate certificate can lead to a state-offered ICT endorsement which can be added to a base teaching certificate. In addition to our traditional student population (Kentucky-certified teachers), this graduate certificate program will be offered to educators from outside Kentucky.

c. Describe the instructional delivery methods to be used.

The program can be completed 100% online.

d. Describe the strength of the institution to undertake this new program.

This existing program has demonstrated consistency over the last five academic years. The curriculum is accredited by both EPSB and CAEP.

Describe the rationale and need for the program to include how the institution determined need.

This program serves a need in KY public schools. Of the 33 completers from AY17-18 to AY23-24, 22 are currently employed in local school districts.

Describe how each program-level student learning outcome will be assessed.

Hallmark Assessments Tasks (HATs) are used in each course to measure candidate knowledge of the Student Learning Outcomes, along with professional teaching standards (e.g., ISTE and InTASC Standards).

Courses and HATS connect to the SLOS above as follows:

EDAP 690 Assessments: Participation in Book Study (Assesses SLO 2) and HAT: Developing Multimedia that Teach (Assesses SLO 1, 3) (Direct Indicator) and

EDAP 688 Assessments: HAT: Developing Technology Rich Curriculum "Mini" Unit (based on book study) (Assesses SLO 1, 2, 3) (Direct Indicator)

In addition, candidates are assessed with a rubric that attends to the CAEP Standard RA1 Six Sub-Components for Advanced Practice: (1) content knowledge, (2) pedagogical knowledge, (3) pedagogical skills, (4) critical dispositions, (5) professional responsibilities, and (6) ability to integrate technology effectively.

Candidates must meet the acceptable or target criterion on the rubrics for each course. Candidates must maintain a cumulative GPA of 3.0 in graduate coursework. Candidates must be assessed with the Ideas to Action Unit Disposition Rubric in CARDS 4, 5, and 6 by a faculty member/ advisor. The Education Advising Student Services (EASS) conducts a program check prior to the candidate's completion of the program and candidates are informed of TC1 application procedures.

Data are collected through an online portfolio system (Foliotek) and reviewed annually as

part of the SLO process and continuous improvement cycle. The program also has an Advisory Group that discusses program improvements based on candidate and completer data and feedback.

Specify/highlight any distinctive qualities of this proposed program.

Teachers at all levels and in all content areas can benefit from infusing educational technologies into their practice. The assignments in each of these courses are applied tasks that in which the students (teachers or administrators) can determine an authentic need within their class or school and demonstrate their knowledge and skills as they apply what they learned in the course to that need. Students can start with any course in the program and take the courses in any order. Several other Kentucky colleges and universities have a CTE endorsement, as Teacher Education programs frequently offer initial teacher preparation programs and “add on” opportunities for teachers. Our program has unique features in its design and delivery.

This certificate can be stacked within the Master’s in Education (M.Ed.) in Teaching and Learning, the Education Specialist (Ed.S.) in Curriculum and Instruction, or taken as a stand-alone program.

As an online certificate program, it may be completed by students outside of Kentucky.

Will this be a 100% distance learning program?

Yes

Describe.

Yes; the program can be completed 100% online. This program is offered in distance learning format with some courses delivered at an accelerated pace (8-weeks). Candidates complete the same course modules, Hallmark Assessment Tasks, and exit assessments as in traditionally offered courses. This proposal transitions the existing endorsement in ICT to a graduate certificate using existing coursework and teaching modalities.

Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

Yes

Click all that apply:

Accelerated courses

Courses that combine various modes of interaction, such as videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
Distance Learning

Evening/weekend/early morning classes

Technology-enhanced instruction

Are new or additional faculty needed?

No

How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

This graduate certificate supports the degree programs in the College of Education and Human Development, including the M.Ed. in Teaching and Learning and the Ed.S. in Curriculum and Instruction because completers of this program may decide to also pursue one of these graduate degrees.

The courses have potential to be a collaboration with Educational Leadership programs at both the graduate and undergraduate level, as they also prepare early childhood teachers and administrators.

Will this program replace or enhance any existing program(s) or track(s) within an existing program?

Yes

Describe:

This graduate certificate will replace the existing non-degree ICT endorsement. Certificate program completers with a current Kentucky teaching license will continue to be eligible for Kentucky ICT endorsement upon completion of the program.

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

Attach the SACS Faculty Roster Form.

ICT_Form--Faculty_Roster.docx

Describe the library resources available to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

x

Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a

high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

x

Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

Track

certificate

a. Total number of hours required for degree:

12

b. Number of hours in degree program core:

12

c. Number of hours in concentration/track:

0

d. Number of hours in guided electives:

0

e. Number of hours in free electives:

0

C. Program Demand/Unnecessary Duplication

Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

This graduate certificate can lead to a state-offered ICT endorsement which can be added to a base teaching certificate. In addition to our traditional student population (Kentucky-certified teachers), this graduate certificate program will be offered to educators from outside Kentucky. The existing ICT endorsement, which has previously been as offered as non-degree at the University of Louisville, demonstrates an overall high completion rate and concurrent placement of qualified completers to positions in local school districts.

Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2025-2026	0	5

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2026-2027	5	10
2027-2028	5	15
2028-2029	10	20
2029-2030	10	20

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

The first student completed the ICT endorsement in the College of Education and Human Development in 2011-2012. There have been 56 completers total to date in the college. This proposal does not create a new program; instead, the goal is to change the program type within the UofL infrastructure (transition an existing non-degree endorsement program into one in which students earn a graduate certificate). Currently, students are not registered under a specific plan code and their retention and completion rates cannot be accurately tracked. Moving the endorsement into a formal graduate certificate will address these concerns, improve reporting accuracy to our accreditors (CAEP and EPSB), and provide students access to federal financial aid.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Will this program require additional resources?

No

Will this program impact existing programs and/or organizational units within your institution?

No

Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Attach Budget Spreadsheet.

ICT_Form-Budget.xlsx

Budget Justification

Student enrollment has remained relatively consistent from 2017-2018 to 2019-2020 (averaging 10 completers annually), but has dropped slightly recently. There are no new costs anticipated. Students currently enrolled in the non-degree endorsement program code will be transitioned into the graduate certificate program code when approved. No additional course additions or faculty expenditures are anticipated.

Please provide contingency plans in the event that required resources do not materialize.

This is an existing program with sufficient budgetary allocations.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

What are the plans to evaluate students' post-graduate success?

Program level learning outcomes are assessed using multiple measures.

1. Student performance on standards is measured through course assessments. These assessments are scored on rubrics, and that data are collected through an online portfolio system (Foliotek) and reviewed annually as part of the SLO process and continuous improvement cycle. The program also has an Advisory Group that discusses program improvements based on candidate and completer data and feedback.
2. Surveys from current students (Graduate Student Survey) and recent alumni (First Destination Survey and the Recent Graduate Survey) provide data that inform all four program goals. These data are received, shared (e.g., with program leads, departments and at CEPC), and analyzed annually to inform program improvement.
3. The College Educator Preparation Committee (CEPC) includes representative alumni and those alumni provide insights for program improvement. This group meets twice a year with a focus on data-driven program improvement.

Provide a brief description of institutional assessment processes.

UofL is committed to institutional effectiveness and continuous quality improvement of all academic programs. The university's mission and strategic planning processes are supported by regular, annual outcomes assessment reporting for academic programs in the form of Student Learning Outcomes (SLO) reports. These reports document that UofL is engaged in evaluative processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. In their SLO reports programs identify student learning outcomes and measures and targets for the outcomes. Programs review data surrounding their student learning outcomes to determine if their set

targets were met and then use this assessment to plan for future improvement in student learning. Course syllabi include course objectives that feed into SLOs and program goals. The SLO process begins in May when templates and instructions for completing SLO reports are sent to department chairs/heads. The SLO process lags behind by one academic year to enable programs to utilize and report assessment results from the previous academic year. Academic programs submit their completed reports by early November. The provost's office reviews all SLO reports and returns feedback to assist programs with further development and assessment of their learning outcomes. The feedback suggests changes needed to the SLO process and areas for improvement. The expectation is that these revisions be fully incorporated into the SLO reporting process for the next data collection reporting cycle. Training, workshops, and resources on student learning outcome development are provided to faculty and staff to support their efforts and to assist them in continuous improvement of their SLO reports and assessment process.

Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

When a new program is created, an "Academic Alert" is sent to responsible parties. This alert is used by the Office of Institutional Effectiveness (IE) to add the new program to the SLO reporting process. With the creation of the new program, IE reaches out to the department head with information about the annual SLO reporting process and to set up an orientation session to familiarize them with the reporting requirements and provide whatever support is needed.

A letter of support from the Dean outlining the rationale or need for the program and affirming any financial commitments listed in the proposal.

Dean's Letter

Dean's Support Letter_Grad Cert.pdf

Syllabi

EDAP-587-50-4168_Syllabus_Swan.doc

EDAP-690-50-4178_Syllabus_Swan.doc

EDAP-585-50-4198_Syllabus.doc

EDAP 688-50-4198-syllabus.doc

EDTP-580-01_TCHNG FALL2020_4208.docx

Program Director's CV

sheffield-cv-5-2021.pdf

Have all unit approval processes been completed?

NEW PROGRAM TO DO SECTION - FOR PROVOST OFFICE USE ONLY
(Academic unit faculty/staff: do not enter information below this line.)

AAP Program Approval Coordinator

Complete SACSCOC Substantive Change Program Approval Review Form, notify Accreditation Coordinator if program requires substantive change submission to SACSCOC
 Submit NOI to CPE
 Verify Board of Trustees Approval
 If degree, verify statewide CPE review completed, submit proposal to CPE
 Activate program in KPEDS

IRP Executive Director**Type of Proposal**

Letter of Intent

ADMIN PROGRAM TO DO SECTION - FOR PROVOST OFFICE USE ONLY
 (Academic unit faculty/staff: do not enter information below this line.)

Program Admin**Catalog Admin****Reviewer Comments**

Amy Flint (asflin01) (Wed, 14 Feb 2024 20:31:48 GMT): similar to my question about valid teaching certificate for ESL, I have the same for this certificate. The certificate may be attractive to others outside of K-12 school settings. And then if this is the case, we can edit the learning outcomes to reflect broader range of folks in the certificate (e.g., candidates (teachers).. I am not making the changes directly because we haven't had the conversation about admissions criteria.

Derek Hottell (dlhott01) (Mon, 15 Apr 2024 16:16:52 GMT): Rollback: Missing required elements of LOI (e.g., program-level outcomes, curriculum map, curriculum inventory, etc.).

Derek Hottell (dlhott01) (Tue, 07 May 2024 19:25:45 GMT): Rollback: Per email correspondence - please add/revise the following: in student demand section, clarify enrollment projections to differentiate between "new" students and students who would be enrolling to receive the endorsement anyway; utilize the standard per credit hour allocation to the unit of \$564.73 per hour unless there is a reason to use a different amount - if so, explain that reason; in program need section, add a sentence to explain that EPSB does not have to re-approve the certificate because the endorsement is already approved; have LFO review revenue projections and indicate they approve them; you list other revenues, but do

not explain them other than tuition - add an explanation in the "describe your other revenue sources" - what do you mean by "tuition?"

Derek Hottell (dlhott01) (Fri, 14 Jun 2024 17:59:49 GMT): -No SACSCOC Substantive Change Submission is Required. -Dr. Bradley approved LOI on June 11, 2024.

Key: 407

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B