

University of Louisville

New Academic Program Proposal Template

Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

**Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):**

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- [Letter of Support from the UofL Libraries](#)
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Date:	9/20/2025
Program Name:	
Degree Level:	<u>Undergraduate:</u> _____ <u>Graduate</u> (select one of the following): Post-Baccalaureate ___X___ Post-Master's _____ Post-Professional _____
Minimum and Maximum Number of Credit Hours required:	18
Accreditation or Licensure Requirements (if applicable):	CAEP & EPSB
CIP Code:	13.0408 - Elementary and Middle School Administration/Principalship.
Department and Department Chair:	Leadership, Evaluation and Development (LEAD); Dr. Jason Immekus
School/College:	College of Education & Human Development (CEHD)
Program Director and Contact (if different); (please also include title):	Dr. Deborah Powers; debbie.powers@louisville.edu ; 502-852-6428
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	See Attachment #1
Proposed Implementation Date for Program (semester and year):	Fall 2026
Program Length (1 semester, 1 year or Average time to Completion)	1 year
Anticipated Date for Granting First Degree:	Summer 2027
Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:	100% online (synchronous)
If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5	Complete Notice of Intent Form - http://louisville.edu/oapa/gainful-employment-policy

A. Centrality to UofL's Mission and Strategic Plan

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here).
(250 words or less; program's purpose/focus, primary areas of study, intended audience, degree level, length of the program, goals/objectives, rationale for program, skills or knowledge that

students will acquire, relationship of program to general field).

The graduate certificate in Educational Administration Leadership (EAL) is an 18-credit hour, graduate degree program that provides professional educators a pathway to pursue certification in Level I Principalship certification in Kentucky, the initial advanced leadership credential necessary for those pursuing administrative positions in Kentucky.

The graduate certificate prepares school leaders to engage staff, improve the instructional capacity of schools, and deal effectively with the educational challenges of the 21st century. The goal of the graduate certificate is to provide field experience, clinical practice, and conceptual and theoretical knowledge necessary for roles in education administration and leadership. The Department of Educational Leadership, Evaluation, and Organizational Development maintain a strong collaboration with school districts in preparing exemplary P-12 school administrators. The candidate's admission packet must demonstrate his/her skills and understanding of the following: ability to improve student achievement, leadership, and advanced knowledge of curriculum, instruction, and assessment.

Upon completion of the graduate certificate, candidates may advance toward the Master of Education (M.Ed.) in Educational Administration, qualifying for Level II principalship certification and certification as a Supervisor of Instruction. The credit hours earned through the graduate certificate can be transferred into the master's program at the University of Louisville, facilitating a seamless continuation of their academic and professional development.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The programmatic mission of the EAL program and the new graduate certificate specifically is to develop and support a community of ethical, reflective, and scholarly leaders who will improve the success of K-12 students. To that end, The University of Louisville Educational Administration Leadership program will develop and support school leaders with a student-centered, transformational mindset able to create systems and structures aimed at continuous school improvement ensuring success for each member of the school community, student and adult.

This programmatic mission aligns coherently with that of the University of Louisville by pursuing the mission to educate and serve its community through the development of our students as engaged citizens, leaders, and scholars, while practicing research, scholarship, and outreach to achieve preeminence as a nationally recognized metropolitan research university. The strategic goals for 2026-2030 focus on Learning, Work, Discovery, and Connection, aiming to redefine student success, create thriving futures, become a research powerhouse, and foster community partnerships. These goals align with the programmatic mission of the Educational Administration and Leadership program.

3. List the objectives of the proposed program.

Explain how the objectives support the university and unit mission, strategic priorities, and

Our program is based on continuous improvement through the development of the knowledge, skills, and dispositions of transformational leadership. Transformational leadership requires school leaders to courageously:

- address challenges that limit access to opportunities,
- foster continuous learning and personal growth,
- embrace and implement strategic risk taking,

to ensure that all students are prepared to thrive as engaged citizens and contribute meaningfully within a dynamic and interconnected global society through systems that support effective teaching and learning for both adults and students.

Transformative Leadership requires individuals to be open to new ideas. They must embrace change leadership as their modus operandi developing a tolerance for informed and strategic risk-taking. They must be effective communicators able to inspire others to embrace a mindset of continuous improvement allowing for the allocation of resources to support teaching and learning. Finally, they must accept responsibility to strategically develop, implement, and evaluate systems, structures, and actions to achieve the vision for the school. We believe effective leaders demonstrate the following dispositions:

- Student Focused Advocate
- Data-Informed Decision Maker
- Strategic Thinker
- Community-Informed Collaborator
- 21st Century Communicator
- Reflective Practitioner

Theory of Action

Improvement is a process, not an event. School improvement requires leaders to identify, create, employ, and sustain systems and structures to support teaching and learning with the end goal of improving student outcomes. Effective principal preparation programs should allow potential school leaders to gain the tools and hone the dispositions necessary to navigate change in the respective organizations.

- If our program provides students with the tools necessary to create collaborative communities of practice with a common vision for the work aimed at improved student outcomes, then our students will become leaders of instruction adept at establishing a mission and vision for the school—a noble purpose for the work—centered on practices for the benefit of their students.
- If our program provides students with the tools and clinical experiences to use data to inform their decision making, then our students will become leaders of instruction who make data driven decisions evident in seeking solutions for school improvement, teacher support, and student success.
- If our program provides students with problem-based learning experiences, including clinical experiences and rigorous, standards-based coursework, then our students will

become leaders who think strategically, critically, and creatively to address problems of practice in real time.

- If our program provides students with opportunities to cultivate collaborative partnerships between and among members of the school community providing for deep and authentic engagement on behalf of the students in their respective and/or future schools, then our students become leaders capable of advocacy for access and opportunity for every student in their care to experience success.
- If our program provides students with authentic tasks and experiences designed to promote effective communication with and among the school community, then our students become leaders capable of constructing meaningful, effective, and two-way communication systems to promote a shared understanding of and commitment to the mission, vision, and core values within the school and the larger school community.
- If our program provides students the opportunity to reflect on their practice and envision continually evolving professional growth goals, then our students will become leaders capable of professional reflection operating within and modeling for others a growth mindset.

Ensuring our program outcomes are appropriate to our work, we can trace our work back to the guiding principles established by the University of Louisville—The Cardinal Principles. The program faculty adapted those university guiding principles to the Education Administration and Leadership work. We then considered what research indicates as important design practices for effective leadership preparation programs and have organized our work around those findings. Our cohort-based program allows our students to address the mission and vision of our college and grow as leaders capable of transforming teaching and learning for the benefit of their students and staff.

4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

Please be clear and specific.

Admission Requirements

Three years of successful K-12 teaching experience in Kentucky or three years (one year = a minimum of 140 contract days) of successful K-12 teaching experience outside the state of Kentucky

- Official transcripts of all undergraduate and graduate work (3.0 grade point average in undergraduate work is required).
- Submission of an online Graduate School application.
- Letter of intent for pursuing the degree which references your leadership intentions.
- Current resume.
- Philosophy of education (2-page limit).
- Letter of Support from current school principal.
- Signed statement regarding the Acceptable Use of Technology Agreement and Professional Code of Ethics for Kentucky School Personnel [PDF].
- Joint screening by the Department of Educational Leadership, Evaluation and Organizational

Development and district personnel.

Graduation Requirements

- Completion of the 30-hour course of study (18-hr for Graduate Certificate and 12-hrs for M.Ed.) as outlined on the EAL Program of Study.
- Successful Midpoint Assessment of progress toward meeting PSEL Standards
- Successful completion of the Hallmark Assessment Task for LEAD 643 demonstrating mastery of the 10 PSEL standards, electronic employment portfolio, and personal leadership professional growth plan

B. Program Quality and Student Success

1. What are the intended student learning outcomes of the proposed program?

Program-level Student Learning Outcome	Program Goal/Objective	Outcome addressed in courses or curricular components
SLO1: The candidate demonstrates standards-relevant content knowledge for competent professional practice in order to pass the School Leaders Licensure Assessment (SLLA #6990) norm referenced National Examination. Content aligns with the Educational Leadership Policy Standards: PSEL 2015.	PG1: Program prepares school leaders to engage staff, improve the instructional capacity of schools, and deal effectively with the educational challenges of the 21st century.	Students self-assess against the PSEL 2015 no less than three times during the program at entry, mid-point and end of program. Instructors conference with students to determine areas of growth and personal development goals are written to allow students to focus on those growth areas through coursework and clinical experiences. All formative assessments are designed around the PSEL 2015.
SLO2: Candidates will develop an understanding of, and competence in using, the skills associated with conducting, reading, and interpreting educational research.	PG2: Development of discipline-specific skills of research and scholarship allowing candidates to be better consumers of educational research in their respective roles.	Students are exposed to research-based practices throughout the program with a culminating project having students produce an action research study by identifying a robust question related to their practice, discussing and analyzing current literature, presenting a sound and appropriate selection of methodology, describing the methods to be used, presenting and analyzing data collected, interpreting and discussing findings and what they mean for future practice, and addressing key issues such as validity, ethics, and researcher role. Assignments for course work include accessing, reading, and analyzing current literature in the field with a focus on peer reviewed studies highlighting programming and practices aimed at improving student outcomes.
SLO3: Candidates will submit artifacts and evidence of internship	PG3: Program will prepare candidates with the skills to	Students submit an electronic portfolio documenting their experiences during their internship. The portfolio must include the

<p>activities that align to all our professional standards.</p> <p>Candidates will use data to inform their practice.</p> <p>Candidates will collect or draw upon at least three sources of data and describe how these data informed decision-making in the internship experience.</p>	<p>demonstrate proficient performance in clinical practice.</p>	<p>following:</p> <ul style="list-style-type: none"> • Internship Contract signed and dated by the student, the site mentor, and the university instructor highlighting a project aimed at improving outcomes for students and/or adults • Weekly Activity Logs noting location, time, and activities associated with the internship experiences signed weekly by the student and the site mentor. • Weekly reflection log completed by the student at the end of each week reflecting on challenges and successes experienced during the internship placement. • Revised professional growth goals with site mentor and university instructor signatures from the current semester (same as above assignment, but included again as part of portfolio) • Conference notes recorded by the student from the final meeting with the site mentor and the university instructor
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2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program.

SLO1	<p>SLLA 6990 National Assessment from ETS as required by KU EPSB</p> <p>Annually</p>	<p>Pass rate and domain achievement will be secured via annual reporting from EPSB on assessment takers. The information for each learning domain of the assessment will be used to make program improvements. The program faculty use a continuous improvement blueprint to guide the process through the academic year.</p>
SLO2	<p>End of program final project</p> <p>Annually</p>	<p>Each candidate will complete an end of program final project taking the format of a Comprehensive School Improvement Plan. The work is derived from actual school diagnostic reviews and students work through the process required by the Kentucky Department of Education for all public schools in Kentucky. Currently the UofL program is the only program in Kentucky employing this particular project for candidates for principal certification. End of cohort projects will be assessed and programmatic revisions, if necessary, will be made at the conclusion of each cohort of candidates on an annual schedule.</p>
SLO3	<p>Exit Portfolio</p> <p>Annually</p>	<p>Candidates will prepare and submit an exit portfolio prior to completion of the program. This portfolio will include all required clinical placement logs, reflections, and growth plans. Additionally, each candidate will reflect on the Professional Standards for Education Leaders, 2015 (PSEL) and, in consultation with their mentor principal and university mentor, complete a portfolio entry around master of the standards and a professional growth plan to further develop their knowledge, skills, and dispositions. Program</p>

		faculty will assess the portfolios and make any necessary revisions to the program of study based on the data from the portfolio reviews.
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3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.

Outcome	Indicator of Successful Outcome	Target for Outcome	Frequency of Data Collection
SLO1	Passing the SLA 6990	90% pass rate	Annually via KY EPSB Reporting
SLO2	Meets Target Rating on Final Project per rubric developed by program faculty	90% meets target rating for cohort	End of cohort review Annually
SLO3	Meets Target Rating on Exit Portfolio per rubric developed by program faculty	90% meets target rating for cohort	End of cohort review Annually

4. Course Delivery Methods.

Please answer the following:

- a) Will this be a 100% distance learning program? Yes ☒ No ☐
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes ☒ No ☐

If yes, please check all that apply below.

☒ Distance Learning

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

☒ Technology-enhanced instruction

☒ Evening/weekend/early morning classes

☒ Accelerated courses

☐ Instruction at nontraditional locations, such as employer worksite

- ☐ Courses with multiple entry, exit, and reentry points
- ☐ Courses with "rolling" entrance and completion times, based on self-pacing
- ☐ Modularized courses

5. Is there a specialized accrediting agency related to this program? Yes ☒ No ☐

- a. If yes, please identify the agency.
- b. If yes, will the program seek accreditation?

CAEP and EPSB: EPSB already has an approved masters-level program (traditional and alternative) for School Principal (code 6746 and 6747). This program would fall under those approved codes. It has already been confirmed by the Kentucky Department of Education consultant that this program is approved by EPSB.

The existing EdS program, on which this new program is based, was accredited by CAEP in 2023.

(Link to EPSB Approved List of Programs:

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

6. Describe the library resources available to support this program.

Please also submit a letter of support from the UofL Libraries. You can request this letter at <https://library.louisville.edu/forms/new-program-proposal>.

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.

See attachment #7

C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.

Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
Fall 2026		10
Fall 2027	10	12
Fall 2028	12	15
Fall 2029	15	15
Fall 2030	15	15

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

See attachment #2

3. Specify/highlight any distinctive qualities of the proposed program.

Our program offers an end of program culminating project that is grounded deeply in current practice the field. By using the COGNIA standards and hosting a UofL Mock School on the platform used by the Kentucky Department of Education, this program is the only program in the Commonwealth of Kentucky to provide students will real time, school improvement training. Every school in Kentucky is required to use the platform through COGNIA and KDE and this program at UofL is the only school leadership program to train and support candidates through this real world application while enrolled in a leadership program.

Additionally, we are the only program to offer executive leadership coaching for all leadership candidates through the GALLUP CliftonStrengths coaching program. Program faculty have become certified GALLUP coaches and provide this coaching to our students as a part of our programming.

**4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?
If yes, please explain.**

No, but due to being an online synchronous delivery, potential candidates from across the Commonwealth of Kentucky may enroll in our programming. A 5:30 PM eastern time zone start time for our courses ensures those in the central time zone of Kentucky will also be eligible for enrollment due to courses being offered after their working hours.

**5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes ☐ No ☒
If so, please specify.**

6. 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 program supports the desire of the program faculty to broaden the opportunity for those seeking school leadership positions outside of the Louisville Metro area by offering our coursework in an online synchronous setting. Allowing candidates to enroll pre-Masters helps to broaden the potential pool of candidates as our current programming for the Ed.S. degree allows only post-master's students. We are also working to support alternative certification teachers through the

Louisville Teacher Residency program to pursue their administrative certification once they complete three years of teaching, thus creating an internal pipeline of advanced certification that does not currently exist.

7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).

Most school leadership programs across Kentucky offer both Level 1 and Level 2 certification. We have intentionally worked to provide our candidates with the option to secure Level 1 certification, receive a pay increase in their home districts, and then continue to pursue Level 2 certification with UofL that also allows for a pay increase in their home districts.

Further, program faculty regularly participate in the University Principal Preparation Initiative (UPPI) which convenes all principal prep programs monthly to share and discuss issues and potential areas of focus for principal preparation programs. This collaboration allows us to stay current with the field and keep relationships between and among programs productive and collaborative.

D. Cost

1. Will this program require additional resources? Yes ☐ No ☒

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

3. Are new or additional faculty needed? Yes ☐ No ☒

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.
- b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

c) What is the projected faculty/student ratio for the program?

4. Will this program impact existing programs and/or organizational units within UofL?

Yes ☐ No ☒

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact) .

- **Complete the New Program Budget Spreadsheet.**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

Undergraduate*

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

Graduate/Professional*

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine) programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

Note that there are three tabs to the Budget spreadsheet.

Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

5. Financial Aid for Certificate Programs

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

Yes ☒ No ☐

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](http://louisville.edu/oapa/gainful-employment-policy). See the Gainful Employment Policy website for the intent form and other information - <http://louisville.edu/oapa/gainful-employment-policy>

Appendix A Program Curriculum

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
LEAD 644	Fundamentals of School Leadership	In this course for certification as a school leader, candidates examine the education leaders' responsibility for planning, implementing, monitoring, and evaluating assessment, curriculum, and instruction through an examination of their personal leadership skills and dispositions and planning for personal growth in their leadership ability across the duration of the degree program.	3	Y			X	Online Synchronous
LEAD 633	Systems and Structures for School Improvement	Candidates learn the functions of operational vision and mission, school improvement tools and processes, procedures and	3	Y		X		Online Synchronous

		structures. Attention is given to the accreditation tools in use in Kentucky as well as the tools for state required diagnostic reviews for underperforming schools.						
LEAD 622	Fiscal and Human Resources in P12 Education	Study of laws, practices, and procedures related to utilizing human and financial resources to equitably improve student achievement at the school level.	3	Y		X		Online Synchronous
LEAD 620	Education Law and Policy Review in P12 Education	Examination of constitutional, statutory, regulatory and policy provisions, and court decisions affecting P-12 educational leadership.	3	Y		X		Online Synchronous
LEAD 627	Internship in Education Leadership: Principal	Students work with mentor principals for a period spanning year-end, summer preparation time, and school starting to gain valuable operational and instructional knowledge and skills.	3	Y			X	Online Synchronous
LEAD 637	Ensuring High Performance School and Community Engagement	Candidates learn the functions for identifying, engaging, and deploying school and community resources in the service of supporting student learning outcomes.	3	Y		X		Online Synchronous
TOTAL CREDITS			18					