

# University of Louisville

## New Academic Program Proposal Template

### Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, undergraduate, graduate, and professional programs are to complete this New Academic Program Proposal template. There is a separate template for certificate credentials.

All templates and forms are available at:

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

To avoid unnecessary delays, please ensure that all questions are addressed clearly and completely and that all necessary forms are completed and submitted.

Some questions may seem repetitive, but they reflect CPE questions and must be answered exactly in the format requested. CPE readers won't have access to previous information submitted. Responses to the questions in this template are needed exactly in the format requested in each question.

If the question asks for a description, you must provide a description rather than referencing information provided elsewhere in a different format (such as a table). As well, if you decide to provide additional information in tables (such as assessment rubrics, data, etc.) you must also describe the material. We are unable to copy tables into the CPE online portal.

Questions about the template and process can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)).

**NOTE: All unit approval processes must be completed and documented before submitting this proposal.**

Send the following materials, as well as any questions or concerns, to the **Program Approval Service Account** ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)). The program approval process will not begin until all of the above documents are received. Please submit all materials listed below at the same time.

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- SACSCOC Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- [Letter of Support from the UofL Libraries](#)
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

General Program Information	
<b>Program Name:</b>	Educational Administration and Leadership (EAL)
<b>Degree Level:</b>	Master of Education (M.Ed.)
<b>Date:</b>	9/20/2025
<b>Department and Department Chair:</b>	Leadership, Evaluation and Development (LEAD); Dr. Jason Immekus
<b>School/College:</b>	College of Education & Human Development (CEHD)
<b>Program Director and Contact (if different); (please also include title):</b>	Dr. Deborah Powers; <a href="mailto:debbie.powers@louisville.edu">debbie.powers@louisville.edu</a> ; 502-852-6428
<b>CIP Code:</b>	13.0408 - Elementary and Middle School Administration/Principalship.
<b>Program Type (collaborative, joint, or single institution):</b>	Single institution
<b>Is this program an advanced practice doctorate?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Number of Credit Hours required:</b>	30
<b>Method of Delivery (online, face-to-face):</b>	100% online (synchronous)
<b>Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.</b>	See Attachment #1
<b>(Tentative) Institutional Board Approval Date:</b>	Spring or Summer 2026
<b>Proposed Implementation Date (semester and year):</b>	Fall 2026
<b>Anticipated Date for Granting First Degree:</b>	Summer 2027
<b>Have all unit approval processes been completed?</b>  <b>Please provide a list of unit approval processes with approval dates:</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>  <b>Approval Path</b> <ol style="list-style-type: none"> <li>01/31/24 10:16 am Jason Immekus (jcimme01): Approved for EDLEAD Chair</li> <li>02/01/24 5:00 pm Leslie Harper (lafren01): Rollback to Initiator</li> <li>02/06/24 10:59 am Jason Immekus (jcimme01): Approved for EDLEAD Chair</li> <li>02/07/24 10:37 am Leslie Harper (lafren01): Approved for Provost Program Proposal Review Committee Chair</li> <li>02/07/24 10:50 am Jason Immekus (jcimme01): Approved for EDLEAD Chair</li> </ol>

	<p>6. 03/27/24 7:58 am Abbey Dondaville (r0dond01): Approved for r0dond01</p> <p>7. 03/27/24 12:05 pm Jason Immekus (jimme01): Approved for EDLEAD Chair</p> <p>8. 04/01/24 3:57 pm Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean</p> <p>9. 05/22/24 10:38 am alshel04: Approved for ED Curriculum Committee Chair</p> <p>10. 06/05/24 1:45 pm Derek Hottell (dlhott01): Rollback to Initiator</p> <p>11. 02/05/25 6:31 pm Jason Immekus (jimme01): Approved for EDLEAD Chair</p> <p>12. 03/24/25 4:41 pm Sneha Thapa (s0thap02): Approved for ED Curriculum Committee Chair</p> <p>13. 03/24/25 4:59 pm Krista Young (k0youn08): Approved for ED Associate Dean</p> <p>14. 05/12/25 3:47 pm Derek Hottell (dlhott01): Rollback to Initiator</p> <p>15. 05/14/25 3:53 pm Jason Immekus (jimme01): Approved for EDLEAD Chair</p> <p>16. 05/14/25 3:57 pm Sneha Thapa (s0thap02): Approved for ED Curriculum Committee Chair</p> <p>17. 05/14/25 3:58 pm Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean</p> <p>18. 06/07/25 7:37 pm Derek Hottell (dlhott01): Rollback to Initiator</p> <p>19. 06/10/25 10:06 am Krista Young (k0youn08): Approved for EDLEAD Chair</p> <p>20. 06/10/25 10:07 am Sneha Thapa (s0thap02): Approved for ED Curriculum Committee Chair</p> <p>21. 06/10/25 3:05 pm Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean</p> <p>22. 06/23/25 12:09 pm Jen Jones (jejone03): Approved for AAP Program Approval Coordinator</p> <p>23. 07/29/25 3:00 pm Derek Hottell (dlhott01): Rollback to Initiator</p>
--	---

	<p>24. 08/18/25 2:22 pm Jason Immekus (jcimme01): Approved for EDLEAD Chair</p> <p>25. 08/18/25 2:24 pm Sneha Thapa (s0thap02): Approved for ED Curriculum Committee Chair</p> <p>26. 08/18/25 2:47 pm Jenny Bay-Williams (jmbayw01): Approved for ED Associate Dean</p> <p>27. 08/19/25 2:37 pm Jen Jones (jejone03): Approved for AAP Program Approval Coordinator</p> <p>28. 09/18/25 9:57 am Jen Jones (jejone03): Approved for Provost Program Proposal Review Committee Chair</p>
--	---

## A. Overview

<p><b>1. Provide a brief description of the program with its estimated date of implementation.</b> (250 words or less; program's purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.</p> <p><i>CPE Instructions: The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.</i></p>
<p>The M.Ed. degree in Educational Administration and Leadership (EAL) is a 30-credit hours graduate degree program that provides professional educators a pathway to pursue certification in Level II principalship.</p> <p>The M.Ed. program 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 M.Ed. program is to provide field experience, clinical practice, and conceptual and theoretical knowledge necessary for roles in instructional leadership. The Department of Educational Leadership, Evaluation, and Organizational Development maintains a strong collaboration with school districts in preparing exemplary P-12 school administrators.</p> <p>The program is designed in stackable degree so that the 18-credits earned through the graduate certificate, School Leadership Certification: Level I in EAL program, can be applied towards the Master of Education (M.Ed.) in Educational Administration and Leadership (EAL). So, the candidates can earn the M.Ed. in EAL with only additional 12-credit hours totaling to 30-credit hours, qualifying them for the Level II principalship certification.</p> <p>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. Candidates applying for admission are jointly screened by both the University of Louisville faculty and local school district personnel.</p>

**2. Describe how the new program is consistent with the mission and goals of the institution.**

*CPE Instructions: Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.*

LEARN Strategic Goal: The University of Louisville is a great place to LEARN because it prepares students for success now and into the future. We accomplish this by supporting the whole student through transformative purpose-driven and engaged learning.

The proposed Graduate Certificate and M.Ed. in Educational Administration and Leadership (EAL) will accomplish a goal of the P-12 Education Administration programs within the Department of Educational Leadership, Evaluation, and Organizational Development, specifically, to develop a post-baccalaureate degree program in response to policy changes in the minimum requirements for principal certification in the Commonwealth of Kentucky. This degree program in Educational Administration and Leadership (EAL) program that meets the ongoing professional development needs of P-12 education leaders in the face of ever-changing policies; specifically, the removal of an earned master's degree to qualify for principal certification in the Commonwealth of Kentucky. The heretofore lack of a master's degree in P-12 educational administration necessitates our creation of such a program. The proposed program will contribute to the mission of the College of Education and Human Development by advancing knowledge through the development of "exemplary professional practitioners and scholars" who will serve as "educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns."

The program helps the University of Louisville fulfill its mission by teaching diverse graduate students and supporting their development as engaged citizens, leaders, and scholars. It integrates the practice and application of scholarship towards the development of professionals who are capable of integrating and generating research, theory, and practice towards the advancement and improvement of their P-12 educational contexts. If approved, the M.Ed. program will serve as a recruitment tool for the Ed.D. program in Educational Leadership and Organizational Development. Given the prior Kentucky policy for a post-master's admission requirement for principal certification, educational leaders who already had earned master's degree were required to earn an Ed.S. for principal certification, thus making the pursuit of a third graduate degree (the Ed.D.) cost prohibitive.

CONNECT Strategic Goal: The University of Louisville is a great place with which to CONNECT because of its impact on community and the economic, social, and cultural health and well-being of Louisville, the Commonwealth, and beyond. We accomplish this through principled leadership, responsible stewardship, and engaged partnerships

The Graduate Certificate and M.Ed. in Educational Administration and Leadership (EAL) are designed with a mutually beneficial exchange of knowledge and resources in mind, created with collaboration with stakeholders from the Ohio Valley Educational Cooperative (OVEC), a consortium of 15 school districts serving over 155,000 students in north central Kentucky. The consortium also includes stakeholders from Jefferson County Public School, the largest school district in the Commonwealth of Kentucky.

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

**4. Does this program have a clinical component? Yes ☒ No ☐**

If yes, discuss the nature, appropriateness, and availability of clinical sites.

Every course in the progression requires clinical application in real-world education settings requiring the candidates to interact with education leaders. Further, LEAD 627 is a principal practicum course designed to match candidates with mentor principals to engage in relevant and authentic experiences such as screening applicants for teaching positions, co-creating and co-delivering professional learning to teachers, review of school data to determine upcoming training and development needs, and other activities deemed appropriate to increase candidate knowledge, skills, and dispositions aimed at increasing their individual capacity to lead.

**5. 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?)
- b. Describe the primary target audience.
- c. Describe the instructional delivery methods to be used.
- d. Describe the strength of the institution to undertake this new program.

This program is ongoing, with no end date.

- a. Meeting the EPSB requirements, candidates must be certified teachers in Kentucky with at least three years of classroom teaching experience (a minimum of 140 instructional days/year).
- b. Our program is offered in an online synchronous delivery mode. Live classes occur weekly via an online platform allowing for direct and consistent interaction between instructors and students.

This program will allow UofL the opportunity to add pre-masters students to our education leadership programming which is currently restricted to post-masters students. We have experienced practitioners teaching in our education leadership programs currently and those same practitioners will be teaching in this new program. Courses will be taught concurrently with pre-and post-masters students in combined courses for seven of the 10 courses. The addition of this program will allow our education leadership programming to grow and support candidates with relevant experience.

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

Our desire is to open a pathway for educators to school leadership positions who do not yet hold a Masters degree. Our current programming allows for only post-Masters candidates. Allowing a new pathway for those not yet holding a Masters will provide an opportunity for the University of Louisville to have access to a new pool of potential candidates and will allow us to develop an internal pipeline of potential leadership candidates.

The immediate service area for the University of Louisville's EAL Program consists of 15 public school districts (urban, suburban, and rural), as well as the Archdiocese of Louisville. According to information on the Kentucky Department of Education website ([www.education.ky.gov](http://www.education.ky.gov)) there are currently 172 public school districts in Kentucky with 1,478 public schools across the Commonwealth. Student population tops 646,000 with over 175,000 of those public-school students residing within our service area. The market and employer need will remain consistent with the need to replace retiring administrators and add administrators as new schools are built within the 15 counties in the service area. The current rate of replacement is consistent at 10% annually.

**B. Program Quality and Student Success**

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

**7. Provide specific programming goals (objectives) and specific student learning outcomes for the program in the areas that are required for SACSCOC.**

For UNDERGRADUATE programs, that would be:

- Competency Related to Major
- Competency which Builds upon the Cardinal Core Curriculum (Choose either Cultural Diversity or Effective Communication)
- Competency Related to the Culminating Undergraduate Experience (CUE)
- Competency Related to Critical Thinking

For GRADUATE programs, that would be:

- Competency Related to Content Knowledge
- Competency Related to Engagement in Research -OR-
- Competency Related to Professional Practice and Training Experiences

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.

The program curriculum was developed with strict adherence to the Kentucky Education Professional Standards Board (EPSB) requirements that the PSEL (Professional Standards for Education Leaders) 2015 form the framework for the curriculum. Additionally, we have embedded the CAEP Six Essential Skills across our program.

Student learning products are outlined below and aligned to the stated SLOs for our program:

Goal 1, related to program's content knowledge:

Program prepares school leaders to engage staff, improve the instructional capacity of schools, and deal effectively with the educational challenges of the 21st century.

SLO 1, related to program's content knowledge:

- i. Analyze personal leadership strengths and growth areas by completing PSEL-aligned self-assessments at entry, mid-point, and program completion, using results to evaluate readiness for the SLLA #6990 examination.
- ii. Create an individualized professional growth plan that integrates self-assessment data, instructor feedback, and PSEL-aligned leadership competencies to guide ongoing development throughout the program.
- iii. Interpret and use formative assessments designed around PSEL 2015 to improve leadership decision-making and performance on standards-relevant tasks similar to those assessed on SLLA #6990.
- iv. Demonstrate standards-based content knowledge by successfully completing learning experiences and assessments that align with the domains and expectations of the SLLA #6990 national examination.

Goal 2, related to engagement in research:

- i. Analyze personal leadership strengths and growth areas by completing PSEL-aligned self-assessments at entry, mid-point, and program completion, using results to evaluate readiness for the SLLA #6990 examination.
- ii. Create an individualized professional growth plan that integrates self-assessment data, instructor feedback, and PSEL-aligned leadership competencies to guide ongoing development throughout the program.
- iii. Interpret and use formative assessments designed around PSEL 2015 to improve leadership decision-making and performance on standards-relevant tasks similar to those assessed on SLLA #6990.
- iv. Demonstrate standards-based content knowledge by successfully completing learning experiences and assessments that align with the domains and expectations of the SLLA #6990 national examination.

Goal 3, related to professional practice/training experiences:



- i. Document professional practice by producing a standards-aligned internship portfolio that includes required artifacts such as contracts, logs, reflections, growth goals, and conference notes.
- ii. Collect and analyze multiple sources of data to inform instructional or leadership decision-making within the internship setting.
- iii. Apply data-driven insights and reflective practices to evaluate internship experiences and demonstrate growth aligned to professional standards.

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

If you wish to attach any SLO documents you may do so, but you still need to provide a narrative response to this question.

*CPE Instructions: Explain which student learning outcome(s) will be assessed by each assessment method and how frequently each assessment method is administered. Include both direct and indirect methods. Explain how assessment results will be used to make improvements to the program. Note that this item refers to a program-level, not course-level, assessment and thus course grades are not an appropriate source of data for program-level assessment.*

**SLO1 Measure 1:**

The School Leaders Licensure Assessment (SLLA #6990) norm referenced National Examination of Content: Candidates are eligible to take the exams at the conclusion of Level 1 coursework for certification. The School Leader Licensure Assessment (SLLA) is designed to measure the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice. The content of the SLLA was defined by a national committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The School Leader Licensure Assessment is aligned with the Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards

- 1.) Sampling Methodology: Whole Population
- 2.) Total number of students being evaluated
- 3.) Total percentage of students being evaluated and performance threshold: 90% of the candidates will successfully pass the SLLA exam.

**SLO2 Measure 2:**

LEAD 782 Hallmark Assessment Task (HAT): Students will 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.

- 1.) Sampling Methodology: Whole population
- 2.) Total number of students being evaluated
- 3.) Total percentage of students being evaluated and performance threshold: 90% of students will score Target or above on the Hallmark Assessment Task in LEAD 782.

**SLO3 Measure 3:**

Hallmark Assessment Task (HAT) in LEAD 609 Internship in Educational Leadership:  
Anchor Task-HAT/Embedded Clinical Experience: Students will submit an electronic portfolio documenting their experiences during their internship. The portfolio must include the following:

- Internship Contract signed and dated by the student, the site mentor, and the university instructor
  - 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
- 1.) Sampling Methodology: Whole population
  - 2.) Total number of students being evaluated
  - 3.) Total percentage of students being evaluated and performance threshold: 90% percent of candidates will meet or exceed standards on the HAT in LEAD 609

**9. Highlight any distinctive qualities of the proposed program.**

*CPE Instructions: Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).*

The partnership agreement with the OVEC member districts and the EAL program faculty help to create unique field placement experiences for our ed leadership candidates. The summer semester for the program will host the extended practicum class, allowing for more authentic engagement between candidates and their mentors, as well as allowing multiple placements so that candidates may experience the demands of education leadership at different levels (elementary, middle, high).

**10. Describe the admission and graduation requirements for the program.**

This information will be viewed by an external audience, so please be clear and specific.

*CPE Instructions: Be as detailed as possible and address all three components – admission, retention, and completion.*

**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.

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

*CPE Instructions: A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
M.Ed. in Educational Administration and Leadership	30	30	NA	NA	NA

### 12. Describe administrative oversight to ensure the quality of the program.

Who will oversee the program and how do their credentials/qualifications align with that role?  
How does program oversight include curriculum review and approval to ensure program integrity and rigor?

The Department of Educational Leadership, Evaluation, and Organizational Development appoints a program director to oversee the program (e.g., schedule development, course staffing, completion of SLO Reports).

The program faculty regularly reviews student feedback from BluEval to determine program component quality and content. Additionally, the program director regularly reviews adjunct/part-time faculty evaluations and shares information with adjunct faculty.

The program has developed a continuous improvement plan that requires a self-study annually using Quality Matters toolkit from the Wallace Foundation. This toolkit has six domains and the program exams three domains each year. The domains include recruitment and admissions, course content, pedagogy, student assessment, program improvement, and post-graduate success.

We also examine the SLLA 6990 data which is the licensing exam data required for candidates to successfully pass prior to being awarded certification from KY EPSB.

13. 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.)

8 of 10 courses are offered as 8-week courses  
(2 per semester, fall and spring semesters)  
2 of 10 courses as full semester

Three courses have been added for the Masters level to better serve the needs for the M.Ed. as compared to the Ed.S. These courses mirror the Ed.S. courses, but final products and assignments have been revised to better meet the needs of the Masters students (who, by default) do not have the breadth and depth of experience as classroom teachers nor the exposure to leadership that Ed.S. students would have had as the Ed.S. is a Post-Master's program.

14. Please answer the following:

a) Will this be a 100% distance learning program? Yes ☒ No ☐

*CPE Instructions: This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

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.

NOTE: If you check "yes" to this question, you must check at least one of the items listed 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

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

This program is not intended to replace or enhance an existing program.

**16. 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.**

The potential for collaboration with other units at UofL and/or articulation with other institutions of higher learning is limited. However, the potential for continued collaboration with P-12 educational stakeholders, such as the Ohio Valley Educational Cooperative (OVEC) and Kentucky school districts remain strong.

**17. 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 part-time faculty or graduate assistants are included in the additional faculty resources needed.
- b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

No new full-time faculty are required for this program as the current full-time faculty have the capacity in their workload to meet an initial increase in enrollment.  
There will be no adverse impact on the current faculty workload. The 10-course sequence for the K12 Principal certification allows for a lead instructor for each course. That will not change nor will that impact the faculty workload. Any additional sections to be added due to an increase in enrollment may be offset by adjunct instructors should the enrollment numbers dictate that need.

- Years 1, 3, & 5 = 4 courses will be taught by Fulltime Faculty, and 2 courses will be taught by PTLs
- Years 2 & 4 = 3 courses will be taught by Fulltime Faculty, and courses will be taught by 3 PTLs

**18. a. 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. Adequacy of electronic access, library facilities, and

human resources to service the proposed program in terms of students and faculty will be considered.
See attachment #7
<p><b>b. Describe the physical facilities and instructional equipment available to support this program.</b></p> <p>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.</p>
Yes, all facilities and equipment required for this program is already exists.

### C. Demand

<b>Student Demand</b>																				
<p><b>19.a. Provide evidence of student demand.</b></p> <p>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.</p> <p><i>CPE Instructions: Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. <u>Anecdotal evidence is not sufficient.</u> If student surveys have been collected, provide information regarding <u>sample size, sampling methodology, and response rate.</u></i></p>																				
<p><b>b. Project estimated student enrollment and degrees conferred for the first five years of the program.</b></p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Degrees Conferred</th> <th>Majors (Headcount) Fall Semester</th> </tr> </thead> <tbody> <tr> <td>Fall 2026</td> <td>-</td> <td>10</td> </tr> <tr> <td>Fall 2027</td> <td>-</td> <td>22</td> </tr> <tr> <td>Fall 2028</td> <td>10</td> <td>27</td> </tr> <tr> <td>Fall 2029</td> <td>12</td> <td>30</td> </tr> <tr> <td>Fall 2030</td> <td>15</td> <td>30</td> </tr> </tbody> </table>			Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester	Fall 2026	-	10	Fall 2027	-	22	Fall 2028	10	27	Fall 2029	12	30	Fall 2030	15	30
Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester																		
Fall 2026	-	10																		
Fall 2027	-	22																		
Fall 2028	10	27																		
Fall 2029	12	30																		
Fall 2030	15	30																		

<b>Employer Demand</b>	
20.	If the program is designed for students to enter the workforce immediately, please complete Appendix A.

<b>Academic Disciplinary Needs</b>	
21.	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.

NA

## D. Cost and Funding

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.

22. 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.

23. Will this program impact existing programs and/or organizational units within your institution? Yes ☐ No ☒

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

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

*CPE Instructions: Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.*

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Grad Cert	M.Ed.	Grad Cert	M.Ed.	Grad Cert	M.Ed.	Grad Cert	M.Ed.	Grad Cert	M.Ed.
# Students (New & Continuing enrollments)	10	-	12	10	15	12	15	15	15	15
Revenue by degree (\$6,750/student)	\$67,500	-	\$81,000	\$45,000	\$101,250	\$54,000	\$101,250	\$67,500	\$101,250	\$67,500



Total Revenues (\$40,500/student)	\$67,500	\$126,000	\$155,250	\$168,750	\$168,750
Expenditures (FT & PTL)	\$ 47,664	\$ 41,448	\$ 47,664	\$ 41,448	\$ 47,664

### 25.a. 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 an internal “allocation” in the Funding Sources section 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 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.

Note: The new budget model will allocate resources to the academic unit based on where the credit hour is instructed. The unit dean will decide how to distribute funds within the college.

\*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 program must have more funding than expenses.

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

All resources are in place to ensure the success of this program.

## **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.

**26. Provide a brief description of institutional assessment processes.**

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

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.

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

The Office of Institutional Effectiveness has prepared an institutional response to this CPE question. Please review the response and edit as needed.

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.

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

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

*CPE Instructions: Explain how the program will identify graduate schools and employers and what questions will be asked in order to assess graduate school and/or workforce success.*

The University of Louisville's Graduate School administers a post-graduation survey. Results of that survey when shared with program faculty will serve as data points to inform practice and revision of program components as needed. Additionally, the program faculty receives an annual report noting the placement of individuals in roles across schools and districts. This information serves to investigate whether program graduates have been hired into school leadership positions from their previous teaching positions. This information serves to provide evidence of candidate expertise through their move to administrative positions out of the classroom.

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see <http://louisville.edu/oapa/academic-program-review-process>.

## Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
School Principal	104,000	13	15	95,010	51	11	104,070		

### Employer Demand Resources:

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- Kentucky, Bridging the Talent Gap  
Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>  
Interactive website: <https://bridgingthetalentgap.org/dashboards/>