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University Council

March 19, 2021

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Dear Colleagues:

The attached proposal from the Mary Frances Early College of Education to offer a new Graduate Certificate in Transformative Leadership on the Athens, Gwinnett, and online campuses will be an agenda item for the March 26, 2021, Full University Curriculum Committee meeting.

Sincerely,

John Maerz, Chair
University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Rahul Shrivastav

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: October 1, 2020

School/College/Unit: Mary Frances Early College of Education

Department/Division: Lifelong Education, Administration, and Policy
Learning, Leadership, and Organization Development (LLOD) Program

Certificate Title: Graduate Certificate in Transformative Leadership

Effective Term: Fall 2021 or once approval is attained

Which campus(es) will offer this certificate? Athens, Gwinnett, and Online

CIP: 52021301

Level: Graduate

Program Abstract: The purpose of this certificate program is to understand leadership that transforms and how to develop it. Specifically, it aims to integrate current and cutting-edge research on adult development and transformative leadership. The search is on for better and different leadership. The certificate's aim is to inspire the development of future transformative leaders who are equipped with the knowledge and tools to respond to the evolution of nations, communities, and organizations (Berger, 2019, Laloux, 2015; Western, 2013). The Graduate Certificate in Transformative Leadership focuses on four areas, equipping learners to: (1) understand and discern the theory and practices of leader formation and leadership development; (2) explore transformative leader mindsets and how to thrive in complexity; (3) understand how to develop sustainable systems of leadership development that are agile, dynamic, and capable of ethical responses to 21st century challenges; and (4) develop and enact transformative leadership in an action project of their own design.

Further, leader formation and leadership development in the twenty-first century demand that leaders engage in continuous self-awareness, maturity, and growth as a leader so as to generate the conditions for individual, organizational, and societal responsiveness that includes sustainability, profitability, and justice (Adler et al, 2007). This approach to the development of transformative leaders and culture for leadership development requires courage, a willingness to take informed risks, and experiment with new and unproven approaches, as well as an enthusiasm to continually learn while leading. "The organizational adaptability required to meet a relentless succession of challenges is beyond anyone's current expertise. No one in a position of authority—none of us in fact—has been here before" (Heifetz, Grashow, & Linsky, 2009, p.67). A study by the Center for Creative Leadership (CCL, 2015) found that the four most important skills/capabilities needed by organizations in the future are as follows: forming leaders who learn how to lead people, champion strategic planning, inspiring commitment, and growing

ethical systems of sustainability. Notably, these four capabilities are among the weakest competencies for today's individual leaders. CCL's findings suggest that leadership education should provide spaces for leader formation while also fostering the collective capabilities of teams, groups, networks, and organizations. The Graduate Certificate in Transformative Leadership allows students to develop leadership readiness (individual and systemic) to meet the continuous learning demands placed on leaders in today's constantly evolving context.

In 2018, the LLOD program surveyed current students and alumni to ascertain the need for specialized leader formation and leadership development (see page 8). The survey results show that the Leadership Certificate is in high demand with 75% of students indicating an interest level as "somewhat (45%)" to "very interested (30%)," and with 94% of Learning, Leadership, and Organization Development (LLOD) majors indicating an interest level as "somewhat (42%)" to "very interested (52%)." The certificate will provide the educative scaffolds for degree bearing and non-degree bearing students at UGA to understand their own formation as transformative leaders. Participants will master the theories, methods, and practices of leadership. Participants will gain the opportunity to participate in a practicum under supervision of faculty in a system they are currently serving in and/or an opportunity that they will create with faculty advisors. The certificate program will be housed in the Learning, Leadership, and Organization Development Program in the Department of Lifelong Education, Administration, and Policy in the Mary Frances Early College of Education. All of the core courses in the program are approved. Applicants must meet the minimum Graduate School standards and non-degree students are required to apply through the Graduate School application process.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

Program Purpose: The purpose of this certificate program is to understand leadership that transforms and how to develop it. Specifically, it aims to integrate current and cutting-edge research on adult development and transformative leadership. The goal in this certificate program is to inspire the development of future transformative leaders who are equipped with the knowledge and tools to respond to the evolution of nations, communities, and organizations (Laloux, 2015; Western, 2013). The Graduate Certificate in Transformative Leadership focuses on four areas, equipping learners to: (1) understand and discern the theory and practices of leader formation and leadership development; (2) understand transformative leader mindsets and how to thrive in complexity; (3) understand how to develop sustainable systems of leadership development that are agile, dynamic, and capable of ethical responses to twenty-first century challenges; and (4) develop and enact transformative leadership in an action project of their own design.

The Graduate Certificate in Transformative Leadership provides a generative space for leaders, regardless of their position, years of experience, context (work, life, both), and effectiveness to learn how to develop the capacity to respond to the highly interconnected, fast-changing world, by purposefully learning how to transform and reshape leadership fit for

the unpredictable future that is unfolding. The result is that leaders learn how to respond to challenges more effectively, to improve relationships, and to flourish in times of complexity. A Graduate Certificate in Transformative Leadership will meet student demands for this specialized learning and offer students a unique opportunity to gain a distinctive credential in the Learning, Leadership and Organization Development (LLOD) curriculum. The approach of this certificate is to promote transformative leadership that is self-aware, empathic, complex, strategic, sustainable, and ethical for nations, communities, and organizations.

The Graduate Certificate in Transformative Leadership is appropriate for professionals who are working in or aspiring toward leadership roles or are mid- to upper-level managers, high potentials, and senior leaders who regularly face complex and adaptive challenges in their organizations. This leadership credential would allow students to develop their own leader identity as well as learn strategies and approaches that foster sustainable and just leadership development interventions for nation, community, and society.

This certificate program advances the UGA College of Education Strategic Plan goals of:

1. Promoting diversity, equity, and inclusion for all people through the core course content and electives;
2. Delivering high-quality instruction through research-based, innovative approaches to teaching and learning; and
3. Equipping graduates with capacity to improve the lives of people in Georgia and beyond through change leadership.

This certificate program advances the UGA 2020 Strategic Directions of:

1. Enhancing Graduate and Professional Programs by:
    a. Potentially increasing graduate enrollment in a program that was favorably viewed in a survey of students; and
    b. Offering increased access to University of Georgia graduate education through extended campus educational programs and online education degree programs through making this certificate program available in multiple formats.
2. Serving the Citizens of the State of Georgia and Beyond by:
    a. Potentially providing educational programming that enhances the social, economic, and environmental well-being and health of individuals and communities and make businesses more successful; and
    b. Providing opportunities for students to engage in service learning through the practicum aspect of the certificate program.

2. Need for the Program

Explain why this program is necessary.

The reasons for developing this proposal are threefold. First, disruption is the new normal. Ronald B. Smith (2011) described this new environment as one of "perpetual whitewater." (p. 37). How are leaders prepared to lead in times of continuous disruption? Learning how to lead in a volatile, uncertain, complex, and ambiguous world, where new technologies, ways of working, and players regularly change the rules, and sometimes the game itself, is part of the

motivation for the development of this change leadership certificate. Whatever industry one is in, disruption is imminent. The ripples and waves will continue to flow—there is no expectation that the turbulent waters of change will recede (CCL, 2018). UGA needs a context in which students are growing their capacity to lead in the face of this complexity. Second, transformative leadership demands a developmental approach (Kegan & Lahey, 2009) that relies on methods that lead to individual capacity building as well as collective meaning making with communities of practice. According to Goldsmith and Reiter (2007), many leadership programs are based on the faulty assumption that if people are shown what to do, they can automatically do it. Developing the capacity for transformative leadership falls within the Learning, Leadership, and Organization Development (LLOD) program that encompasses the processes and methods that develop capabilities for adult learning and development, human resource development (HRD), and organization development (OD). This certificate would round out the leadership development opportunities the department is able to provide graduate students. Third, a Gradute Certificate in Transformative Leadership would make accessible the capacity building necessary for twenty-first century leadership to students and professionals seeking safe and robust spaces for leadership development. Leadership development can become democratized if graduate students and professionals get a better understanding of what development is, why it matters for them, and how they can take ownership of their own development.

Leadership is in high demand and a desired credential.

According to the 2019 Training Industry Report, most businesses spent a tremendous amount of money on training and development ($83 billion). One of the most consistent and substantive needs across all organizations is in the area of leadership development—i.e., $688,891 spent on average. Organizations plan to project similar or more funding to executive development than last year (72%). As section II-3 details, this certificate is of interest to the majority of LLOD students—an interest that dovetails with the national and international desire to become certified in leadership development. The Graduate Certificate in Transformative Leadership would allow the LLOD program to provide students with a distinctive credential that would be cost-prohibitive for them to pursue outside the university.

To create transformative leadership is a key intervention in HRD and OD practice that is embedded in the LLOD (Learning, Leadership, and Organization Development) program.

The world is rapidly changing and requires those in leadership to assume constantly changing roles and responsibilities. According to Gallup's State of the American Workplace report, these changes are forcing organizations to reconsider how employees work and what they value. More than 80 percent of U.S. employees said they did not have an effective leader to lead change (Gallup, 2017). A recent Price Waterhouse Coopers' survey among CEOs also indicates that industry leaders do not think their organizations have the skills needed to drive change and innovation (PWC, 2017). This report also highlights that only 30 percent of leaders felt they have the talent they need to succeed in these complex times. Traditional models of leadership emphasize the operational or technical side of leadership but give little emphasis to the systemic view of leadership. "Our zeitgeist is a new (and ancient) awareness that we participate in a world of exquisite interconnectedness. We are learning to see systems rather than isolated parts and players…We can see the web of interactions that weave the

world together" (Wheatley, 2006, p.158). Transformative leadership requires leaders and the organization as a whole to help people develop a system's view, and to let the system see itself so that it may reframe its approach to sustainable success and justice in fluid and evolving ways (Scharmer, 2016). Particularly, the certificate compliments LLOD faculty expertise in adult learning, leadership, and organizational development, organizational coaching, strategic organization development, and evolving leader formation transformative learning and the application of complexity principles.

A new perspective on leadership.
Regardless of what context, people in a position of leadership are asking "How do I respond to complexity", as such we propose that by taking a critical approach to leadership that emphasizes sustainability and justice, we develop the essential enabler: leadership (Paulus & McGuire, 2015; Western 201e). While some might be overwhelmed by the complexity of a disruptive world, we see this as an exciting time for bold and forward-thinking leaders. Unfortunately, current models of leadership are unable to answer clearly many of these complex questions. We are still bound by outdated paradigms of leading through traditional linear and hierarchical organization models. Many of the policies, systems, and processes that worked well in the past will not be effective in the future. New realities call for new imperatives. Leadership needs to show new direction, governance, framework, and guidance. To be future-ready is a journey. Leadership for tomorrow will require the capacity to lead open and dynamic networks and teams of followers. Leading researchers (Garvey Berger, 2019; Western, 2013; Heifetz & Lynskey, 2009) in the field of leadership offer four frames to consider when developing leader capacity: 1) leaders create conditions and diminish coercion and maximize potential for well-being and sustainable evolvement; 2) develop capacity to look beneath the surface of individual and collective dynamics and explore the relationships between power, knowledge, and change; 3) grow the capacity to take multiple perspectives and move away from simple technical approaches to complexity by disrupting, engaging, rethinking, and reframing leadership practices; and 4) develop new leadership approaches that adopt more adaptive forms of distributed leadership that reflect the networked and interdependent global reality. (CCL, 2018; Torbert, 2014; Uhl-Bien & Russ, 2009; Western, 2013)

In addition, provide the following information:

a) **Semester/Year of Program Initiation:** Fall 2021 or upon final approval

b) **Semester/Year Full Implementation of Program:** Fall 2021 or upon final approval

c) **Semester/Year First Certificates will be awarded:** Approximately 1-2 years following the year of approval, depending on individual student pace of completion

d) **Annual Number of Graduates expected (once the program is established):** 10-15

e) **Projected Future Trends for number of students enrolled in the program.** Given the trends reported above and the demonstrated student interest below, steady, if not growing, interest in the certificate is predicted. Student interest in the program has been high since its development was announced.

3. Student Demand

a. Provide documentation of evidence of student demand for this program, which may include a student survey.

b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

To meet this criterion, the department conducted a survey to evaluate interest in the topic and to assess preferred delivery formats. A survey was distributed to 2,237 students who were enrolled in Mary Frances Early College of Education majors or courses during the 2017-2018 academic year. 503 students participated in the study, yielding a 22% response rate. Table 1 provides the breakdown of overall interest:

Table 1

Student Interest in Leadership Certificate

Not Interested	Somewhat Interested	Very Interested
120	219	142
25%	45 %	30%

The level of "somewhat interested" to "very interested" is a total of 361/481 students, or 65%, with the majority of respondents being College of Education Students.

The department also surveyed participants about preferred formats and campus locations, as noted in Table 2.

Table 2

Student Preference for Format and Campus for Leadership

Online	Athens Campus (Face-to-Face)	Gwinnett Campus (Face-to-Face)	Executive (Blended and Weekends)
167	101	21	70
47%	28%	6%	19%

N=359

Faculty also examined the data by major, in particular current LLOD students, as noted in Table 3.

Table 3

Current LLOD Student Interest in Leadership Certificate

Not Interested	Somewhat Interested	Very Interested
4	29	36
6%	42%	52%

N=69

The majority of current LLOD majors are interested in this certificate program offering. Additionally, the department receives ongoing requests to add this opportunity to the curriculum.

The department also surveyed current LLOD majors about preferred formats and campus locations, as noted in Table 4.

Table 4

Current LLOD Student Preference for Format and Campus for Leadership

Online	Athens Campus (Face-to-Face)	Gwinnett Campus (Face-to-Face)	Executive (Blended and Weekends)
26	8	10	21
40%	12%	15%	33%

N=65

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

To answer this question, demographic data questions were included on the survey:

1) Of the 30 (6%) participants identifying as Hispanic, Latino/a, or Spanish origin, 20/30 or 67% indicated they were "somewhat interested (37%)" to "very interested (30)" in the Leadership Certificate.

2) Of the 109 (26%) participants identifying as Black or African American (including African and Caribbean), 86/109 or 79% indicated they were "somewhat interested (40%)" to "very interested (39%)" in the Leadership Certificate.

3) Of the 54 (11%) participants identifying as Asian (including the Indian subcontinent), 42/54 or 77% indicated they were "somewhat interested (48%)" to "very interested (29%)" in the Leadership Certificate.

4) Of the 5 (1%) participants identifying as American Indian or Alaska Native 5/5 or 100% indicated they were "somewhat interested (40%)" to "very interested (60%)" in the Leadership Certificate.

5) Of the 1 (.2%) participant identifying as Native Hawaiian or Other Pacific Islander, 1/1 or 100% indicated they were "very interested" in the Leadership Certificate.

6) Of the 17 (3.4%) participants identifying as having an ongoing disability 15/17 or 88% indicated they were "somewhat interested (41%)" to "very interested (47%)" in the Leadership Certificate.

7) Of the 8 (1.6%) participants identifying as a Veteran 5/8 or 62% indicated they were "somewhat interested (38%)" to "very interested (25%)" in the Leadership Certificate.

Among seven demographic groups, veterans indicated slightly lower interest (62%) than other groups. It should also be noted that there is not a statistically significant difference in gender, with 79% of females and 74% of males indicating they were "somewhat interested" to "very interested" in the Leadership Certificate.

4. Admission Requirements

Admission requirements for degree-seeking students require that they are admitted to a UGA graduate program and have a minimum of a 3.0 average. Non-degree seeking students may also apply, providing they possess a graduate degree from an accredited institution.

5. Student Advising

Students will be advised by their regular advisor as well as the Director of the Graduate Certificate in Transformative Leadership. Courses in this program are already part of an approved 100% online Learning, Leadership, and Organization Development (M.Ed.) program, so the existing support mechanisms for this program will continue with the certificate.

6. Resident Requirements

The program is open to both degree-seeking and non-degree students. Applicants must meet the minimum Graduate School standards, and non-degree students are required to apply through the Graduate School application. All enrolled students will be subject to UGA's residency requirements.

7. Program Management

This program will be administered by the Director of the Graduate Certificate in Transformative Leadership. All courses in the program are approved courses at UGA.

Contact Persons:

Role	Name	email
Director, Graduate Certificate in Transformative Leadership	Caleb S. Han	calebhan@uga.edu
Co-director, Graduate Certificate in Transformative Leadership	Aliki Nicolaides	alikin@uga.edu
Department Head, Lifelong Education, Administration & Policy	Kathleen DeMarrais	kathleen@uga.edu

8. Program of Study

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles

Table 5

Graduate Certificate in Transformative Leadership Curriculum (15 hours)

Core Curriculum (15 hours)

- LLOD 8205 or LLOD 8205E, Leading from Within: Developing Personal and Interpersonal Leadership Capacity (3 hours)
- LLOD 8210 or LLOD 8210E, Leading Change in Workplace and Adult Education Organizations (3 hours)
- LLOD 8230 or LLOD 8230E, Leadership in Learning, Leadership, and Organization Development (3 hours)
- LLOD 8620 or LLOD 8620E, Adult and Continuing Education Administration (3 hours)
- LLOD 9800 or LLOD 9800E, Practicum in Learning, Leadership, and Organization Development (1-12 hours)

Elective – Choose one course (3 hours)

- LLOD 8090 or LLOD 8090E, Adult Development and Instruction (3 hours)
- LLOD 8140 or LLOD 8140E, Equity and Inclusion in Organizations (3 hours)
- LLOD 8320 or LLOD 8320E, Facilitating Group Change and Development (3 hours)
- Other elective as approved by the Certificate Program Director

The core courses are already taught each year within both on-campus and online programs, so the program will continue following that format. The program can be completed at the learner's pace, so there is not a time limit, except within the graduate school's timeline requirements of 6 years before courses begin to expire.

b. Identify any new courses created for this program:

All courses listed above are approved courses.

9. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

Table 6 was developed for benchmarking purposes. There are a range of programs housed in universities and the curriculum and quality varies wildly. There are no Transformative Leadership Certificates at regional universities, or in the USG Certificate listing. Here are some additional observations:

Curriculum varies widely among programs.

i. The most consistent courses include:
    1. Foundations of Leadership
    2. Leader Formation
    3. Methods of Leadership Development
    4. Practices of Leadership
ii. The department views the proposed program's niche in the connection of leadership to organization learning and strong focus on change and organization development.

For those institutions listed, they offer their leadership certificate through executive education (32%) or a comparable continuing education offering (12%). In reviewing the tuition costs, most are in excess of $5,000 and are taught within a cohort. Moreover, the number of classes and depth of study are less rigorous than the proposed curriculum. A large group (80%) was associated with business schools with a limited number of additional courses, most focusing on leadership effectiveness. The closest program to this proposal is American University. Their leadership certificate is offered through the School of Public Administration and Policy. Similar to this proposal, specific courses are required within their Master's program with additional coursework required to earn a leadership certificate. There is a clear connection to the theories and practices in the overall program of study, making it a cohesive blend of scholarship and application. Additionally, Cornell University provides students with a blended format of courses. From the results of the

interest survey, the idea of expanding this leadership certificate by using both online and face-to-face formats will attract more to this certificate program.

Table 6

University Graduate Certificate Program Benchmarking

University and Website	**Certificate Name**	**Curriculum**	**Note**
Cornell University	Leadership and Strategic Management Certificates	Curriculum	Online
Harvard University	Art and Practice of Leadership Development	Curriculum	Executive format
MIT	Executive Certificate in Management and Leadership	Curriculum	Executive format
University of Pennsylvania	Leadership and Management Certificate	Curriculum	Online
UW-Madison	Advanced Management and Leadership Certificate	Curriculum	Executive format
Northwestern University	Leadership Certificate	Curriculum	Face-to-face
University of Virginia	Leadership and Management Certificate	Curriculum	Executive format
Villanova University	Certificate in Organizational Leadership	Curriculum	Face-to-face
University of Notre Dame	Executive Certificate in Leadership	Curriculum	Online Executive format
Centenary University	Leadership Certificate	Curriculum	Face-to-face
The University of Texas at Austin	Leadership Certificate for Adults	Curriculum	Executive format

Table 6

University Graduate Certificate Program Benchmarking

University and Website	Certificate Name	Curriculum	Note
University of Dayton	Supervisory Leadership Certificate	Curriculum	Executive format
Walden University	Graduate Certificate in Leadership	Curriculum	Face-to-face
Kennesaw State University	Certificate in Leadership & Ethics	Curriculum	Face-to-face
Rice University	Graduate Leadership Certificate	Curriculum	Face-to-face
Kansas State University	Organizational Leadership Graduate Certificate	Curriculum	Face-to-face
Northeastern University	Graduate Certificate Program in Leadership	Curriculum	Online
George Washington University	Management Leadership Certificate	Curriculum	Face-to-face
UMass-Dartmouth	Graduate Certificate in Leadership	Curriculum	Online
Marquette University	Graduate Certificate in Leadership	Curriculum	Face-to-face
University of North Carolina	MBA@UNC Graduate Certificate in Leadership Development	Curriculum	Online
Thomas Edison State University	Graduate Certificate in Organizational Leadership	Curriculum	Face-to-face
American University	Graduate Certificate in Leadership for Organizational Change	Curriculum	Face-to-face

Table 6

University Graduate Certificate Program Benchmarking

University and Website	Certificate Name	Curriculum	Note
University of Miami	Executive Leadership Certificate	Curriculum	Executive format

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

Accreditation is not required for organization leadership certification programs. The UGA Graduate Certificate in Transformative Leadership will be theoretically grounded and applied so as to effectively prepare students to work with credibility and results. Courses will meet all university and accreditation standards.

10. Student Learning Outcomes

Student Learning Objectives will be developed for the certificate and reported within the UGA required process. Upon successful completion of the certificate, participants will be able to:

1) Articulate prominent transformative leadership theories, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.

2) Select relevant information, organize and evaluate the information, and apply the information to issues of transformative leadership.

3) Demonstrate an understanding of key theories of organizational change, and apply these theories in an organizational setting.

11. Library and Laboratory Resources

There are extensive library resources available at UGA related to disciplines of learning, leadership, change, and organization development. Students will be required to have the basic technology necessary to use eLC as the program is designed to be delivered in face-to-face, online, or blended formats.

There are lab facilities already available in the College of Education (Aderhold, Ramsey, and River's Crossing) and on the Gwinnett campus (campus library, research resource center, and IT lab room) to accommodate student needs and classroom instruction. No new or dedicated facilities are required.

12. Budget

Performance of administrative and instructional support functions will be absorbed within existing administrative, staff, and faculty assignment arrangements, with the exception of summer personnel costs, marketing investments, and certifications. No additional or reassigned faculty or time is requested. Courses listed in the curriculum are already taught on a regular schedule.

Cost	Year 1	Year 2	Year 3
Personnel (Summer Course)	$8,446	$8,446	$8,446
Operating Costs (Marketing)	$3,000	$3,000	$1,500
Accreditation	$0	$0	$0
Capital Outlays	$0	$0	$0
Library Acquisitions	$0	$0	$0

13. Assessment

General strategies (Suskie, 2009) for assessing learning outcomes include:

Written assignment, Participation, and Presentations. These kinds of assignments are course-embedded assignments. Students have the opportunity to learn while completing assignments, discussion, and presentations, which are considered more authentic in that they should be more realistic and challenging, often requiring complex answers or outcomes.

Capstone Assignments. A capstone project is a direct measure of progress on program-specific, mission-linked learning goals actually covered in the curriculum. It will not only help students see how much they have learned and accomplished—it will also prove their potential to themselves. A capstone allows students to apply the knowledge they have gained through the certificate program, so they will be able to answer questions related to transformative change in the real world. The capstone will be part of LLOD 9800, Practicum in Learning, Leadership, and Organization Development, at the end of the program, and will provide an opportunity for students to engage in experiential learning.

14. Program Costs Assessed to Students

The program costs would be the regular cost of graduate tuition for graduate students or non-degree students. At this time, there are no plans for an e-Rate.

References

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Documentation of Approval and Notification

Proposal: Graduate Certificate in Transformative Leadership

College: Mary Frances Early College of Education

Department: Lifelong Education, Administration, and Policy

Proposed Effective Term: Fall 2021

Department:

- Lifelong Education, Administration, and Policy Department Head, Dr. Kathleen DeMarrais, 3/9/19

School/College:

- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 11/2/20

Graduate School:

- Vice Provost for Graduate Education and Graduate School Dean, Dr. Ron Walcott, 2/10/21

Proposal Notification:

- College of Agricultural and Environmental Sciences Dean, Dr. Nick Place, 3/12/21
- College of Agricultural and Environmental Sciences Associate Dean, Dr. Josef Broder, 3/12/21
- College of Agricultural and Environmental Sciences Assistant Dean, Dr. Douglas Bailey, 3/12/21
- Franklin College of Arts and Sciences Dean, Dr. Alan Dorsey, 3/12/21
- Franklin College of Arts and Sciences Associate Dean, Dr. Jean Martin-Williams, 3/12/21
- Terry College of Business Dean, Dr. Benjamin Ayers, 3/12/21
- Terry College of Business Associate Dean, Dr. Henry Munneke, 3/12/21
- Odum School of Ecology Dean, Dr. John Gittleman, 3/12/21
- Odum School of Ecology Associate Dean, Dr. John Drake, 3/12/21
- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 3/12/21
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 3/12/21
    - *No concerns with proposal*
- College of Engineering Dean, Dr. Donald Leo, 3/12/21
- College of Engineering Associate Dean, Dr. Ramaraja Ramasamy, 3/12/21
    - *No concerns with proposal*
- College of Environment and Design Dean, Dr. Sonia Hirt, 3/12/21
- College of Environment and Design Associate Dean, Ms. Ashley Steffens, 3/12/21
- College of Family and Consumer Sciences Dean, Dr. Linda Kirk Fox, 3/12/21
- College of Family and Consumer Sciences Associate Dean, Dr. Sheri Worthy, 3/12/21
- Warnell School of Forestry and Natural Resources Dean, Dr. Dale Greene, 3/12/21
- Warnell School of Forestry and Natural Resources Associate Dean, Dr. Robert Bringolf, 3/12/21
- Grady College of Journalism and Mass Communication Dean, Dr. Charles Davis, 3/12/21
- Grady College of Journalism and Mass Communication Associate Dean, Dr. Maria Len-Rios, 3/12/21

- School of Law Dean, Mr. Peter “Bo” Rutledge, 3/12/21
- School of Law Associate Dean, Mr. Randy Beck, 3/12/21
- College of Pharmacy Dean, Dr. Kelly Smith, 3/12/21
- College of Pharmacy Assistant Dean for Student Affairs, Dr. Duc Do, 3/12/21
- College of Public Health Dean, Dr. Marsha Davis, 3/12/21
- College of Public Health Associate Dean, Dr. Erin Lipp, 3/12/21
- School of Public and International Affairs Dean, Dr. Matthew Auer, 3/12/21
- School of Public and International Affairs Associate Dean, Dr. John Maltese, 3/12/21
- School of Social Work Dean, Dr. Anna Scheyett, 3/12/21
- School of Social Work Associate Dean, Dr. Shari Miller, 3/12/21
- College of Veterinary Medicine Dean, Dr. Lisa Nolan, 3/12/21
- College of Veterinary Medicine Associate Dean, Dr. Andrew Parks, 3/12/21