

**NEW PROGRAM
GRADUATE
MAJOR OR CONCENTRATION
Within an Existing Degree Program***

*For a new degree program, use procedures and forms found in the "SCHEV Guidelines" (page 35).

Type of Program (Check One):

Major or **Concentration** (circle one)

Name: **Certificate in 21st Century Learning and Leadership**

Department: EDUC & SPED Degree _____

____ Interdisciplinary Program (or Cross-Disciplinary Major or Minor)
Name of Program _____

Date: 2/25/08 Resubmission of previous proposal? If so,
Date of previous submission _____

I. Outline of the proposed major, minor, or concentration. *Attach extra sheets.*

Certificate in 21st Century Learning and Leadership

The graduate level, eighteen-credit hour (six online courses) Certificate in 21st Century Learning and Leadership is designed to equip leaders and instructors for preparation of K-12 students for working and living in a 21st century world. The framework for 21st century learning encompasses key elements of “skills, knowledge and expertise students should master to succeed in work and life in the 21st century” (Partnership for 21st Century Skills). In order for schools and school divisions to implement 21st century learning, teachers, ITRTs, library media specialists and administrators must be prepared through special training. This certificate program offers courses in the assessment, leadership, technological, pedagogical and instructional skills needed to ensure successful 21st century learning and living.

II. New courses which will be proposed as part of this program. Be sure to submit a separate proposal for each course using the appropriate forms). *Attach extra sheets.*

EDUC 580 Mentoring Teachers and Students as 21st Century Leaders
EDUC 581 Assessing 21st Century Skills
EDUC 582 Emerging Trends in Technology for 21st Century Learning
EDUC 583 Instructional Design for Elearning
EDUC 584 Distance Learning Models
EDUC 585 Collaborative Communities in Elearning

III. Rationale for the program:

Preparation of students for living and working in the 21st century demands a rigorous, meaningful, and relevant education. Technology has compelled the need for creativity and innovation skills, digital literacy, and global awareness in the 21st century workplace (*Partnership for 21st Century Skills*, 2007). National leaders in business and education have created a framework of identified 21st century skills essential to preparation of students for today's world. The *Partnership for 21st Century Skills* (2007) emphasizes the instructional practices for a 21st century context for learning which includes relevancy, real-world connections, authentic experiences, and interactivity with peers, teachers, and experts around the world. Essential to the teaching and learning of 21st century skills are the emerging technologies that provide multiple tools and opportunities for engaged student discovery and learning. Distance education holds the potential to provide access to and delivery of diverse instructional curriculum (Blomeyer, 2002) for 21st century learning. On a local level, teachers and ITRTs in southside Virginia divisions of Lunenburg, Mecklenburg, and Prince Edward have expressed a need for graduate level coursework relative to best practices and technology applications for student learning. By offering a certificate program in 21st Century Learning and Leadership; K-12 teachers, ITRTs, library media specialists and administrators will be able to take the lead within their schools and school divisions in developing, designing and integrating curriculum and instruction with emerging and e-learning technologies for 21st century student learning and global connections.

IV. Resource Assessment

A. Estimate additional staff requirements for this program.

Faculty of Longwood's Institute for Teaching through Technology and Innovative Practices can manage the requirements initially.

The Institute is an Outreach of Longwood University. The Institute's faculty and staff report to the Dean of the College of Education & Human Resources. ITTIP is similar to other departments in College of Education & Human Services. The ITTIP researches and develops effective technology-integrated instructional strategies and models that are proven to be successful. Current research on instructional strategies include the use of asynchronous learning, videoconferencing, digital video, and personal digital assistants. Headquartered in South Boston, the Institute serves primarily 25 public school divisions extending from Patrick County eastward to the city of Franklin and as far north as Buckingham County and Colonial Heights. It works closely with, and is the fiscal and administrative agent for, the Southside Virginia Regional Technology Consortium ([SVRTC](#)). They work with K-12 school divisions on the following:

- Professional development in content areas
- Integration of technology applications in instruction
- Implementation of video conferencing

- Demonstration of research based instructional practices
- Special career and technical education projects for students

Provision of this certificate program fits well with the present responsibilities of the ITTIP for K-12 schools.

B. Estimate the amount and cost of equipment, library resources, computer hardware and software, and other resources that will be required to carry out this program.

Longwood and ITTIP have the necessary equipment, resources, and hardware/software for implementation.

V. Anticipated enrollment in program after five (5) years.

20-25 minimum

VI. Affected Departments or Programs.

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

No program changes or licensure for this certificate. The Office of Graduate Studies would issue the certificate upon verification of completion of the courses required.

Licensure Officer _____ Date Notified _____

List other departments/programs that might be affected:

Individuals contacted and date contacted: Gerry Sokol 2/21/08

Gerry Sokol, Coordinator of the Educational Leadership graduate program has agreed to coordinate this new certificate program in conjunction with ITTIP faculty.

VII. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. College Dean	_____	_____	_____
4. Graduate Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Faculty Senate	_____	_____	_____
7. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

Admissions to the Certificate in 21st Century Learning and Leading program:

To be admitted to this certificate program, applicants must follow the admissions criteria of completion of the condensed application form provided by the Office of Graduate and Extended Studies; completion of the In-state Tuition application; hold an overall undergraduate GPA of 2.75 (or alternatives listed under 4. on p. 11 of the graduate catalog); official transcripts for ALL previous undergraduate and graduate work provided; copy of a valid collegiate professional licensure; and must be currently employed in a school system. A written essay and recommendations are not required as listed on p. 11 of the Longwood Graduate Catalog.

Application Process for the Certificate in 21st Century Learning and Leading program:

A student must apply to enter the program at least by mid-semester of the second course taken within the certificate program. In the final semester of the sixth course and upon submission and approval of the student portfolio, an application is to be submitted for exit in order to receive the graduate Certificate in 21st Century Learning and Leading.

Course Catalog:

CERTIFICATE IN 21ST CENTURY LEARNING AND LEADING

Dr. Gerry R. Sokol, Program Coordinator
434.395.2687, sokolgr@longwood.edu

The Certificate in 21st Century Learning and Leadership is designed for teachers, ITRTs, library media specialists and administrators who have a valid collegiate professional licensure and are currently employed in a school system. The purpose of this online certificate program will be to equip leaders and instructors for preparation of K-12 students for working and living in a 21st century world. The framework for 21st century learning encompasses key elements of “skills, knowledge and expertise students should master to succeed in work and life in the 21st century” (Partnership for 21st Century Skills). In order for schools and school divisions to implement 21st century learning, current educators must be prepared through special training. Applicants must possess a valid Virginia Collegiate Professional License or equivalent from another state and have the capacity to work with students or teachers in an educational setting as they proceed through the program.

PROGRAM REQUIREMENTS

EDUC 580 Mentoring Teachers and Students as 21st Century Leaders
EDUC 581 Assessing 21st Century Skills
EDUC 582 Emerging Trends in Technology for 21st Century Learning
EDUC 583 Instructional Design for Elearning
EDUC 584 Distance Learning Models
EDUC 585 Collaborative Communities in Elearning

TOTAL HOURS REQUIRED 18