

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, April 17, 2019 meeting:

Agenda Title: **Proposed Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), Faculty of Graduate Studies & Research, and Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Academic Planning Committee, as recommended by the GFC Academic Standards Committee, recommend that the Board Learning and Discovery Committee approve a new Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), as submitted by the Faculty of Graduate Studies and Research, and Faculté Saint-Jean, and as set forth in Attachment 1, to take effect September 2019.

Final Item: 4

Agenda Title: **Proposed Graduate Certificate in School Leadership, Faculty of Graduate Studies & Research, and Faculty of Education**

CARRIED MOTION:

THAT the GFC Academic Planning Committee, as recommended by the GFC Academic Standards Committee, recommend that the Board Learning and Discovery Committee approve a new Graduate Certificate in School Leadership, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, to take effect September 2019.

Final Item: 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), Faculty of Graduate Studies & Research, and Faculté Saint-Jean
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Motion

THAT the GFC Academic Planning Committee, as recommended by the GFC Academic Standards Committee, recommend that the Board Learning and Discovery Committee approve a new Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), as submitted by the Faculty of Graduate Studies and Research, and Faculté Saint-Jean, and as set forth in Attachment 1, to take effect September 2019.
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Pierre-Yves Mocquais, Dean, Faculté Saint-Jean
Presenter(s)	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Samira ElAtia, Director of Graduate Studies, Faculté Saint-Jean

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve a new Graduate Certificate in School Leadership and Administration, to be offered in French by Faculté Saint-Jean. Two courses in this certificate will meet Alberta Education's requirements for Leadership Quality Standards (LQS) certification for principals. One course in this certificate will meet Alberta Education's requirements for Superintendent Leadership Quality Standards certification (SQLS). Both certifications will come into effect on September 1, 2019. The parchment will read "Certificat d'études supérieures en administration et leadership scolaire"
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<i>Les normes de qualités en leadeurship</i> (NQL) [Leadership Quality Standards –LQS] was recently developed by the Alberta Government and will come into effect on September 1, 2019. The LQS will apply to all principals, assistant, associate and vice principals, as well as school jurisdiction leaders and will govern leadership certification. Newly hired principals will be expected to complete required programming leading to certification by the Alberta Government. Alberta Education is working collaboratively with approved postsecondary institutions to develop the leadership program that will lead to school leadership certification. While principals will be required to be certified, all teachers with permanent certification are also eligible to complete the LQS prior to taking on a leadership position. Building on the required LQS for school-based educational leaders, this certificate proposes to offer an option for students in Francophone schools and school board, in the French immersion programs, and in the French as a second language programs across the province to also obtain a Graduate Certificate in School Leadership and Administration in French. In addition to receiving a

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	graduate certificate, courses taken by the students may also be used to ladder into the Master of Education program at Faculté Saint-Jean.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Samira ElAtia,
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Alberta Education • Consortium provincial francophone • Fédération des conseils scolaires francophone • Conseil scolaire Centre-Nord • Alberta Teacher's Association • College of Alberta School Superintendents • Association Canadienne française de l'Alberta • Graduate students association at Faculté Saint-Jean • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Interim Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick • Edith Finczak, Director, Academic Budgeting and Programming • Office of the Registrar
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculté Saint-Jean -- December 14, 2018 FGSR Council – February 13, 2019 GFC ASC Subcommittee on Standards (for discussion) - March 7, 2019 GFC Academic Standards Committee - March 21, 2019 GFC Academic Planning Committee – April 17, 2019 Board of Learning and Discovery Committee – April 26, 2019</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Institutional Strategic Plan - For the Public Good</p> <p>BUILD OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy 1: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p>
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	<p>EXPERIENCE OBJECTIVE 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. Strategy 1: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>EXCEL OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning}. Strategy 1: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="553 863 1523 1073"> <tr> <td data-bbox="553 863 1073 1073"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 863 1523 1073"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act (PSLA)</i> UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference Board Learning and Discovery Committee (BLDC) Terms of Reference</p>			

Attachments:

1. Proposal Template
2. Letters of Support
3. Comité consultatif sur les NQL et SLQS Cadre de reference
4. Library Impact Statement
5. Calendar Copy-Program
6. Calendar Copy-Courses

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlburt@ualberta.ca

Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

Complete this template for proposals for new certificate and diploma programs and non-credential programming or new specializations within existing programs.

Indicate “not applicable” when questions are not relevant to a particular proposal.

SECTION 1: PROPOSAL OVERVIEW

1.1 Basic Information *(Complete the table below)*

Institution	University of Alberta
Program/Specialization Name	administration et leadership scolaire
Credential Awarded	Graduate Certificate
Proposed Effective Date	September 1, 2019

1.2 Type of Initiative

1.2.1. *This is a proposal for (check one):*

- new certificate*
- new diploma*
- new non-credential*
- new specialization(s) in existing program*

1.3 Nomenclature *(Answer the following questions)*

1.3.1 *What program and/or specialization name will appear on parchments and transcripts?*

Graduate Certificate in administration et leadership scolaire (School Leadership and Administration)

[Programs for Faculte St Jean will be printed in French on the parchment]

Certificat d'études supérieures en administration et leadership scolaire

1.3.2 *Provide a brief rationale for the program and/or specialization name selected.*

Les normes de qualités en leadership (NQL) [Leadership Quality Standards –LQS] was recently developed by the Alberta Government and will come into effect on September 1, 2019. The LQS will apply to all principals, assistant, associate and vice principals, as well as school jurisdiction leaders and will govern leadership certification. Newly hired principals will be expected to complete required programming leading to certification by the Alberta Government. Alberta Education is working collaboratively with approved postsecondary institutions to develop the leadership program that will lead to school leadership certification. While principals will be required to be certified, all teachers with permanent certification are

also eligible to complete the LQS prior to taking on a leadership position. Building on the required LQS for school-based educational leaders, this certificate proposes to offer an option for students in Francophone schools and school board, in the French immersion programs, and in the French as a second language programs across the province to also obtain a Graduate Certificate in administration et leadership scolaire in French. In addition to receiving a graduate certificate, courses taken by the students may also be used to ladder into the Master of Education program at Faculté Saint-Jean. All Alberta Certificates should be portable in Alberta.

SECTION 2: OVERVIEW OF PROPOSED PROGRAM OF STUDY

2.1 Program Description *(Answer the following questions)*

2.1.1 *Provide a 3-4 sentence calendar description of the program*

The Graduate Certificate in administration et leadership scolaire is a for-credit certificate program in French for professionals working in French immersion and francophone schools contexts. This certificate is offered by Faculté Saint-Jean, Division of Education, for professionals seeking specialization in school-based leadership. The program consists of four Educational and Administration courses for a total of 12 credits.

2.1.1a *Attach a proposed program of study (including course names, descriptions, credits and pre-requisites, by semester or year of study) as an appendix to this proposal.*

Appendix I – attached.

2.1.2 *List program learning outcomes.*

The learning outcomes of the proposed certificate program are:

<ol style="list-style-type: none"> 1. Foster effective relationships 2. Model commitment to professional learning 3. Embody visionary leadership 4. Lead a learning community 5. Support the application of foundational knowledge about First National, Métis and Inuit 6. Provide instructional leadership 7. Develop leadership capacity 8. Manage school operations and resources 9. Understand and respond to the larger societal context 	<ol style="list-style-type: none"> 1. Favoriser les relations efficaces 2. Donner l'exemple de l'engagement envers le perfectionnement professionnel 3. Faire preuve de leadership visionnaire 4. Diriger une communauté d'apprentissage 5. Soutenir l'application de connaissances de base au sujet des Premières Nations, des Métis et des Inuits 6. Offrir un leadership pédagogique 7. Renforcer les capacités en leadership 8. Gérer le fonctionnement et les ressources de l'école 9. Comprendre le contexte social plus large et y réagir
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2.1.3 *Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary)*

Yes; No; or Not Applicable

2.1.4 *Indicate where the program will be offered (i.e., campus locations and/or off-site locations) and how it will be delivered (i.e., face-to-face, online, or blended).*

The program will be offered at the University of Alberta, Campus Saint-Jean. Delivery will be mostly online, with some blended format (face-to-face and synchronized on-line delivery). We plan to organize cohorts of students on a yearly basis that would start in July. For this, we are planning for team building activities that would take place in Campus Saint-Jean. We plan to use the residences to house the students who come from out of town during the summer.

2.1.5 *Identify any collaborations or potential collaborations with other post-secondary institutions or other organizations that this program respectively facilitates or provides for.*

While other institutions are planning to offer other certificate programs to meet the LQS requirements, we, at Faculté Saint-Jean, are planning to offer the only French certificate in the province.

For a previous certificate within our Maîtrise en Sciences de l'éducation MEDU program in school administration and leadership, we met and collaborated with various educational stakeholders who supported this work.

Alberta Education has provided development funding for each of the approved postsecondary institutions offering a certificate to meet the LQS requirements. Recently, we held a general meeting to inform, collaborate with, and seek feedback from these stakeholders in planning for the delivery of the certificate. We have formed an advisory committee (*comité consultative*) with members representing various branches of educational in the province, these are :

- Alberta Education
- Consortium provincial francophone
- Fédération des conseils scolaires francophone
- Conseil scolaire Centre-Nord
- Alberta Teacher's Association
- College of Alberta School Superintendents
- Association Canadienne française de l'Alberta
- FGSR

- Faculty of Education, UA
- Graduate students association at Faculté Saint-Jean

We held meetings with these stakeholders in the fall semester of 2018. This certificate is the initiative of the Maîtrise en Sciences de l'éducation program of Faculté Saint-Jean. Faculté St. Jean and the Faculty of Education and collaborated in all phases of the development of the proposal. The collaboration will continue as we work on the list of approved electives for the Graduate Certificate in administration et leadership scolaire. Specifically, we will leverage expertise in school leadership in Francophone and First Nations, Métis and Inuit schools by including the possibility for a student to select an elective selected from Faculté St. Jean and Faculty of Education.

2.1.6 *Indicate how the proposed FLE and load calculations align both with internal institutional practices and with similar Ministry-approved programs. (Consult with the Ministry as required)*

This proposed stand-alone certificate is based on the number of students in a cohort and not on the load value of a course.

2.1.7 *Document the CIP ([Classification of Instructional Programs, Statistics Canada](#)) code being proposed for this program and explain the rationale for its selection, if necessary (e.g., in the case of an interdisciplinary program).*

The CIP code for the Graduate Certificate in administration et leadership scolaire being proposed for this program is 13.0401 (Certificat Education Leadership C EDU L).

2.2 Program Requirements *(Answer the following questions)*

2.2.1 *List primary admission requirements for the proposed program.*

Admission requirements are as follows:

- Bachelor of Education or equivalent and teacher certification or 2 years teaching experience
- An admission GPA of 3.0
- Faculté Saint-Jean French language requirement

2.2.2 *List program completion requirements.*

The Certificate requirements include completion of four, three credit courses. Two of the proposed UA Graduate Certificate courses will meet the necessary requirements for the LQS certification by Alberta Education. One of the proposed UA Graduate Certificate courses will meet the necessary requirements for the SLQS certification.

The Certificate can be laddered into the MEd program of Faculté Saint-Jean.

Core courses for the proposed program :

- L'administration de l'éducation CEDUL 501
- Formation des habiletés de supervision et de leadership CEDUL 502
- Dimension politiques et administratives de l'éducation bilingue CEDUL 503
- Stage pratique de direction CEDUL 504 OR leadership et normes de qualité professionnelles. (CEDUL 505)

2.3 Work Integrated Learning Placements *(If applicable, answer the following questions)*

Future students who will be enrolled in this certificate are working professionals in the educational field. They are teachers, vice-principles, principals, etc. They are already integrated in the designated workplace while they are in the certificate.

Alberta Education and the Francophone Schools Board have been consulted on this the design of the curriculum and the learning outcomes. These on-going consultations ensure the alignment with the needs of the workplace and builds on the experiences of the professionals working in the academic/school contexts.

2.3.1 *Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).*

They are already in placement while they pursue their certificate. We won't do this.

2.3.2 *Describe communications from employers (e.g., letters of support, minutes of program advisory committee meetings, etc.) that would indicate that sufficient placements will be available when needed.*

We will consider the employment letters from various educational stakeholders that we are working and consulting with.

2.3.2a *Comment on whether/how work integrated learning placements in other programs (at the institution or at other Campus Alberta institutions) may be impacted as a result of this program.*

Our program is unique, it is the only one offered in French; there is no other similar program that we can compare it to

2.3.3 *Describe the student's role, if any, in securing placements.*

Not necessary since the students are already in their respective work environment

2.4 Endorsement of and/or Support for Program (*Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.*)

An advisory committee has been established in fall 2018. It is comprised of cross-sectional representatives from the teaching profession in Alberta who support the proposed program. These are:

- Alberta Education
- Consortium provincial francophone
- Fédération des conseils scolaires francophone
- Conseil scolaire Centre-Nord
- Alberta Teacher's Association
- College of Alberta School Superintendents
- Association Canadienne française de l'Alberta
- Graduate students association at Faculté Saint-Jean

SECTION 3: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

3.1 Demand for Program (*Answer the following questions*)

3.1.1 *Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.*

As an Alberta Education mandate, the LQS will apply to all principals, assistant, associate and vice principals, as well as school jurisdiction leaders. Newly hired principals will be expected to complete required programming (two required courses offered at approved institutions) leading to LQS certification. Alberta Education is working collaboratively with approved Alberta postsecondary institutions to develop the leadership development program that will lead to leadership certification. Alberta Education has provided financial support to develop programming for the Graduate Certificate in administration et leadership scolaire.

While principals will be required to be certified, all teachers with permanent certification are also eligible to complete the LQS certification prior to taking on a leadership position (e.g., school principal). Building on the required LQS certification for school-based educational leaders, this certificate proposes to offer an option for students to also obtain a Graduate Certificate in administration et leadership scolaire in French. A central aspect of the Graduate Certificate is that it can be used to ladder into the MEd program  offered through Faculté Saint-Jean at the University of Alberta.

3.1.2 *Describe the labour market demand for the proposed program in the region that your institution serves, detailing how labour market demand was projected. (Append supporting documentation, as appropriate.)*

The demand for LQS certification arises from the Alberta Government's new requirement for certification for principals and superintendents. Please refer to the Alberta Government's website for details on the certification requirement: <https://education.alberta.ca/professional-practice-standards/leadership-quality-standard/everyone/overview-of-the-leadership-quality-standard/>. While a master's and/or doctoral degree is, at present, not a requirement for school leaders, further education at the graduate levels is an increasing expectation.

3.1.3 *In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.*

While the certification requirement has been mandated by the Alberta Government for new school leaders, the rationale underpinning this decision is to ensure school leaders have the knowledge, skills and attributes required to be effective leaders when assuming such positions, as well as be in fully aware of the bilingual and language dimension of working in French education in Alberta. The proposed certificate will build on the required certification and as such it is a response to market demand created by the Alberta Government. In addition to Alberta, we foresee big demand on the certificate in other provinces and school boards jurisdiction in Western Canada.

3.1.4 *Identify which stakeholder groups were consulted regarding demand/need for this program:*

- Students/learners*
- Faculty*
- Program advisory committee*
- Regulator and/or accreditation bodies*
- Employers and professional associations*
- Community organizations*
- Other post-secondary institutions*
- Other (please identify)*

3.1.4a *Discuss the results of these consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.*

Those who have been consulted:

- LQS certification and School Leader certificate advisory committee
- Faculty of Graduate Studies and Research (FGSR)

- Director Academic Budgeting and Programing
- Office of the Dean, Campus Saint-Jean
- Alberta Education
- Alberta Teachers' Association
- College of Alberta Superintendents
- Association of Independent Schools & Colleges in Alberta Portfolio Initiatives Manager
- Office of the Provost and Vice-President (Academic)
- Registrar's Advisory Committee on Fees (RACF).

3.1.5 *Will this program target students from outside the institution's traditional catchment zone? (If yes, where will these students be targeted – i.e., which particular regions/jurisdictions within Alberta and Canada, foreign countries, and/or geographic regions?)*

Targeted students for the proposed certificate will be Alberta teachers entering or aspiring to enter school leadership roles. As the vast majority of students in the education program at Campus Saint-Jean are from Alberta, this can be considered within the traditional catchment zone.

Both programs, the Baccalauréat en éducation and the Maîtrise en sciences de l'éducation programs, at Campus Saint-Jean have traditionally served Western Canada. This certificate will be the only one offered in French in this area. As such, we foresee an increase number of students from Saskatchewan and British Columbia wanting to pursue this certificate. We have been contacted in the past by the Vancouver School Board for a similar certificate initiative for their personnel at French immersion programs

3.1.6 *Comment on the overall sustainability of learner demand for this program over the longer term.*

As leadership certification is now required for all K-12 school leaders, it can be assumed that the demand for this program will be ongoing. The ongoing need for principals and system level leaders to be certified in Alberta there will be sustainability of the proposed program.

The need for French immersion programs is increasing, and the demands for this certificate among this group will be increasing as well.

3.2 Projected Domestic Student Enrolment *(Complete the table below as applicable)*

Students enrolling in the proposed certificate will apply to the Graduate Certificate students.

Students, interested in taking only the required courses for Alberta Education requirement, can apply as a special graduate student.

(NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total head count	0	0	0	0	0
• Year 1	25	35	45	40	0
• Year 2	25	35	45	40	0
• Year 3	25	35	45	40	0
Anticipated No. of Graduates	25	35	45	40	0

3.3 Projected International Student Enrolment *(Complete the table below as applicable)*

N/A

3.4 Enrolment Planning Assumptions *(Answer the following questions)*

3.4.1 *Will total enrolment (as measured in FLEs) at your institution increase as a result of implementation of this proposed program?*

Yes.

3.4.1a *Identify enrolment impacts in similar programs or non-credential areas within your institution, when applicable.*

Other programs are not aligned with the NQL, Campus Saint-Jean will be offering the only LQS for the Francophone and French speaking (French immersion) participants.

3.4.2 *How many cohorts or intakes of new students will occur per year, or is a continuous intake model used?*

Four intakes will be possible to take the course: Fall, Winter, Spring, Summer
For the certificate cohort program, intake will start in July

3.4.3 *When applicable, provide rationale for how enrolment projections were established with regard to domestic/international student ratio.*

Rationale for the projected enrolment comes from job projections, arising from the number of teachers wishing to transition into available leadership roles per year.

The growing number of students coming into our programs and the growth within the French programs. Almost fifty years after the Official Language Acts, and the implementation of French Immersion programs across Canada, we are seeing large increases of students in K-12 choosing and continuation their education in bilingual programs. Currently at Campus Saint-Jean, we are not graduating enough students to fill the demand for Alberta and Western Canada,

3.4.4 *Explain assumptions regarding attrition and/or numbers of graduates.*

Many/most students will have multiple life responsibilities (e.g., work and family) and will be working full time while participating in the Graduate Certificate. For a variety of reasons, we anticipate, similar to our other graduate programs, an attrition rate of 2-5% per year.

3.4.5 *What is the minimum number of FLEs needed for this program to be viable (i.e., the “break-even” point)?*

We will require a minimum of 5 students enrolled in each course to break-even.

SECTION 4: QUALITY CONSIDERATIONS

4.1 Quality Assurance Considerations *(If applicable, answer the following questions)*

(NB: non-credential programs complete 4.1.1 only.)

4.1.1 *What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?*

Two of the proposed UA Graduate Certificate courses will meet the necessary requirements for the LQS certification by Alberta Education. Based on our own expertise in the field of education (inclusive of course and program development), as well as the input from our advisory panel (who are sector experts) we are confident we are proposing a quality program with detailed learning outcomes and measurable indicators throughout the course of the certificate.

leadership et administration scolaire has been our flagship program at Campus Saint-Jean since 2007. The leadership program at FSJ has been developed with extensive feedback from various stakeholders and with direct input from education leaders who know the French education landscape extremely well (Dr. Gour. Dr. Arnal, and Dr. Slevinsky- two professors of Faculté Saint-Jean will join the team)

The Alberta Government has provided support for the proposed program and the learning outcomes are aligned with the mandated LQS.

4.1.2 *Provide copy of independent academic expert review, when applicable.*

N/A

4.1.3 *Provide copy of institution's response to independent academic expert review, when applicable.*

N/A

4.1.4 *Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program.*

- Faculty members from Campus Saint-Jean will oversee the content development, delivery format and evaluation.
- The Director of Graduate Studies will provide oversight for all FGSR policies and regulations.
- IT and EdTech team at FSJ will support the proposed program as required.
- The *comité consultatif* will provide critical advice to the programming of the proposed certificate throughout the development.

SECTION 5: FINANCIAL VIABILITY AND SUSTAINABILITY

5.1 Annual Budget and Funding Sources *(Complete the table below)*

- *Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.*
- *If program implementation will take place over more than one year, provide estimates for each year until full implementation.*

Ongoing Revenues and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Annual Average
	NA	2%	2%	2%	Average
Revenues					
Domestic Tuition/Fees	\$ 224,000	\$ 224,000	\$ 224,000	\$ 224,000	\$ 224,000
International Tuition/Fees	\$ -	\$ -	\$ -	\$ -	\$ -
External Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Internal Re-allocation	\$ -	\$ -	\$ -	\$ -	\$ -
By-Product Sales/Services	\$ -	\$ -	\$ -	\$ -	\$ -
Other Internal Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 224,000				
Operational Costs					
Administrators Salaries/Benefits (1)	\$ 20,000	\$ 20,400	\$ 20,808	\$ 21,224	\$ 20,608
Academic Teaching Costs (2)	\$ 80,000	\$ 81,600	\$ 83,232	\$ 84,897	\$ 82,432
Support Staff Salaries/Benefits (3)	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,186	\$ 30,912
Materials, Contracted Service/online development(4)	\$ 25,000	\$ 15,000	\$ 12,000	\$ 12,000	\$ 16,000
Other direct Costs, recruitment, supplies, equipment (5)	\$ 4,000	\$ 4,080	\$ 4,162	\$ 4,245	\$ 4,122
Indirect Costs		\$ -	\$ -	\$ -	\$ -
Faculty Overhead	\$ 6,900	\$ 7,037	\$ 7,178	\$ 7,322	\$ 7,109
Institutional Costs (36,2%)	\$ 57,558	\$ 58,709	\$ 59,883	\$ 61,081	\$ 59,308
Total Operational Costs	\$223,458	\$217,427	\$218,475	\$222,605	\$ 220,491

Administrative, academic, recruitment and facilities and supplies

The cost for instructors and teaching assistants for all courses in the certificate will be funded through tuition revenues.

2% COL(COI/year)

TUITION @ 1,400/student/course

- 4 courses per year for 40 students (4 cohorts of 10) + 1 course per year for 5 SLQS
- 40 students per year, 5 students for the SLQS.

Notes--

- 1) 0.5 FTE director (2 courses release)= **\$20,000**
- 2) 8 sections/year = 8 sessional instructors @10,000 = **\$80,000**
- 3) 1 Part-time administrative staff : **\$30,000**

- 4) Annual short videos production online development, interactive online activities, maintenance of moodle, @ \$4,000 ×4/year= **\$ 16,000**.
 Guest seminar leaders at \$500/leader×4/year = **\$2,000**. Travel for seminar leaders 500/leader ×4/year = **\$2,000**. Offsite section travel \$2,500/section×2 sections/year= **\$5,000**. **Total \$25,000 for year 1.**

- 5) Laptops for sessional instructors- refresh every 5 years hence spread costs over 5 years. \$8,000 ÷5= **\$1,600/year** + recruitment \$4,000 ÷4 years= **\$1,000/year** + hosting (advisory board, face to face sessions and certificate completion) **\$1,400/year**. **Total 4,000/year**

One-Time Expenditures

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$0		
Equipment and IT	\$8000	Tuition	FSJ
Curriculum Development	\$		
Library	\$0		
Other (specify)	\$0		
Advisory group & stakeholder discussions			
Evaluation and reporting on pilot			
Pilot courses			
Recruitment			
Documentation for certificate & laddering			
Indirect costs of development and pilot			

The proposed program will cover all costs for material and contracted services.

Such services will include instructional design, video creation and other teaching resources.

Other direct costs will include a set of instructor laptops, instructors' copies of textbooks, recruitment booths at provincial teacher conferences, parking and honoraria for guest speakers.

There are no foreseeable indirect costs for this program that will not be covered by the tuition fees (e.g. space, HR, learning system resources will be covered in the tuition fees)

Indirect costs will be partially computed by formula (facilities, technology, library) and partially by direct costs. Administrative staff costs will be full-costing. 1/3 graduate secretary and 1/3 instructional designer, 1/3 academic director. This is a shared cost with two other cost recovery programs.

5.2 Budgetary Assumptions *(Answer the following questions)*

5.2.1 *If revenue projections include internal reallocations, comment on institutional impacts for other programs/operations.*

As a cost recovery program, tuition will cover all costs (administrative, academic, recruitment, facilities, and supplies.) There will be no impact for other programs/operations.

5.2.2 *If projected revenues include by-product sales/services as a result of delivery of the proposed program (e.g., salon services as part of a Hairstyling program), indicate the basis upon which prices were established.*

Projected revenues do not have by-product sales/services as a result of delivery of the proposed program.

5.2.3 *Provide staffing plan information to support faculty salaries/benefits projection.*

Tuition fees will cover the costs of additional support services and teaching staff. The Faculty will recover funds for their contribution and reallocate within the proposed program.

5.2.3a *In cases where service teaching costs are projected, indicate number of courses being purchased.*

Courses will be developed by academic staff in Faculté Saint-Jean. Costs for course development (e.g., course release time) has been provided by Alberta Education. The proposed certificate will not be used for purchasing courses.

5.2.4 *Identify what types of material costs and contracted services are projected.*

The proposed program will cover all costs for material and contracted services. Faculté Saint-Jean does not have the human resources for this program, hence the need for cost recovery.

5.2.5 *Specify what direct costs include.*

There are no additional direct costs arising from the proposed program.

5.2.6 *Explain how indirect costs are projected and calculated (e.g., formula-driven, full-costing, etc.)*

There are no foreseeable indirect costs for this program that will not be covered by the tuition fees (e.g., space, HR, learning system resources will be covered in the tuition fees).

5.2.7 *Describe risk mitigation plans should revenue forecasts not be achieved or should costs exceed amounts budgeted.*

If the proposed certificate does not achieve the required student enrolment to recover costs, it will no longer be offered.

5.3 Tuition and Student Cost Considerations *(Answer the following questions)*

5.3.1 *Compare the proposed tuition rate (both domestic and international) with that of similar programs in the Campus Alberta system and in other relevant jurisdictions. (Consult with the Ministry as needed.)*

The tuition fees are set to be consistent with other (similar) cost recovery programs at the University of Alberta.

Below is an example of the University of Calgary’s fees for their EdD program, which is cost recovery.

Year in program	Canadian/Permanent Resident	International
Year 1	\$11,221.00 Cdn	\$14,540.55 Cdn
Year 2	\$11,221.00 Cdn	\$14,540.55 Cdn
Year 3	* \$11,221.00 Cdn	* \$14,540.55 Cdn
Year 4	\$11,221.00 Cdn	\$14,540.55 Cdn

5.3.2 *Does the proposed program align with the Tuition Fee Regulation?* Yes; or No

5.3.2a *Please elaborate on above answer, if necessary.*

5.3.3 *List additional projected financial costs (e.g., fees, books, equipment, travel for WIL, etc.) for students.*

No additional financial costs are projected than what is normally required for students enrolled in a graduate program (e.g., laptop, books, housing in intersession, etc.).

SECTION 6: INSTITUTIONAL IMPACT

6.1 Institutional Capacity (*Answer the following questions*)

6.1.1 *Describe how the proposed program builds on institutional strengths and/or builds institutional capacity.*

School administration and leadership has been the strongest and most sought after program at Campus Saint-Jean. It has been a flagship program for our faculty that offer a unique graduate program in French in Western Canada. The Master of education (M Ed) program, both course based and thesis basis, at FSJ has been in place since 1994. On average 40-60 students are enrolled in the program. The large majority of these students are practitioners in the field: teachers, administrators at schools, schools boards, or Alberta Education. For these students, the main objective for continuing their education is to further their careers in their respective teaching environment either as vice-principals, principals, lead teachers, administrators in schools board, etc. The delivery of the program is one of the unique strengths of the program: blended-delivery, online courses, and distance courses. The proposed certificate will contribute to, and build upon, these historical institutional strengths of the area in a number of ways.

First, it will add to the Faculty's professional education that leads to professional certification (teacher and now leadership certification).

Second, the proposed certificate will build on working relationships between members of the FSJ and professional teachers and leaders in the Alberta K-12 education sector through an advisory role.

Finally, the proposed certificate will increase graduate student enrolment in various ways (e.g., required certification courses, laddering).

6.1.1a *Explain how the proposed program fits with existing programs at the institution.*

The proposed certificate is directly linked to the Educational Administration and Leadership graduate programs currently offered in the MEd program at Faculté Saint-Jean.

6.1.1b *Describe how the proposed program aligns with the institution's mandate and Comprehensive Institution Plan, and other planning documents.*

The proposed certificate aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provide access to an innovative learning opportunity, and advancing connections with the k-12 community, as well as Alberta Education. The proposed program will also support the mandate that University of Alberta graduates (our k-12 school and system leaders) will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas:

- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Increased access to, and use of, professional development opportunities for graduate students to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and post-doctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.
- Work closely with key provincial partners and government agencies.

- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.

The proposed certificate is in alignment with the “For the Public Good” strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.

9) OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.

The graduate program at Faculté Saint-Jean is uniquely situated to advance the Comprehensive Institutional Plan and *for the Public Good* among educators in the second official language of Canada. Educators in Western Canada (British Columbia, Alberta and Saskatchewan) look to the FSJ which for 5 decades now plays a pivotal role in the Alberta Teacher Education Program. Most of educators come to FSJ to further their graduate studies. These are the educators’ leader in the French Immersion programs and Francophone school boards.

We hope to also reach to Francophone Educational Programs outside of Canada whose linguistic realities are almost identical to ours in Canada: dual languages.

With this certificate, we aim to build collaboration with *Agence universitaire francophone* and the *Institut national de recherche scientifique*, so that we can:

1. have more international francophone educators enrolling in our programs
2. further our understanding of bilingual education,
3. foster research mobility and dissemination,
4. build research partnership and graduate development programs,
5. foster a north-south research and social relationship mostly with African francophone countries

6.1.2 *Comment on the facilities and equipment available at your institution to support the program.*

No new equipment or facilities will be required for the proposed program.

6.1.3 *In cases where facilities and equipment are shared with other programs, identify impacts and/or mitigating strategies for other programs.*

Classrooms will be used in off times (evenings and spring and summer session. Online courses will not impact facilities. Technology services will be contracted specifically for the program. The faculty has a professional program office that will be used for administrative staff.

La centrale will be used by students in evening (after 4pm) and week-end classes.

The *Résidence Saint-Jean* may be used during the summer and spring for students in the program

6.2 Internal Review and Approval (*Indicate which internal governance body recommended approval and specify date of approval.*)

Proposed timelines:

1. Faculty Council (December 14, 2018) Approved
2. FGSR Council (February 2019)
3. GFC Academic Standards Committee Sub-committee on Standards
4. GFC Academic Standards Committee
5. GFC Academic Planning Committee
6. Minister of Advanced Education

Proposals for freestanding certificates are submitted to Advanced Education via the Provider and Program Registry System (PaPRS). This process is coordinated by the Office of the Provost and Vice-President (Academic).

SECTION 7: SYSTEM IMPACT

7.1 Program Duplication (*Answer the following questions*)

7.1.1 *Does the proposed program duplicate existing programming in Alberta?*

Given the unique content of the courses in bilingual and francophone education, there is no duplication of this program. There will be similar programs offered in Alberta in English, including at the University of Alberta, by the Faculty of Education.

It is anticipated that the proposed program will primarily serve new school leaders in all of Alberta. Alberta Education will only accredit universities in Alberta to offer LQS certification programs.

7.1.1a *If yes, list these programs (including those offered by private career colleges).*

While these programs are not yet being offered at other institutions, it is anticipated that the University of Calgary, Concordia University, and the Faculty of Education at the University of Alberta will be offering a similar program in English

7.1.2 *If proposed program does constitute program duplication, explain why such duplication is appropriate and beneficial in this circumstance.*

Alberta Education has provided funding to all approved postsecondary institutions throughout the province. This noted, not all certification programming will lead to a Graduate certificate so this becomes an alternative choice for educational leaders.

7.2 Learner Pathways *(Answer the following questions)*

7.2.1 *Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program or non-credential?*

Laddering/transfer into this program does not apply.

7.2.2 *Into which programs in the Alberta adult learning system does this proposed program or non-credential ladder, transfer, or otherwise provide the necessary conditions for admission?*

The proposed program will ladder into the FSJ Master of Education degree program.

SECTION 8: OTHER CONSIDERATIONS

Are there are other considerations that you believe that the Ministry should take into account when reviewing this proposal?

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

APPENDIX I: Proposed program

Proposed program of study

The purpose of this proposed program of study is to:

- a) Develop the required courses for the Leadership Quality Standards (LQS) set by the Alberta Government (effective September 1, 2019).
- b) Building on the required LQS certification required by the Alberta Government the proposed certificate aims to build on the required Government certification by offering a Graduate Certificate (four required courses).

Faculté Saint-Jean at the University of Alberta will develop courses required for certification of teachers and central office leader pathways to LQS and Superintendent Leadership Quality Standard (SLQS) certification which will be accessible, meaningful and relevant, reflect the standards of practice, and will include theoretical and experiential elements. This Graduate Certificate proposal has been developed through a collaborative effort between the Education Division, the *leadership et Administration scolaire* research specialization in the *Maitrise en sciences de l'éducation* program in the Dean's office of the Faculté Saint-Jean in Education, University of Alberta.

Required Courses:

The proposed Graduate Certificate will have the following four (4) required courses.

The two first courses will meet the requirements for the LQS certification. These two courses are partial fulfilment of the requirements for school leader certification through Alberta's Leadership Quality Standard.

1. *L'administration de l'éducation* (CEDUL 501)
(3 credits; no pre-requisite)

Course Description:

Étude approfondie de concepts d'administration. Les rôles du gestionnaire de l'éducation. Gestion des ressources humaines et financières en éducation. Examen des problèmes en milieu d'éducation et analyse de solutions administratives pertinentes.

2. *Formation des habiletés de supervision et de leadership* (CEDUL 502)

Course Description:

Principes, organisation et techniques de supervision. Le développement des habiletés de leadership en gestion, particulièrement pour l'éducation en français.

3. *Dimensions politiques et administratives de l'éducation Bilingue (CEDUL 503)*
(3 credits; no prerequisite)

Course Description:

Étude des structures de l'éducation française et bilingue dans les divers contextes canadiens et du rapport existant entre ces structures et le contexte sociopolitique.

4. *One of the following courses :*

4.1 *Stage pratique de direction (CEDUL 504)*

Course Description:

Visé à développer des habiletés en observation, en entrevues, en animation de groupes et en réflexion lors de visites dans des écoles et en travaillant avec la direction des écoles.

Cours Pre-requis: CEDUL 501, CEDUL, CEDUL 503

4.2 leadership et normes de qualité professionnelles. (CEduL505)

Étude approfondie de concepts d'administration dans les directions des conseils scolaires. Application des normes de qualité professionnelles dans la gestion des directions scolaires. Critique et analyses des problèmes en milieu d'éducation et analyse de solutions administratives pertinentes.

(This course is intended for superintendent, it is in partial fulfilment of the requirements for superintendent school leader certification through Alberta's Superintendent Leadership Quality Standard.)



The Alberta Teachers' Association

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Dennis E Theobald
Executive Secretary
Chief Executive Officer

Brian J Andrais
Associate Executive Secretary

Joni A Turville
Associate Executive Secretary

2019 01 21

Dr Samira ElAtia
Director of Graduate Studies
Associate Professor of Education
Campus Saint-Jean
8406 Rue Marie-Anne Gaboury
91 St NW
Edmonton AB T6C 4G9

Dear Dr ElAtia

Please accept this short correspondence indicating the profession's support for your revised Master of Education program that will provide eligibility to graduates for Leadership Certification. The focus of the program addresses an identified need of future school leaders in Alberta.

The proposed program would be one of several offered by Alberta universities that will allow members of the profession to engage in studies that will lead to a School Leadership Certificate or a Superintendent Leadership Certificate.

It is evident that the proposed coursework will be of benefit to French-speaking teachers who enroll in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in educational leadership while at the same time fulfilling their professional commitment to lifelong learning. It will also provide a pathway for French speaking teachers to School Leadership Certification that will be required for aspiring principals in Alberta.

As with all the new programs across the province such as this the Association appreciates the invitation to participate in the advisory committee at the development stage of the program and to participate actively by providing relative content in the delivery of each program. We look forward to hearing from you in this regard.

... continued

ElAtia, 2019 01 21, p 2

The Association's support for such programs can be found within our Teacher Education and Certification policy 2.A.42 which states:

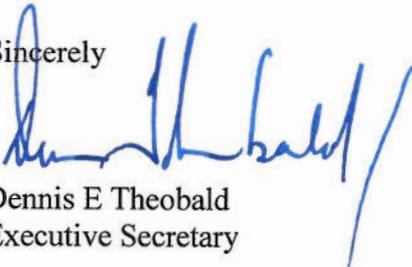
"2.A.42 Alberta universities should provide expanded opportunities for further education in the following ways:

1. Off-site courses
2. Flexible scheduling
3. Modified residency requirements
4. Portability of course credits
5. Extended time limits
6. Alternate delivery

[1991/94/97/2000/07/17]

Once again, I am pleased to hear Campus Saint-Jean is offering students an opportunity to focus their studies in this area and wish you success in offering this program.

Sincerely

A handwritten signature in blue ink, appearing to read "Dennis E Theobald". The signature is fluid and cursive, with a long, sweeping tail on the right side.

Dennis E Theobald
Executive Secretary

DET/pm

November 30th, 2018

To whom it may concern,

Please accept this letter of support for the implementation of a new French-language *Graduate Certificate in Leadership and School Administration* offered by Campus Saint-Jean (Faculté Saint-Jean, University of Alberta).

Conseil scolaire Centre-Nord, looks after 3480 Francophone students attending 19 schools in several communities including Edmonton, Fort McMurray, Jasper, Legal, Red Deer, St. Albert, Beaumont, Camrose, Lloydminster, Sherwood Park, and Wainwright. If we combine students from all four Francophone regional authorities, approximately 8000 students attend our French-language schools. For almost 25 years, Francophone school boards have worked diligently, most often with little or no real resources, to provide students with quality education. Campus Saint-Jean has a very long and successful history of supporting Francophone education in training teachers to respond to ever-growing enrolments. We can add that the majority of our graduating students go on to post-secondary institutions, many to Alberta's only French-language university, Campus Saint-Jean. However, there is still considerable support required to help Francophone boards develop the next generation of school leaders.

The implementation of the Graduate Certificate in Leadership and School Administration is an important step to ensure the development of our school and central office leadership teams. A strong and well supported French-language graduate program will play a major role in helping Francophone education in Alberta. The Leadership and Superintendent Quality Standards recently announced by Alberta Education add to the need for structured, but yet flexible training opportunities, for our staff. Therefore, Francophone school boards strongly support the implementation of the *Certificat supérieur en leadership, gestion et administration scolaire (Graduate Certificate in Leadership and School Administration)*.

Please, do not hesitate to contact me if you wish to find out more regarding our support for this project.

Yours truly,



Robert Lessard
Directeur général

Objet : Appui à la proposition d'un certificat supérieur en leadership, gestion et administration scolaire.

À qui de droit,

Le *Consortium provincial pour le perfectionnement professionnel* (CPFPP) appuie l'initiative du Campus St Jean, de l'*Université de l'Alberta*, d'offrir un certificat supérieur en leadership, gestion et administration scolaire en français.

L'initiative d'Alberta Education concernant les nouvelles normes de qualité pour le leadership scolaire (NQLS) et pour la direction générale (NQDG) touche tous les éducateurs de la province. Il est très important pour notre communauté en contexte minoritaire (dans nos écoles francophones ou d'immersion) d'avoir accès à cette certification en français.

Le CPFPP est convaincue que cette offre aura du succès. Nous nous engageons à en faire la promotion dans nos réseaux et informer tous nos partenaires en éducation.

Le Campus St Jean est l'expert et le leader en éducation au niveau post-secondaire en français en Alberta. L'addition de ce programme appuiera la préparation de nos enseignants pour des carrières en leadership dans nos écoles francophones et d'immersion. Nous avons besoin d'outiller nos éducateurs et de former des leaders qui comprennent bien le contexte minoritaire dans lequel nous travaillons. C'est pour cette raison que nous réitérons notre appui envers cette initiative.

Sincère salutations.



Madeleine Lemire,
Directrice exécutive



December 7, 2018

To whom it may concern,

Please accept this letter of support for the implementation of a new French-language *Graduate Certificate in Leadership and School Administration* offered by Campus Saint-Jean (Faculté Saint-Jean, University of Alberta).

La Fédération des conseils scolaires francophones de l'Alberta (FCSFA) represents four Francophone school boards with approximately 8 000 Francophone students attending 43 schools in several communities including Edmonton, Calgary, Grande Prairie and Bonnyville. For almost 25 years, Francophone school boards have worked diligently to provide students with quality education. Campus Saint-Jean has a very long and successful history of supporting Francophone education in training teachers to respond to ever-growing enrolments. We can add that a significant number of our graduating students go on to post-secondary institutions, many to Alberta's only French-language university, Campus Saint-Jean. There is still considerable support needed to help Francophone boards develop the next generation of school leaders.

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Please, do not hesitate to contact me if you wish to find out more regarding our support for this project.

Yours truly,

Donald Michaud
Executive Director, FCSFA



December 7, 2018

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Please, do not hesitate to contact me if you wish to find out more regarding our support for this project.

Yours truly,

Donald Michaud
Executive Director, FCSFA



ACFA

La Cité francophone
8627 rue Marie-Anne-Gaboury (91^e Rue)
Pavillon II, Bureau 303
Edmonton, Alberta T6C 3N1

www.acfa.ab.ca

Edmonton, December 13, 2018

University of Alberta
A/s Samira ElAtia

I am writing in support of the proposed certificate in educational leadership at Campus Saint-Jean which was developed under the supervision of Dr. Samira ElAtia.

Having taught a number of the courses making up the certificate and having attended consultations including numerous stakeholders, I can confirm that it was developed with the full participation of a number of professors and sessionals, with the full support of the administration, the Department of Education, and with input from graduate students and school boards offering both French first language and immersion programming.

At present in Alberta and indeed across Canada there is a paucity of trained teachers to meet the needs of rapidly-growing French language programming. This shortage also extends to administrative and leadership roles. While some of the larger school boards have been able to develop in-house preparation programs for aspiring principals, such is not the case for smaller jurisdictions, including francophone school boards. In addition these programs are not credited and they have not been vetted by the Universities offering Masters' and PhD education degrees.

What is being proposed here will meet a pressing need that will endure well into the future if current trends continue and there is every reason to believe that they will. Francophone education is a complex undertaking as was clearly articulated by Judge Dixon in the Supreme Court ruling on the Bugnet case. In that ruling the Judge recognized that past laws restricting and even outlawing French in publically funded schools had damaged the community and he called for measures aimed at reparation of the negative repercussions of past wrongs. Principals educated in this conceptual mindset will also be valuable assets for schools with first peoples' participation as the restoration of dignity remains a strong objective.

It might be useful to remember as well that the so-called stand-alone certificate model was first developed at Campus Saint-Jean in the Orthophonie Bilingue certificate developed by Professor Martin Beaudoin. That certificate attracted students from across Canada and contributed strongly to the visibility of Campus Saint-Jean.

En terminant j'appuie fortement ce certificat qui aurait selon moi être déjà en place depuis un long moment.



Marc Arnal,
Président

Edmonton, le 2 novembre 2018

Dr. Samira ElAtia
Directrice du programme de Maîtrise en Éducation
Campus Saint Jean de l'Université d'Alberta

Objet : Lettre de soutien

J'ai le plaisir de vous exprimer tout l'intérêt des Étudiants de Maîtrise en Éducation au Campus Saint-Jean pour le projet « Le Certificat supérieur en Leadership et Administration scolaire ». Une telle initiative nous paraît très utile dans la mesure où le Leadership et l'Administration scolaire occupent une place importante dans la Recherche en Éducation. Sa mise en place au Campus Saint-Jean permettrait au futurs diplômés de profiter des dernières avancées dans la recherche en Leadership indispensables pour mettre l'éducation au service de la société.

En outre, la création d'un tel certificat permettrait aux institutions scolaires, ayant des défis Complexes à résoudre, de trouver des Leaders aptes à répondre à leurs besoins avec une formation initiale/continue de qualité. Le Certificat supérieur en Leadership et Administration scolaire outillera davantage les étudiants en éducation au Campus Saint-Jean d'aujourd'hui pour en faire de fiers leaders en éducation de demain.

C'est donc sans aucune retenue que j'apporte, au nom des étudiants de Maîtrise en Éducation Campus Saint Jean, mon soutien au projet « Le Certificat supérieur en Leadership et Administration scolaire ».

Sincères salutations,

Niane Abdoul Demba
Étudiant de Maîtrise en Éducation
Campus Saint Jean de l'Université d'Alberta

November 23, 2018

Dr. Samira ElAtia
Director of Graduate Studies
Faculty of Education, Department of Educational Psychology
8406, rue Marie-Anne Gaboury (91st St)
Edmonton, AB T6C 4G9

Dear Dr. ElAtia,

Please find attached an original of the fully executed Grant Agreement No. 2018-0260 between the University of Alberta and Alberta Education, for your records.

Alberta Education is pleased to provide this support for the development of programming that will prepare Alberta teachers to meet the new Leadership Quality Standard and Superintendent Leadership Quality Standard, such that those individuals who have successfully completed the programming will be eligible to apply for a leadership and/or superintendent leadership certificate from Alberta Education's Registrar. These new leadership certifications come into effect in September, 2019, and Alberta Education is pleased that, through the work supported through this grant, the necessary coursework will be offered in French through an Alberta university.

If you have any questions regarding this contract, please do not hesitate to contact me.

Sincerely,



Karsten Koch
Education Manager, Leadership Excellence
(780) 643-0990

Comité consultatif sur les NQL et SLQS

Cadre de référence

Objectif

Formé d'experts dans le domaine, le comité guidera le travail et fournira des conseils informés au président du comité consultatif et aux autres membres du personnel de la Faculté Saint-Jean engagés pour fournir le certificat et au conseil de la division en ce qui concerne:

- Développement et le renouvellement du curriculum et du programme d'études, garantissant ainsi la pertinence, la qualité et la compétitivité;
- Critères d'identification et de sélection des instructeurs;
- Critères de sélection des participants pendant et après le projet pilote;
- Résultats d'apprentissage, objectifs et critères d'évaluation du projet pilote;
- Eléments d'un marketing efficace et rehaussement du profil académique;
- Liens avec les associations professionnelles et sectorielles;
- Cadre de référence du comité consultatif permanent (ongoing) pour les programmes de certification LQS et SLQS après le projet pilote

Structure et composition

Le comité sera composé de 6 à 12 membres représentant la Faculté Saint-Jean, Alberta Education et les organismes provinciaux clés de stakeholders en éducation.

Les nominations sont normalement effectuées pour un mandat de trois ans renouvelable ; chaque année, environ un tiers des nominations sont effectuées ou renouvelées.

Composition du comité

- Le comité comprendra un organe consultatif composé d'intervenants du secteur de l'éducation, notamment l'ATA, l'AISCA, le CASS et Alberta Education, ainsi que la représentation des Premières nations, des Métis et des Inuits, selon le cas, afin de recueillir des ressources pour que les cours de leadership restent à jour et répondent aux besoins des écoles et des responsables du système scolaire.

Membres du comité

Samira ElAtia (dir. grad studies)- présidente du comité

Marianne Jacquet (FSJ, U of A)

Eva lemaire (FSJ, U of A)
Cindy Gaudet (FSJ, U of A)
Lise Niyuhire (FSJ, U of A)
Martine Cavanaugh (FSJ, U of A)
Martine Pelletin (FSJ, U of A)
Niane Abdoul Demba (MEDU, FSJ)

Marc Arnal (ACFA & FSJ)
Donald Michaud (FCSF)
Robert Lessard (Conseil scolaire nord)
Richard Slevinsky (Conseil scolaire sud)
Karsten Koch (AB Ed) alt. Pierre A.Hebert (AB ED)
Jeff Johnson (ATA)
Robert Lessard (CASS)
Eric Caron (Consortium provincial francophone)

Réunions du comité

Le comité se réunit normalement trois fois par an, généralement pendant trois heures. Des réunions supplémentaires peuvent être nécessaires pour aborder des tâches ou des événements particuliers.

Aucune rémunération n'est versée aux membres du comité.

Le stationnement et les frais de déplacement nécessaires peuvent être remboursés.



As per [GFC Policy 37.3.7](#), Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Denis Lacroix	Date: November 05, 2018
Library Unit: Bibliothèque Saint-Jean	Email: denis.lacroix@ualberta.ca

Program Proposal Contact:

Name: Samira El Atia	Dept./School: Campus Saint-Jean Associate Professor and Director of Graduate Studies
Faculty: Campus Saint-Jean	E-mail: selatia@ualberta.ca

Proposed Program Changes:

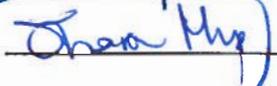
<i>Insert specific program proposal name here</i> Graduate Certificate in administration and school leadership
--

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to searching for research information through library resources and on the open Internet may be useful for students in the program.</p> <p>The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The subject librarian will be able to accommodate requests for assistance via email, phone, or Google Meet.</p> <p>General reference assistance is available at all University of Alberta Libraries service desks. In addition, subject librarians are available for one-to-one consultations for specialized assistance. Ask us services are also available via chat, email, and phone.</p>

<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through Interlibrary Loan.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> ● ERIC via Ovid and/or Ebscohost ● Education database ● Education research complete ● Educational administration abstracts ● ERUDIT ● CAIRN ● Journals: <i>Journal of School Leadership</i>, <i>Éducation et francophonie</i>, <i>Nouveaux cahiers de la recherche en éducation</i>, <i>Revue des sciences de l'éducation</i>, <i>Administration et Éducation</i>, etc. <p>Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>This new certificate at the Campus Saint-Jean is mirrored at the Faculty of Education. A similar Library impact statement was prepared on September 7th 2018 for the Herbert T. Coultts Library. This certificate is specialized in school administration and leadership with no new courses being proposed. Besides the Bibliothèque Saint-Jean, the Coultts and Winspear Libraries would both be relevant to students taking the new certificate; however, existing collections, finding tools, and staff would be adequate to meet student and instructor information needs.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>Sufficient physical facilities are in place to support student research needs enrolled in this new certificate. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations across.</p>
<p>Other (specify)</p>	

- Proposal has an impact on the Libraries and can be supported.
- Proposal can be supported with additional resources; see attached details.
- Proposal has no impact on the Libraries.

Unit Head Signature:  Date: November 21, 2018

Associate University Librarian Signature:  Date: Nov. 22/18

Faculté Saint-Jean

CALENDAR CHANGE REQUEST

CURRENT	PROPOSED
<p>Course Listing Faculté Saint-Jean</p>	<p>Course Listing Faculté Saint-Jean</p> <p>CEDUL Certificat Éducation Leadership</p>
<p>NEW</p>	<p>CEDUL 501 L'administration de l'éducation</p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude approfondie de concepts d'administration. Les rôles du gestionnaire de l'éducation. Gestion des ressources humaines et financières en éducation. Examen des problèmes en milieu d'éducation et analyse de solutions administratives pertinentes.</p>
<p>New</p>	<p>CEDUL 502 Formation des habiletés de supervision et de leadership</p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Principes, organisation et techniques de supervision. Le développement des habiletés de leadership en gestion, particulièrement pour l'éducation en français.</p>
<p>New</p>	<p>CEDUL 503 Dimensions politiques et administratives de l'éducation bilingue</p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0) Étude des structures de l'éducation française et bilingue dans les diverses provinces canadiennes et du rapport existant entre ces structures et le contexte sociopolitique.</p>
<p>New</p>	<p>CEDUL 504 : Stage pratique de direction</p> <p>★ 3 (fi 6) (l'un ou l'autre semestre, 3-0-0).</p>

	<p>Visé à développer des habiletés en observation, en entrevues, en animation de groupes et en réflexion lors de visites dans des écoles et en travaillant avec la direction des écoles. Préalable(s): CEDUL 501, CEDUL 502, CEDUL 503</p>
NEW	<p>CEDUL 505 leadership et normes de qualité professionnelles.</p> <p>★ 3 (<i>fi 6</i>) (l'un ou l'autre semestre, 3-0-0). Étude approfondie de concepts d'administration dans les directions des conseils scolaires. Application des normes de qualité professionnelles dans la gestion des directions scolaires. Critique et analyses des problèmes en milieu d'éducation et analyse de solutions administratives pertinentes.</p>

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2020-2021 University of Alberta Calendar Graduate Program Changes: new free-standing Graduate Certificate in School Leadership and Administration in the Faculté Saint-Jean.

Current	Proposed
<p>Graduate Programs</p> <p>Faculté Saint-Jean [Graduate]</p> <p>[...]</p> <p>Graduate Program Requirements</p> <p>[NEW]</p>	<p><u>Graduate Programs</u></p> <p><u>Faculté Saint-Jean [Graduate]</u></p> <p>[...]</p> <p><u>Graduate Program Requirements</u></p> <p><u>The Graduate Certificate in administration et leadership scolaire (Faculté Saint-Jean) [Graduate]</u></p> <p><u>The Graduate Certificate in administration et leadership scolaire is offered by the Faculté Saint-Jean, Division of Education, for teaching professionals seeking specialization in school leadership working in French immersion and francophone schools contexts. The program consists of four Educational and Administration courses. Delivery will be mostly online, with some blended format (face-to-face and synchronized on-line delivery).</u></p> <p><u>Entrance Requirements</u></p> <p><u>The minimum admission requirements are a Bachelor of Education degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.</u></p> <p><u>Teacher certification or two years of teaching experience are also required.</u></p> <p><u>Applicants must have adequate French language proficiency, as demonstrated by:</u></p>

(a) Completion of a degree or its university-level equivalent from an institution recognized by the University of Alberta, and where the language of instruction is French. Proof that instruction for the diploma was in French is required.

OR

b) a satisfactory score on an approved French proficiency test (the list of language proficiency tests approved by the Faculté Saint-Jean is available at the Faculté Saint-Jean Graduate Studies Office)

Applicants who do not meet the minimum AGPA requirement but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact admissions to discuss their status.

Program Requirements

Students are required to complete four ★3 courses for a total of ★12.

Required Courses (★12):

- CEDUL 501
- CEDUL 502
- CEDUL 503
- **One of**
 - CEDUL 504 or
 - CEDUL 505

Length of Program

All components of the certificate must be completed within 4 years of enrollment from first registration for the certificate.

Laddering

Students who complete the certificate in good standing may be able to use the courses from the certificate to receive advanced standing in the course-based Master of Education program in the Faculté Saint-Jean, Division of Education. Completion of the certificate does not guarantee admission to a master degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on [laddering](#) can be found in the [Calendar under Regulations of the Faculty of Graduate Studies and Research](#).

Certificat d'études supérieures en administration et leadership scolaire (Faculté Saint-Jean)[Graduate]

Le Certificat d'études supérieures en administration et leadership est offert par la Division de l'éducation de la Faculté Saint-Jean. Il s'adresse aux professionnels de l'enseignement qui désirent se spécialiser en leadership scolaire dans les établissements francophones et d'immersion française. Le programme comprend quatre cours en éducation et en administration. La formation sera assurée principalement en ligne, sous forme de modèle hybride (face à face et cours en ligne synchrones).

Les conditions d'admission

Les exigences minimales d'admission sont un baccalauréat en éducation avec une moyenne cumulative d'au moins 3,0 sur une échelle de 4 points décernée par l'Université de l'Alberta, ou une qualification délivrée par un établissement reconnu. La moyenne générale d'admission sera calculée sur les *60 derniers crédits de cours ou sur l'équivalent des deux dernières années de cours à temps plein.

Un brevet d'enseignement ou deux années d'expérience en enseignement sont également exigés.

Les candidats doivent posséder une compétence langagière adéquate en français, démontrée par

(a) l'obtention d'un diplôme ou son équivalent universitaire d'un établissement reconnu par l'Université de l'Alberta, et où la langue de l'enseignement est le français. La preuve que l'instruction pour le diplôme était en français est requise,

OU

(b) un résultat satisfaisant à un test de compétence en français approuvé (la liste des tests de compétence linguistique approuvés par la Faculté Saint-Jean est disponible au bureau des études supérieures de la Faculté Saint-Jean)

Les candidats qui ne satisfont pas à l'exigence minimale de moyenne pondérée cumulative mais qui possèdent quand même une solide expérience professionnelle pertinente dans le domaine peuvent également être admissibles. Les personnes qui sont dans cette situation sont encouragées à communiquer avec le bureau des admissions pour discuter de leur admissibilité.

Les exigences du programme

Les étudiants sont tenus de suivre quatre cours de trois crédits, pour un total de *12.

Cours obligatoires (*12)

- CEDUL 501
- CEDUL 502
- CEDUL 503
- **Au choix**
 - CEDUL 504 ou
 - CEDUL 505

Durée limite du programme

Toutes les exigences du certificat doivent être remplies en 4 ans à compter de la première inscription au certificat.

Voie passerelle à la maîtrise

Les étudiants qui ont complété le certificat avec succès peuvent utiliser certains cours du certificat pour obtenir une équivalence avancée dans le programme de maîtrise en éducation de la Faculté Saint-Jean, Division de l'éducation. La réussite du certificat ne constitue pas une garantie d'admission à un programme de maîtrise. Le certificat peut être utilisé à la fois comme critère d'admission et comme voie passerelle pour entrer dans le cursus du programme de maîtrise dans la voie sans thèse. Les informations sur la voie passerelle à la maîtrise sont disponibles sur le site web [Regulations of the Faculty of Graduate Studies and Research](#).

Liste de cours

La liste des cours pour le Certificat d'études

supérieures en administration et leadership se trouve dans la Course Listings, sous la désignation CEDUL.

Graduate Courses

Graduate courses can be found in [Course Listings](#) under the subject heading CEDUL.

Justification: New free-standing Graduate Certificate in School Administration.

Approved: Faculté Saint-Jean Council

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Graduate Certificate in School Leadership, Faculty of Graduate Studies & Research, and Faculty of Education
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Motion

THAT the GFC Academic Planning Committee, as recommended by the GFC Academic Standards Committee, recommend that the Board Learning and Discovery Committee approve a new Graduate Certificate in School Leadership, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Education, and as set forth in Attachment 1, to take effect September 2019.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Jennifer Tupper, Dean of Education
Presenter(s)	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research Elaine Simmt, Associate Dean (Graduate Programs), Faculty of Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To approve a new Graduate Certificate in School to be by the Faculty of Education. Two courses in this certificate will meet Alberta Education's requirements for Leadership Quality Standards (LQS) certification for principals. One course in this certificate will meet Alberta Education's requirements for Superintendent Leadership Quality Standards certification (SQLS). Both certifications will come into effect on September 1, 2019.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Effective September 1, 2019 principals and superintendents in the province of Alberta will have to be certified by Alberta Education to hold their leadership positions. Professional certification for teachers, school principals and superintendents will be cumulative. This certification will be granted to principals who have a teaching certificate and meet the Leadership Quality Standard (LQS) and superintendents have a principal certificate and who meet the Superintendent Leadership Quality Standard (SLQS) The LQS will apply to all principals, assistant, associate and vice principals, and the SLQS will apply to school jurisdiction leaders. Alberta Education has been working collaboratively with approved postsecondary institutions (Alberta universities with B.Ed. programming) to develop leadership programming that will lead to the leadership certification. Funded by Alberta Education, The Faculty of Education University of Alberta is developing course work that will address the LQS and SLQS thereby qualifying students for the Alberta Education certification. This course work will be package into the proposed Graduate Certificate in School Leadership (Please note the distinction between the "Certificate in School Leadership" and "LQS and SLQS certification" by the Province of Alberta.) The Graduate Certificate in School Leadership will be composed of the

Item No. 5

	<p>two courses used to satisfy the LQS (compulsory) and two elective courses (one of the electives will satisfy the SLQS). Each department with the Master of Education will be asked to consider accepting the Graduate Certificate in School Leadership as a ladder into their course-based programs.</p> <p>The Graduate Certificate in School Leadership proposal has been developed by the Master of Education in Educational Studies unit in the Faculty of Education Dean's office, with expertise and guidance from the Educational Administration and Leadership specialization in Education Policy Studies.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Elaine Simmt
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Alberta Education • College of Alberta School Superintendents • Association of Independent Schools and Colleges in Alberta Portfolio Initiatives Manager. • Office of the Dean, Faculty of Education • Department of Educational Policy Studies Council • Department of Educational Psychology Council • Department of Elementary Education Council • Department of Secondary Education Council • School of Library and Information Studies Academic Council • Aboriginal Teacher Education Program Directors • Faculty of Education Graduate Students • Faculty of Graduate Studies and Research (FGSR): Deborah Burshtyn, Interim Dean and Janice Hurlburt Graduate Governance and Policy Coordinator • Vice - Provost (Programs) Tammy Hopper and Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) Andrea Patrick • Edith Finczak, Director, Academic Budgeting and Programming • Office of the Registrar
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Education Council—February 5, 2019 FGSR Council – February 13, 2019 GFC ASC Subcommittee on Standards (for discussion) - March 7, 2019 GFC Academic Standards Committee - March 21, 2019 GFC Academic Planning Committee – April 17, 2019 Board of Learning and Discovery Committee – April 26, 2019</p>

Strategic Alignment

Alignment with <i>For the Public</i>	Institutional Strategic Plan - For the Public Good
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<p><i>Good</i></p>	<p>BUILD OBJECTIVE 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy 1: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education.</p> <p>EXPERIENCE OBJECTIVE 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. Strategy 1: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>EXCEL OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning}. Strategy 1: Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit and institutional levels.</p>			
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1" data-bbox="565 1167 1523 1373"> <tr> <td data-bbox="565 1167 1068 1373"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1068 1167 1523 1373"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference Board Learning and Discovery Committee (BLDC) Terms of Reference</p>			

Attachments:

1. Proposal Template
2. Calendar Copy-Program
3. Calendar Copy-Courses
4. Library Impact Statement
5. Letter – External Evaluation
6. Alberta Education: Leadership Quality Standard
7. Alberta Education: Superintendent Leadership Quality Standard

Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

SECTION 1: PROPOSAL OVERVIEW

1.1 Basic Information *(Complete the table below)*

Institution	University of Alberta
Program/Specialization Name	School Leadership
Credential Awarded	Graduate Certificate
Proposed Effective Date	September 1, 2019

1.2 Type of Initiative

1.2.1 *This is a proposal for (check one):*

- new certificate*
- new diploma*
- new non-credential*
- new specialization(s) in existing program*

1.3 Nomenclature *(Answer the following questions)*

1.3.1 *What program and/or specialization name will appear on parchments and transcripts?*

Graduate Certificate in School Leadership

1.3.2 *Provide a brief rationale for the program and/or specialization name selected.*

Effective September 1, 2019 principals and superintendents in the province of Alberta will have to be certified by Alberta Education to hold their leadership positions. Professional certification for teachers, school principals and superintendents will be cumulative. This certification will be granted to principals who have a teaching certificate and meet the Leadership Quality Standard (LQS) and superintendents have a principal certificate and who meet the Superintendent Leadership Quality Standard (SLQS) The LQS will apply to all principals, assistant, associate and vice principals, and the SLQS will apply to school jurisdiction leaders.

Alberta Education has been working collaboratively with approved postsecondary institutions (Alberta universities with B.Ed. programming) to develop leadership programming that will lead to the leadership certification. Funded by Alberta Education, The Faculty of Education University of Alberta is developing course work that will address the LQS and SLQS thereby

qualifying students for the Alberta Education certification. This course work will be package into the proposed *Graduate Certificate in School Leadership* (Please note the distinction between the “Certificate in School Leadership” and “LQS and SLQS certification” by the Province of Alberta.)

The Graduate Certificate in School Leadership will be composed of the two courses used to satisfy the LQS (compulsory) and two elective courses (one of the electives will satisfy the SLQS). Each department with the Master of Education will be asked to consider accepting the *Graduate Certificate in School Leadership* as a ladder into their course-based programs.

The Graduate Certificate in School Leadership proposal has been developed by the Master of Education in Educational Studies unit in the Faculty of Education Dean's office, with expertise and guidance from the Educational Administration and Leadership specialization in Education Policy Studies

All Alberta Certificates should be portable in Alberta.

SECTION 2: OVERVIEW OF PROPOSED PROGRAM OF STUDY

2.1 Program Description (*Answer the following questions*)

2.1.1 *Provide a 3-4 sentence calendar description of the program*

The *Graduate Certificate in School Leadership* is a for-credit certificate program in the Faculty of Education for teaching professionals seeking specialization in school leadership. The program consists of four courses for a total of 12 credits, two of which are compulsory and two of which are selected from a list of approved electives.

2.1.1a *Attach a proposed program of study (including course names, descriptions, credits and pre-requisites, by semester or year of study) as an appendix to this proposal.*

Appendix I – attached.

2.1.2 *List program learning outcomes.*

The learning outcomes of the proposed certificate program are for graduates to be able to:

1. Foster effective relationships
2. Model commitment to professional learning
3. Embody visionary leadership
4. Lead a learning community
5. Support the application of foundational knowledge about First Nations, Métis and Inuit

6. Provide instructional leadership
7. Develop leadership capacity
8. Manage school operations and resources
9. Understand and respond to the larger societal context

2.1.3 *Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary)*

Yes; X No; or Not Applicable

2.1.4 *Indicate where the program will be offered (i.e., campus locations and/or off-site locations) and how it will be delivered (i.e., face-to-face, online, or blended).*

The courses for the program will be offered at the University of Alberta, North Campus, and off-site in collaboration with rural school jurisdictions. Delivery will be a blended format, including both face to face and online courses.

2.1.5 *Identify any collaborations or potential collaborations with other post-secondary institutions or other organizations that this program respectively facilitates or provides for.*

To date the Universities of Calgary and Concordia, in addition to Faculté St. Jean, University of Alberta have indicated they will provide programming for the LQS certification. Feedback from Alberta Education has been ongoing since the announcement of the new certification requirements. Alberta Education has provided development funding for each of the approved postsecondary institutions offering programming for the LQS certification.

Within the Faculty of Education, the *Graduate Certificate in School Leadership* is a is an initiative of the Faculty of Education, Master of Education in Educational Studies with expertise drawn from the Educational Administration and Leadership specialization in Education Policy Studies.

The Faculty of Education and Faculté St. Jean collaborated in all phases of the development of the proposal. The collaboration will continue as we work on the list of approved electives for the Graduate Certificate in School Leadership. Specifically, we will leverage expertise in school leadership in Francophone and First Nations, Métis and Inuit schools by including the possibility for a student to select an elective selected from Faculté St. Jean and Faculty of Education.

An advisory group consisting of representatives from Alberta Education, the Alberta Teachers' Association, the College of Alberta School Superintendents, Association of Independent Schools and Colleges in Alberta, Northwest Alberta Learning Consortium has met and provided recommendations for the LQS and SLQS programming and the Graduate Certificate in School Leadership.

2.1.6 *Indicate how the proposed FLE and load calculations align both with internal institutional practices and with similar Ministry-approved programs. (Consult with the Ministry as required)*

[REDACTED]

[note: Provost's Office will supply information] advised to use headcount.

2.1.7 Document the CIP ([Classification of Instructional Programs, Statistics Canada](#)) code being proposed for this program and explain the rationale for its selection, if necessary (e.g., in the case of an interdisciplinary program).

The CIP code for the Graduate Certificate in LQS being proposed for this program is 13.0401 (Educational Leadership and Administration).

2.2 Program Requirements (*Answer the following questions*)

2.2.1 List primary admission requirements for the proposed program.

Admission requirements are as follows:

- Bachelor of Education and either teacher certification or 2 years teaching experience
- An admission GPA of 3.0.
- ELP requirement for international students: 6.5 IETS, minimum 6.5 on each band; Test of English as a Foreign Language (TOEFL) 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands of the exam, minimum for the Reading and Listening bands of the TOEFL exam is 20, or equivalent.

2.2.2 List program completion requirements.

Program requirements include completion of four, three credit courses. The courses listed below are required courses. Two additional approved elective courses at the graduate level within the Faculty of Education will be required for the proposed program.

Required courses for the proposed program two (*3) for a total of *6

- *Theoretical and Professional Foundations of School Leadership*
 - *School Leadership: Theory into practice*
- These two courses meet requirements for Alberta Education principal certification (LQS)

Elective courses two (*3) for a total of *6

- *System Leadership: Theory into Practice*
This course is meets requirements for Alberta school superintendent certification (SLQS)
- *First Nation, Métis and Inuit Issues for School Leaders*
- note—a call is out to Faculty of Education Departments to propose electives for the *Graduate Certificate in School Leadership*. e.g. *Curriculum Leadership*

2.3 Work Integrated Learning Placements (*If applicable, answer the following questions*)

The focus of certificate is for working professionals who are either already principals or teachers

who are planning to be principals. Thus, they are integrated in the workplace as they are in the school system while they take the certificate.

AB Ed has consulted on the design of the curriculum, which of course ensures alignment with the needs of the workplace and builds on the experiences of the professionals working there.

2.3.1 *Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).*

N/A

2.3.2 *Describe communications from employers (e.g., letters of support, minutes of program advisory committee meetings, etc.) that would indicate that sufficient placements will be available when needed.*

N/A

2.3.2a *Comment on whether/how work integrated learning placements in other programs (at the institution or at other Campus Alberta institutions) may be impacted as a result of this program.*

We do not anticipate work learning placements in other programs will be impacted.

2.3.3 *Describe the student's role, if any, in securing placements.*

N/A

2.4 Endorsement of and/or Support for Program *(Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.)*

Support from the following organizations:

- Alberta Education: regulatory body (includes financial support for program development)

SECTION 3: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

3.1 Demand for Program *(Answer the following questions)*

3.1.1 *Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.*

The courses proposed for the *Graduate Certificate in School Leadership* is directly applicable for employment as a school principal or school jurisdiction leader in Alberta.

3.1.2 *Describe the labour market demand for the proposed program in the region that your institution serves, detailing how labour market demand was projected. (Append supporting*

documentation, as appropriate.)

The demand for LQS and SLQS certification arises from the Alberta Government's new requirement for principals and superintendents. Please refer to the Alberta Government's website for details on the certification requirement:

<https://education.alberta.ca/professional-practice-standards/leadership-quality-standard/everyone/overview-of-the-leadership-quality-standard/>.

3.1.3 *In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.*

N/A

3.1.4 *Identify which stakeholder groups were consulted regarding demand/need for this program:*

Students/learners

Faculty

Program advisory committee

Regulator and/or accreditation bodies

Employers and professional associations

Community organizations

Other post-secondary institutions

Other (please identify)

3.1.4a *Discuss the results of these consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.*

Those who have been consulted:

- Provost and Vice President Academic (Programs)
- Faculty of Graduate Studies and Research (FGSR) (October 25, 2018)
- Director Academic Budgeting and Programing (October 25, 2018)
- Office of the Dean, Faculty of Education (ongoing)
- Department of Educational Policy Studies Council (January 18, 2019)
- Department of Educational Psychology Council (January 17, 2019)
- Department of Elementary Education Council (January 18, 2019)
- Department of Secondary Education Council (November 30, 2018)
- School of Library and Information Studies Academic Council (January 11, 2019)

- Aboriginal Teacher Education Program Directors (January 24, 2019)
- Faculty of Education Graduate Students (January 31, 2019)
- IST (January 28, 2019)
- Alberta Education (AB ED, multiple consultations since February 11, 2018)
- Alberta Teachers' Association (ATA, September 25, 2018)
- College of Alberta School Superintendents (CASS, September 25, 2018)
- Association of Independent Schools & Colleges in Alberta Portfolio Initiatives Manager (AISCA, September 25, 2018)

3.1.5 Will this program target students from outside the institution's traditional catchment zone? (If yes, where will these students be targeted – i.e., which particular regions/jurisdictions within Alberta and Canada, foreign countries, and/or geographic regions?)

Targeted students for the proposed certificate will be Alberta teachers entering or aspiring to enter school leadership roles: this is within the traditional catchment zone.

3.1.6 Comment on the overall sustainability of learner demand for this program over the longer term.

The need for principals and system level leaders to acquire LQS and SLQS certification will be ongoing, thus ensuring the students for the program. This should be a sustainable program.

3.2 Projected Domestic Student Enrolment (Complete the table below as applicable)

Students enrolling in the proposed certificate will apply as special graduate students, with manual enrolment.

(NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total head count	0	0	0	0	0
• Year 1	60	80	80	80	80
• Year 2	0	60	80	80	80
• Year 3	0	0	0	0	0
Total FLE	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
Anticipated No. of	0	58	76	76	76

Graduates					
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3.3 Projected International Student Enrolment *(Complete the table below as applicable)*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Total head count	0	0	0	0	0
• Year 1	0	0	0	0	0
• Year 2	0	0	0	0	0
• Year 3	0	0	0	0	0
Total FLE	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0

3.4 Enrolment Planning Assumptions *(Answer the following questions)*

3.4.1 *Will total enrolment (as measured in FLEs) at your institution increase as a result of implementation of this proposed program?*

Yes.

3.4.1a *Identify enrolment impacts in similar programs or non-credential areas within your institution, when applicable.*

Other programs are not currently aligned with the LQS, except for Faculté St. Jean – which will offer the program for the francophone teachers.

3.4.2 *How many cohorts or intakes of new students will occur per year, or is a continuous intake model used?*

Four intakes will be possible for this program (Fall, Winter, Spring, Summer)

3.4.3 *When applicable, provide rationale for how enrolment projections were established with regard to domestic/international student ratio.*

Rationale for the projected enrolment comes from job projections, arising from the number of teachers transitioning into available leadership roles per year.

3.4.4 *Explain assumptions regarding attrition and/or numbers of graduates.*

Most students will have multiple life responsibilities (e.g., work and family) and will be working full time while participating in the Graduate Certificate in School Leadership. For a variety of reasons, we anticipate, similar to our other graduate programs, an attrition rate of 2-5% per year.

3.4.5 *What is the minimum number of FLEs needed for this program to be viable (i.e., the “break-even” point)?*

We will require a minimum of 17 students enrolled in each course section to break-even.

SECTION 4: QUALITY CONSIDERATIONS

4.1 Quality Assurance Considerations *(If applicable, answer the following questions)*

(NB: non-credential programs complete 4.1.1 only.)

4.1.1 *What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?*

In response to a call from Alberta Education for proposals to develop programming for the LQS, the Faculty of Education developed a successful proposal. The success of the proposal provides additional assurance of the alignment of the proposed learning outcomes with the LQS and accessibility of the program for all potential students. Two of the proposed UA Graduate Certificate courses will meet the necessary requirements for the LQS certification by Alberta Education.

Input from the advisory panel enables us to be confident we are proposing a quality program. An advisory board is composed of expert and employment sector representatives has been established and is providing ongoing feedback.

Further, AB ED will review the programming to ensure it is aligned with the mandated certification requirements.

4.1.2 *Provide copy of independent academic expert review, when applicable.*

This proposal has been reviewed by Dr. Paul Newton, University of Saskatchewan.

4.1.3 *Provide copy of institution’s response to independent academic expert review, when applicable.*

Attached.

4.1.4 Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program.

- Faculty members from the Faculty of Education will oversee the content development, delivery format and evaluation.
- The Associate Dean, Graduate Studies will provide oversight for all FGSR policies and regulations.
- EdTech will support the proposed program as required.
- An Advisory Committee has been established to provide critical advice to the programming of the proposed certificate.

SECTION 5: FINANCIAL VIABILITY AND SUSTAINABILITY

5.1 Annual Budget and Funding Sources (Complete the table below)

- Identify annual and one-time expenditures and annual revenues for the program in the budget tables below.
- If program implementation will take place over more than one year, provide estimates for each year until full implementation.

Ongoing Revenues and Operational Costs

	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
Revenues					
Domestic Tuition/Fees	168,000	\$392,000	\$448,000	\$448,000	\$448,000
International Tuition/ Fees	\$0	\$0	\$0	\$0	\$0
External Funding	\$0	\$0	\$0	\$0	\$0
Internal Re-allocation	\$0	\$0	\$0	\$0	\$0
By-Product Sales/Services	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$168,000	\$392,000	\$448,000	\$448,000	\$448,000
Operational Costs (1)					
Faculty Salaries/Benefits	\$0	\$0	\$0	\$0	\$0
Service Teaching Costs (2)	70,000	153,000	176,460	179,989	183,589
Admin Salaries/Benefits (3)	56,000	57,120	58,262	59,428	60,616
Materials/Contracted Service (4)	53,000	54,060	55,141	56,244	57,369

Other Direct Costs (5)	6,833	6,970	7,109	7,251	7,396
Faculty Overhead	9,292	13,558	14,849	15,146	15,449
Indirect Costs	67,272	98,156	107,504	109,654	111,847
Total Operational Costs	262,396	382,864	419,325	427,712	436,266

Notes--

- 1) 2% COI/year (expenses only. Tuition not adjusted for COI)
- 2) Year 1 6 sections + I coordinator. Year 2 14 sections/year + 1, Year 3 and ongoing 16 sections + 1 coordinator. @10,000/course
- 3) 1/3 of professional learning unit administrative staff \$168,000
- 4) annual short video production, annual guest seminar leaders, travel for seminar leaders, off-site section travel
- 5) refresh laptops for online instructors (every 5 years), recruitment, hosting

One-Time Expenditures

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$0	Faculty of Ed. (cost recovery unit)	Programming is offered online and off-site, one summer face to face classroom/year. Office space and equipment for administrative staff (IK)
Equipment and IT	\$8,000	Tuition	
Curriculum Development	\$154,000	AB ED Faculty of Ed. (cost recovery unit)	AB ED 124,000 Faculty of Ed. 30,000 (in kind-IK)
Library	\$0	AB ED	Will use resources that are also used by Ed Admin and Leadership and Educational Studies programs. Will pay library to develop resource funded by curriculum development budge line.
Advisory group and stakeholder discussions	\$3,000	AB ED	
Evaluation and Reporting (Pilot)	\$16,000	AB ED	
Recruitment	\$5,000	AB ED Faculty of Ed (cost recovery unit)	AB ED \$2,500 Faculty of Ed. \$2,500 (IK)

Pilot courses	\$117,700	AB ED Faculty of Ed (cost recovery unit)	AB ED \$50,100 Faculty of Ed. \$67,600 (Tuition & IK)
Certificate Development	\$11,000	Faculty of Ed (cost recovery unit)	IK
Indirect costs of development and pilot	\$17,000	AB ED	

5.2 Budgetary Assumptions *(Answer the following questions)*

5.2.1 *If revenue projections include internal reallocations, comment on institutional impacts for other programs/operations.*

As a cost recovery program, tuition will cover all costs (administrative, academic, recruitment, facilities, and supplies.) There will be no impact for other programs/operations, as the program will be administered through a cost recovery unit in the Faculty of Education.

5.2.2 *If projected revenues include by-product sales/services as a result of delivery of the proposed program (e.g., salon services as part of a Hairstyling program), indicate the basis upon which prices were established.*

Projected revenues do not have by-product sales/services as a result of delivery of the proposed program.

5.2.3 *Provide staffing plan information to support faculty salaries/benefits projection.*

The cost of instructors and teaching assistants for all courses in the certificate will be funded through tuition revenues.

5.2.3a *In cases where service teaching costs are projected, indicate number of courses being purchased.*

Courses will be developed by the faculty in the Faculty of Education. Funding for course development (e.g., course release time) has been provided by Alberta Education. The proposed certificate will not be purchasing courses.

5.2.4 *Identify what types of material costs and contracted services are projected.*

The proposed program will cover all costs for material and contracted services. Such services will include instructional design, video creation and other teaching resources.

5.2.5 *Specify what direct costs include.*

Other direct costs will include a set of instructor laptops, instructor copies of textbooks, recruitment booths at provincial teacher conferences, travel expenses and honoraria for guest speakers.

5.2.6 *Explain how indirect costs are projected and calculated (e.g., formula-driven, full-costing, etc.)*

Indirect costs will be formula driven.

5.2.7 *Describe risk mitigation plans should revenue forecasts not be achieved or should costs exceed amounts budgeted.*

The program will be one of three cost recovery programs (at the time of writing) in a self-funded unit the Faculty of Education (Master of Education in Educational Studies, Master of Education in Health Sciences Education). The current programming successfully recovers all costs. As more programs are maintained in that self-funded unit the more flexibility there will be for one program having a negative net year. In the event the program demonstrates inadequate enrolments in multiple years, the Faculty of Education will reassess the program.

5.3 Tuition and Student Cost Considerations *(Answer the following questions)*

5.3.1 *Compare the proposed tuition rate (both domestic and international) with that of similar programs in the Campus Alberta system and in other relevant jurisdictions. (Consult with the Ministry as needed.)*

The tuition fees are set to be consistent with other (similar) cost recovery programs at the University of Alberta. Tuition will be \$1400 / 3 credit course.

The Master of Education in Educational Studies is cost recovery programming running since 2004. Tuition is set at \$1635.20/course, for total tuition of \$16,352/program (before fees). The program has a total of 10 half course credits.

The Master of Education in Health Sciences Education is a cost recovery program for which tuition is set at \$1600/course.

The University of Calgary's fees for equivalent online programming, quoted from https://werklund.ucalgary.ca/gpe/med-interdisciplinary#quickset-field_collection_quicktaps_8 "Tuition fees in course-based graduate programs are assessed on a course-by-course and term-by-term basis. Effective May 1, 2016, the

distance half-course fee is \$1, 212.00 Cnd. The Master of Education has a total of 12 half course credits.”

5.3.2 *Does the proposed program align with the Tuition Fee Regulation?* Yes; or No

5.3.2a *Please elaborate on above answer, if necessary.*

5.3.3 *List additional projected financial costs (e.g., fees, books, equipment, travel for WIL, etc.) for students.*

Student financial costs beyond tuition are the same as what is normally required for students enrolled in a graduate program (e.g., fees, laptop, books, housing for out of town students in summer for face to face sessions)

SECTION 6: INSTITUTIONAL IMPACT

6.1 Institutional Capacity *(Answer the following questions)*

6.1.1 *Describe how the proposed program builds on institutional strengths and/or builds institutional capacity.*

Educational Policy Studies has offered Educational Administration and Leadership graduate programming in the Faculty of Education for school leaders for decades. Faculty in the unit have focused in two directions: research and the professional preparation of educational administrators and leaders for the K-12 education sector. They also have a history of providing leadership training in international contexts. A second strength in the Faculty of Education is the blended-delivery model for professional studies developed for the Master of Education in Educational Studies. The proposed program will contribute to, and build upon, these historical institutional strengths of the area in a number of ways.

It will build institutional capacity by adding to the Faculty’s professional education programming which currently leads to professional certification (teacher certification) by extending to include LQS certification for school leaders and SLQS certification for jurisdictional leaders. Second, the proposed program will build on working relationships between members of the faculty of education and professional teachers and leaders in the Alberta K-12 education sector through the collaborative work to create and maintain relevant programming. Third, the proposed program will increase graduate student enrolment in various ways (e.g., required certification courses, laddering). Finally, as we have found with other leadership education, we expect this programming will be attractive to international students as well as international education jurisdictions.

6.1.1a *Explain how the proposed program fits with existing programs at the institution.*

The proposed program is directly linked to the Educational Administration and Leadership graduate programs currently offered in the Department of Educational Policy Studies, Faculty of Education. It is also a fit with graduate programs in three other units (Educational Studies, Elementary Education and Secondary Education).

6.1.1b *Describe how the proposed program aligns with the institution's mandate and Comprehensive Institution Plan, and other planning documents.*

The proposed program aligns with the Comprehensive Institutional Plan (CIP) with respect to attracting and retaining talented students, provide access to an innovative learning opportunity, and advancing connections with the K-12 community, as well as Alberta Education. The proposed program will also support the mandate that University of Alberta graduates (our K-12 school and system leaders) will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the CIP in the following areas:

- Facilitate, build and support interdisciplinary cross-unit engagement and collaboration.
- Increase graduate access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.
- Inspire, model and support excellence in teaching and learning.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.

6.1.2 *Comment on the facilities and equipment available at your institution to support the program.*

Smart classrooms will be used in summer face to face sessions. Digital platforms and resources available such as eClass are critical, as is the library's digital collection.

No new facilities will be required for the proposed program. Laptops will be purchased as loaners for online instructors.

6.1.3 *In cases where facilities and equipment are shared with other programs, identify impacts and/or mitigating strategies for other programs.*

Classrooms will be used in off times (evenings and spring and summer session). Online courses will not impact facilities. Technology services will be contracted specifically for the program. The faculty has a cost recovery office that will be used for administrative staff.

6.2 Internal Review and Approval *(Indicate which internal governance body recommended approval and specify date of approval.)*

1. Faculty of Education Council (February 4, 2019)
2. FGSR (February 13, 2019)
3. GFC Academic Standards Committee Sub-committee on Standards (March 2019)
4. GFC Academic Standards Committee (April 2019)
5. GFC Academic Planning Committee (May 2019)
6. Board Learning and Discovery Committee (May 2019)
7. Minister of AE (June 2019)

Proposals for freestanding certificates are submitted to IAE via the Provider and Program Registry System (PaPRS). This process is coordinated by the Office of the Provost and Vice-President (Academic).

SECTION 7: SYSTEM IMPACT

7.1 Program Duplication *(Answer the following questions)*

7.1.1 *Does the proposed program duplicate existing programming in Alberta?*

There will be similar programs offered in Alberta that currently have Bachelor of Education programs as requested by Alberta Education. It is anticipated that the proposed program will primarily serve new school leaders in the Greater Edmonton area and the Central and Northern Alberta catchment.

7.1.1a *If yes, list these programs (including those offered by private career colleges).*

While these programs are not yet being offered at other institutions, it is anticipated that the University of Calgary, Concordia University, University of Lethbridge and St. Mary's will be offering a programming to satisfy requirements for the LQS and SLQS.

7.1.2 *If proposed program does constitute program duplication, explain why such duplication is appropriate and beneficial in this circumstance.*

Duplication is appropriate as universities in Alberta provide both access and choice for students with their programming. The duplication is similar to the duplication that exists for Bachelor of Education degrees.

Alberta Education has provided funding to all approved postsecondary institutions throughout the province to develop programming. This noted, not all programming among the institutions will lead to a Graduate Certificate in School Leadership; this program becomes an alternative choice for educational leaders.

7.2 Learner Pathways *(Answer the following questions)*

7.2.1 *Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program or non-credential?*

Laddering/transfer into this program does not apply.

7.2.2 *Into which programs in the Alberta adult learning system does this proposed program or non-credential ladder, transfer, or otherwise provide the necessary conditions for admission?*

It is anticipated the proposed program will be accepted as a ladder into the Faculty of Education's course-based Master of Education degree programs.

SECTION 8: OTHER CONSIDERATIONS

Are there are other considerations that you believe that the Ministry should take into account when reviewing this proposal?

Courses required for the proposed certificate will be piloted in the 2019 winter, spring and summer terms. As the Certificate will not have approval at that point in time, it is also requested that the students who complete the required courses prior to approval of the this program be granted transfer credit into the Certificate in School Leadership post hoc.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

January 25, 2019

Rationale for Recommendation:

Reviewer(s):

APPENDIX I:

Proposed program of study

Required Courses:

The proposed Graduate Certificate will have the following two required courses.

1. *Theoretical and Professional Foundations of School Leadership* (EDU 520)
(3 credits; no prerequisite)
Course Description: Using scholarly and professional research, this course focuses on foundational dimensions of school leadership including instructional leadership, fostering effective relationships, supporting the application of foundational knowledge about Indigenous Peoples, visionary leadership, leading learning communities, modeling continuous professional learning, developing leadership capacity, understanding the social context influencing schooling, and managing school operations and resources. (This course is partial fulfillment of the requirements for school leader certification through Alberta's Leadership Quality Standard.)
2. *School Leadership: Theory and Practice* (EDU 521)
(3 credits; Pre-requisite: *Theoretical and Professional Foundations of School Leadership, EDU 520*)
Course Description: This research-based course enables school leaders to hone leadership practices grounded in research to demonstrate mastery of Alberta's Leadership Quality Standard (LQS). Students will explore and further develop understanding, in light of research literature, of the LQS dimensions. This course will include a job embedded learning component in which participants visit, observe, and collaborate with one other school leader or leadership team in a school setting, in which the Alberta Program of Studies is offered, of their choice. The course extends on the concepts and principles found in teacher and introductory school leadership courses in Alberta. (This course is partial fulfillment of the requirements for school leader certification through Leadership Quality Standard.)

Elective Courses:

The two remaining courses will be selected from a list of approved electives from the Faculty of Education.

1. *System Leadership: Theory into Practice EDU 523*
(3 credits; Pre-requisite: *School Leadership: Theory and Practice, EDU 521*)
Course Description. This research-based course enables the development of competencies that executives must demonstrate in their professional practice when leading educational systems. These include building effective relationships; modelling commitment to professional learning; demonstrating visionary leadership; leading learning; ensuring First Nations, Metis and Inuit education for all; strategically directing operations and allocating resources; and supporting effective governance. The course extends on concepts and principles pertinent to all levels of educational system leadership. (This course satisfies the requirement for recommendation to the Alberta Minister of Education for certification under the Superintendent Leadership Quality

January 25, 2019

Standard.)

2. *Special Topics in Educational Leadership EDU 596 (3 credits)*

Course description. Content varies from term to term. Topics announced prior to registration period. The student's transcript carries title descriptive of content. May be repeated.

3. *First Nations, Métis and Inuit Issues for School Leaders EDU 530 (3 credits)*

Course description. This course is designed for current and aspiring school leaders. It will explore the history of policy and legislation in relation to First Nation, Métis and Inuit peoples in Canada. It will inform knowledge of the current state of First Nation, Métis and Inuit education and explore theory in First Nation policy.

A call is out to Faculty of Education Departments to propose electives for the *Graduate Certificate in School Leadership*. e.g. *Curriculum Leadership*.

These courses must be at the graduate level and (at least in part) map on to learning outcomes from the LQS or SLQS. Future courses will be approved by Graduate Academic Affairs Council.

Killam Centre for Advanced Studies
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1
 Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2020-2021 University of Alberta Calendar Graduate Program Changes: new Graduate Certificate in School Leadership in the Faculty of Education.

Current	Proposed
<p>[NEW]</p>	<p>Graduate Programs</p> <p><u>Faculty of Education [Graduate]</u></p> <p><u>Faculty of Education</u> <u>11210 - 87 Ave</u> <u>Edmonton AB</u> <u>T6G 2G5</u> educgrad@ualberta.ca</p> <p><u>General Information</u></p> <p><u>The Faculty of Education offers a Graduate Certificate in School Leadership.</u></p> <p><u>The Faculty of Education also offers programs in Educational Policy Studies, Educational Psychology, Educational Studies, Elementary Education and Secondary Education. Information on these programs can be found under separate listings in graduate programs.</u></p> <p><u>Graduate Program Requirements</u></p> <p><u>The Graduate Certificate in School Leadership [Graduate]</u></p> <p><u>The Graduate Certificate in School Leadership offered by the Faculty of Education is for teaching professionals seeking specialization in school leadership. The focus of this certificate is enhancing educators' leadership knowledge, skills and attitudes. Delivery will be a blended format, including both face to face and online courses.</u></p> <p><u>Entrance Requirements</u></p> <p><u>The Faculty's admission requirements are a Bachelor of</u></p>

Education degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Teacher certification or two years of teaching experience are also required.

Where applicable, applicants must provide proof of English Language Proficiency (refer to [English Language Requirement](#)). Any one of the following is acceptable:

- IELTS minimum overall score of 6.5 with a minimum of 6.5 on each band;
- TOEFL minimum score of 93 (internet-based) with a minimum of 24 on the Speaking and Writing Bands, and a minimum of 20 on the Reading and Listening bands, or equivalent.

Applicants who do not meet the minimum AGPA requirement but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact the Associate Dean, Graduate Studies, Faculty of Education to discuss their status.

Program Requirements

Students are required to complete four ★3 courses for a total of ★12.

Required Courses (★6):

- EDU 520
- EDU 521

Elective Courses (★6):

Students must complete two of the following:

- EDU 523 - System Leadership: Theory into Practice
- EDU 530 - First Nation, Metis and Inuit Issues for School Leaders
- EDU 596 - Special Topics

Length of Program

All components of the certificate must be completed within 4 years of enrollment from first registration for the certificate.

Laddering

Students who complete the certificate in good standing

may be able to use the courses from the certificate to receive advanced standing in selected course-based Master of Education programs in the Faculty of Education. Completion of the certificate does not guarantee admission to a master's degree program. The certificate may be used for both the basis of admission and laddered into the course-based master degree. Details on [laddering](#) can be found in the Calendar under [Regulations of the Faculty of Graduate Studies and Research](#).

Graduate Courses

Graduate courses can be found in [Course Listings](#) under the subject heading Education (EDU).

Justification:

Approved: Faculty of Education Council, February 5, 2019

QUESTIONNAIRE FOR NEW COURSE PROPOSALS ONLY

1. Course overview (provide an elaboration of the submitted proposed calendar copy)

Theoretical and Professional Foundations of School Leadership (EDU 520)
(3 credits; no prerequisite – **required, any term**)

Course Description: Using scholarly and professional research, this course focuses on foundational dimensions of school leadership including instructional leadership, fostering effective relationships, supporting the application of foundational knowledge about Indigenous Peoples, visionary leadership, leading learning communities, modelling continuous professional learning, developing leadership capacity, understanding the social context influencing schooling, and managing school operations and resources. (This course is partial fulfilment of the requirements for school leader certification through Alberta’s Leadership Quality Standard.)

This course supports students’ development of foundational theoretical and professional knowledge pertinent to K-12 school leadership. The content is designed around the nine competencies in Alberta’s newly mandated (February 7, 2018) *Leadership Quality Standard* (LQS). Drawing on current scholarship, professional literature (e.g. ATA Research reports), policies and regulations relevant for school leaders, students will:

- develop an understanding of Alberta Education’s *Leadership Quality Standard* (LQS);
- critically examine and reflect upon research findings and professional literature vis-à-vis leadership competencies as articulated in the LQS; and,
- apply research findings and theory to professional issues.

The course could be offered in any term (Fall, Winter, Spring, Summer) and will have multiple modes of delivery to meet the demands of the field and to respond to the students’ needs for flexible learning opportunities.

2. Resource requirements (e.g., staffing, technical needs, library resources)

The course will be taught by instructors with knowledge about and experience in school leadership. Instructors will be required to have (lowest degree of) M.Ed. accompanied by educational leadership experience or Ph.D. The course will also use (non-instructor) experts from the field to offer lectures and facilitate special topic seminars.

Initial course development and ongoing curriculum renewal will require the support of instructional designers and educational technology experts for creating resource materials and maintaining eClass modules.

Course delivery will require eClass platform and video-conferencing suite (for limited distance sessions).

Course readings and other resource material will be available online and through library databases. Library tutorials on conducting effective literature searches and the use of the H. T. Coutts educational resource guides will supplement the students' skill development.

H.T Coutts will be commissioned to develop a educational learning guide to add to the digital resources.

Administrative and logistics support for summer sessions and blended-delivery sessions.

3. Brief bibliography (no more than 5 listings)

Bedard, G. J., & Mombourquette, C. P. (2015). Conceptualizing Alberta district leadership practices: A cross-case analysis. *Leadership and Policy in Schools, 14*(2), 233-255.

Griffiths, D., & Portelli, J. P. (2015). *Key questions for educational leaders*. Burlington, ON: Word & Deed Publishing & Edphil Books. (eBook)

Murphy, J. F., & Louis, K. S. (2018). *Positive school leadership: Building capacity and strengthening relationships*. New York, NY: Teachers College Press.

4. Has course been piloted?

The course has been successfully piloted during summer session in 2016, 2017, and 2018.

QUESTIONNAIRE FOR NEW COURSE PROPOSALS ONLY

1. Course overview (provide an elaboration of the submitted proposed calendar copy)

Course Description:

School Leadership: Theory and practice (EDU521)

(3 credits; Pre-requisite: EDU 520 *Theoretical and Professional Foundations of School Leadership*)

This research-based course enables school leaders to hone leadership practices grounded in research to demonstrate mastery of Alberta's Leadership Quality Standard (LQS). Students will explore and further develop understanding, in light of research literature and practice-based understandings, of the LQS dimensions. This course will include a job embedded learning component in which participants visit, observe, and collaborate with one other school leader or leadership team in a school setting, in which the Alberta Program of Studies is offered, of their choice. The course extends on the concepts and principles found in teacher and introductory school leadership courses in Alberta.

This course supports aspiring and novice educational administrators' development of those knowledge, skills and abilities pertinent to leadership in a school setting. The content is specifically designed to enable learners to self-identify a minimum of two leadership competencies, vis-à-vis the Alberta *Leadership Quality Standard (2018)*, on which to focus their academic and professional learning

Drawing on current scholarship, policies, regulations and cases relevant for Alberta leaders, participants will:

- Extend their understandings of two or more competencies identified in Alberta's *Leadership Quality Standard (LQS)*;
- Critically examine and reflect on research findings and professional literature related to two or more leadership competencies described in the LQS and identified by the individual learner as specific areas of focus; and,
- Apply research findings, theory, and experience to a variety of systemic and decision-making issues, particularly those related to the LQS competencies identified by the learner as the primary focus of their academic and job-embedded learning in this course.

2. Resource requirements (e.g., staffing, technical needs, library resources)

To meet the demands of the field and to respond to fully employed adults' demands for flexible learning opportunities, this course may be delivered at alternate times during the academic year and spring/summer session through multiple modes, including face-to-face, online, and/or blended learning, and through a job-embedded experience in a K-12 school of each participant's choosing. The course will be taught by faculty and sessional instructors with appropriate knowledge about and experience in school leadership. Course development for online/blended learning will require the support of instructional designers and technology experts for uploading to eClass. Job embedded experiences will require administrative support for ensuring learner identified placements meet the course learning objectives. Readings will be available online and

through library databases. Because networking skill is crucial in system leadership, participants will also be introduced to the current and emerging array of networking technologies (e.g., current possible technologies include: Zoom, Skype, BlueJeans, WeChat, Adobe Connect).

3. Brief bibliography (no more than 5 listings)

Dudar, L., Scott, S., & Scott, D. (2017). *Accelerating change in schools: Leading rapid, successful, and complex change initiatives*. Bingley, UK: Emerald.

Harris, J., Carrington, S., & Ainscow, M. (2018). *Promoting equity in Schools: Collaboration, inquiry, and ethical Leadership*. New York, NY: Routledge.

Heffeman, A. (2018). *The principal and school improvement: Theorising discourse, policy, and practice*. New York, NY: Springer.

Lopez, A. E. (2016). *Culturally responsive and socially just leadership in diverse contexts: From theory to action*. New York, NY: Palgrave Macmillan.

4. Has course been piloted?

The course will be piloted in spring 2019

QUESTIONNAIRE FOR NEW COURSE PROPOSALS ONLY

1. Course overview (provide an elaboration of the submitted proposed calendar copy)

Course Description:

System Leadership: Theory into practice (EDUxxx)

(3 credits; Pre-requisite: EDU 5xx School Leadership: Theory and Practice – required for those participants seeking Ministry certification; or three years' experience as administrator in an educational organization for those not seeking certification)

This research-based course enables the development of competencies that executives must demonstrate in their professional practice when leading large educational systems. These include building effective relationships; modelling commitment to professional learning; demonstrating visionary leadership; leading learning; ensuring First Nations, Metis and Inuit education for all; strategically directing operations and allocating resources; and supporting effective governance. The course extends on concepts and principles pertinent to all levels of educational system leadership. This course satisfies the requirement for recommendation to the Alberta Minister of Education for certification under the Superintendent Leadership Quality Standard.

This course supports experienced educational administrators' development of those knowledge, skills and abilities pertinent to leadership in any large-educational system. The content is specifically designed around the seven competencies in Alberta's newly-mandated (February 7, 2018) *Superintendent Leadership Quality Standard* (LQS), but which are germane for all K-12 and higher education organizations. Drawing on current scholarship, policies, regulations and cases relevant for Alberta leaders, participants will:

- develop an understanding of Alberta Education's *Superintendent Leadership Quality Standard* (SLQS);
- critically examine and reflect upon research findings and professional literature vis-à-vis leadership competencies as articulated in the SLQS; and,
- apply research findings, theory and experience to a variety of systemic and decision-making issues presented in case form

2. Resource requirements (e.g., staffing, technical needs, library resources)

To meet the demands of the field and to respond to fully employed adults' demands for flexible learning opportunities, this course may be delivered at alternate times during the academic year and spring/summer session through multiple modes, including f2f, online and/or blended learning, and through a one-week summer institute. The course will be taught by faculty and sessionals with appropriate knowledge about and experience in system leadership. Course development for online/blended learning will require the support of instructional designers and technology experts for uploading to eClass. Summer institutes will require administrative support for registration, arrangement of guest speakers and concurrent session facilitators, and potentially, coordination in an international setting. Readings will be available online and through library databases. Because networking skill is crucial in system leadership, participants will also be

introduced to the current array of networking technologies available, ranging from Zoom to Skype to Blue Jeans to WeChat, among others.

3. Brief bibliography (no more than 5 listings)

Beatriz, P., Deborah, N., & Hopkins, D. (2008). *Improving School Leadership: Case Studies on System Leadership*, Vol. 2. OECD Publishing.

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.

Fullan, M. (2005). *Leadership & sustainability: System thinkers in action*. Corwin Press.

Galway, G., & Sheppard, B. (2015). Research and evidence in education decision-making: A comparison of results from two Pan-Canadian Studies. *Education Policy Analysis Archives*, 23(109).

Northouse, P. & Lee, M. (2018) *Leadership case studies in education*, 2nd edition. Sage.

4. Has course been piloted?

The course will be piloted in spring/summer 2019

QUESTIONNAIRE FOR NEW COURSE PROPOSALS ONLY

1. Course overview (provide an elaboration of the submitted proposed calendar copy)

Course Description:

EDU530 First Nations, Métis, Inuit Issues for School Leaders

(3 credits)

The course supports the development of foundational knowledge about First Nations, Metis and Inuit peoples. Course content is focused on the newly mandated (February 7, 2018) Leadership Quality Standard (LQS) Number 5. Through the exploration of existing literature, historical and current policies students will:

- understand the history and context of policy of First Nation, Metis and Inuit education;
- explore the issues and challenges that impact FNMI education;
- being to identify ways to address the ‘achievement gap’.

2. Resource requirements (e.g., staffing, technical needs, library resources)

To meet the demands of the field and to respond to professional educators demands for flexible learning opportunities, this course may be delivered at alternate times during the academic year and spring/summer session through multiple modes, including face-to-face, online, and/or blended learning. The course will be taught by faculty and sessional instructors with appropriate knowledge and experience. Course development for online/blended learning will require the support of instructional designers and technology experts for uploading to eClass.

3. Brief bibliography (no more than 5 listings)

Abele, F., Dittburner, C., & Graham, K. (2000). Towards a Shared Understanding in the Policy Discussion about Aboriginal Education in Aboriginal Education; Fullfilling the Promise. (pp. 3-23). Vancouver. UBC Press

Crooks, C. et.al (2015). A case study of culturally relevant school-based programming for First Nations youth; improved relationships, confidence and leadership, and school success. *Advances in School Mental Health Promotion*, 8:4, 216-230.

Milloy, John S. (1999). *A National Crime: The Canadian government and the residential school system, 1879-1986*. Winnipeg: The University of Manitoba Press

Paquette, J. & Fallon, G. (2012). *First Nations Education Policy in Canada; progress or gridlock*. Toronto. University of Toronto Press

Youngblood Henderson, J. (1995). Treaties and Indian Education. In Battiste, M. & Barman. J. (Eds.). *First Nations Education in Canada; The Circle Unfolds*. Vancouver. UBC Press
<http://www.deslibris.ca/ID/404195>

4. Has course been piloted?

The course will be piloted in fall 2019.



As per [GFC Policy 37.3.7](#), Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Katherine Koch	Date: September 7, 2018
Library Unit: H.T. Coumts Library: Education, Kinesiology, Sport, and Recreation	Email: katherine.koch@ualberta.ca

Program Proposal Contact:

Name: Heather Kanuka	Dept./School: Professor Educational Policy Studies
Faculty: Education	E-mail: hakanuka@ualberta.ca

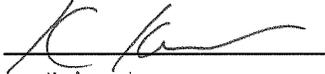
Proposed Program Changes:

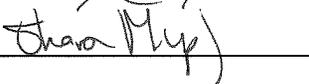
<p><i>Insert specific program proposal name here</i> Leadership Quality Standards for school leaders (Post Baccalaureate Certificate) 4 new courses on site and online (hybrid blend) 20-25 potential students</p>
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Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to searching for research information through library resources and on the open internet may be useful for students in the program.</p> <p>The Libraries offer a range of <u>drop in research workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides</u> and <u>tutorials</u> are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate <u>subject librarian</u> to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The subject librarian will be able to accommodate requests for assistance via email, phone, or Skype.</p> <p>General reference assistance is available at all University of Alberta Libraries <u>service desks</u>. In addition, <u>subject librarians</u> are available for one-to-one consultations for specialized assistance. <u>Ask us services</u> are also available via chat, email and phone.</p>

<p>Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]</p>	<p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through <u>Interlibrary Loan</u>.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> • Education database • Education Research Complete • ERIC via Ebscohost • Business Source Complete <p>Submit <u>course reading list and reserve requests</u> online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
<p>Collaboration with other UAL library units, if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)</p>	<p>The program has some implications for the business library resources; given the excellent strength of the business collections and finding tools developed by the Winspear Business Library, no further impact will be experienced by this unit.</p>
<p>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</p>	<p>This program is not likely to require additional physical facilities for enrolled students..</p> <p>For those students who do reside in Edmonton, physical facilities are in place to support student research needs. There are bookable group <u>study spaces</u>, as well as collaborative and individual study spaces in all library locations across.</p>
<p>Other (specify)</p>	

- Proposal has an impact on the Libraries and can be supported.
- Proposal can be supported with additional resources; see attached details.
- Proposal has no impact on the Libraries.

Unit Head Signature:  Date: Sept. 10/18

Associate University Librarian Signature:  Date: September 10/18

January 3, 2019

To whom it may concern,

I have been asked to provide an external evaluation of the certificate proposal for a *Graduate Certificate in School Leadership* proposed by the Faculty of Education at the University of Alberta. I am an established researcher and teacher in the area of educational leadership, and I am aware of the context for school leadership preparation that has been developing in the province of Alberta over the past number of years. As such, I believe I can provide an informed and arms length evaluation of the proposed certificate.

The proposed certificate is being developed by two units with a long history of leadership development and preparation in the province of Alberta. As such, the structure and content of the certificate is well grounded in the contexts of practice in the province and reflects the contributions of scholars and leaders of the highest quality. I have also noted that the delivery of the certificate is intended to be blended and flexible meeting the needs of practicing leaders and leadership aspirants. I especially commend the delivery model that includes collaboration with rural school jurisdictions and the potential for community-based face-to-face offerings.

I was provided with brief descriptions of the two required courses and two electives for review. The two required courses identified in the proposal clearly link to the Alberta competencies for school leaders. The proposed courses draw upon current literature from Canadian and international authors. The resources listed in the proposal would seem to provide sufficient scope and breadth for significant scholarly engagement with the field of educational leadership. Additionally, the resources presented appear to be appropriately grounded in school leadership practice to ensure a relevant experience for school leadership and system leadership aspirants. They also seem carefully chosen to be broad enough for both principalship and superintendent leadership development. The second of the required courses engages students in collaborative and field-based inquiry into problems of practice. This is an innovative design that incorporates students' growth toward competence as a central element in the course. One elective entitled "System Leadership: Theory into Practice" is focused on development of competencies to meet the *Superintendent Leadership Quality Standard*. The course appears well developed and draws on appropriate and current Canadian and international literature that will support the development of system leadership competencies. The second elective, "*First Nation Metis and Inuit Issues for School Leaders*" addresses the need for school and system leaders to be aware of and capable of responding to the needs of FNMI students and to lead educational institutions that are inclusive of indigenous knowledge and perspectives. The resources listed are appropriate for introducing issues in FNMI education.

In conclusion, I would like to indicate my support for this proposal. Both the Master of Education program and the Educational Administration and Leadership specialization group have a long history of preparing educational leaders in the province of Alberta and beyond. I content these two units are the most qualified to develop and implement this important work. The content, design, and delivery models for the graduate certificate are well conceived, rigorous, and appropriately grounded in the contexts of practice of educational leadership. In particular, I commend the developers for designing a program that can be flexibly delivered and potentially offered in community. I believe this certificate incorporates best practice in educational leadership preparation, in that it maintains a focus on competency attainment, employs field-based pedagogy to explore problems of practice, and integrates scholarship and research with knowledge of contexts of practice. I would be happy to provide further feedback on this proposal if requested.

Sincerely,



Dr. Paul Newton
Professor and Department Head,
Educational Administration
College of Education
Editor in Chief, Canadian Journal of Educational Administration and Policy
paul.newton@usask.ca

Alberta Education
Leadership Quality
Standard



Leadership Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected, and safe.

Whereas

principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

Whereas

principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

Whereas

the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

Whereas

students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

Leadership Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Leadership Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners.
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“leader”** means a principal or school jurisdiction leader;
- (e) **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- (f) **“principal”** means, for the purposes of this standard, principal as defined in the *School Act*, assistant principal, associate principal, vice principal;
- (g) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- (h) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (i) **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- (j) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (k) **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- (l) **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- (m) **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- (n) **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (o) **“superintendent”** means a superintendent appointed by a board pursuant to the *School Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- (p) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Leadership Quality Standard*:

Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

3. The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *School Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

4. The *Leadership Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine concern for others;
- (c) creating a welcoming, caring, respectful and safe learning environment;
- (d) creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- (e) establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- (f) demonstrating a commitment to the health and well-being of all teachers, staff and students;

- (g) acting consistently in the best interests of students;
- (h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- (i) communicating, facilitating and solving problems effectively; and
- (j) implementing processes for improving working relationships and dealing with conflict within the school community.

Modeling Commitment to Professional Learning

2. A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- (c) seeking, critically reviewing and applying educational research to inform effective practice;
- (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.

Embodying Visionary Leadership

3. A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- (a) communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- (b) recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- (c) collaborating with other leaders and superintendents to address challenges and priorities;
- (d) supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- (e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and
- (f) accessing, sharing and using a range of data to determine progress towards achieving goals.

Leading a Learning Community

4. A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
- (c) developing a shared responsibility for the success of all students;
- (d) cultivating a culture of high expectations for all students and staff;
- (e) creating meaningful, collaborative learning opportunities for teachers and support staff;
- (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- (g) creating an environment for the safe and ethical use of technology;
- (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- (i) recognizing student and staff accomplishments.



Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5. A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- (c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

Providing Instructional Leadership

6. A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- (a) building the capacity of teachers to respond to the learning needs of all students;
- (b) implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- (c) ensuring that student instruction addresses learning outcomes outlined in programs of study;
- (d) facilitating mentorship and induction supports for teachers and principals, as required;
- (e) demonstrating a strong understanding of effective pedagogy and curriculum;
- (f) facilitating the use of a variety of technologies to support learning for all students;
- (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
- (h) interpreting a wide range of data to inform school practice and enable success for all students; and
- (i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Developing Leadership Capacity

7. A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- (a) demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- (b) identifying, mentoring and empowering teachers in educational leadership roles;
- (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
- (d) creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- (e) promoting team building and shared leadership among members of the school community.

Managing School Operations and Resources

8. A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- (a) identifying and planning for areas of need;
- (b) applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
- (c) aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;

- (d) following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- (e) facilitating access to appropriate technology and digital learning environments; and
- (f) ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

Understanding and Responding to the Larger Societal Context

9. A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- (a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- (b) representing the needs of students at the community, school authority and provincial levels;
- (c) engaging local community partners to understand local contexts;
- (d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; and
- (e) facilitating school community members' understanding of local, provincial, national, and international issues and trends related to education.



Alberta Education, Office of the Registrar
2nd Floor, 44 Capital Boulevard Building
10044 - 108 Street
Edmonton, Alberta T5J 5E6

Alberta Education
Superintendent
Leadership Quality
Standard



Superintendent Leadership Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

the success of all members of the school community in their respective roles requires inclusive environments in which diversity is embraced and its members are welcomed, safe, cared for and respected.

Whereas

superintendents play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students are realized.

Whereas

quality leadership occurs best when superintendents collaborate with teachers, principals, school jurisdiction leaders, school councils and parents in enabling all students to achieve their potential.

Whereas

the professional practice of teachers, principals, school jurisdiction leaders and superintendents must be informed by current, relevant educational research, with a focus on career-long improvement.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all superintendents in the province.

Superintendent Leadership Quality Standard

1. In the context of this document:

- (a) **“board”**, in this document, means the governing body of a public school authority, separate school authority, Francophone regional authority or charter school operator;
- (b) **“competency”** means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Superintendent Leadership Quality Standard*;
- (c) **“indicators”** means actions that are likely to lead to the achievement of the competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members residing in or near the school authority who have an interest in education and school authority operations, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“principal”** means, for the purposes of this standard, principal as defined in the *School Act*, assistant principal, associate principal, or vice principal;
- (f) **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- (g) **“school authority”** means a public school board, separate school board, Francophone Regional Authority or charter school operator;
- (h) **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- (i) **“school council”** means a school council established under the *School Act*;
- (j) **“school jurisdiction leader”** means a central office staff member in a school authority, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- (k) **“staff”** means all certificated and non-certificated persons whose role in the school authority is to provide educational and support services to students;
- (l) **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (m) **“superintendent”** means a superintendent appointed by a board pursuant to the *School Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and,
- (n) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The Superintendent Leadership Quality Standard:

Quality superintendent leadership occurs when the superintendent’s ongoing analysis of the context, and the superintendent’s decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

3. The *Superintendent Leadership Quality Standard* applies to superintendents. All superintendents are expected to meet the *Superintendent Leadership Quality Standard* throughout their careers. The superintendent of schools as referred to in the *School Act* is accountable for the demonstration of all of the competencies identified in the *Superintendent Leadership Quality Standard*. The chief deputy superintendent is accountable for the demonstration of all of the competencies directly related to their assigned role(s) under the direction of the superintendent of schools. In any given context, reasoned professional judgment must be used to determine whether the *Superintendent Leadership Quality Standard* is being met.

4. The *Superintendent Leadership Quality Standard* is described by the following competencies and indicators:

Building Effective Relationships

1. **A superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and the local community.**

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with community and provincial agencies to address the needs of students and their families;
- (b) employing team-building strategies and using solution-focused processes to resolve challenges;
- (c) building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;

- (d) modeling ethical leadership practices, based on integrity and objectivity;
- (e) establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations; and
- (f) facilitating the meaningful participation of members of the school community and local community in decision-making.

Modeling Commitment to Professional Learning

2. **A superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research-informed opportunities for enhancing leadership, teaching, and learning.**

Achievement of this competency is demonstrated by indicators such as:

- (a) communicating a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
- (b) collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
- (c) actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- (d) seeking and critically-reviewing educational research and applying it to decisions and practices, as appropriate;
- (e) providing leadership to support school authority research initiatives, where appropriate; and
- (f) engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

Visionary Leadership

3. A superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs.

Achievement of this competency is demonstrated by indicators such as:

- (a) ensuring that the vision is informed by research on effective learning, teaching and leadership;
- (b) promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
- (c) promoting in the school community a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
- (d) ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

Leading Learning

4. A superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
- (c) ensuring that all instruction in the school authority addresses learning outcomes outlined in programs of study;
- (d) promoting collegial relations, collaboration, critical thinking and innovation in the school community;
- (e) ensuring that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;
- (f) building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- (g) ensuring school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

Ensuring First Nations, Métis and Inuit Education for All Students

5. A superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) supporting staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
- (b) engaging and collaborating with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
- (c) understanding historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (d) aligning school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
- (e) pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

School Authority Operations and Resources

6. A superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities.

Achievement of this competency is demonstrated by indicators such as:

- (a) providing direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
- (b) ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan;
- (c) delegating responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
- (d) providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- (e) establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- (f) respecting cultural diversity and appreciating differing perspectives expressed in the school community;
- (g) recognizing student and staff accomplishments; and
- (h) implementing programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

Supporting Effective Governance

7. A superintendent of schools as referred to in the *School Act*, as chief executive officer of the board and chief education officer of the school authority, provides the board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the superintendent as identified in the *School Act* and other provincial legislation.

Achievement of this competency is demonstrated by indicators such as:

- (a) establishing and sustaining a productive working relationship with the board, based on mutual trust, respect and integrity;
- (b) ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (c) ensuring that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
- (d) ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
- (e) ensuring that the board's fiscal and resource management is in accordance with all statutory, regulatory and board requirements;
- (f) supporting the board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
- (g) implementing board policies and supporting the regular review and evaluation of their impact;
- (h) ensuring the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
- (i) facilitating collaboration among the board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
- (j) building the capacity of the board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;
- (k) supporting the board in its engagement with the school community to develop a vision of a preferred future for student success;
- (l) facilitating ongoing public communication about the board's operations and the achievement of its goals and priorities; and
- (m) promoting constructive relations between the board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.



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