

The following Motions and Documents were considered by the Board Learning and Discovery Committee at its Friday, November 27, 2015 meeting:

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Early Childhood Education, Faculty of Education**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Early Childhood Education, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in July 2016.

Final recommended item: 5.

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, Faculty of Education**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in January 2016.

Final recommended item: 6.

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Digital Learning, Faculty of Education**

APPROVED MOTION: THAT the Board Learning and Discovery Committee, with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Digital Learning, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in August 2016.

Final recommended item: 7.

OUTLINE OF ISSUE

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Early Childhood Education, Faculty of Education**

Motion: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Early Childhood Education, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in July 2016.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Steven Dew, Provost and Vice-President (Academic); Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Steven Dew, Provost and Vice-President (Academic); Dr Lynn McGarvey, Vice Dean and Associate Dean (Academic), Faculty of Education
Subject	Approval of the University Certificate in Early Childhood Education

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposed 15-credit University Certificate in Early Childhood Education will provide an opportunity for professional development of in-service teachers and child care providers in the licensed and regulated child care sector through courses aimed to develop the specialized knowledge and skills required to effectively teach young children in a variety of early childhood settings.
The Impact of the Proposal is	See 'Purpose'
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	July, 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Deliver and Dare to Discover</i> The 2015 Comprehensive Institution Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. PSLA: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set

out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

5. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

6. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes become effective once they are approved by GFC or its delegate

and are published in the *University Calendar*.”

7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):

“G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):

“8. Establishment/Termination of Academic Programs [...]

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”

3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:
[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters [...]”

Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Elementary Education Department Council (feedback and approval) – November 21, 2014 Brenda Leskiw, VP Academic Program & Instruction (feedback) Education Faculty Council (feedback and approval) – December 2, 2014 GFC Academic Standards Committee Subcommittee on Standards (discussion/advice) - June 4 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Elementary Education Department Council - November 21, 2014 Education Faculty Council – December 2, 2014 GFC Academic Standards Committee - October 15, 2015 GFC Academic Planning Committee – November 18, 2015 Board Learning and Discovery Committee – November 27, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee – November 27, 2015</p>

Attachments:

1. Program Proposal (new) Credit Certificate in Early Childhood Education (25 pages)
2. *University Calendar* Change for section 12.7 (25 pages)

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Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Early Childhood Education
Credential awarded	Free-Standing For-Credit University Certificate in Early Childhood Education
Proposed Implementation Date	Fall, 2016 (Early Implementation)

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.

New Free-standing for-credit University Certificate in Early Childhood Education

1.2 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

Rationale:

The University Certificate in Early Childhood Education in the Faculty of Education responds to the Government of Alberta's priority for early childhood development and education (ECDE). As evidence of its commitment, a Government of Alberta cross-ministry team has had in-depth conversations with leaders in Alberta's community, financial, post-secondary, and cultural sectors about support for ECDE. The team has also met with leading social innovators and practitioners from around the world. In total, about 540 people provided input on how best to support social innovation in Alberta. Areas of focus include homelessness, early childhood education, care of the elderly and meeting the needs of our Aboriginal population. The new provincial government has indicated commitment to early childhood education and development across the province. This commitment increases the need for teachers with a specialization in early childhood.

Prioritizing early childhood education in the province also reflects the findings of the Early Childhood Development Mapping Project Initiative that point to the alarming reality that nearly 29 percent of Alberta's young children are experiencing great difficulty in one or more areas of development as compared to 25.4 percent in Canada, and that the levels of early childhood development vary a great deal across Alberta (Alberta Government, 2014). The Ministries of Education, Health and Human Services are embarking on an ambitious strategy to improve the outcomes of young children. The cross-ministry ECDE strategy includes plans for the development and facilitation of enriched early learning environments within a well-aligned, integrated system to lay the foundation for the future success of children (Alberta Government, 2013). The aim to have a "made in Alberta early years approach" is consistent with international policy and research on ECDE that highlights the importance of involving families and communities in a participatory approach and the importance of teacher qualifications for professionals working with young children (OECD, 2006, p. 161). The Council of Ministers of Education in Canada has jointly endorsed the national Early Learning and Development Framework that includes acknowledgement of the importance of early childhood educators and references the role of postsecondary teacher education programs in supporting teacher capacity in ECDE (CMEC, 2014). Such qualifications will prepare educators working with children 0 to 8 years of age to meet their diverse needs including special needs, linguistic and cultural and religious/spiritual needs and needs based on the socio-economic circumstances in which they live. Teachers with specialized knowledge in the area of early childhood education and development can provide young children with the 'learner-centred and competency-based' experience that aligns with the direction of Alberta Education for the provincial education system.

Researchers have identified education of early childhood teachers as an important factor in early childhood settings (Kelley & Camilli, 2007; Saracho & Spodek, 2007), and have highlighted the relevance of reliable scientific knowledge for professional practice in teaching and early childhood education (Garbett, 2003; Hiebert, Gallimore & Stigler, 2002; Hyson, Tomlinson & Morris, 2009). In a review of literature on the impact of early childhood teacher education on students' cognitive orientation, Mischo, Wahl, Strohmer and Wolf (2014) point

out that “there exist empirical evidence that a higher level of teacher education is associated with higher levels of quality outcomes ... and that it seems possible that early childhood teacher education fosters the quality of early childhood professionals’ cognitive orientations” (p. 196). The Muttart Foundation recently completed a report on *Advancing the Educational Preparation and Professional Development of Alberta’s Early Learning and Care Workforce*, researched and written by Dr Rachel Langford, Director of the School of Early Childhood Studies at Ryerson University (Muttart Foundation, 2014). The report reinforces the need for “well-educated and appropriately supported early childhood educators and teachers” because they are “central to the high-quality environments and experiences that shape children’s early learning” (p. 1).

Description of the Program:

To meet the projected needs and in line with the identified provincial priorities, the proposed 15-credit University Certificate in Early Childhood Education will provide an opportunity for professional development of in-service teachers and child care providers in the licensed and regulated child care sector through courses aimed to develop the specialized knowledge and skills required to effectively teach young children in a variety of early childhood settings. The proposed University Certificate in Early Childhood Education consists of four required courses and one elective course that build on existing early childhood education courses currently offered in a traditional, face-to-face, on-campus delivery format (Appendix A & B). Three to four courses will be offered each year including intersession. Content of existing courses will require minimal adaptation. The proposed online mode of delivery reflects the need of the teachers and child care providers across the province who cannot always access face-to-face, on-campus learning opportunities, particularly during the school year. A high priority will be given to fostering a community of practice through the online program using online forums. In terms of the future need for the certificate, there is anticipated growth or stable student population in most areas of the province, especially in rural locations in high employment and resource industry areas that continue to experience strong growth in student population, resulting in higher demand for teachers. In addition, Alberta’s population younger than age five is the fastest growing demographic segment, many of whom require programming in early learning settings in the next few years. Alberta requires well-trained adults to work with children and their families in these programs. Details are provided in section 2.2: Labour Market Analysis.

1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

To be financially viable, the program will be offered as a cohort every year (25 students in each cohort). The Department of Elementary Education has offered cohorts at a Master’s level specializing in Early Learning, and considers the cohort model to be most successful in both completion rate (two MEd cohorts had 92 percent completion rate), and learning experiences for the students. The proposed University Certificate in Early Childhood Education is designed for part-time, online study. The maximum time permitted for completion of the program will be four years from the date of registration. Ideally, the program will start in September 2016. All students will be part-time. We anticipate that after the first year, the interest in the program will grow as participants in the first cohort share their positive learning experiences with their colleagues in the field.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

We anticipate open cohorts of part-time students of approximately 25 students per cohort, with a projected number of 18-20 graduates in years 2 and 3 (2017 and 2018) and 36-40 graduates per year beginning in year 4 (2019) and ongoing.

If the number of applications exceeds 25 eligible applicants, additional cohorts in a given year may be considered.

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

School Divisions across the Province have focused their attention on the quality and skill-set of staff working in programs with children below the mandatory school age. Research has demonstrated that the quality and nature of the staff that work with young children is critical in contributing to the quality of the program. As schools have increased the number of their preschool programs they have encountered some challenges in finding staff with the required skills and knowledge to work with very young children.

The proposed University Certificate in Early Childhood Education responds to the Provincial need to increase the number of Early Childhood Services to Grade 3 teachers with specialization in early education pedagogy. Since 1999, the population of Alberta has grown by 35%: a rate of growth unique in Canada and in most parts of the developed world. During the same period Alberta's demographic profile has also changed a great deal. The Province's more diverse ethnic and cultural landscape requires new approaches to emerging challenges.

Potential workforce participants from the childcare sector:

In addition, there is a growing number of child care providers in the licensed and regulated child care sector who have degrees in related fields (i.e. social work, psychology, child and youth care, human ecology, physical education, psychology, etc.) who will be interested in increasing their knowledge and skills in the field of early childhood education, and aligning with the expectations associated with the new provincial Early Learning and Care Curriculum Framework that is being field tested in early learning classrooms. The certificate program will be extremely beneficial to early childhood professionals working in licensed child care programs that have an educational equivalency but lack specific coursework in early childhood education. The benefit is that the University Certificate in ECE will build on their post-secondary training with specialized education on the development of young children (and supporting high quality programming). Eligible early childhood professionals working in pre/accredited child care programs have access to professional development funding (up to \$1000 per year) through the Alberta Child Care Accreditation Funding Program which could be used towards the tuition costs for these courses.

There is also a large number of individuals with degrees in related fields (i.e. speech pathology, psychology, child and youth care, occupational therapy, physical education, social work, etc.) who provide programming for young children ages 0 to 8 in various early learning and care contexts such as early education classrooms, child care centres, out-of-school programs, Parent Link Centres and pre-schools who will be interested in raising their knowledge in the field of early childhood education as a way to become better qualified and thus more desirable candidates for the jobs they seek.

As Alberta Education projections and the Ministry of Human Services data regarding number of individuals actively working in the child care sector that hold an equivalency demonstrate (see section 2.2), interest will be beyond the greater Edmonton area, which we will meet through the alternative delivery of the certificate program.

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

The tables below provide information about projected student population and the need for primary grade teacher workforce in the province of Alberta:

Projected enrollment numbers (rounded)—based on birth rates and migration to the province: An approximately 14% growth rate is anticipated.

Grade	2014-15	2019-2020	2024-2025	2028-2029
ECS (including K)	64,000	66,400	68,000	67,300
one	54,500	56,000	58,300	58,000
two	52,300	55,800	58,000	58,000
three	49,500	56,000	58,000	58,600
Total primary	220,300	234,200	242,300	241,900

Projected teacher workforce numbers for ECS to Grade 3:

	2014-15	2019-2020	2024-2025	2028-2029
Project workforce	11,000	12,000	12,200	12,100

According to Alberta Education projections based on current, past and the anticipated future of student enrolments and workforce numbers, the province of Alberta will need teachers who are trained and prepared to teach young children 2.5-8 years, and this need will increase over time.

Over the next 5-10 years, Alberta Education anticipates strong growth in the ECS to Grade 12 education student population. This means that the public education system will require additional teaching positions. These will be new positions in addition to the positions that will be vacated by retirements and other leaves of absence such as maternity leaves. It is important to note that:

- Alberta is experiencing a high birth rate compared to other provinces and a high “in-migration” of workers who are often in their child-bearing years and bring their families with them.
- Graduation rates from faculties of education in the province are around 2000 annually. This is less than the annual average retirement rate of approximately 5500 teachers in the ECS-Grade 12 education system.
- A number of school authorities hire new teachers from out of province in order to meet their demand for teachers, particularly in more remote communities and in specialty areas such as French language teaching.
- The annual attrition rate is approximately 11.7% resulting in approximately 1200 ECS to Grade 3 teachers leaving the profession each year, some of whom will be replaced by recently graduated new hires.
- As highlighted in the Provincial documents and the labor market analysis, the early childhood specialization of staff who manage and provide programming for the children who are in the licensed and regulated child care sector will increase.

Information regarding licensed preschools in the province of Alberta:

There are 728 active licensed preschools out of a total of 2,355 active licensed programs (day care, out-of-school care, family day home agencies, group family child care, innovative child care, and preschools) in the

province of Alberta. Many individuals actively working in the child care sector apply for certification with a completed post-secondary educational equivalency. Recent information indicates that approximately 87% of these applicants hold Bachelor of Education degrees (in the period December 2013 to May 2014).

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

Letters of support (see Appendix D) were received from:

- Alberta Teachers' Association
- University of Lethbridge
- Ambrose University
- Concordia University
- Canadian University College

Alberta Education's funding of the development of the online version of the courses also demonstrates support.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The proposed program is in line with the University of Alberta's strategic plan (*Dare to Deliver 2011-2015*) which indicates that the establishment of certificate programs that are time-based and skill-specific are one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interest and cross-disciplinary learning (p.7).

The Faculty of Education at University of Alberta is a signatory of the 2013 Accord by the Association of Canadian Deans of Education that aims to "advance early learning policies and practices that require educators to meet and respect children where and as they are" (p. 8). Furthermore, the Canadian Deans' Accord on Early Learning and Early Childhood Education acknowledges the importance of the early years in shaping children's lives and recognizes and respects educator knowledge and decision-making as vital to educational effectiveness for early learners.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

Two existing programs are related to the proposed University Certificate including a *24 post-graduate Diploma in ECE and graduate degrees specializing in ECE are offered by the Department of Elementary Education. As described in 3.6 Learner Pathways below, we anticipate that the laddering opportunities for the University Certificate have the potential to increase our student enrolment in existing programs.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

The proposal was developed in consultation with Dr. Fern Snart, Dean, Faculty of Education, Dr. Lynn McGarvey, Associate Dean, Teacher Education, Dr. Larry Prochner, Chair, Department of Elementary Education and Vanessa Grabia, Assistant Chair, Department of Elementary Education.

The proposal was supported in principle by the Department Elementary Education at Department Council meeting on November 21, 2014. The Faculty of Education Council approved the University Certificate in ECE on December 2, 2014. The proposal was reviewed by the Registrar's Advisory Committee on Fees and GFC Academic Standards Committee-Subcommittee on Standards in June, 2015. The proposal will be presented to GFC Academic Standards Committee and GFC Academic Planning Committee in Fall 2015.

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

The proposed University Certificate in Early Childhood Education will not duplicate other ECE programs available at other institutions in the province.

At present, Red Deer College and MacEwan University both offer non-degree granting programs in Early Learning & Childcare. The planned Early Childhood Education Minor at Concordia University of Edmonton is for students to take in their undergraduate degree in Arts, Management or Science and is not available to students in the Education After-Degree Program.

As outlined in section 1.2 (Rationale) this Certificate will fill an essential need in the province. It has received substantial support from other post-secondary institutions in the province (Section 2.3). The proposed Certificate offers a possibility for professional development for in-service teachers who hold Bachelor of Education degrees from other post-secondary institutions in the province who are seeking to increase their qualifications in the area of early childhood education and are looking for a program that will allow them to earn additional credits towards Teacher Qualification Service. It will also be an option for those with other degrees and working in child care, preschool, and other early childhood settings.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

Consultations with Alberta Education staff, School Accreditation & Standards Branch, Learning Supports & Information Management Division have been ongoing.

Consultations with the Ministry of Human Services, Early Childhood Development Branch have also been ongoing.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

Applicants with degrees in related fields such as child and youth care, psychology, social work, human ecology, arts, and education may enter the Certificate. Multiple laddering opportunities exist for the applicants depending on previous coursework taken.



Laddering into the University Certificate in ECE:

- Former University of Alberta students who completed one or more University Certificate courses (see Section 5.2 below) may ladder in up to *9 credits (EDEL 355, 457 and 404) into the *15 credit Certificate.
- Applicants who completed equivalent courses at another institution may also ladder these credits into the University Certificate. At present, the Faculty of Education has an existing transfer credit agreement with MacEwan University whereby graduates with a Diploma in Early Learning and Child Care receive credit for EDEL 355. A transfer agreement providing a similar arrangement is currently under negotiation with Keyano College.

Laddering from the University Certificate in ECE into other programs:

- After completing the University Certificate students may ladder these *15 credits into the *24 Diploma in Early Childhood Education leaving only three graduate courses remaining (EDEL 55, 556 and 557). There also exists the potential to ladder these graduate courses into a Masters degree in Elementary Education.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

Approximately 25% of the students admitted to our Diploma in Early Childhood Education have applied for a Masters Degree with a focus on Early Childhood. We expect that a similar percentage of students who complete the University Certificate in ECE will choose to apply to the diploma or the masters degree.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue 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. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 2016	Year 2017	Year 2018	Year 2019	Year 2020	Annual Ongoing
Revenue						
Tuition and Related Fees	\$63,750	\$106,250	\$170,000	\$212,500	\$212,500	\$212,500
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources ²	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources ³	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source) ⁴	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$63,750	\$106,250	\$170,000	\$212,500	\$212,500	\$212,500
Operational Costs						
Salaries, Wages and Benefits	\$25,500	\$42,500	\$68,000	\$85,000	\$85,000	\$85,000
Materials and Contracted Services	\$24,000	\$22,500	\$31,500	\$47,500	\$42,500	\$43,500
Other Direct Costs (15% overhead to central)	\$9,563	\$15,938	\$25,500	\$31,875	\$31,875	\$31,875
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
Total Operational Costs	\$59,063	\$80,938	\$125,000	\$164,375	\$159,375	\$160,375

Notes:

1. Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).
2. Identify the source and duration of internal funding.
3. Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.
4. Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.

One-time expenditure: 2015-17	Amount	Revenue Source	Details
Startup and preparation	\$50,000	ABEd grant	Development of an interactive teaching space to deliver the program
Equipment and IT	\$42,500	ABEd grant	Computers, equipment (including microphones, etc)
Curriculum Development	\$117,500	ABEd grant	Includes professors' time and Technology in Education mentor and consultant for 5 courses.
Information Dissemination	\$25,000	ABEd grant	Development of information tools and resources (eg. webpage, posters, brochures)
Library Enhancements	\$6,500	ABEd grant	Library impact statement is included (see Appendix C)
Other	\$5,000	ABEd grant	Supplies

4.2 Impact

4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

No similar programs exist.

4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$850 per course, or \$4,250 for the program in the first year (with tuition increases per course each subsequent year based on the cost of living). We assume that teachers in school and other early childhood settings will have access to professional development funds to support the tuition fees.

4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

The Department of Elementary Education's faculty members with Early Childhood Education specialization, Dr. Larry Prochner and Dr. Anna Kirova will be primarily responsible for re-developing the existing four Early Childhood courses as online courses and teaching them.

In addition, the following faculty members in the Department of Elementary Education have expertise and have taught early childhood courses in the past five years:

Dr. Lynn McGarvey, Professor in Mathematics Education

Dr. Linda Laidlaw, Associate Professor in Language and Literacy

Dr. Amanda Montgomery, Professor of Music Education

Dr. Janice Huber, Associate Professor in Teacher Education and Early Childhood Education

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

Technical support for online course delivery will be needed. (See table under 5.1.3)

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

Technology in Education support for online learning and mentoring will be covered by the cost-recovery fees.

5.2 Curriculum

Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.

The proposed University Certificate in Early Childhood Education will include four existing 3-credit face-to-face Early Childhood courses that are being developed as online courses (see Appendix A for course descriptions).

EDEL 355: Teaching and Learning in Early Childhood Settings

EDEL 404: Developing Literacy in Early Childhood Settings

EDEL 455: Play as a Teaching and Learning Strategy

EDEL 457: Theory and practice in Early Childhood Education

In addition, new online 3-credit courses offered on a rotation basis will be developed (see Appendix B) from which the students will choose their electives. These courses allow students to develop expertise in particular aspects of Early Childhood Education including issues in Early Childhood Education for Aboriginal children, global perspectives in inclusive education, and contemporary issues in Early Childhood Education.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by ECE University Certificate Admission Committee.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

Knowledge, Skills, and Attributes for Interim Certification (adapted from the Teaching Quality Standards, 1997):

- Contextual variables affect teaching and learning
- All students can learn, albeit at different rates and in different ways
- Students' needs for physical, social, cultural and psychological security
- There are many approaches to teaching and learning
- The importance of guiding their actions with a personal, overall vision of the purpose of teaching

Specific to Early Childhood Education Learning Outcomes:

- To identify the theoretical perspectives underlying early childhood education practice.
- To develop skills in facilitating children's learning based on constructivist theories.
- To identify best practices in a variety of programs for young children and demonstrate beginning skills for curriculum planning, both for emergent and mandated curriculum.
- To develop familiarity with the nature of development and learning during the early childhood years, and the role of early experiences in building children's brain architecture as a foundation for realizing their full potential.
- To articulate the value of learning through play pedagogies and the role of adult-child interactions in enhancing children's learning through play.
- To understand how different perspectives on play complement and challenge each other and provide a richer outlook on play and its role in children's learning and development.
- To use theoretical knowledge to facilitate play in a variety of early learning and elementary school environments and communicate the value of play-based learning to diverse audiences.

- To use reflections to improve teaching and learning for the purposes of professional growth and development.
- To develop an understanding of teacher roles in relation to the child, the family and the community.
- To understand the role of culture and context in child development.
- To develop an in-depth understanding of the nature and role of socialization of children in cultural contexts.
- To understand how culturally varied concepts of child development and ways of learning at societal, community and family contexts interact and how they may influence children's learning in early childhood settings.
- To develop cross-cultural teaching and learning strategies for young Aboriginal children in early learning programs, on and off-reserve.
- To consider different ways in which early childhood institutions develop collaborative relationships with families and within communities in general and the role of Elders in maintaining Indigenous ways of knowing in particular.
- To consider possibilities for engaging with learner difference, dis/ability and diversity in order to create teaching and learning contexts that position concerns of social justice, care and equity as central to education.

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

Learning outcomes specific to Early Childhood Education were first developed by the Early Childhood faculty members in the Department of Elementary Education, University of Alberta and are based on review of current literature on qualification standards for early childhood educators published in academic journals, and policy documents in Canada, the United States of America, Australia and New Zealand. The learning outcomes were then refined in consultation with staff from Alberta Education, School Accreditation & Standards Branch, Learning Supports & Information Management Division in order to best meet the Provincial priorities.

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

According to Alberta Human Services, certification is the process used by the Ministry to review educational training and competencies to determine eligibility and issue certification towards one of the three levels of certification in accordance with the Alberta Child Care Licensing Regulation.

The University Certificate in Early Childhood Education is not intended to provide such certification.

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

Appendix A: Existing ECE Courses

(See 231.104 Education – Elementary, EDEL)

EDEL 355 Teaching and Learning in Early Childhood Settings

*3 (*fi 6*) (either term, 3-0-0) An introduction to Early Childhood Education with an emphasis on early learning environment that meets the diverse needs of young children the roles of the early childhood educators within these environments.

EDEL 404 Developing Literacy in Early Childhood Settings

*3 (*fi 6*) (either term, 3-0-0) This senior education course focuses on language development and teaching and learning of literacy in Early Childhood settings. The course explores instructional strategies and materials for creating literacy- rich learning environments, based on contemporary theory and research. Prerequisite: EDEL 305 or equivalent introductory course in language arts education, or consent of the Department.

EDEL 455 Play as a Teaching and Learning Strategy

*3 (*fi 6*) (either term, 3-0-0) This course examines how choice and self-direction can enhance children’s learning and thinking in early childhood settings. Students will be involved in planning and evaluating integrated, emergent curriculum projects involving learning in and through play. The conception of play as a teaching strategy will be investigated in relation to cultural, philosophical and historical traditions, current practices and recent research.

EDEL 457 Theory and Practice in Early Childhood Education

*3 (*fi 6*) (either term, 3-0-0) Gives students an in-depth understanding of some of the major contemporary theories and approaches to Early Childhood Education, and examines how they can be utilized with young children from diverse linguistic and cultural backgrounds to enhance their learning. Students will be involved in planning, implementing and documenting integrated curriculum projects in a variety of early childhood settings.

Note: No changes to Calendar descriptions are needed.

Appendix B: Possible Elective Courses

EDEL 495: Special Topics in Early Childhood Education: Contemporary Issues in Early Childhood Education for Aboriginal Children

This course explores cross-cultural teaching and learning strategies for young Aboriginal children in a range of settings, including preschool, kindergarten, and early primary programs, on and off-reserve. Topics include curriculum considerations, community and family involvement, the role of Elders, and meaningful assessment of learning. Throughout the course, attention is paid to historical, and current, social and political influences on the lives of Aboriginal children.

EDEL 495: Special Topics in Early Childhood Education: Global Perspectives on Inclusive Education

This course will employ various theoretical perspectives including human rights and social justice to explore the complex issues that confront the efforts towards inclusive education for all. Issues such as assimilation, affirmative action and access in relation to dis/abilities, cultures, gender and class, and the intersections between these diversities will be discussed. Further, the course investigates agentive possibilities for engaging with learner difference, dis/ability and diversity in order to create teaching and learning contexts that position concerns of social justice, care and equity as central to education.

EDEL 495: Special Topics in Early Childhood Education: Contemporary Issues in Childhood Education.

Gives students in-depth understanding of children's rights and participation in the contexts of formal (i.e. school & other institutional settings) and informal (i.e. family and peer groups) education; policy provisions at local and global/international levels are also reviewed and analyzed. The course explores child rearing rituals and customs across cultures as well as issues of diversity within cultural practices and their implications for classroom institutionalized early childhood practices in students' local contexts. Attention is paid to the multiple and intersecting social locations of children and youth (i.e. gender, race, class, ability, sexual orientation, family composition, etc.) throughout the course.

Appendix C: New Academic Program Library Impact Statement

Proposal for New Certificate Program submitted by the Education Faculty - Department of Elementary Education
October 2014

The Library has examined the proposal for the new online University Certificate in Early Childhood Education (ECE)

The Library's monograph collection and journal and database subscriptions are sufficient to continue to support the existing courses involved in this certificate program. There would be a charge for existing database resources (\$200 Cdn X 25 students).

We anticipate that the new program will not incur any additional costs for Library space, equipment or technology. However, we do foresee some impact on acquisitions and Library staff with regards to instructional and consultation time. Time required for collection development will also have an impact. This is outlined in the attached commentary. Acknowledging this impact, we do believe that, due to the numbers of students anticipated, that the current Coutts Library staff complement has the required competencies and abilities to serve the students in this certificate with our existing resources.

We support the new program and look forward to working with its instructors and students in the years to come.

Executive summary of costs

Total Costs	Start Up	On going (expected annual maintenance costs)
1. Collections budget	\$5,000	\$0
2. Capital budget	\$0	\$0
3. Operating/staffing budget	\$1500	\$0
Total Costs: Summary	\$6500	\$0

NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

Proposal for New Certificate Program submitted by the Education Faculty - Department of Elementary Education

Dr. Anna Kirova, Professor and Faculty Director of the Child Study Centre has indicated that the Department of Elementary Education is planning to apply to the Government of Alberta/Advanced Education to develop a new online (cost recovery) University Certificate in Early Childhood Education.

It will consist of 4 core/required undergraduate courses which are already in the calendar (EDEL 355, 457, 404 & 455) and one elective ECE course. The elective (fifth) course will be new and changing according to who is teaching it (EDEL 595). Many of the instructors will be sessionals and at this time they do not anticipate hiring new faculty members to support this program.

The certificate program will be offered as a cohort of 20 to 25 students admitted every other year. The program is designed for part-time, online study. The maximum time permitted for completion of the program will be four years from the date of registration. The proposed starting date is Sept. 2016. The students will not be current students at the U of A because this is a post-baccalaureate certificate, even though the courses are at the undergraduate level.

Impact on Library staff instructional and consultation time

The documentation supplied indicates that 20-25 new students will be admitted every other year and will be enrolled (part-time) in the program for a maximum of four years.

In the first year of the program, at least 1 hour of instructional time will be necessary to introduce new students to online Library resources and services for distance education students. Due to the fact that some students will have received their post-secondary training from other institutions, it is difficult to determine how much information literacy instruction they will have received prior to beginning the program, particularly with regards to navigating University of Alberta Libraries' discovery tools and identifying online library resources. Students will also likely require some individual consultation time with librarians (approx. 10 hrs total per year).

This number should be tripled in the first year to account for time spent in preparation for instructional sessions. In subsequent years the preparation time would be equivalent to the presentation time (1hr). Additional staff time may be required to create and maintain an online research guide in this area (approx. 10 hours for creation in the first year; 1 hour per semester in subsequent years for maintenance).

Finally, time will need to be devoted to securing resources for the program and collection (consulting with faculty, online reading lists, etc.) maintenance over the course of the academic year (approx. 10 hrs total). The Library's monograph collection and journal and database subscriptions have been sufficient to support the existing courses involved in this certificate program. However, some time would need to be allocated to identifying any essential online resources that we currently have in print format only.

Formula:

One time professional time required is calculated at \$50/hour for a Librarian 1 entry level position.

1hrs instruction + 3hrs prep (prep reduced to 1 in second, third and fourth yrs) \$300

14hrs libguide development and maintenance \$700

10 hrs collection review and development \$500

Total: \$1500

As mentioned, the Coutts Library staff has the required competencies and can absorb this work with the existing staff complement with these additional resources.

There are no new Faculty positions requested in the creation of the certificate program so there is no need to cost the incremental resources needed to address the availability of the unique Library resource expectations of new Faculty positions.

There will be no impact on library space as this is an online certificate program.

Submitted by Kim Frail

Kim Frail
Public Services Librarian
H.T. Coutts Education & Physical Education Library
October, 2014

Signed by

Geoffrey Harder
Association University Librarian, Information Resources,
University of Alberta Libraries

Appendix D: Letters of Support

Alberta Teachers' Association

University of Lethbridge

Ambrose University

Concordia University

Canadian University College



The Alberta Teachers' Association

11010 142 Street NW, Edmonton, Alberta T5N 2R1

T 780-447-9400 or 1-800-232-7208

F 780-455-6481

www.teachers.ab.ca

H Mark Ramsankar
President

Greg A Jeffery
Vice-President

Robert J Twerdoelib
Vice-President

Carol D Henderson
Past President

Gordon R Thomas PhD
Executive Secretary

Dennis E Theobald
Associate Executive Secretary

Sharon L Vogrinetz
Assistant Executive Secretary

2014 10 27

Dr Fern Snart
Dean
Faculty of Education
University of Alberta
845 Education S
Edmonton AB T6G 2G5

Dear Dr Snart

It has come to my attention your faculty is considering offering a University Certificate in Early Childhood Education. As such, I would like to send you this short correspondence indicating the profession's appreciation of and support for this program. Offering programs such as this allows teachers to build their level of expertise in specialty areas while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for this program can be found within our policy on Teacher Education and Certification which states: *BE IT RESOLVED, that the Alberta Teachers' Association urge institutions with accredited Alberta teacher education programs recognized by the Association to ensure sufficient offerings in early childhood courses to allow for specialization in early childhood education.*

Once again, I am pleased to hear the faculty is considering offering the University Certificate in Early Childhood Education and am hopeful this initiative comes to fruition.

Sincerely

Mark Yurick
Coordinator
Professional Development

MPY/deh



Angela Fraser <afraser1@ualberta.ca>

ECDE letter from Fern Snart

4 messages

Angela Fraser <afraser1@ualberta.ca>
To: Craig Loewen <craig.loewen@uleth.ca>

Thu, Dec 4, 2014 at 2:51 PM

Angela Fraser
Executive Assistant to the Dean & Vice-Dean
Faculty of Education
Office of the Dean
845 Education South
University of Alberta
Ph: 780-492-0939 | Email: afraser1@ualberta.ca

 **img-Z04152415-0001.pdf**
96K

Loewen, Craig <craig.loewen@uleth.ca>
To: Angela Fraser <afraser1@ualberta.ca>
Cc: "McKenna, Darcy" <darcy.mckenna@uleth.ca>

Mon, Dec 8, 2014 at 11:28 AM

Hi Angela,

Re: Support for the Certificate in Early Childhood Education

I very much applaud this initiative at the University of Alberta, and believe it will fill a very important niche within the Alberta context. Outside of graduate programs there is little available to practising teachers to support ongoing professional development in Early Childhood in the province, and the Faculty of Education is obviously well situated to to meet this need. I wish the faculty well in this endeavour.

Sincerely,

Craig Loewen.

A. Craig Loewen, PhD
Professor & Dean
Faculty of Education
University of Lethbridge

[Quoted text hidden]

[Quoted text hidden]
<img-Z04152415-0001.pdf>

To: Dr. Fern Snart

From: Dr. Bernie Potvin

Ambrose University

Regarding the University of Alberta's ECE initiative

December 4th, 2014

The proposed Certificate in ECE initiative in the Faculty of Education at the University of Alberta is a specific and timely response to our province's need for educators who are informed about early learning needs and practices. The initiative fits well within the Campus Alberta context, including Ambrose University's Bachelor of Education competency emphasis on preparation of teachers to build affirmative relationships with children. We support the initiative and look forward to working together with the University of Alberta and its Faculty of Education in the ongoing professional learning of early childhood educators.

A handwritten signature in black ink, appearing to be 'B. Potvin', with a long horizontal line extending to the right.



Angela Fraser <afraser1@ualberta.ca>

ECDE Letter from Fern Snart

Maureen Stratton <maureen.stratton@concordia.ab.ca>
To: Angela Fraser <afraser1@ualberta.ca>

Fri, Dec 5, 2014 at 3:20 PM

Hi, Angela.

Please forward this message to Fern.

Thank you, Angela.

Maureen

Good afternoon, Fern.

Thank you for sharing your Faculty of Education's proposal for developing a 15-credit, online, cost recovery Certificate in Early Childhood Education. As you reference in your letter of December 2, 2014, the provincial government has noted as a priority early childhood development and education in its 2014 – 17 Strategic Plan. The priority of Alberta Education aligns with the 2001 and 2013 position statements of the Organization for Economic Cooperation and Development (OECD) that affirm the importance of a qualified and well-supported early childhood education and care workforce.

Concordia's Faculty of Education is in support of the proposed Certificate. Our Faculty of Education is also responding to the Government of Alberta's priority on early childhood development and education with a proposed Early Childhood Education Minor within our undergraduate degree programs that has an anticipated implementation date of September, 2015.

Very best wishes as you progress in this important and timely work.

Sincerely,

Maureen

Maureen Stratton, PhD



Angela Fraser <afraser1@ualberta.ca>

Fwd: re. Early Childhood Education Certificate

2 messages

Fern Snart <fsnart@ualberta.ca>

Tue, Apr 21, 2015 at 5:39 PM

To: Angela Fraser <afraser1@ualberta.ca>

For the Certificate file - thank you! Fern

----- Forwarded message -----

From: **June Fiorito** <jfiorito@cauc.ca>

Date: Tue, Apr 21, 2015 at 5:35 PM

Subject: re. Early Childhood Education Certificate

To: Fern Snart <fsnart@ualberta.ca>

Dear Fern,

Just a quick note to let you know that School of Education at Canadian University College, soon to be Burman University, fully endorses your plans to start an Early Childhood Education Certificate program at the University of Alberta.

I am sure that it would prove to be a program sought after by young future educators.

I wish you well!

Sincerely,

June

—
June D. Fiorito, Ed. D.
Chair, School of Education
Canadian University College
5415 College Avenue
Lacombe, AB T4L 2E5
Canada
Phone: 403-782-3381 Ext. 4003
E-mail: jfiorito@cauc.ca
Fax: 1-866-504-2564

** This communication, and any documents attached, is intended only for the recipient(s) to whom it is addressed, and may contain personal, confidential and/or privileged information. If you are not the intended recipient, please notify the sender (or the CUC e-mail administrator at postmaster@cauc.ca) immediately and do not copy, distribute or take action on it. Any communication received in error, or subsequent reply, should immediately be deleted or destroyed. Thank You **

—
Fern Snart, Dean
Faculty of Education
845 Education South
University of Alberta
Edmonton, Alberta, T6G 2G5

FACULTY OF EDUCATION

COURSE AND PROGRAM CHANGES

PROPOSED CALENDAR CHANGE (2016-2017)

CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined>.

(see page 15 from 2015-2016 Calendar)

No changes until ...

Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
BEd (Elementary, Secondary Routes)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
BEd After Degree					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
BEd (Adult Education Route)					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
Diploma in Education					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
Special/Visiting					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2016-2017)
CALENDAR SECTION
75 PROGRAMS OF STUDY

Current	Proposed
<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Certificates The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Bachelor of Education Programs for Holders of Approved Degrees</p> <p>76.1 Advanced Study in Education</p>	<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Embedded Certificates (Undergraduate) The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Advanced Study in Education for Holders of Approved Degrees</p> <p>76.1 Free-Standing University Certificates The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas: Advancing Adolescent Literacy Digital Learning Early Childhood Education Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements). University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p>76.1.1 Advancing Adolescent Literacy (*15) *3 EDPY 420 Language Foundations and Word Reading *3 EDPY 421 Reading Comprehension and Assessment *3 EDPY 422 Cultural and Linguistic Diversity and Reading *3 EDPY 423 Reading in the Disciplines *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration. For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>

Department of Educational Psychology or visit aari.educ.ualberta.ca.

76.1.2 Digital Learning (*15)

*3 EDET 421 Technologies for Teaching

*3 EDET 422 Social Justice Issues for Technology in Education

*3 EDET 423 Online Pedagogy

*3 EDET 424 Project-Based Learning with Educational Technology

*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit edpsychology.ualberta.ca.

76.1.3 Early Childhood Education (*15)

*3 EDEL 355 Teaching and Learning in Early Childhood Settings

*3 EDEL 404 Developing Literacy in Early Childhood Settings

*3 EDEL 455 Play as a Teaching and Learning Strategy

*3 EDEL 457 Theory and Practice in Early Childhood Education

*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit elementaryed.ualberta.ca.

76.1.1 Diploma of the Faculty of Education

[No changes until ...]

76.1.2 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

76.2 Diploma of the Faculty of Education

[No changes until ...]

76.3 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Education and Technology (EDET)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

OUTLINE OF ISSUE

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, Faculty of Education**

Motion: THAT the Board Learning and Discovery Committee, acting with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Advancing Adolescent Literacy, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in January 2016.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Steven Dew, Provost and Vice-President (Academic); Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Steven Dew, Provost and Vice-President (Academic); Dr Lynn McGarvey, Vice Dean and Associate Dean (Academic), Faculty of Education
Subject	Approval of the Certificate in Advancing Adolescent Literacy

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Certificate in Advancing Adolescent Literacy (AAL) provides secondary school teachers with the knowledge and skills required to effectively support students' ongoing growth of literacy skills in grades 7 to 12.
The Impact of the Proposal is	Academic success in high school is closely linked to a student's ability to read and write, yet most secondary school teachers have little or no background in adolescent literacy development. This knowledge and skill gap contributes to high rate of high-school dropout in many communities, a problem Alberta Education's high-school completion initiative is aimed to address.
Replaces/Revises	N/A.
Timeline/Implementation Date	January 1, 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Deliver</i> and <i>Dare to Discover</i> ; 2015 Comprehensive Institutional Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. PSLA: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus

established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.

3. ***UAPPOL Admissions Policy:*** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. ***UAPPOL Admissions Procedure:***

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

5. ***UAPPOL Academic Standing Policy:*** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”
6. ***UAPPOL Academic Standing Regulations Procedures:*** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*.”

7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):

“G. Certificates (All Faculties): Approval Route
GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):

“8. Establishment/Termination of Academic Programs [...] d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”

3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:
[...]

- c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters
[...]

Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Educational Psychology Department Council (feedback and approval) – December 18, 2014 Brenda Leskiw, VP Academic Program & Instruction (feedback) Education Faculty Council (feedback and approval) – February 3, 2015 GFC Academic Standards Committee Subcommittee on Standards (discussion/advice) - June 4, 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Educational Psychology Department Council – December 18, 2014 Education Faculty Council – February 3, 2015 GFC Academic Standards Committee - October 15, 2015 GFC Academic Planning Committee – November 18, 2015 Board Learning and Discovery Committee – November 27, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee – November 27, 2015</p>

Attachments:

1. Program Proposal (new) Credit Certificate in Advancing Adolescent Literacy (20 pages)
2. *University Calendar* Change for section 12.7 (4 pages)

Prepared by: Betty jo Werthmann, Governance Administrator, Faculty of Education,
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Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Advancing Adolescent Literacy
Credential awarded	Freestanding for-credit University Certificate in Advancing Adolescent Literacy
Proposed Implementation Date	July 1, 2016 (Early Implementation)

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

New Freestanding for-credit University Certificate in Advancing Adolescent Literacy (Admission: Bachelor's Degree)

1.2 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

Academic success in high school is closely linked to a student's ability to read and write, yet most secondary school teachers have little or no background in adolescent literacy development. This knowledge and skill gap contributes to high rate of high school drop out in many communities, a problem Alberta Education's high school completion initiative is aimed to address. As a part of the high school completion initiative, Alberta Education funded creation of a professional development program for junior high and high school teachers called Advancing Adolescent Reading Initiative (AARI). The University Certificate in Advancing Adolescent Literacy (AAL) is a post-graduate certificate program aimed for practicing junior high and high school teachers that builds on the success of AARI and makes the critical content developed for AARI available to all Alberta secondary teachers and to teachers across North America.

AAL provides secondary school teachers with the knowledge and skills required to effectively support students' ongoing growth of literacy skills in grades 7 to 12. AAL includes five courses (see Appendix A) that explore foundational knowledge and research-validated practices in adolescent literacy development. The courses are offered face-to-face, online or in a blended format one at a time in eight or twelve week blocks to allow full-time teachers to participate. Teachers completing AAL will be able to: (1) teach literacy skills as part of their content area instruction; (2) identify students who need additional assessments and instruction; (3) implement evidence-based literacy instruction and interventions for diverse student population across the curriculum; and (4) provide instructional and literacy leadership in their respective schools.

AAL is unique in North-America in its scope and focus. AAL is designed and delivered by a team of experts that includes secondary reading specialists, educators, and university researchers committed to promoting evidence-based approaches to literacy instruction for students. AAL is designed to meet the diverse needs of junior high and high school teachers across Alberta and beyond.

1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

To be financially viable and sustainable in terms of instructor resources over a longer period of time, the University Certificate in Advancing Adolescent Literacy (AAL) will accept new students once a year and is offered to a cohort of 25 students over two years. The Department of Educational Psychology currently offers multiple cohort programs, and considers the cohort model the most successful with practicing teachers for completion rate, student experience, and for building professional learning communities that continue after completion of the program.

AAL is designed for part-time online study and all students will be part-time students. The maximum allowable time to complete a program is four years from the date of registration, but most students are expected to complete the program in two years with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 10% attrition due to changing work circumstances and other significant commitments. Students will not be able to continue with their cohort will offered an opportunity to complete their

program with later cohorts.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

Ideally, AAL will start in July 2016 with one cohort of 25 students. For year 2 onwards, the program continues with two cohorts, one in their first year and the other in their second year. We expect to graduate 23 to 25 students each year.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as AAL does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in language and literacy related graduate programs across Campus Alberta institutions.

Proposed Enrolment	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Annual Ongoing
Total head count	0	0	0	0	0	0
• Part-Time Year 1	25	25	25	25	25	25
• Part-Time Year 2	0	23	23	23	23	23
Anticipated No. of Graduates	0	23	23	23	23	23

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

AAL builds on Advancing Adolescent Reading Initiative (AARI), a professional development program designed by scholars at the JP Das Centre at the University of Alberta in collaboration with Alberta Education and topic-area experts across North America. As a part of the AARI development process, we completed a needs survey of Alberta junior high and high school teachers regarding their professional development needs in the area of literacy. Appendix B includes a summary of the results that demonstrate the need for AAL.

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

AARI is part of Alberta Education’s high school completion strategic framework (<http://ideas.education.alberta.ca/hsc>), and motivated initially by three observations:

- (1) The high economic cost of the lack of literacy skills among Canadian workforce in general and among high school dropouts in particular. For example, the 2003 International Adult Literacy and Skills Survey (IALSS) found that 42% of Canadian adults lack functional literacy skills, and 22% have serious problems dealing with printed material. Despite our successful educational system, the same survey reveals that 35% of adults in Alberta lacked functional literacy skills. According to Programme for the International Assessment of Adult Competencies, this number had risen to 45% by 2012, indicating a substantial downward rather than upward trend. Economic impact analysis of these results concluded that each 1% improvement in the average literacy rate would translate into a 1.5% permanent increase in annual GDP. In 2013 numbers, that amounts to \$27 billion. Given Alberta’s 2012 GDP of \$312 billion, a 1% improvement in the average literacy rate would translate to an estimated \$4.7 billion permanent increase in annual Alberta GDP.
- (2) Continued shift to an increasingly knowledge-based economy and the presence of information technology in all sectors of the economy, including natural resources and manufacturing, creates higher expectations for the literacy and numeracy skills of the labour force. In 2015, the required labour force with less than a high school diploma is expected to be less than 12% (compared to 28% in 1990). Before leaving school, students must acquire sophisticated literacy and numeracy skills. Literacy skill acquisition has traditionally proven challenging for one fourth of all students, and with increasing literacy skill demands, this number is expected to rise. To be competitive, no jurisdiction can allow 25% of its youth to exit school with insufficient literacy and numeracy skills.
- (3) The lack of necessary knowledge in secondary schools to address literacy development issues. Needs survey of Alberta junior high and high school teachers indicated that 95% of them saw students struggling in their content area classes due to insufficient reading skills, and only 30% had received any training in how to address these issues. A major review of effective literacy interventions for adolescents (Parrila et al., 2010) concluded that when implemented by well-trained teachers or other professionals, literacy interventions can significantly improve both the word reading and reading comprehension outcomes of adolescents (see <http://aari.educ.ualberta.ca/sites/aari->

dev.educ.ualberta.ca/files/u1/Report%20-%20Effective%20Interventions%20for%20Adolescent%20Struggling%20Readers-2.pdf). However, the review also noted large variability in outcomes and argued that the language, assessment, and intervention design and implementation knowledge necessary for achieving the positive outcomes are not likely present in most Alberta schools as secondary teacher training programs typically focus on specific subject area knowledge. Long-term, cumulative and systematic professional development programs are needed to build teacher capacity in addressing the literacy needs of adolescent learners.

In sum, AAL is aimed at addressing the labour market knowledge and skill gap both in junior high and high schools and in the labour force the students serviced by AAL teachers enter.

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

Letters of support (attached) were received from:

- Alberta Education
- Alberta Teachers' Association

2.4 Clinical or Work Experience

If clinical or work experience is an essential part of program delivery:

2.4.1 Provide evidence that the placements will be available when needed.

2.4.2 Describe the student's role in securing placements.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The proposed program is in line with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015) that indicates establishment of theme-based and skill-specific certificate programs as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning.

AAL aligns well with three of the four cornerstones of the University's Academic Plan: Learning, Discovery and Citizenship, Connecting Communities, and Transformative Organization and Support. To begin, AAL is aimed to foster and enhance the learning opportunities of students and professionals by offering them pathways for pursuit of multiple interests, cross-disciplinary learning, and professional academic development. Further, AAL is designed and delivered by a team of experts that includes secondary reading specialists, educators, and university researchers committed to promoting evidence-based approaches to literacy instruction for students. AAL will promote dialogue between university researchers and practicing teachers, and between teachers at different parts of the province and across discipline boundaries. It will help create both context- and discipline-specific learning communities. With regards to transformative organization and support, AAL aims to provide exceptional and life-changing experiences to secondary teachers by providing them with the knowledge, skills, and attitudes required to facilitate the kind of literacy learning in high schools that will inspire their students and better prepare them for completing high school, and to the transition to post-secondary studies or to labour force.

AAL also aligns with the most recent University's Comprehensive Institutional Plan (CIP; 2015) where it is listed as an emerging program initiative. In response to an identified need for training a highly skilled labour force, including post-baccalaureate continuing education for professionals coming from or returning to rural and Aboriginal communities, the CIP (2015) calls for the development of embedded and freestanding certificate programs for specialized knowledge and skills, and continuing professional education opportunities. The CIP further identifies the targeted adoption of e-learning technologies and approaches for program delivery as necessary to meet these opportunities and expectations.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

AAL is unique in North-America and has no overlap with existing certificate or undergraduate programs; thus, it is not expected to impact these in any manner. Due to its focus on language and literacy, AAL will provide teachers who complete it an excellent starting point for graduate studies in language and literacy. Such graduate programs are currently offered in multiple departments in the Faculty of Education.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

This proposal was developed in consultation with Dr. Fern Snart, Dean of the Faculty of Education, Yvonne Norton, Assistant Dean, Dr. Lynn McGarvey, Associate Dean of Teacher Education, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Norma Nocente, Secondary Education and Centre for Teaching & Learning, and Dr. Lynn McQuarrie, Educational Psychology and Director, Advancing Adolescent Reading Initiative (AARI).

The proposal has been approved by the Department of Educational Psychology Department Council on December 18, 2014; Education Faculty Council on February 3, 2015; Academic Standards Committee-Subcommittee on Standards examined the proposal in June, 2015; and the proposal will be presented to Academic Standards Committee and Academic Planning Committee in Fall 2015.

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

The proposed program is unique in Alberta, in Canada, and in North-America. No other program in Canada focuses on adolescent literacy development and the best practices on adolescent literacy in junior high and high schools.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

No other institutions offer related programs. However, several courses for the AAL certificate program have been developed in collaboration with experts from other universities in Canada and US (e.g., Dr. John Kirby at Queen's University, Dr. Barb Ehren at University of Central Florida, and Dr. Donald Deshler at University of Kansas). Collaboration with outside experts will continue with regard to assessment of the program's impact and its further development, as well as in identifying the best instructors for each course.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

All AAL participants will be secondary teachers studying part-time. We expect that upon completion of the certificate, some of them will be interested in pursuing graduate studies either full- or part-time.

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

As AAL is a free-standing university certificate that requires a Bachelor's Degree for entry; students will not transfer or ladder into AAL from other programs. Further, since the admission criteria for university certificates and graduate level degree programs differ, and because the courses taken as part of this certificate are at the undergraduate level, there is no automatic laddering from this certificate to other programs, such as a graduate-level Master's program. However, students meeting the formal criteria for acceptance into graduate studies and wishing to pursue a Master's program in the Faculty of Education, may, at the discretion of the Faculty of Education, be offered an option to take some of the AAL curriculum at the graduate level for subsequent laddering into a Master's program.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

Our experience with the two AARI cohorts that have completed the non-credit professional development program indicates that about a third of the certificate students will consider graduate studies immediately upon completion and about ten percent will pursue graduate studies one to three years after completion in one of the three Faculties of Education in Alberta that offer graduate programs.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue 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. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	2016	2017	2018	2019	2020	Annual Ongoing
Revenue						
Tuition and Related Fees ¹	\$120,000	\$193,600	\$197,472	\$197,472	\$201,420	\$201,420
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source)	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$120,000	\$193,600	\$197,472	\$197,472	\$201,420	\$201,420
Operational Costs						
Salaries, Wages and Benefits ²	\$82,351	\$146,218	\$149,140	\$152,126	\$155,170	\$155,170
Materials and Contracted Services ³	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350
Other Direct Costs (marketing)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Indirect Costs ⁴	\$18,000	\$29,040	\$29,620	\$29,620	\$30,213	\$30,213
Total Operational Costs	\$103,701	\$178,608	\$182,110	\$185,096	\$188,732	\$188,732

Notes: Tuition increase is expected to be 2% every second year; it will be adjusted to consumer-price index.

1. Tuition is calculated at 25X3X\$1600 for first year; then, to account for attrition (23x2x\$1600) +(25x3x\$1600) for the second year onwards. It also includes 2% increase every second year as a rough estimate of CPI indexed increases.
2. Salaries include instructor fees at \$10,000 per course plus benefits, ½ time program administrator at an initial yearly salary of \$60,000 plus benefits, and one full time PhD GTA per course at an initial cost of \$8,740 plus benefits. Subsequent salaries include 2% yearly increase.
3. Supplies and materials, computer software, telephones
4. 15% of total revenue

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$2,000	JP Das Centre	Administrator's computer and software
Curriculum Development	\$		
Marketing and Promotion	\$200	JP Das Centre	
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

4.2 Impact

4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT maintenance. At \$1600 per student/per course (plus future CPI indexed increases), the program is calculated to recover the costs associated with running it after the first year even if enrolment in a cohort falls to 18 students.

4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course (plus future CPI indexed increases), or \$8,000 for the program over the course of two years. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

Large part of the content for the AARI courses, and subsequent AAL courses building on that content, was developed by the Department of Educational Psychology faculty members Drs. Rauno Parrila, Lynn McQuarrie, Alison McInnes and Marilyn Abbott. Several members of the Department of Secondary Education (Drs. Dwayne Donald, Norma Nocente, Jerine Pegg, and Elaine Simmt) were responsible for additional content in their specific areas of expertise. The remaining content was developed by experts outside of Alberta (Drs. Donald Deshler, Barbara Ehren, John Kirby, and Peter Bowers).

The developers of specific AAL modules will be offered an opportunity to teach those modules. When they are not available, we will ask them to identify other experts who can be asked to contribute. We also have three additional sources of existing expertise: Department of Educational Psychology members (Drs. George Georgiou, Denise Hayward, Marion Rossiter), AARI graduates who have completed graduate degrees, and postdoctoral and PhD research fellows in the JP Das Centre and Departments of Educational Psychology and Secondary Education.

As the topics covered by AAL overlap significantly with the specific research interests of the professors involved, currency of the disciplinary expertise is maintained. Similarly, as all instructors are active instructors in Education in university or other post-secondary settings, currency of teaching skills should not be an issue.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

AAL will be supported by graduate teaching assistants (PhD students) and one part-time administrative assistant who is responsible for the technology maintenance and program administration. Costs for these positions are included in the salary and benefits line of the budget above.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

All necessary facilities and equipment exist in the JP Das Centre; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass).

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

No anticipated impact due to all students being part-time students who take their courses online. All courses include a full-time TA who will provide the students with technical support.

5.2 Curriculum

The curriculum for the proposed AAL program was developed using the ADDIE model for instructional design. The phases of ADDIE are as follows: analysis, design, development, implementation, and evaluation. Each, in relation to the proposed program, is described below.

Analysis: (1) In 2010, the JP Das Centre was contracted by Alberta Education to conduct a review and meta-analysis of effective literacy interventions for adolescents (<http://aari.educ.ualberta.ca/sites/aari-dev.educ.ualberta.ca/files/u1/Report%20%20Effective%20Interventions%20for%20Adolescent%20Struggling%20Readers-2.pdf>). The review concluded that when implemented by well-trained teachers or other professionals, literacy interventions can significantly improve both the word reading and reading comprehension outcomes of adolescents. However, the review also noted large variability in outcomes and argued that the necessary knowledge of language, assessment, and intervention design and implementation for achieving positive outcomes is currently missing in most Alberta schools. This is because secondary teacher training programs typically focus on specific content area knowledge. The review concluded that long-term, cumulative and systematic professional development programs are needed to build teacher capacity in addressing adolescent learners' literacy needs.

(2) Alberta Education recognized the need to build teacher capacity in adolescent reading and supported the creation of a professional development program on advancing adolescent reading as part of their initiative to improve high school completion rates. A needs assessment on teacher background and interest in professional development in adolescent literacy was conducted in early 2011. Respondents indicated they needed support to address the many obstacles faced by adolescent readers (see AARI 2011 Survey Results in Appendix B). This came as no surprise since there is a wide body of research on the struggles faced by adolescent readers and the knowledge and skills teachers need to have to better support the children in their classes (see AARI Research Briefs at <http://aari.educ.ualberta.ca/researchpolicy-documents>).

Design: Based on the desired goal to develop a long-term, cumulative and systematic professional development program to increase teacher capacity in addressing adolescent learners' literacy needs, several experts in reading and literacy were contacted and asked to identify the necessary knowledge and skills teachers need to make informed and strategic pedagogical decisions. The knowledge and skills were then organized into eight areas and these formed the foundation for the development of eight units of study (modules). The framework was then shared with other literacy experts in Canada and the US to validate the scope and sequence of the outcomes. The feedback they provided was incorporated into the framework.

Development: With the overall framework, including scope and sequence in place, content experts were identified and contracted to develop the eight learning modules. Some of the modules were further divided in separate sections to better reflect the expertise needed. Each expert provided a detailed module outline, identified more specific outcomes and resources for the module. They also developed activities and assessments aligned to the outcomes.

Implementation: Each module was piloted with two separate cohorts of secondary teachers from across Alberta. Each expert hired to develop a module was also responsible for delivery of the module. Based on feedback from the cohorts, the instructors modified their module after each delivery.

Evaluation: Participants in each cohort provided feedback on the strengths, weaknesses and suggestions for improvement after the completion of each module. External evaluators were contracted to review the completed modules and provided feedback on content alignment to outcomes, scope, and sequence of the modules.

For the purpose of AAL, the 8 modules have been organized into five three-credit courses. The five courses are as follows (please see 5.4 Learning Outcomes for detailed descriptions):

1. EDPY 420 Language Foundations and Word Reading
2. EDPY 421 Reading Comprehension and Assessment
3. EDPY 422 Cultural and Linguistic Diversity and Reading
4. EDPY 423 Reading in the Disciplines
5. EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by AAL Admission Committee.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

AAL will provide teachers across subject areas with advanced knowledge and skills on how to:

- Teach reading skills as part of content area instruction to diverse learners in grades 7 to 12;
- Teach content area specific reading skills and strategies to diverse learners in grades 7 to 12;
- Identify students who need additional reading support;
- Implement evidence-based reading instruction and interventions in a variety of secondary school contexts; and
- Provide effective literacy leadership in their respective schools.

AAL consists of five courses. The key learning outcomes of each course are explained below.

1. EDPY 420 Language Foundations and Word Reading

This course will (a) introduce students to different aspects of oral language and their importance for reading and literacy development in adolescents, and (b) provide students with a working knowledge of normal and abnormal development of word reading and how to improve adolescents' word reading skills.

Upon completion of the course, the students are able to:

1. Describe subsystems of oral language (phonology, morphology, semantics, syntax, pragmatics, discourse), their inter-relationships, and their relevance to learning in secondary classrooms;
2. Identify language development milestones in pre-adolescents and adolescents;
3. Describe the basic features of English orthography and understand how they relate to word reading and spelling;
4. Use formative oral language assessments to guide instruction
5. Understand different definitions of literacy, the critical role of literacy skills for personal and societal well-being, and the critical importance of word reading skills for all higher-level literacy skills;
6. Understand the cognitive and environmental factors that impact word reading development and difficulties in children and adolescents;
7. Design evidence-based word reading instruction for adolescents with diverse literacy skills, linguistic background, and cultural background;

8. Use one or more evidence-based instructional programs focusing on the structure and etymology of English orthography.
9. Recognize students who need specialized support services and formal assessments.

2. EDPY 421 Reading Comprehension and Assessment

This course examines the nature of reading comprehension in adolescence and the instructional strategies and approaches to assessment that support reading comprehension development across the content areas in secondary schools.

Upon completion of the course, the students are able to:

1. Describe the nature and development of reading comprehension;
2. Explain Simple View of Reading as a theory to organize their learning about reading and reading comprehension;
3. Explain SOLO Taxonomy for curriculum design, assessment, and evaluation;
4. Distinguish between different levels of comprehension (deep/surface) and describe the processes that support deeper learning;
5. Explain what text structure is, what role text structure knowledge plays in reading comprehension, and how to assess and teach text structure knowledge;
6. Identify text types and text structures that are common to different content areas;
7. Describe evidence-based instructional practices in teaching reading comprehension;
8. Assess reading comprehension and processes contributing to it;
9. Assess the effectiveness of reading comprehension instruction; and
10. Use one or more evidence-based instructional approaches to improving reading comprehension across curriculum areas.

3. EDPY 422 Cultural and Linguistic Diversity and Reading

This course explores effective literacy teaching strategies for culturally and linguistically diverse adolescents. The main focus is on literacy development and improving literacy outcomes of English language learners (ELL) and First Nations, Métis, and Inuit (FNMI) students.

Upon completion of the course, the students are able to:

1. Identify cultural and linguistic diversity in their classrooms and what makes literacy skill acquisition difficult for learners with diverse cultural and linguistic backgrounds;
2. Identify the language and literacy needs of the diverse ELL and FNMI students enrolled in Canadian schools;
3. Describe key theories in learning, literacy, and second language education, and recognize how these theories can inform classroom planning, instruction, and assessment of linguistically and culturally diverse learners;
4. Recognize the value of students' native/first languages as the foundation for learning English;
5. Explore effective teaching, reading, and learning strategies to address second language literacy difficulties in content area instruction for ELLs;
6. Examine FNMI ways of knowing and learning;
7. Identify how FNMI students *may* be disadvantaged by the academic discourse of school;
8. Identify when FNMI students are "English language learners" or speakers of non-standard English;
9. Design teaching strategies that work with different kinds of FNMI learners to increase their access to and competencies in academic literacy;
10. Understand the importance of relationship building first to engage FNMI students to learning;
11. Understand importance of community protocols and relationship building with guardians and communities, and develop home support strategies.

4. EDPY 423 Reading in the Disciplines

This course examines the specific language demands, reading challenges, and prevalent discourse structures in four core disciplines (English Language Arts, Mathematics, Sciences, and Social Studies).

Upon completion of the course, the students are able to:

1. English Language Arts (ELA)

- Understand the specific word reading and comprehension demands posed by ELA texts, and how to help teachers to assess these demands and modify texts according to student needs;
- Help teachers and students to identify different text structures common in ELA texts (e.g., narrative, descriptive, compare and contrast, sequential, cause and effect, argument and evidence);
- Demonstrate multiple comprehension strategies for different ELA text types;
- Help teachers and students to identify complex vocabulary in ELA texts; and
- Demonstrate multiple strategies of learning and teaching vocabulary in ELA classes.

2. Mathematics

- Understand the specific word reading and comprehension demands posed by mathematics texts, such as density of ideas, combining information from text and other sources (e.g., graphs, diagrams, formulas), technical nature of vocabulary, and use of multiple meaning words;
- Understand text structures common in mathematics texts (e.g., description, main idea and details, definition);
- Understand and able to demonstrate multiple word instruction and comprehension strategies that can be used with mathematics texts;
- Assist mathematics teachers in understanding and assessing literacy demands of their texts, and to modify the texts according to their students' needs; and
- Assist mathematics teachers to design instruction that matches the strategies with specific text demands and structure.

3. Science

- Understand the specific word reading and comprehension demands posed by science texts, such as density of ideas, relating current ideas and concepts to prior knowledge, technical nature of vocabulary and texts, and combining information text and other sources (e.g., graphs, diagrams, formulas);
- Understand text structures common in science texts (e.g., description, main idea and details, definition, cause and effect);
- Understand multiple word instruction and comprehension strategies that can be used with science texts;
- Assist science teachers in understanding and assessing literacy demands of their texts, and to modify the texts according to their students' needs; and
- Assist science teachers to design instruction that matches the strategies with specific text demands and structure.

4. Social Studies

- Understand the specific word reading and comprehension demands posed by social studies texts, such as recognizing facts, opinions and judgments, distinguishing between primary and secondary sources, identifying authors' purpose and point of view, detecting bias, evaluating presented evidence, abstract vocabulary, rich detailed information, and using other text features such as glossaries, indexes, databases, and dictionaries;
- Understand text structures common in social studies texts (e.g., sequential events description, cause and effect, compare and contrast, definitions, general descriptions, problem and solution, proposition and support);
- Understand multiple word instruction and comprehension strategies that can be used with social studies texts;

- Assist social studies teachers in understanding and assessing literacy demands of their texts, and in modifying texts according to their students' needs; and
- Assist social studies teachers to design instruction that matches the strategies with specific text demands and structure.

5. EDPY 424 Data-driven Literacy Instruction, Leadership, and Collaboration

This course prepares students to (a) collect, understand, and use literacy assessment data effectively to inform curriculum and instructional practices across disciplines and (b) become a change agent by developing community, coaching, co-constructing understanding, and assessing impact.

Upon completion of the course, the students are able to:

1. Explain the importance of using multiple sources of data to guide instructional planning;
2. Identify relevant existing sources of data that are available in schools;
3. Develop and use tools to collect additional literacy data across disciplines;
4. Analyze literacy data and use the results to monitor student progress;
5. Understand the challenge of changing instructional practices in schools;
6. Demonstrate the seven strategies underlying the partnership leadership model; and
7. Collaborate with colleagues across disciplines to differentiate instruction to address students' diverse learning needs and to enhance content instruction for all learners.

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

The outcomes for the AAL program were developed in consultation with experts in the field of reading and literacy, and they have been modified on the basis of feedback from the two AARI pilot cohorts of Alberta secondary teachers.

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

Not applicable

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

1. Upon entry to the program, all students will be asked to complete a series of questionnaires assessing their (a) orientation to adolescent literacy, (b) knowledge of language constructs, and (c) self-efficacy as literacy teachers. All the questionnaires have been used in published research and were tested with AARI pilot cohorts. The questionnaires will be administered again after the first three courses (Year 1), and again after the completion of the program (Year 2) providing us three data points for each participant on their critical knowledge, skills, and attitudes. Completing the questionnaires is voluntary and with the pilot cohorts the completion rate was about 80%.
2. After every course, the students will complete the University eUSRI evaluation forms.
3. After every course, the students will complete a customized feedback form inquiring what aspects of the course were most useful in improving their instructional practice, what aspects were less useful, and additional content they would like to see included in the course.
4. Once a year, a program advisory committee (described in greater detail in 5.5.2) will examine the impact of the program, student feedback and recommend changes when and where needed.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

AAL will be housed in the Department of Educational Psychology but will also rely on expertise in the Department of Secondary Education. Associate Chairs of Undergraduate Studies from both programs will be asked to join the program advisory committee together with Dr. Rauno Parrila (Director, JP Das Centre), Dr. Lynn McQuarrie (Director, Western Canadian Centre for Deaf Studies), and Dr. Norma Nocente (Center for Teaching and Learning, and Department of Secondary Education) who are responsible for developing AAL.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

*Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. *Applicable:* Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
(Completed by course developers and instructors)

CURRENT Calendar Section Number (§) 231.111 <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.111 <i>(Underline all additions)</i>
<p>231.111 Education - Psychology, EDPY Department of Educational Psychology Faculty of Education</p> <p>[NEW COURSES]</p>	<p>231.111 Education - Psychology, EDPY Department of Educational Psychology Faculty of Education</p> <p><u>EDPY 420 Language Foundations and Word Reading</u> ★3 (fi 6) (either term, 3-0-0). This course will (a) introduce students to different aspects of oral language and their importance for reading and literacy development in adolescents, and (b) provide students with a working knowledge of normal and abnormal development of word reading and how to improve adolescents' word reading skills. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><u>EDPY 421 Reading Comprehension and Assessment</u> ★3 (fi 6) (either term, 3-0-0). This course examines the nature of reading comprehension in adolescence and the instructional strategies and approaches to assessment that support reading comprehension development across the content areas in secondary schools. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p>

	<p><u>EDPY 422 Cultural and Linguistic Diversity and Reading</u> ★3 (fi 6) (either term, 3-0-0). This course explores effective literacy teaching strategies for culturally and linguistically diverse adolescents. The main focus is on literacy development and improving literacy outcomes of English language learners (ELL) and First Nations, Métis, and Inuit (FNMI) students. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><u>EDPY 423 Reading in the Disciplines</u> ★3 (fi 6) (either term, 3-0-0). This course examines the specific language demands, reading challenges, and prevalent discourse structures in four core disciplines (English Language Arts, Mathematics, Sciences, and Social Studies). Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p> <p><u>EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration</u> ★3 (fi 6) (either term, 3-0-0). This course prepares students to (a) collect, understand, and use literacy assessment data effectively to inform curriculum and instructional practices across disciplines and (b) become a change agent by developing community, coaching, co-constructing understanding, and assessing impact. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Restricted to students in AAL Certificate program.</p>
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Justification: *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.*

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY Approval Process Date <input type="checkbox"/> Academic Affairs _____
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The Alberta Teachers' Association

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2015 03 03

Dr Fern Snart
Dean
Faculty of Education
University of Alberta
845 Education S
Edmonton AB T6G 2G5

Dear Dr Snart

The purpose of this letter is to lend support to the faculty offering a University Certificate in Advancing Adolescent Literacy. This program is very timely and is in response to a specific and identified need by the profession as teachers strive to best meet the needs of their students. Also, offering this program as a certificate provides interested teachers with increased access and flexibility to this opportunity to further their professional learning.

Once again, I am pleased to hear the faculty is considering offering the University Certificate in Advancing Adolescent Literacy and look forward to this opportunity being made available to the teachers of Alberta.

Sincerely

Mark Yurick
Coordinator
Professional Development

MPY/deh

AR88804

R 1 9 2015

Dr. Rauno Parrila
c/o J. P. Das Centre on Developmental and Learning Disabilities
6 - 123C Education North
University of Alberta
Edmonton AB T6G 2G5

Dear Dr. Parrila:

On behalf of Alberta Education, I am writing in support of your proposed University Certificate in Advancing Adolescent Literacy.

At the Ministry of Education, we believe this educational opportunity has the potential to enhance the literacy pedagogy and practice of junior and senior high school teachers. Ultimately, it has the potential to support increased high school completion opportunities for Alberta students. The certificate aligns with Alberta Education's High School Completion Strategic Framework core pillar of student engagement. Projects and initiatives supported by Education through High School Completion indicate that there is a close link between increased student engagement and increased student achievement.

In addition, one of the most powerful factors in increasing both student engagement and student achievement is a knowledgeable and skilled teacher in the classroom. The Certificate in Advancing Adolescent Literacy will play an important role in ensuring that junior and senior high school students across the province have access to teachers who are skilled at teaching literacy, regardless of the discipline in which they teach.

I appreciate the work you and your colleagues are doing to improve the literacy knowledge and pedagogy of Alberta teachers. I look forward to continued collaboration with the J. P. Das Centre in support of adolescent literacy.

Sincerely,



Lorna Rosen
Deputy Minister

FACULTY OF EDUCATION

COURSE AND PROGRAM CHANGES

PROPOSED CALENDAR CHANGE (2016-2017)

CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined.

(see page 15 from 2015-2016 Calendar)

No changes until ...

Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
BEd (Elementary, Secondary Routes)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
BEd After Degree					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
BEd (Adult Education Route)					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
Diploma in Education					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
Special/Visiting					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2016-2017)
CALENDAR SECTION
75 PROGRAMS OF STUDY

Current	Proposed
<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Certificates The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Bachelor of Education Programs for Holders of Approved Degrees</p> <p>76.1 Advanced Study in Education</p>	<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Embedded Certificates (Undergraduate) The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Advanced Study in Education for Holders of Approved Degrees</p> <p>76.1 Free-Standing University Certificates The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas: Advancing Adolescent Literacy Digital Learning Early Childhood Education Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements). University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p>76.1.1 Advancing Adolescent Literacy (*15) *3 EDPY 420 Language Foundations and Word Reading *3 EDPY 421 Reading Comprehension and Assessment *3 EDPY 422 Cultural and Linguistic Diversity and Reading *3 EDPY 423 Reading in the Disciplines *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration. For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>

Department of Educational Psychology or visit aari.educ.ualberta.ca.

76.1.2 Digital Learning (*15)

*3 EDET 421 Technologies for Teaching

*3 EDET 422 Social Justice Issues for Technology in Education

*3 EDET 423 Online Pedagogy

*3 EDET 424 Project-Based Learning with Educational Technology

*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit edpsychology.ualberta.ca.

76.1.3 Early Childhood Education (*15)

*3 EDEL 355 Teaching and Learning in Early Childhood Settings

*3 EDEL 404 Developing Literacy in Early Childhood Settings

*3 EDEL 455 Play as a Teaching and Learning Strategy

*3 EDEL 457 Theory and Practice in Early Childhood Education

*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit elementaryed.ualberta.ca.

76.1.1 Diploma of the Faculty of Education

[No changes until ...]

76.1.2 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

76.2 Diploma of the Faculty of Education

[No changes until ...]

76.3 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Education and Technology (EDET)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

OUTLINE OF ISSUE

Agenda Title: **Proposal for a (new) Freestanding For-Credit University Certificate in Digital Learning, Faculty of Education**

Motion: THAT the Board Learning and Discovery Committee, with delegated authority of the Board of Governors, approve a (new) Freestanding For-Credit University Certificate in Digital Learning, as submitted by the Faculty of Education, and as set forth in Attachments 1 and 2, for implementation in August 2016.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Steven Dew, Provost and Vice-President (Academic); Dr Randy Wimmer, Dean (Interim), Faculty of Education
Presenter	Dr Steven Dew, Provost and Vice-President (Academic); Dr Lynn McGarvey, Vice Dean and Associate Dean (Academic), Faculty of Education
Subject	Approval of the University Certificate in Digital Learning

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The Certificate in Digital Learning will provide current in-service teachers and educational professionals with University credit-based professional development coursework in the area of digital learning. This supports and aligns with five core policy directions of Alberta Government's Learning and Technology Policy Framework.
The Impact of the Proposal is	Although 83% of Alberta's school authority leaders feel their constituencies are positioned as innovative learning communities, only 30% of teachers feel they are using technology in the classroom effectively.
Replaces/Revises	N/A.
Timeline/Implementation Date	August 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue generating program.
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Deliver and Dare to Discover</i> The 2015 Comprehensive Institution Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)). 2. PSLA: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set

out in the GFC APC Bylaws.

3. ***UAPPOL Admissions Policy:*** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. ***UAPPOL Admissions Procedure:***

“PROCEDURE

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

5. ***UAPPOL Academic Standing Policy:*** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

6. ***UAPPOL Academic Standing Regulations Procedures:*** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices. Normally, changes

	<p>become effective once they are approved by GFC or its delegate and are published in the <i>University Calendar</i>.”</p> <p>7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate): “G. Certificates (All Faculties): Approval Route GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”</p> <p>8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate): “8. Establishment/Termination of Academic Programs [...] d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”</p> <p>9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”</p> <p style="text-align: center;">3. MANDATE OF THE COMMITTEE</p> <p>Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters [...]</p>
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Routing (Include meeting dates)

Item No. 7

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Educational Psychology Department Council (feedback and approval) – April 20, 2015 Brenda Leskiw, VP Academic Program & Instruction (feedback) Education Faculty Council (feedback and approval) GFC Academic Standards Committee Subcommittee on Standards (for discussion/advice) - June 4 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Educational Psychology Department Council – April 20, 2015 Education Faculty Council – June 4, 2015 GFC Academic Standards Committee - October 15, 2015 GFC Academic Planning Committee – November 18, 2015 Board Learning and Discovery Committee – November 27, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee</p>

Attachments:

1. Program Proposal (new) Credit Certificate in Digital Learning (25 pages)
2. *University Calendar* Change for section 12.7 (4 pages)

Prepared by: Betty jo Werthmann, Governance Administrator, Faculty of Education,
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Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

Basic Information

Institution	University of Alberta
Program/specialization title	Digital Learning
Credential awarded	Free Standing for Credit University Certificate in Digital Learning
Proposed Implementation Date	August 1, 2016 (Early Implementation)

SECTION 1: PROGRAM OVERVIEW

1.1 Type of Initiative

Free Standing for Credit University Certificate in Digital Learning

1.2 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

The Digital Learning University Certificate (DLC) is a response to the Premier of Alberta Mandate's letter of September 14, 2014 and the Government of Alberta's 2013 Learning and Technology Policy Framework. The purpose of the certificate program is to provide current in-service teachers and educational professionals with university credit-based professional development coursework in the area of digital learning. The coursework will support and align with the five core policy directions of Alberta Government's Learning and Technology Policy Framework: student-centred learning, research and innovation, professional learning, leadership, and access to infrastructure and digital learning environments (Alberta Education , School Technology Branch, November 2013) . The curriculum will be designed to be student centered with an emphasis on inquiry-based learning approaches (Problem/Project/Designed-based learning) that incorporate 21st century competencies such as innovation, communication and critical thinking. The curriculum will engage the learner in practical activities (learn by doing) that are supported by solid educational research evidence in learning and pedagogy.

The DLC will be a five course blended or fully on-line delivery program. For the blended program, the first course will be offered in August as a face-to-face course. The remaining courses will be on-line: three will be offered between September and June, and the final course offered on-line in July. The fully on-line program will follow this timeline but will also have the initial course as on-line in August. This program offers students flexible models of instructional delivery (e.g., face-to-face, online asynchronous/synchronous) that meets the demands of adult learners who are currently working in professional practice.

1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

To be financially viable and sustainable in terms of instructor resources over a longer period of time the DLC will accept a new cohort of 25 students once a year. The cohort will span 12 months August 1st to July 30th of each calendar year.

The Department of Educational Psychology currently offers multiple cohort programs, and considers the cohort model the most successful with practicing teachers for completion rate, student experience, and building professional learning communities that continue to evolve after completion of the program.

DLC is designed for part-time study and all students will be part-time students. The maximum allowable time to complete the program is four years from the date of registration, but most students are expected to complete the program in one year with their respective cohort. Based on our experience with cohort programs, we expect that there will be about 5% attrition due to changing work circumstances and other significant commitments. Students who will not be able to continue with their cohort will be offered an opportunity to complete their program with later cohorts.

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

DLC will start in August of 2016 with one cohort of 25 students and with completion of the program by July 2017. Subsequent yearly cohorts will follow the same instructional pattern of beginning in August and completing in July.

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

No reallocation of resources is required and as DLC does not overlap with existing undergraduate or certificate programs, we don't anticipate it to affect enrolment in other programs. It may increase interest in Digital Learning and related graduate programs in the Faculty of Education.

Proposed Enrolment	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Annual Ongoing
Total head count	0	0	0	0	0	0
• Part-Time	25	25	25	25	25	25
Anticipated No. of Graduates	24	24	24	24	24	24

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

The Teaching and Learning International Survey (TALIS) executed by the Organization for Economic Co-operation and Development (OECD), collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world, including Canada, with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. TALIS identifies two areas across all countries in the survey which specifically need improvement in teacher training – Special Education and Technology in Education.

In Alberta, the Baseline Technology Assessment Project (2015) conducted by the School Technology Branch of Alberta Education, surveyed approximately 6,000 practicing teachers in the province on multiple facets of their technological skills and attitudes. The report indicates that, although 83% of school authority leaders felt their constituencies were positioned as innovative learning communities, only 30% of teachers felt they were using technology in the classroom effectively. Also, even with Alberta's commitment to inclusive classrooms, more than half of teachers do not use inclusive learning technologies. Yet, 82% of teachers reported they use technology in professional learning and 62% use social media or communities of practice for additional professional development indicating teachers are open to on-line learning for professional development.

The proposed certificate will be the only undergraduate level educational technology certificate in the province. This is a critical distinction from graduate programs in the field, as admission to an undergraduate level certificate is possible for all new BEd graduates as well as long-term practicing teachers, not just those wishing to pursue graduate studies which requires a minimum 3.0 GPA for admission. Hence, the DLC will specifically address the provincial call for accessible education in digital pedagogy.

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

In 2010, consultation began on Canada's first-ever digital economy strategy (*Digital Canada 150*—a bold plan to guide Canada's digital future). As Industry Minister James Moore stated, “Today, we are living in a transformational digital age where there are few jobs, few sectors and few aspects of our lives that remain untouched by digital technologies. Our challenge is to connect all Canadians to the opportunities afforded by a digital world.” Canada's economic future depends on educating and training our young people to fill the knowledge-based jobs of tomorrow. In 2014, the Canadian government invested an additional \$36 million in the Computers for Schools (CFS) Program. To date, in collaboration with federal, provincial and territorial departments, not-for-profit organizations, the private and volunteer sectors, CFS Program funding recipients have refurbished and donated over 1,100,000 computers. CFS also plays a role in the implementation of the Government of Canada's Youth Employment Strategy (YES) through the Technical Work Experience Program (TWEP).

Creating a digitally literate workforce begins with giving students access to and education with and about technologies from the earliest levels of our educational system. In turn, this requires teachers that are comfortable and trained in using technologies in the classroom. “In order to improve learning in a digital world, we need engaged teachers who are supported by professional learning opportunities to continually improve and strengthen their digital competencies and their teaching and assessment practices” (Teaching in a Participatory, Canadian Education Association (CEA), *Education Canada*, 2015).

Alberta's Occupational Demand and Supply Outlook 2013 – 2023 predicts the following shortages in a variety of information/knowledge-based occupations by 2023.

Occupation	Predicted shortage
Managers, Professionals and Technical Occupations in Engineering, Architecture, Science, Computer Science and Information Systems	3,396
Engineers, Architects, Urban Planners, Land Surveyors	5,578
Library, Correspondence and Information Clerks, Archives and Museums	1726
Medical and Health Technologies	2,700
TOTAL shortage of information/knowledge –based occupations in Alberta by 2023	13,400

The Alberta's Occupational Demand and Supply Outlook 2013 – 2023 also predicts a shortage of 654 Secondary and Elementary School Teachers by 2023.

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

Letters of support (attached) were received from:

- Alberta Education –School Technology Branch
- Alberta Teachers' Association
- Alberta Technology Leaders in Education

2.4 Clinical or Work Experience

If clinical or work experience is an essential part of program delivery:

2.4.1 Provide evidence that the placements will be available when needed.

2.4.2 Describe the student's role in securing placements.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The proposed program is in line with the University of Alberta's Academic Plan (Dare to Deliver, 2011-2015) that indicates establishment of theme-based and skill-specific certificate programs as one way of enabling students and alumni to receive academic recognition for their pursuit of multiple interests and cross-disciplinary learning.

DLC aligns well with three of the four cornerstones of the University's Academic Plan: Learning, Discovery and Citizenship, Connecting Communities, and Transformative Organization and Support. DLC is designed to foster and enhance the learning opportunities of students and professionals by offering them pathways for pursuit of multiple interests, cross-disciplinary learning, and professional academic development.

The courses in the DLC program are designed and delivered by a team of experts that includes K-12 and post-secondary digital learning specialists, educators, and university researchers committed to promoting evidence-based approaches to inquiry-based learning for students. DLC will promote dialogue and collaboration between university researchers and practicing teachers from across the province of Alberta and throughout Western Canada. It will help create learning communities and professional communities of practice that focus on the use of technology to support and enhance teaching and learning. DLC will provide exceptional and life-changing experiences to teachers and professional educators by providing them with the knowledge, skills, and attitudes required to facilitate the kind of 21st learning skills their students require to enter a competitive post-secondary educational system and labour market.

DLC also aligns with the most recent University's Comprehensive Institutional Plan (CIP, 2014). In response for an identified need for training a highly skilled labour force, including post-baccalaureate continuing education for professionals coming from or returning to rural and Aboriginal communities, the CIP calls for the development of embedded and freestanding certificate programs for specialized knowledge and skills, and continuing professional education opportunities. The CIP further identifies the targeted adoption of e-learning technologies and approaches for program delivery as necessary to meet these opportunities and expectations.

Finally, the proposed program is in line with the Alberta Government's and the University's stated goal of identifying alternative revenue sources and assumes greater responsibility for funding our operations.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

DLC has no overlap with existing certificate or undergraduate programs; thus, it is not expected to impact these in any manner. Due to its focus on digital learning, DLC will provide teachers who complete it an excellent starting point for graduate studies in Educational Technology. Such graduate program streams are currently offered in multiple departments in the Faculty of Education.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

This proposal was developed in consultation with Dr. Fern Snart, Dean of the Faculty of Education, Dr. Cathy Adams, Secondary Education, Dr. Jacqueline Leighton, Department Chair of Educational Psychology, Dr. Norma Nocente, Secondary Education and Centre for Teaching & Learning and Karen Andrews, Director of the School Technology Branch, Alberta Education.

The proposal was presented/approved at the Department of Educational Psychology Department Council in April, 2015, Faculty of Education - Faculty Council in May 2015, and GFC Academic Standards Committee Sub-committee on Standards, In June 2015. The proposal will be presented to the following university level administrative structures:

GFC Academic Standards Committee
GFC Academic Planning Committee

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

There are no other digital learning undergraduate post-secondary certificates in Alberta that target K-12 teaching. In addition, this program focuses on developing educational professionals specifically targeted at supporting the implementation of the Alberta Government's 2013 Learning and Technology Policy Framework which is unique in undergraduate programming. We anticipate that completion of the DLC will provide content expertise at the undergraduate level that will position students well to apply to graduate level programming in Educational Technology. Graduate programs (certificate, MEd, MA and PhD) in Educational Technology are offered by the University of Calgary as well as the MEd and PhD offerings in the Faculty of Education at the University of Alberta. The University of Athabasca offers an EdD, MEd and Post-Baccalaureate Certificate in Distance Education which is relevant for distance post-secondary teaching and adult training rather than a variety of types of delivery using technologies (face-to-face, blended and on-line) for PreK-12 teaching that is the focus of the DLC.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

No Alberta institution offers this type of certificate program (undergraduate) with this flexible delivery format therefore no institutions were contacted.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

All DLC participants will be teachers studying part-time. We expect that upon completion of the certificate, some of them will be interested in pursuing graduate studies either full- or part-time.

3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.

DLC is a free-standing university certificate that requires a Bachelor's Degree for admission. There is no direct laddering from the DLC to other programs at this time. However, if students meet the formal criteria for acceptance into graduate studies and decide that they want to pursue a Master's program in the Faculty of Education, they can be offered an option to take up to two graduate level DLC courses and transfer them into the Master's program.

3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?

The DLC offers practicing teachers the opportunity to increase their educational level with five additional courses that add to their professional certification. About ten percent will pursue graduate studies one to three years after completion in one of the three Faculties of Education in Alberta that offer graduate programs.

SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue 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. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Annual Ongoing
Revenue						
Tuition and Related Fees	\$192,000	\$195,840	\$199,757	\$203,752	\$207,827	\$211,984
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	\$0
External Sources	\$0	\$0	\$0	\$0	\$0	\$0
GOA	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$192,000	\$195,840	\$199,757	\$203,752	\$207,827	\$211,984
Operational Costs						
Salaries, Wages and Benefits	\$106,589	\$108,721	\$110,895	\$113,113	\$115,375	\$117,683
Admin Support	\$36,600	\$37,332	\$38,079	\$38,840	\$39,617	\$40,409
Materials and Contracted Services	\$2,000	\$2,040	\$2,081	\$2,122	\$2,165	\$2,208
Marketing	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412	\$5,520
Indirect Costs	\$28,800	\$29,376	\$29,964	\$30,563	\$31,174	\$31,798
Total Operational Costs	(\$178,989)	(\$182,569)	(\$186,220)	(\$189,945)	(\$193,744)	(\$197,618)
Surplus	\$13,011	\$13,271	\$13,537	\$13,807	\$14,083	\$14,365

Notes: Tuition increase is expected to be 2% every year; it will be adjusted to consumer-price index.

Tuition does not include mandatory non-instructional fees.

One-time expenditures	Amount	Revenue Source	Details
Equipment and IT	\$2,000	Faculty	Administrator's computer and software
Curriculum Development	\$30,000	Faculty	Professor's time, GRA
Marketing and Promotion	\$3,000	Faculty	Web site development and print materials.

4.2 Impact

4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no comparable programs in Campus Alberta. The tuition is estimated based on delivery costs for online programs being higher than face-to-face programs because of the need for further material development and IT maintenance. At \$1600 per student/per course, the program is calculated to recover the costs after the first year even if enrolment in a cohort falls to 24 students.

4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The cost for students will be \$1,600 per course, or \$8,000 for the program. We assume that school boards will allow their teachers to use existing professional development funds to support the tuition fees and make tuition supplements available.

4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

In 2012, a collective of Faculty of Education professors from Educational Psychology, Secondary Education, Elementary Education and Educational Policy Studies worked to redesign the mandatory undergraduate introduction to educational technology course. This collaborative work helped to identify topics in educational technology that needed to be developed into more in-depth studies in senior level undergraduate educational technology courses within the faculty. All scholars in the field of Educational Technology, Drs. Patricia Boechler and Mike Carbonaro (Full Professors in Educational Psychology), Dr. Cathy Adams (Associate Professor in Secondary Education) and Dr. Jennifer Branch-Mueller (Associate Professor in Elementary Education) developed the Technology Subject Area Committee to provide quality assurance for the introductory education technology course (EDU 210) and the MEd in Technology in Education Specialization as well as to develop additional educational technology programming such as the proposed certificate. In addition, we have two new faculty members in the area, Dr. Maria Cutumisu coming from Stanford University and Dr. Jason Harley coming from McGill University.

These educational technology scholars will be offered an opportunity to teach those courses. When they are not available, they will be asked to identify other experts who can be asked to contribute. As all topics within the proposed certificate overlap significantly with the specific scholarship and training of the professors mentioned above, currency of the disciplinary expertise is maintained. Similarly, as all instructors are active instructors in Education in university or other post-secondary settings, currency of teaching skills should not be an issue. We also have a number of sessionals who have been teaching in the area of educational technology; these include in-service teachers and education consultants, with advanced degrees, who are working in educational technology leadership positions. The certificate will also be supported by the Technologies in Education: Support and Solutions unit in the Faculty of Education which conducts continuous environmental scans of upcoming trends in educational technology software and hardware.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

DLC will be supported by sessional instructors, graduate teaching assistants (PhD students) and one part-time administrative assistant who is responsible for the web-site maintenance and program administration support. Costs for these positions are included in the salary and benefits line of the budget above.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

All necessary facilities and equipment exist; no new facilities are required besides a computer and necessary software for the administrative assistant. The University of Alberta library currently provides all the information resources needed, and the university provides a platform for delivering online instruction (eClass). Currently, eClass consists of the learning management system Moodle for asynchronous delivery and the conferencing system Adobe Connect for synchronous delivery.

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

For program advising, we expect that, due to all students being part-time students with a clearly prescribed program trajectory who take their courses in condensed timeframes or online, there will not be a heavy need for program advising.

For technology support, a Teaching Assistant will be assigned to every course for just-in-time support. Also students may access the Technology in Education: Support and Solutions unit within the Faculty of Education.

5.2 Curriculum

Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.

The curriculum for the proposed DLC program was developed using the ADDIE model for instructional design. The phases of ADDIE are as follows: analysis, design, development, implementation, and evaluation. Each, in relation to the proposed program, is described below.

EDET 421 Technologies for Teaching (on-campus)

This course focuses on the use of technologies to support and enhance teaching and learning in a constructionist-learning environment. Student will engage in project-based exercises that will be used to illustrate how hands-on activities, such as building digital games or robots, can promote critical-thinking and problem solving in PreK-12 classroom.

EDET 422 Social Justice Issues for Technology in Education (Online)

The course will explore various Social Justice issues such as digital equity, social media, inclusive classroom technologies, digital citizenship, etc. Students will examine how digital technologies have impacted the educational environments and communities from various perspectives: philosophical, psychological, historical, political, and cultural backgrounds. It will explore ways technology in education can promote social justice and contribute toward sustaining communities.

EDET 423 Online Pedagogy (Online)

This course addresses the theory and practice of teaching and learning in blended and fully online learning environments. This course will cover topics such as pedagogical frameworks, instructional design, virtual learning communities, and technologies to support online teaching, and approaches to assessment. It will investigate how to deal with changing technological environments that mediate the delivery of instruction.

EDET 424 Project-Based Learning with Educational Technology (Online)

Students will develop and when possible implement a project that incorporates technology into classroom or educational environment.

EDET 425 Special Topics in Educational Technology (Online)

The course will explore emerging technologies that can potentially influence pedagogical practice in PreK-12 educational environments.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

Admission Requirements

To be eligible for admission to University Certificate programs applicants must:

- (1) present a three- or four-year degree from an accredited postsecondary institution
- (2) meet the English Language proficiency requirements as specified in §13.3.

Supporting Documents

- (1) Official post-secondary degree transcripts demonstrating that the degree has been awarded.
- (2) Most recent post-secondary transcripts, if they are from a different institution than (1). (Optional)
- (3) Letter of intent.

Graduation: Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.

Application and Document Deadline: Applications will be submitted directly to the Faculty of Education and are due one month before the next intake. Completed applications will be reviewed by the Digital Learning University Certificate Admission Committee.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

The general program learning outcomes developed for DLC are guided by three documents: 1) *Inspiring Education* (Alberta Education, 2010), 2) the *Learning and Technology Policy Framework* (Alberta Education, 2013) and 3) *Technology Knowledge, Skills and Attributes Guidelines for PreService Teachers* (Faculty of Education, University of Alberta, 2011).

Inspiring Education identifies three key principles that will be incorporated into the DLC:

Engaged Thinker: who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.

Ethical Citizen: who builds relationships based on humility, fairness and open-mindedness; who demonstrates respect, empathy and compassion; and who through teamwork, collaboration and communication contributes fully to the community and the world.

Entrepreneurial Spirit: who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity. (pp. 5-6)

The *Technology Knowledge, Skills and Attributes Guidelines for PreService Teachers* identifies five priorities to guide integration of technology into teaching:

1. Support, Extend and Enhance Student Learning, Inquiry and Creativity through Critical Digital Technologies

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate and critically evaluate the following experiences in order to advance student learning, inquiry, creativity, and innovation in both face-to-face and digital environments.

2. Design and Develop Digital Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating digital tools and resources to maximize subject area learning in context and to address the outcomes identified in the Alberta ICT Program of Studies.

3. Model Effective Uses of Technology for Teaching and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues, benefits of, and responsibilities in an evolving digital culture and exhibit legal and ethical behaviour in their professional practices.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Aligned with the general program learning outcomes above, learning outcomes for specific courses were abstracted from the documents listed above as well as from the International Society for Technology in Education (ISTE) Standards.

Learner outcomes for each course are listed below:

EDET 421 Technologies for Teaching (on-campus)

- engage in learning communities to investigate innovative application to enhance learning with technology
- learn the role of educational frameworks play in their decisions about technology use in the classroom;
- learn through hands-on experience with prominent and emergent educational technologies;
- learn to develop digital enhanced instructional environments that encourage the exploration and investigation of knowledge and acquire deeper understanding through construction of digital artifacts
- demonstrate fluency with various digital technology tools to support innovation and collaboration with colleagues, parents, and community members;
- learn how educational technologies can be used in effectively in various instructional contexts such as problem-based learning and Inquiry-based learning;
- learn how sharing and reflecting on the creation of digital artifacts can support and enhance learning;
- learn how digital tools can support creativity and problem solving;
- demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

EDET 422 Social Justice Issues for Technology in Education (Online)

- learn the impact of educational technology in our society, specifically in areas of social justice
- foster digital citizenship education with their colleagues and in their pedagogical practice, legal and ethical use of technology in communication and teaching;
- learn to effectively use digital tools with learners that have diverse needs and learning styles;

- learn appropriate etiquette and social interactions with digital communication technologies.
- develop an understanding of how digital learning environments influence our cultural and global understanding;
- investigate the evolving field of digital copyright and intellectual property;
- develop and demonstrate leadership skills in educational technology integration into classroom practice;
- contribute to the development of their professional educational community

EDET 423 **Online Pedagogy (Online)**

- learn to effectively use various technologies to communicate with their students, parents, and colleagues;
- learn to effectively use varied forms of on-line assessment (formative, summative) that incorporate digital technologies;
- learn to effectively use digital tools to locate information, analyze and evaluate digital resources and information;
- learn to effectively construct knowledge in collaborative virtual environments;
- learn effective facilitation in on-line interaction
- learn to support the development of cohesive on-line learning communities
- promote student reflection using digital tools to reveal and clarify conceptual understanding and thinking

EDET 424 **Project-Based Learning with Educational Technology (Online)**

- engage in authentic real-world problem solving;
- use collaboration technology tools to promote conceptual understanding and reflective practice in an inquiry-based learning context;
- learn to evaluate educational technology research evidence that supports student learning and make effective decisions based on this evidence;

EDET 425 **Special Topics in Educational Technology (Online)**

- learn ways of remaining informed about emerging technologies and issues surrounding their use
- learn to explore indepth a particular topic in educational technology
- learn to identify connections between new topics and existing issues or contexts within educational technology
- Learn to synthesize new ideas, findings and perspectives in educational technology

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

The School Technology Branch of Alberta Education and Alberta Teachers' Association were consulted on curriculum content.

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

The educational technology subject area committee (six academic staff members) is already in place and has been providing quality assurance for graduate and undergraduate programs.

The program will be continuously monitored to ensure quality using the following indicators:

- Course and instructor assessments after the completion of each course,
- Survey of student and instructors at the end of each cohort,
- Program evaluation every three years,
- Monitor graduation targets (we expect 95% completion),
- GPA monitoring.

The DLC program will adhere to the Campus Alberta Quality Council guidelines for online and blended programs and use the eCampusAlberta [Quality eToolkit](http://quality.ecampusalberta.ca/) (<http://quality.ecampusalberta.ca/>) and — Quality Standards 2.0.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
 (Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p>EDET 421 (3-0-0) Technologies for Teaching This course focuses on the use of technologies to support and enhance teaching and learning in a constructionist-learning environment. Student will engage in project-based exercises that will be used to illustrate how hands-on activities, such as building digital games or robots, can promote critical-thinking and problem solving in PreK-12 classroom. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

Justification: *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the course number that applies to your explanation.*

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY Approval Process _____ Academic Affairs _____
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
(Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p>EDET 422 (3-0-0) Social Justice Issues for Technology in Education</p> <p>The course will explore various Social Justice issues such as digital equity, social media, inclusive classroom technologies, digital citizenship, etc. Students will examine how digital technologies have impacted the educational environments and communities from various perspectives: philosophical, psychological, historical, political, and cultural backgrounds. It will explore ways technology in education can promote social justice and contribute toward sustaining communities. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

Justification: (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the course number that applies to your explanation.

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY	
			Approval Process Academic Affairs	Date _____

FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
 (Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p>EDET 423 (3-0-0) Online Pedagogy This course addresses the theory and practice of teaching and learning in blended and fully online learning environments. This course will cover topics such as pedagogical frameworks, instructional design, virtual learning communities, and technologies to support online teaching, and approaches to assessment. It will investigate how to deal with changing technological environments that mediate the delivery of instruction. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

Justification: *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the course number that applies to your explanation.*

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY Approval Process _____ Academic Affairs _____
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**FACULTY OF EDUCATION
CALENDAR CHANGE REQUEST FORM**

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change. Applicable: Yes No*

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
(Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p>EDET 424 (3-0-0) Project-Based Learning with Educational Technology Students will develop and, when possible, implement a project that incorporates technology into a classroom or educational environment. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

Justification: (Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the **course number** that applies to your explanation.

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	FACULTY USE ONLY	
			Approval Process Academic Affairs	Date _____

FACULTY OF EDUCATION CALENDAR CHANGE REQUEST FORM

Department: Educational Psychology

Implementation: NORMAL
 EARLY (Note: new course offerings only)

Type of Change: Program Regulation*
 New Course*† Course Change
 Course Deletion Editorial

**Documentation is required to verify that other units in the Faculty of Education or other Faculties impacted by the proposal have no objection to the proposed new course or course change.* Applicable: Yes No

†**Attachments:** Course Outline
 KSA (Knowledge, skills and Attributes) Rating Sheets
 (Completed by course developers and instructors)

CURRENT Calendar Section Number (§) <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number (§) 231.108 <i>(Underline all additions)</i>
	<p>EDET 425 (3-0-0) Special Topics in Educational Technology This course will explore emerging technologies that can potentially influence pedagogical practice in PreK-12 educational environments. Only students registered in the Digital Learning Certificate are eligible to enroll in this course. Prerequisite: EDIT 202 or EDU 210.</p>

Justification: *(Note: A detailed justification must be provided except in the case of a course deletion or editorial change). If more than one change is submitted be sure to indicate the course number that applies to your explanation.*

This new course is part of the new Digital Learning Certificate.

Submitted by:	Signature of Department Chair or Designee	Date:	<div style="text-align: right;">FACULTY USE ONLY</div> Approval Process _____ Academic Affairs _____
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10th Flr, 44 Capital Boulevard
10044-108 Street
Edmonton, Alberta T5J 5E6
Canada
www.education.alberta.ca

April 24, 2015

Patricia Boechler, PhD
Associate Dean (Research)
845 Education South Tower
Faculty of Education, University of Alberta
Edmonton, Alberta T6G 2G5

Dear Patricia,

I am pleased to provide this letter of support for the new Digital Learning Certificate. I have reviewed the proposal for this certificate program which will provide current in-service teachers and educational professionals with university credit-based professional development coursework in the area of digital learning. The proposed curriculum supports and aligns with the five core policy directions of the Alberta Government's Learning and Technology Policy Framework and will definitely meet a defined need in providing credit-based professional development in a content area of growing significance. In fact, the certificate program directly supports the Actions under *Policy Direction 3: Professional Learning* which state that the Ministry should work with post-secondary institutions and teacher preparation programs to achieve alignment with the Learning and Technology Policy Framework.

The flexibility of the blended model of instructional delivery aligns well with modeling future practice and definitely meets the needs of the intended participants who are currently working in professional practice.

This new certificate will be a strong addition to the professional learning landscape to enable our teachers to be competent in digital pedagogy which is critical to our students' future. I will be pleased to support its implementation as it proceeds.

Best wishes for a successful program.

Regards,

Elizabeth Gray, Ed. D.
Executive Director
Learning and Technology Resources Sector



The Alberta Teachers' Association

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President

Greg A Jeffery
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Robert J Twerdoclib
Vice-President

Carol D Henderson
Past President

Gordon R Thomas PhD
Executive Secretary

Dennis E Theobald
Associate Executive Secretary

Sharon L Vogrinetz
Assistant Executive Secretary

2015 06 09

Dr Fern Snart
Dean
Faculty of Education
University of Alberta
845 Education South
Edmonton AB T6G 2G5

Dear Dr Snart

Please accept this correspondence indicating the profession's support for the new Digital Learning Certificate. The focus of the program is within an identified need of teachers in Alberta. Upon review of the program the proposed coursework will be of benefit to teachers who enrol in the program. Additionally, offering programs such as this allows teachers to build their level of expertise in specialty areas while at the same time fulfilling their professional commitment to continuous lifelong learning. The Association's support for such programs can be found within our Teacher Education and Certification policy 2.A.42 which states:

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]

While the proposed program provides for the majority of the above, we believe it would be further strengthened if upon completion of the certificate the course credits could be used to "ladder" towards a further credential should the individual choose to do so. This would fulfil point 4 of the above, and also respond to what our members seek in post-graduate programs.

... continued

Snart, 2015 06 09, p 2

We are hopeful this program comes to fruition.

Yours sincerely



Gordon R Thomas
Executive Secretary

GRT/bb

cc M A Gravel, Executive Staff Officer, Professional Development/Teacher Welfare
P A McRae, Executive Staff Officer, Government
M P Yurick, Coordinator, Professional Development



**Alberta Technology
Leaders in Education**



June 8, 2015

To Whom It May Concern,

Alberta Technology Leaders in Education (ATLE) is focussed on supporting the convergence of learning, leading and technology in the K-12 environment. The association has a strong commitment to providing professional learning opportunities for its members and others motivated to address the challenges of effective integration of technology in learning.

The Association would like to express support for the undergraduate Digital Learning Certificate program proposed by the University of Alberta. This certificate program would provide a valuable resource for our members as well as for others who wish to hone their skills in providing excellent learning opportunities for their students.

Sincerely,

A handwritten signature in black ink that reads "Doug Dietz".

Doug Dietz
Executive Director, ATLE
Phone: 403 939 1960
E-mail: execdir@atle.ca

FACULTY OF EDUCATION

COURSE AND PROGRAM CHANGES

PROPOSED CALENDAR CHANGE (2016-2017)

CALENDAR SECTION 12.7

Proposed additions are highlighted and underlined.

(see page 15 from 2015-2016 Calendar)

No changes until ...

Admission and Readmission Deadlines (cont'd)

Education					
	Admission Application	Documents	Readmission Application	Documents	Other Requirements
BEd (Elementary, Secondary Routes)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August			
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year.					
BEd After Degree					
Fall Term	March 1	March 15 (See Note 1) June 15 (See	March 1	March 15 (See Note 1) June 15 (See	
Winter Term	No admission		Previous students - November	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
Notes (1) All previously completed course work and course registration of current year. (2) Final results of current year, including notation of degree awarded/conferred.					
BEd (Adult Education Route)					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
University Certificates: Advancing Adolescent Literacy; Digital Learning; Early Childhood Education					
Contact the Faculty prior to applying. (See § 76.1 for contact information).					
Diploma in Education					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
Special/Visiting					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

No further changes.

FACULTY OF EDUCATION
COURSE AND PROGRAM CHANGES
PROPOSED CALENDAR CHANGE (2016-2017)
CALENDAR SECTION
75 PROGRAMS OF STUDY

Current	Proposed
<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Certificates The Faculty of Education is the administrative unit for a number of certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Bachelor of Education Programs for Holders of Approved Degrees</p> <p>76.1 Advanced Study in Education</p>	<p>75 Programs of Study</p> <p>No changes until ...</p> <p>75.19 Embedded Certificates (Undergraduate) The Faculty of Education is the administrative unit for certificates offered to graduating students which acknowledge formally that students have studied particular themes, within one discipline, or across disciplines. Normally the requirements for the certificates can be completed as part of the requirements for the degree; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for both the degree and the certificate. The following certificates are available: Certificate in Global Citizenship: available to undergraduate students across the University, regardless of Faculty or program.</p> <p>[No changes until ...]</p> <p>76 Advanced Study in Education for Holders of Approved Degrees</p> <p>76.1 Free-Standing University Certificates The Faculty of Education offers professional learning through free-standing for-credit University Certificates in the following areas: Advancing Adolescent Literacy Digital Learning Early Childhood Education Admission to University Certificates requires a three- or four-year degree (see §16.6.9 for admission and document requirements). University Certificates consist of a minimum of *15 credits. Certificates will be awarded for the successful completion of the designated courses within the Certificate and with a final GPA of 2.0 or above. Certificates must be completed within four years.</p> <p>76.1.1 Advancing Adolescent Literacy (*15) *3 EDPY 420 Language Foundations and Word Reading *3 EDPY 421 Reading Comprehension and Assessment *3 EDPY 422 Cultural and Linguistic Diversity and Reading *3 EDPY 423 Reading in the Disciplines *3 EDPY 424 Data-Driven Literacy Instruction, Leadership, and Collaboration. For more information contact J.P. Das Centre on Developmental and Learning Disabilities within the</p>

Department of Educational Psychology or visit aari.educ.ualberta.ca.

76.1.2 Digital Learning (*15)

*3 EDET 421 Technologies for Teaching

*3 EDET 422 Social Justice Issues for Technology in Education

*3 EDET 423 Online Pedagogy

*3 EDET 424 Project-Based Learning with Educational Technology

*3 EDET 425 Special Topics in Educational Technology

For more information contact the Department of Educational Psychology or visit edpsychology.ualberta.ca.

76.1.3 Early Childhood Education (*15)

*3 EDEL 355 Teaching and Learning in Early Childhood Settings

*3 EDEL 404 Developing Literacy in Early Childhood Settings

*3 EDEL 455 Play as a Teaching and Learning Strategy

*3 EDEL 457 Theory and Practice in Early Childhood Education

*3 EDEL 400-Level Early Childhood Elective

For more information contact the Department of Elementary Education or visit elementaryed.ualberta.ca.

76.1.1 Diploma of the Faculty of Education

[No changes until ...]

76.1.2 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)

76.2 Diploma of the Faculty of Education

[No changes until ...]

76.3 Graduate Degree Programs in Education

[No changes until ...]

77 Courses

Faculty of Education courses are listed in §231, Course Listings, under the following subject headings:

Education – (EDU)

Education – Adult Education (EADAE)

Education – Career and Technology Studies (EDCT)

Education – Elementary (Curriculum and Pedagogy) (EDEL)

Education – Elementary and Secondary (Curriculum and Instruction Common Courses) (EDES)

Education – Education and Technology (EDET)

Education – Field Experience (EDFX)

Education – Instructional Technology (EDIT)

Education – Policy Studies (EDPS)

Education – Psychology (EDPY)

Education – Secondary (Curriculum and Teaching) (EDSE)