THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Curriculum Committee
c/o
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17 July 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **a. CERTIFICATE PROGRAMS:**
i. UBC Certificate in Cultural Planning
ii. UBC Certificate in Digital Strategy
iii. Graduate Certificate in Educational Administration and Leadership

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Attached please find the following certificate programs for your information:

i. UBC Certificate in Cultural Planning,
ii. UBC Certificate in Digital Strategy, and
iii. Graduate Certificate in Educational Administration and Leadership

The programs have been recently approved by the Senate Curriculum Committee.

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee

Summary Report to the Senate Curriculum Committee

Proposed Name of Certificate Program: UBC Certificate in Cultural Planning

Date of Submission: July 17, 2012

Sponsoring Faculty/Department/School: UBC Continuing Studies

Contact Person:

Name: Don Black

Title: Program Director, Community Programs and Centre for Cultural Planning and Development

Telephone: 604-822-1460

Email: don.black@ubc.ca

Supporting UBC Partners or External Partners:

The proposed UBC Certificate in Cultural Planning will be offered online by UBC Continuing Studies.

2010 Legacies Now (now Lift Philanthropy Partners) has provided $450,000 over three years to UBC Continuing Studies to support the development of the UBC Certificate in Cultural Planning and other educational programs in the area of cultural planning and development as a legacy of the Vancouver 2010 Olympic and Paralympic Winter Games.

The Creative City Network of Canada is providing ongoing professional advice and promotional support for the UBC Certificate in Cultural Planning. The Creative City Network of Canada is a national organization representing municipal staff working on arts, cultural and heritage policy, planning, development and support in cities across Canada. More than 120 Canadian municipalities are members of the Creative City Network of Canada.

Program Description:

The UBC Certificate in Cultural Planning is designed for professional and managerial staff working or planning to work in the field of cultural planning at the local, regional and national levels. There is a growing demand within government at all levels for professionals with the education, training and skills to successfully develop and apply policy and programs that organize and leverage cultural resources to support and further sector, community and economic development. The UBC Certificate in Cultural Planning addresses this demand by providing students with a foundation of core knowledge, practical skills, and an historical, cross-sectoral and comparative perspective on cultural planning. The proposed program will be accessible worldwide as it will be delivered in an online format.

Rationale for the Certificate Program:

The concept of cultural planning first emerged in the 1970's and 1980s as cities in Europe and North America began to incorporate and leverage arts and culture as part of their urban regeneration and economic development strategies. More recently, the work of Richard Florida, Charles Landry, Glen Murray and others has significantly raised the profile of creativity, culture and cultural planning as powerful new drivers for building local and regional economies and livable communities.

As a result, there is a growing demand for cultural planners at all levels of government, especially at the local level in cities across North America and Europe. However, there are no formal education programs in North America and very few in Europe that focus on cultural planning and the role it plays in community and economic development. Cultural planning offices (or their equivalents) recruit staff from arts organizations, government departments and other related sectors, and train them on the job, as best they can. This is a challenge even for cultural planning offices in large cities, and it is extremely difficult in small and medium sized communities.

The UBC Certificate Program in Cultural Planning addresses the growing demand for cultural planners across North America and Europe and provides focused continuing education in this topic area that is not currently available elsewhere.

Proposed Length/Duration (indicate hours, credits, months, etc.):

The proposed UBC Certificate in Cultural Planning is equivalent to 150 hours of University study. Students must successfully complete two required core courses and four electives, which are all offered online. Each course is eight weeks in length and students are expected to spend ten to twelve hours per week on learning activities, which include lectures, videos, quizzes, readings, assignments, projects and group discussions.

Proposed Curriculum Topics (list by brief descriptive titles only):

- Foundations of Cultural Planning (required)
- Urban Cultural Planning (required)
- Cultural Plans and Cultural Mapping (elective)
- Creative Placemaking (elective)
- Cultural Heritage (elective)
- Cultural Facilities (elective)
- Festivals and Special Events (elective)
- Cultural and Creative Tourism (elective)
- Program Evaluation (elective)

Target Learners:

The UBC Certificate in Cultural Planning is targeted at

- staff currently working in cultural planning offices (or equivalent) in cities across North America and Europe and looking for professional development courses;
- staff working in other government departments looking to move into a cultural planning position;
- university-educated adults, usually with an arts background, looking to enter the field of cultural planning;
- staff employed in arts and cultural organizations and cultural industries; and
- consultants working in the field of cultural planning and development.

Student Admission Criteria:

Students are expected to meet the following requirements:

- University degree or equivalent;
- Three years of work and/or volunteer experience in a relevant area (e.g., local government, arts and cultural organizations);
- Fluency in the English language, including good written and verbal communication skills;
- Access to a computer and full Internet access either through home or work, including an email account.

Student Assessment/Grading Methods:

Students will be assessed in each course on learning activities (e.g., participation, assignments, individual and group projects, and tests). To receive credit for a course, students must earn a minimum passing grade of 60%. This program uses the Percentage/Letter Grade system used by the Faculty of Graduate Studies for master's programs.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

To be awarded the certificate, students must earn a minimum passing grade in all six courses and must successfully complete the two required courses and four electives within four years of first enrolling in

the program (i.e., courses offered as part of the certificate program that are completed more than four years prior to graduation cannot be applied to meet the certificate requirements).

Program Delivery Format

This is a part-time program. Courses are eight-weeks in length and delivered 100% online with the support of an online instructor.

The UBC Centre for Teaching, Learning and Technology (CTLT) is working with UBC Continuing Studies, on a cost recovery basis, to develop the online courses for the certificate program. The CTLT team is led by Jeff Miller, Senior Manager, Distance and Blended Learning and includes CTLT instructor designers/ project managers.

We are using UBC's Learning Management System, Blackboard Learn, as the platform for all the online courses in the program.

Marketing/Promotion Strategy

The UBC Certificate in Cultural Planning is promoted by UBC Continuing Studies through course calendars, websites, Google ad words, search engine optimization, and events. The program is also promoted through communities of practice and supporting organizations (e.g., the Creative City Network of Canada, local government departments, and regional and national departments and agencies such as the Canada Council and Heritage Canada).

Assessment of Impact on Departmental and University Resources

We received a $450,000 grant over three years from 2010 Legacies Now to support the development of the certificate program and other programs in cultural planning. The courses and program will be delivered on a cost-recovery basis.

Assessment of Financial Viability

We conducted substantial market research in preparing our funding application for 2010 Legacies Now. This included consultations with the municipal cultural planning offices in Metro Vancouver and more than 100 individual members of the Creative City Network of Canada (mostly directors of cultural planning or equivalent from cities across Canada), as well as department and agency heads in Canada, the U.S. and the Council of Europe. We also held an intensive, two-day facilitated workshop with our advisory committee in Vancouver.

We are confident that there is sufficient demand for an online program of this type, especially in North America and Europe, and our enrolment and revenue projections (based on modest enrolment targets) show that student course fees will cover the full cost of delivering and maintaining the program.

Current Program Advisory Committee Members

UBC Committee Members:

- Robert Gardiner, Professor, Department of Theatre and Film, University of British Columbia
- Thomas Hutton, Professor, Centre for Human Settlements, University of British Columbia

Community Committee Members:

- Elena Bird, Senior Policy Advisor, Economic Development and Cultural Policy, City of Toronto and Vice-President, Creative City Network of Canada
- Simon Brault, CEO, National Theatre School of Canada, Vice-Chair, Canada Council for the Arts, and Chair, Culture Montréal
- Sue Harvey, Principal, Taylor-Harvey, Inc. and former managing director, Cultural Services, City of Vancouver
- Tim Jones, President and CEO, ArtScape
- Bob Lynch, President and CEO, Americans for the Arts
- Robert Palmer, Director, Culture and Cultural and Natural Heritage, Council of Europe

The proposed UBC Certificate Program will be led by Don Black, Program Director, Community Programs and UBC Director of the UBC Continuing Studies Centre for Cultural Planning and Development. We have also contracted Burke Taylor to serve as the Community Director for the UBC Continuing Studies Centre for Cultural Planning and Development.

Don Black has more than 20 years of experience in post-secondary education, including online and distance education, and leads our arts, humanities and public affairs programs, as well as programs for seniors and special lectures and events (e.g., the annual Milton K. Wong Lecture and the annual Vancouver Human Rights Lecture, both broadcast nationally and internationally on the CBC Radio One program, *Ideas*.). Don also recently developed the official education program for the Vancouver 2010 Olympic and Paralympic Games, which included the first online Olympic and Paralympic education program.

Burke Taylor is a leading cultural planner and producer. He was Vice President, Culture and Celebrations for the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC), and Executive Producer of the Cultural Olympiad. He is past director of Cultural Affairs at the City of Vancouver as well as founder and past president of the Creative City Network of Canada.

Attachment A

1. Cultural planning positions include: cultural planning officer, cultural affairs officer, cultural coordinator, cultural development officer, and related manager positions. The following list of responsibilities was drawn from a recent job posting by the City of Toronto (2/10/12) for three Cultural Development Officers, and it provides an overview of a typical position that would benefit from professional development through the proposed certificate program.
http://wx.toronto.ca/inter/hr/jobs.nsf/0/2252e7850db2b6b9852576570042ade5?OpenDocument

Major Responsibilities:

Reporting to the Senior Cultural Affairs Officer, the Cultural Development Officer assists in the development and implementation of cultural programs and projects to foster and enhance the growth of Toronto as a creative City.

- Identifies emerging cultural issues through knowledge of trends and changes in the sector, assesses the required resources, develops strategies and proposes initiatives to increase cultural impact on the economic and social life of the city
- Identifies opportunities (e.g., trade missions, major festivals) and proposes actions that the City could take to support the 'Agenda for Prosperity' to foster Global Toronto through culture
- Plans, conducts, interprets and evaluates research and policy studies, including joint projects within division and with other City divisions, task forces and committees, other levels of government and other external groups and agencies
- Consults and/or works collaboratively with external groups, including the development of contacts with others at the municipal, provincial, and federal levels, non-governmental organizations and interest groups, other agencies and the private sector
- Facilitates and initiates new and innovative partnerships to support cultural organizations to advance the development of the sector
- Maintains awareness of programs at other levels of government and conducts consultations with Toronto cultural organizations to foster international connections and profile for Toronto as a creative city
- Liaises with City Planning, Toronto Artscape, and cultural organizations to track changes in the Toronto real estate market to assess the impact (e.g. gentrification, new development) on affordable/sustainable art space in Toronto
- Proposes actions that the City could take to secure cultural space in the context of actions taken by other global cities with respect to attraction/competition for space
- Leads intra- and/or inter-divisional staff teams on special projects. Oversees the work of outside consultants
- Participates on internal or external work teams, steering committees, etc. Contributes content and reviews report drafts for congruence with City objectives
- Works with other City Divisions to ensure that cultural and creative objectives are properly aligned with corporate initiatives (e.g. developing recommendations with Affordable Housing Office for Artists Affordable Housing in the City's Housing Plan 2008

- Provides background research on complex cultural issues and supports stakeholder consultations; information flow and internal City review processes
- Researches, organizes and writes briefing materials, discussion papers, policy proposals, reports and correspondence on cultural issues. Prepares reports on complex cultural subjects for consideration by City Council and its Standing Committees. Example, progress implementing the Culture Plan
- Provides input, analysis and direction on next steps into such documents as the 'Creative City Planning Framework' as a supporting document to the 'Agenda for Prosperity' and 'Imagine a Toronto'
- Develops roll-out plans, assists in communication requirements, liaises with service area communications staff, prepares mailing lists and ensures distribution to appropriate stakeholders
- Coordinates and prepares bi-annual progress reports for City Council on eleven cultural indicators
- Represents the City's interest on committees for national and provincial projects such as CADAC: Canadian Arts Database des Arts Canadienne; Creative Cities Network; the OMBI Culture Indicators Expert Panel
- Provides assistance to the Senior Cultural Affairs Officer on the operation of the Toronto Poet Laureate program
- Provides analysis of grant applications received from major cultural organizations, CultureBuild and Toronto Artscape to support the peer review process
- Reviews applications for completeness and quality of submission. Analyzes financial information, identifies issues, works with applicants to make improvements, etc.
- Organizes peer review meeting and prepares materials, etc. Attends meeting, takes notes, prepares documentation and follows up on issues
- Provides analysis of new requests and renewals for City Line of Credit guarantees and Capital Loan guarantees for cultural organizations
- Reviews requests for completeness and quality of submission. Analyzes financial information, identifies issues, works with organizations to make improvements, etc. Prepares draft materials for Corporate Finance. Ensures all required section management and Committee Chair are briefed
- Maintains the tracking database of organizations receiving guarantees for annual reporting purposes
- Develops and maintains content for the Section's web site by consulting with all Units in Cultural Services
- Maintains the Live With Culture website, showcasing all of the cultural activities in Toronto
- Attends the Creative City dinners and produces a written summary of the event/discussion for posting on the Live With Culture site
- Works with Web Competency Centre on appropriate presentation and look
- Liaises with Cluster and Strategic Communications on projects
- Acts as a point of contact for external and internal inquires providing information related to cultural initiatives

THE UNIVERSITY OF BRITISH COLUMBIA

Certificate Program Under Development

Technology, Media & Professional Programs, UBC Continuing Studies

Executive Education, Sauder School of Business

Proposed Name of Certificate Program: UBC Certificate in Digital Strategy

Date of Submission: May 3, 2012

Sponsoring Faculty/Department/School: Technology, Media & Professional Programs, UBC Continuing Studies

Contact Person(s):

Name: Raquel Collins

Title: Associate Director

Telephone: 604-822-8666

Email: raquel.collins@ubc.ca

Name: Fiona McAuley

Title: Senior Program Leader

Telephone: 604-822-7525

Email: fiona.mcauley@ubc.ca

Supporting UBC Partners or External Partners: Sauder School of Business, Executive Education

Program Description:

The Certificate in Digital Strategy is an applied program that helps students identify and enhance their knowledge base to effectively drive digital strategy. This includes developing a sound framework, combined with best practices in leading digital teams, assessing competitive intelligence, enabling customer engagement, identifying the digital value chain, and interpreting data to optimizing performance. Being able to assess an organizational culture and structure for digital readiness, aids in determining digital solutions and setting goals that align with the overall vision. Participants learn effective digital strategies using actual case studies from leading industry experts, digital innovators and digital strategy professionals The curriculum is aligned with best and accepted practices that are demonstrated by organizations and industries successfully leading digital strategic initiatives while confronting the fast changing pace of innovation, information and technology. Topics include digital readiness, governance, strategic thinking in the digital context, digital market assessment, business models and performance optimization and digital strategic planning.

This part-time, 100% online certificate program is designed for those professionals, leaders and entrepreneurs who are looking to build their knowledge, skills and abilities in digital strategy.

Rationale for the Certificate Program:

The UBC Certificate in Digital Strategy offers a range of business professionals the opportunity to explore digital strategies in a program that takes a flexible and integrated approach to education through 100% online delivery.

The program design has been guided by feedback from market research that included a review of labour market demand, job postings, and characteristics of the learner community (present and desired capabilities)*. Market research was also obtained from practicing digital or social media specialists and potential students, as well as feedback from graduates of the UBC Award of Achievement in Web Analytics and the UBC Award of Achievement in Social Media, and the program advisory committee.

This program will build upon the current principles and knowledge learned through the Web Analytics and Social Media programs, as well as build on developing and new industry practices in the digital space to provide a more advanced level of courses for professionals who are actively playing the role of "digital strategist".

This program will attract a more experienced professional who may also have not taken either Award of Achievement programs. The target audience would consist of both existing graduates from the Social Media, Integrated Marketing Strategy and Web Analytics programs (681 graduates) and new audiences looking to specialize in this field. A Digital Strategy certificate allows a window for future growth and opportunity to develop out new focus and specializations as the field matures. It also serves a need for more advanced courses to build towards industry certification maintenance such as PDUs for the Certified Web Analyst designation.

The program takes a case learning approach to assessing an organization's digital readiness, and focuses on teaching participants how to apply critical –thinking, analytical skills, and situational awareness to the planning and implementation of a digital strategy. As the global world and environment shifts to include a range of digital platforms, organizations need to consider different business models and strategies to meet the challenges of on-going innovation and change. The new UBC Certificate in Digital Strategy program will provide a roadmap to advance in the digital space.

Program Goal

The goal of the UBC Certificate in Digital Strategy is to help leaders acquire the critical thinking and analytical skills to develop and lead strategy for the use of digital products, services and platforms. Specifically this includes determining strategies to lead and educate organizations to embrace the changing pace of technology, information, and innovation in the digital world.

Key Learning Outcomes

By the end of this program, participants should be able to…

- Define a digital strategy, identify stakeholders and communicate a plan that aligns with the organization's business models and goals.
- Undertake ongoing market assessment to determine rapidly evolving opportunities and threats in the digital space.
- Prioritize and rationalize resource allocation for digital initiatives.
- Motivate and lead high-performing, cross-functional teams as well as attract and develop talent for the digital space.
- Apply leadership and change management strategies to respond to emerging digital opportunities.
- Evaluate and optimize digital strategy across platforms to ensure positive ROI.

- Articulate ethical guidelines and governance policies that support digital strategies.

Target Learners

The program serves the needs of learners pursuing study for professional development. The program will target Digital Strategic Managers and Digital Specialists, as well as professionals and entrepreneurs who are involved in marketing, communications, analytics, technology, and/or business development, and are driving innovation and change in the digital space.

Program participants include digital natives or a traditional well-seasoned manager who are taking on the role of "digital strategist". The program is designed for those with at least three-five years' experience in leading teams or start-ups, managing resources, and implementing strategy and who may come from a diverse range of industries and sectors (technology, entertainment, services, health, resource-based, government, non-profit). The program also benefits experienced digital practitioners who have worked in web analytics or social media roles and who wish to expand on their leadership and strategic planning skills.

Proposed Length/Duration

The certificate program will consist of 4 required courses (a minimum of 150 total hours) delivered part-time over a 24 month period. Courses for this certificate program will start being offered in Fall 2012/Winter 2013.

Program Structure/ Delivery Format

The program will be delivered 100% online using a case-based learning approach. All courses will be delivered through a learning management system.

The program is designed so that as each module of a course is completed; a foundation is established upon which each subsequent module will build. This progression ensures that students emerge with the knowledge and practical skills needed to support program management activities.

Program Context

The program will be a certificate program consisting of 4 required courses from 4 to 8 weeks in length (online). Each course will have a specifically designed and graded assessment strategy.

Program Operation

The program will be led and facilitated by experienced and practicing industry experts, digital innovators and digital strategy professionals.

Proposed Curriculum Topics/Goals

There are 4 required courses of this certificate program including:

Strategic Thinking in the Digital Context
To provide learners/participants a critical thinking framework, to create a comprehensive understanding and awareness of digital strategy as applied to organizational leadership.

Digital Market Assessment, Business Models and Performance Optimization
To provide learners/participants an understanding and applied skills for market assessment, business models and performance optimization

Digital Readiness/Governance
To provide learners/participants the necessary skills to perform an organizational self-assessment, and evaluate the capabilities and level of readiness to apply to a digital strategy.

Digital Strategic Planning
To create a" *living"* digital strategic plan that aligns with students' organizational goals, resources, and overall vision.

Student Admission Criteria

All applicants to the UBC Certificate in Digital Strategy must meet the following minimum requirements:

- Program applicants must have post-secondary education and a management or entrepreneurial background gained through experience. Marketing, communications, analytics, technology, business development, leadership and/or operational management experience in the digital space is highly recommended.
- English language proficiency (TOEFL) test results may be required
- Access to a computer and full Internet access either through home or work, including an email account
- Familiarity with MS word, excel, PowerPoint and diagramming/flowcharting software applications

Student Assessment/Grading Methods

To be granted the UBC Certificate in Digital Strategy, participants must successfully complete required courses and demonstrate competency in digital strategy by earning a minimum passing grade 60% on each of the required courses. Students will be assessed on participation, assignments, projects, and tests.

Participants should be prepared to spend six to ten hours per week reading case studies, lectures and white papers as well as completing online discussions and independent study. Participants participate in a self-assessment exercise at the start of the program and build their "digital skills" competencies throughout the program. Final assessment consists of creating a digital strategic plan for an organization.

Participants must complete all requirements for graduation within two years of admission to the program.

Marketing/Promotion Strategy

This program will be promoted by UBC Continuing Studies and Sauder School of Business Executive Education through course calendars, websites, email marketing, brochures, direct mail, print advertising, ad words, search engine optimization, events and industry associations.

Assessment of Impact on Departmental and University Resources

The program development costs have been accounted for and, based on projected earnings, should be recovered within two years from the launch date. The program's management and support staffing requirements will be allocated fairly and balanced among individuals' current program responsibilities. The program will also run off of existing systems for student registrations, scheduling, certificate tracking and learning management systems to benefit from economies of scale.

Assessment of Financial Viability

The Certificate in Digital Strategy will be a cost-recovery program based on a revenue sharing model with the Sauder School of Business, Executive Education. Revenues from currently successful programs within the division will support the funding for the development but with the expectation that funds will be recovered through future earnings within 2 years from the launch date. The program offers a new curriculum and instructional expenses are based on a per student basis so it is possible to run a class with minimal enrollments.

Current Program Advisory Committee Members

- Rochelle Grayson: Program Advisor, and CEO, Book Riff
- Kelly Kubrik, President, Online Authority.com
- Christopher Berry, VP Measurement, Science Syncapse
- Andrea Hadley, Partner/Conference Director, eMetrics Toronto;; Partner/ Conference Director at IMC Vancouver
- Nick Jones Director, Founder Nick Jones Consulting, former Creative & Product Development CBC, Director Digital Product Development CBC
- Mathew Snyder, Founder & CEO, Analog.Digital.Objects Inc.; Co-Founder at ResponsiveAds; Founder and Producer at MXM (MediaCrossMedia) Events
- Jim Southcott, Chief Strategic Officer at Station X; former Chief Strategic Officer at TBWA
- Michael Tippett, Founder NowPublic; Executive Director GrowLab; Cofounder 1TinyStep.com
- Angele Beausoleil: Chief Innovation Officer at Agent Innovateur Inc.; PHD Innovation
- Gordon Rein, Program Director, Program Director, Executive Education, Sauder School of Business, UBC
- Paul Cubbon, Instructor, Marketing Division, Sauder School of Business, UBC
- William Koty, Director, Centre for Sustainability, UBC Continuing Studies

Administration:

- Raquel Collins, Associate Director, UBC Continuing Studies
- Fiona McAuley, Senior Program Leader, UBC Continuing Studies

Final Approval Expected from the Following Deans/Department Heads:

Dr. Daniel Muzyka, Dean, Sauder School of Business, UBC

Dr. Judith Plessis, Executive Director, UBC Continuing Studies

Proposed Name of Certificate Program:
Certificate in Educational Administration and Leadership

Date of Submission:
April 17, 2012

Sponsoring Faculty/Department/School:
Faculty of Education

Contact Person:

Name	Michelle Stack
Title	Associate Professor, Educational Studies
Telephone	604-822-9101
Email	michelle.stack@ubc.ca

Supporting UBC Partners or External Partners:
UBC Department of Educational Studies

Program Description (*maximum 250 words*):
The **Educational Administration and Leadership Program** (EDAL) is a graduate program for students who aspire to be leaders in a wide array of formal and informal educational settings. The EDAL program offers both MA and MEd options. It aims to engage students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.

Graduates will be prepared to provide leadership as educators, administrators and facilitators of educational change within schools and communities.

We approach educational leadership as a situated ethical practice that extends the boundaries of schooling into the community by engaging with social justice issues. Educational leaders engage with multiple constituencies holding conflicting social, political and cultural claims regarding the aims of education in a democratic and pluralist society. We seek candidates who care about these issues, understand the potential of education in fostering personal development and citizenship in a democratic and multicultural society, and who want to positively influence teaching, learning and the public space in which education operates.

The Program has been operating for over 40 years and has over 800 graduates, many of whom occupy strategic educational roles in schools, school districts, non-governmental organizations and in other community settings.

A focus on education and educational leadership rather than “training” gives our program a special character.

Rationale for the Program:
The certificate addresses a Memorandum of Understanding for the Collaborative Development and Delivery of School Leadership Programs that UBC signed in 2008 along with eight other

post-secondary institutions in B.C., the Ministry of Education, and Ministry of Advanced Education in B.C. As collaboratively decided, each institution has developed its own certificate program, taking into consideration the flexibilities and constraints of the institutional context, that meets the MoU requirement for a pre-Master's level program that students can ladder into a Master's program in the area of educational leadership.

Proposed Length/Duration (*indicate hours, credits, months, etc.*):
12 credits (three required and one elective 3-credit courses). Courses are taught over the winter terms and in the spring and summer terms. Each three credits course involves 39 hours of classroom time. Winter term courses are usually held one evening a week for three hours for 13 weeks. Summer term 1 courses are held twice a week for 6-7 weeks and summer term 2 courses run daily, Monday to Friday, 3 hours each day for three weeks. For students taking one course per term, the certificate could be completed in four terms as outlined below. It could be completed in less time for those able to take more than one course per term.

Proposed Curriculum Topics (*list by brief descriptive titles only*):
Required courses are:
EDST 532 (3) Leadership in Educational Organizations
EDST 581 (3) Leadership, Administration, and the Aims of Education
EDST 582 (3) The Study of Educational Organizations

Target Learners:
1. Students who want to pursue graduate studies in educational leadership at the Certificate level;
2. Students who already have a master's degree in an area other than educational administration and leadership who are taking on leadership roles in schools and school districts and desire additional education related to leadership studies;
3. Students who want to take educational leadership courses prior to applying for a M.Ed. or M.A. in Educational Administration and Leadership.

Student Admission Criteria:
Criteria for admission to the Certificate program will be the same as those required for admission to the Faculty of Graduate Studies and the M.Ed. program in Educational Administration and Leadership. Graduates of the Certificate program will be required to apply to the M.Ed. or the M.A. program if they wish to pursue further studies in this area (i.e., admission to the master's program is not automatic once the Certificate is completed). Once admitted to the M.Ed. or to the M.A. program, students may apply Certificate courses to the degree program.

Student Assessment/Grading Methods:
All courses are percentage graded as follows:
A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight,

and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- one or more significant errors in understanding
- superficial representation or analysis of key concepts
- absence of any special initiatives
- lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%.

B is from 72% to 75%.

B- is from 68% to 71%.

C+ is from 64% to 67%

C is from 60% - 63%

The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students. Students should check the University Calendar for information on what constitutes "Satisfactory Progress" for masters and doctoral students. In general, a grade of 68% must be maintained to remain in good standing. See the Faculty of Graduate Studies section of Calendar for more information. < http://www.students.ubc.ca/calendar/index.cfm?tree=3,42,0,0>

Satisfactory progress as defined by the Faculty of Graduate Studies for masters' programs must be maintained.

Program Delivery Format:
The intent is that the certificate program will be delivered on campus; however, the possibility exists that the certificate may be offered later through off-campus cohorts or through distance education, which would likely involve the Faculty's Office of External Programs and Learning Technologies (EPLT). The certificate courses are already offered on campus, employing a flexible schedule (sometimes they are offered on weekdays and sometimes on Saturdays) designed to enable greater student participation.

Marketing/Promotion Strategy:

The EDAL will be advertised on the department's website and flyers will be developed and distributed to relevant organizations such school districts, unions, non-profit associations., educational stakeholder organizations.

Assessment of Impact on Departmental and University Resources:
EDAL certificate students will attend existing courses and thus no new curriculum development or staffing resources are required. Faculty and staff's involvement in the compilation and assessment of applications will increase slightly. Revenue generated will help with curriculum development such as the possibility of summer institutes.

Assessment of Financial Viability:
Given that this certificate builds on existing resources, the program is deemed to be financially sustainable and may generate additional resources to assist with upgrading and updating the curriculum.

Fees:
There will be a course-based tuition fee. Fees will be the same as for the Master of Educational Technology Certificate ($1407.70 per 3 credits course) please see the M.E.T.

Current Program Advisory Committee Members (*list names and affiliations*):
All EDAL faculty will serve as the advisory Committee

Dr. Mark Aquash
Dr. David Coulter
Dr. Gerald Fallon
Dr. Hartej Gill
Dr. Andre Mazawi
Dr. Wendy Poole
Dr. Michelle Stack
Dr. Taylor Webb

Final Approval Expected from the Following Deans/Department Heads:
Dr. Blye Frank, Dean of Education
Dr. Donald Fisher,

Attached: UBC Curriculum Proposal Form.

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Education **Department**: Educational Studies **Faculty Approval Date**: November 16, 2011 **Effective Session**: 2012 Summer	**Date**: October 18, 2010 **Contact Person**: Wendy Poole **Phone**: 604-822-5462 **Email**: wendy.poole@ubc.ca
Proposed Calendar Entry: Graduate Programs … Graduate Certificates **Graduate Certificate in Educational Leadership and Administration** **The Certificate in Educational Leadership and Administration engages students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.** **Admission, including language proficiency requirements, will be the same as for admission to the Faculty of Graduate Studies the Master of Education in Educational Administration and Leadership.** **Students in the Educational Leadership and Administration certificate program may apply for admission to the Educational Leadership and Administration Master of Education program and transfer up to four certificate courses (12 credits) towards completion of the degree.**	**URL:** www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0#7907 **Present Calendar Entry:** Graduate Programs … Graduate Certificates Graduate Certificate in Technology-Based Distributed Learning (TBDL) … **Type of Action:** Create new graduate certificate **Rationale for Proposed Change:** The Graduate Certificate in Educational Leadership and Administration is being designed to meet the continuing professional development needs of educators with an interested in educational leadership including teacher leadership and school leadership. Such individuals might include head teachers, vice-principals and school principals, union leaders, informal educational leaders, Ministry of Education and school district personnel. Educational leadership in a wide variety of contexts including public, private, community schools, and not-for-profit agencies and organizations will be considered. Students will complete 12 credits of coursework

Certificate Requirements **A student must complete four courses (12 credits). Three of the four courses must be core courses (EDST 532, EDST 581 and EDST 582). In addition, students will take one elective course in the Faculty of Education as approved by the pro tem advisor.** **Students must maintain satisfactory progress as defined by the University for master's students.** Graduate Certificate in Technology-Based Distributed Learning (TBDL) …	through which they will learn about the relation of multiple perspectives and theories to their practices as educators. Courses will face to face or a mix of face to face and online learning. Face to face sessions will be held on the UBC campus in the evening to allow for participation of students who are working during the day to attend. **Rationale for Proposed Change:** The certificate addresses a Memorandum of Understanding for the Collaborative Development and Delivery of School Leadership Programs that UBC signed in 2008 along with eight other post-secondary institutions in B.C., the Ministry of Education, and Ministry of Advanced Education in B.C. As collaboratively decided, each institution has developed its own certificate program, taking into consideration the flexibilities and constraints of the institutional context, that meets the MoU requirement for a pre-Master's level program that students can ladder into a Master's program in the area of educational leadership.