UNIVERSITY OF ALBERTA

HANDBOOK ON UNIVERSITY CERTIFICATE DEVELOPMENT

THE UNIVERSITY OF ALBERTA offers three general types of certificates across a range of disciplines. The intent of this handbook is to provide guidance on each certificate type to assist Faculties and Departments with the development and enhancement of these credentials.

PURPOSE OF CERTIFICATES

Certificates are intended to recognize student achievement in particular areas of focus not readily apparent on a student's degree or transcript.

EMBEDDED CREDIT CERTIFICATES

The University of Alberta began offering embedded credit certificates in 2006. An embedded credit certificate implies that the requirements of the certificate can be met by students during the completion of their regular degree program. The embedded certificate defines a specific area of focus for the student during the course of their degree program. In some cases, students may choose to complete courses extra to their degree in order to receive a certificate. Embedded credit certificate programs may be offered at either the undergraduate or graduate level. Graduate students cannot receive an undergraduate certificate as part of their program of studies. There are no additional fees assessed for courses taken towards an embedded certificate other than those that would normally apply to those courses. Faculties are responsible for the administration and monitoring of their students in embedded credit certificate programs. At the time of degree program completion, Faculties must provide the Registrar's Office with the names and ID numbers of those students that have also completed the requirements for an embedded credit certificate.

Embedded credit certificates are approved by the following route: Faculty Council of the proposing Faculty[1], GFC Academic Standards Committee Sub-committee on Standards, GFC Academic Standards Committee (final approver). In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to the GFC Academic Planning Committee for approval.

Embedded certificates that offer an interdisciplinary area of focus for students across Faculties are approved by the same route. The Faculty in which the certificate is being initiated would be considered the proposing Faculty; all certificates must have a proposing Faculty. An embedded certificate that is being offered jointly by two or more Faculties would

[1] The proposing Faculty for all graduate embedded certificates is the Faculty of Graduate Studies and Research.

be reviewed by both Faculty Councils. Certificate proposals affecting another Faculty (i.e. courses required for the certificate, course capacity, etc.) should be developed in consultation with the appropriate Vice-Dean or Associate Dean responsible for programs in the impacted Faculty. Evidence of consultation will be required for final approval.

Embedded Credit Certificate Examples:
    Certificate in Peace and Post-Conflict Studies (Arts)
    Certificate in Community-based Research and Evaluation (FGSR and Extension)

FREESTANDING CREDIT CERTIFICATES

At the April 28, 2008 meeting of the Board Educational Affairs Committee (BEAC), the University of Alberta approved the freestanding credit certificate as a new credential for the University of Alberta. As the name implies, freestanding credit certificates are stand-alone programs, taken independent of a degree program. Freestanding credit certificates may be offered at the undergraduate or graduate level. Students are admitted and registered directly into the freestanding credit certificate program. Since the University does not receive government funding for these programs, the Board of Governors determined that all freestanding credit certificates are to be assessed using a cost-recovery fee model.

The provincial Ministry of Innovation and Advanced Education (IAE) has provided a framework for freestanding credit certificates and diplomas (see Appendix C). This framework outlines the intent of each program and the expected length.

Free-standing credit certificates are approved by the following route: proposing Faculty Council[2], GFC Academic Standards Committee Sub-committee on Standards, GFC Academic Standards Committee, GFC Academic Planning Committee and the Minister of IAE. Proposals for freestanding certificates are submitted to IAE via the Provider and Program Registry System (PaPRS). This process is coordinated by the Office of the Provost and Vice-President (Academic).

As freestanding credit certificates are cost-recovery, the cost-recovery fees model must be presented to the Registrar's Advisory Committee on Fees (RACF). Once this committee has vetted the proposal, the Registrar presents the proposal to the Provost for final approval of the cost-recovery fees.

Freestanding Credit Certificate Examples:
    Certificate in Aboriginal Governance and Partnership[3] (Native Studies)
    Certificate in Pain Management (FGSR and Rehabilitation Medicine).

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[2] The proposing Faculty for all graduate freestanding certificates is the Faculty of Graduate Studies and Research.
[3] The Faculty of Native Studies offers both an embedded and a freestanding certificate in Aboriginal Governance and Partnership.

CHECKLIST FOR DEVELOPMENT OF EMBEDDED AND FREESTANDING CREDIT CERTIFICATES

Faculties and Departments should consider the following when developing embedded credit certificates and freestanding credit certificates.

	EMBEDDED CREDIT	FREESTANDING CREDIT
ADMISSION REQUIREMENTS	As outlined in Calendar for the student's degree program.	As determined by the offering unit. Included as part of the proposal and approval process. A two-column Calendar entry is required.
ADMISSION PROCESS	Where required, a clear admission point and process should be included in the proposal. If a student is admitted to a certificate outside his/her own faculty, the student should be advised to notify his/her own faculty immediately.	Standard admission process.
UNITS OF COURSE WEIGHT	**Undergraduate:** Normally, *12 - *30 units of course weight (primarily at the 300 and 400 level). Certificates requiring fewer academic credits should include significant experiential components and/or a capstone course or project. **Graduate:** Usually *9 units of course weight.	As per Ministry of IAE Framework (see Appendix C)
OVERLAP	No more than half of the course requirements for one certificate may overlap with the requirements of another certificate.	No more than half of the course requirements for one certificate may overlap with the requirements of another certificate.
REGISTRATION	Through Bear Tracks.	Through Bear Tracks.
START/END DATES	Currently adhere to standard term structure of the University.	Currently adhere to standard term structure of the University.
ASSESSMENT/ GRADING	Follows relevant University and Faculty regulations.	Follows relevant University and Faculty regulations.
TUITION FEES	Tuition is assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as a part of the embedded certificate program.	Tuition is assessed on a cost-recovery fee basis. Students are also required to submit an application fee when they apply.

PROVIDER AND PROGRAM REGISTRY SYSTEM (PaPRS)	Embedded credit certificates do not appear in the Provincial Government's Provider and Program Registry System.	Freestanding credit certificates are proposed to the Minister of IAE via the Provider and Program Registry System. Once approved, certificates are assigned a program code.
LOANS	Loan eligibility is based on the student's degree program.	Students can apply for loans.
TRANSCRIPTS/ PARCHMENTS	The student receives a separate parchment for the certificate. This parchment is produced by Office of the Registrar. The certificate is noted on the transcript.	The student receives a separate parchment for the certificate. This parchment is produced by Office of the Registrar. The certificate is noted on the transcript.
GRADUATION CEREMONY	Students may attend the University's Convocation ceremonies according to the degree being received.	Students do not attend the University's Convocation Ceremonies. A Faculty or Department may conduct their own event.
CODES OF BEHAVIOUR	Applicable.	Applicable.
PROPOSAL TEMPLATE	Embedded Credit Certificate Template (see Appendix A)	Proposal Template – Diploma, Certificate and Non-Credit programs (see Appendix B)
CONSULTATION	Office of the Dean, Office of the Provost and Office of the Registrar	Office of the Dean, Office of the Provost and Office of the Registrar
APPROVAL/ GOVERNANCE (NORMALLY)	Proposing Faculty Council GFC Academic Standards Committee Subcommittee on Standards GFC Academic Standards Committee (final approval)	Proposing Faculty Council GFC Academic Standards Committee Subcommittee on Standards GFC Academic Standards Committee GFC Academic Planning Committee Minister of IAE NB: Cost-Recovery Fees are presented to the Registrar's Advisory Committee on Fees with final approval granted by the Provost.
TRANSFER/ LADDERING	If applicable to other programs, as determined by admitting Faculty.	If applicable to other programs, as determined by admitting Faculty.
INSTITUTIONAL REPORTING	Students would be counted within their degree program.	Contribute to overall institutional reporting.
SCHOLARSHIP	Eligibility determined by the student's degree program.	Not eligible, unless scholarships or awards have been created specifically for the freestanding certificate.
MAXIMUM NUMBER OF CERTIFICATES	Normally, a student may receive no more than two embedded certificates in one degree program.	No maximum.

NON-CREDIT CERTIFICATES

1. Faculty of Extension
The Faculty of Extension offers a variety of non-credit continuing education certificates. These programs are administered by the Faculty and follow the policies and procedures of the Faculty.

Approval: Non-credit certificates are reviewed by the proposing Faculty Council, GFC Academic Standards Committee Sub-committee on Standards and GFC Academic Standards Committee. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

Example: Certificate in Human Resources Management (Extension)

2. **Continuing Professional Development**
Many faculties and departments offer non-credit programs that are targeted towards working professionals. Examples include short programs offered by the School of Business, or programs offered by the Faculty of Pharmacy and Pharmaceutical Sciences to pharmacists, or the Faculty of Medicine and Dentistry to dentists and physicians. Each Faculty holds responsibility for the overall administration of their own continuing professional development programs.

Approval: There is no institutional approval for continuing professional development non-credit credentials offered by Faculties.

Example: Leadership Development Program (Business)

DIPLOMAS

Diploma programs have existed at the University of Alberta for many years without any formal singular structure or framework. Existing diploma programs are all somewhat unique. For example, long-standing diplomas in the Faculty of Education offer post-graduation opportunities for further study in specific areas. The Faculty of Medicine and Dentistry offers a two-year diploma program in Dental Hygiene that can be laddered into the Bachelor of Science, Dental Hygiene Specialization.

Moving forward, diplomas will be treated as a freestanding credit credential in the same way as a freestanding credit certificate. The Post-degree Credit Certificate and Diploma Framework (Ministry of IAE) does imagine structures and expected outcomes for diplomas at various levels (e.g. post-baccalaureate, post-Master's, etc.). New proposals for freestanding credit diplomas will use the same template as those for freestanding credit certificates. Whereas the Board of Governors has ruled that freestanding certificate programs must be cost-recovery, no such rule exists on the record for diploma programs. Existing diploma programs, like those in Education, align with regular tuition models. Existing diploma program graduates are recognized at convocation and diploma programs do appear on the transcripts of students.

APPENDICES

The following pages contain documents relevant to the creation of various certificates at the University of Alberta.

UNIVERSITY OF ALBERTA

Program Approval Template
Embedded Credit Certificates

This template is to be used for proposals calling for the establishment of new University of Alberta embedded credit certificates. Embedded credit certificates are taken concurrently with a degree program of the University of Alberta. (Certificate in Peace and Post-Conflict Studies offered by the Faculty of Arts)

Governance: Embedded credit certificates are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC. In the event that the certificate proposal includes significant resource implications, the certificate will also be sent to GFC APC for approval.

Section A: Basics		
Program Name		
Sponsoring Faculty/ Academic Unit		
Contact information	Name and Title	
	Phone	
	Email	
Institution(s) If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.		
Units of Course Weight		
Program Synopsis Describe the program. Include curriculum content, target student group, target employment, further education options, etc.		

Section B: Rationale, Implications and Impact	
Rationale for Introduction of Certificate Outline the rationale for the proposed embedded credit certificate and provide supporting data if applicable – eg. Results of student or economic demand analyses; consultation with wider community, etc.	
Vision and Academic Plan How does the proposed program connect to the University's vision *Dare to Discover?* How does the program further the University's Academic Plan?	
Resource Implications Identify the resource implications of the proposed embedded credit	

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certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	
Enrolment Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.	
Implications of Introduction of the Credit Certificate Identify the implications of the proposed embedded credit certificate for the system. For example, will it affect other programs at the U of A, programs at other institutions, etc.?	
Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	

Appendices	
Appendix A – curriculum and program structure List course names, numbers, and descriptions. Indicate if the courses are new or existing. Include draft content for the University Calendar.	
Appendix B – other Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	

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Alberta Enterprise and
Advanced Education

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	
Program/specialization title	
Credential awarded	
Proposed Implementation Date	

SECTION 1: PROGRAM OVERVIEW

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

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.

1.3 Enrolment Plan
Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

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

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in*

enrolment in other programs that would result.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Total head count	0	0	0	0	0	0
• Full-Time Year 1	0	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0	0
• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
• FLE Year 1	0	0	0	0	0	0
• FLE Year 2	0	0	0	0	0	0
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

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.

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.

2.3 Support

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

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?

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.

3.3 Internal Review and Approval

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

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.

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.

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.

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?

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 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Revenue						
Tuition and Related Fees	$0	$0	$0	$0	$0	$0
Re-allocation from Existing Programs[1]	$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	$0	$0	$0	$0	$0	$0
Operational Costs						
Salaries, Wages and Benefits	$0	$0	$0	$0	$0	$0
Materials and Contracted Services	$0	$0	$0	$0	$0	$0
Other Direct Costs	$0	$0	$0	$0	$0	$0
Indirect Costs	$0	$0	$0	$0	$0	$0
Total Operational Costs	$0	$0	$0	$0	$0	$0

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 expenditures	Amount	Revenue Source	Details
Facilities	$		
Equipment and IT	$		
Curriculum Development	$		
Marketing and Promotion	$		
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.

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.

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.

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

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.

5.2 Curriculum

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

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.

5.4 Learning Outcomes

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

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

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

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

VISION

Post-degree credit certificate and diploma programs are an extension of existing approved degree programs. These credentials recognize the role of universities in addressing the lifelong learning needs of graduates of both undergraduate and graduate programs. This is consistent with the Campus Alberta concept of lifelong learning being foundational to an individual's employability and personal fulfillment and to Alberta's competitiveness.

In our knowledge-based economy, many professions require workers to continue or update their education in order to keep abreast of new advances in research and developments within the industry. Increasingly, university graduates need to engage in education programs to add new areas of expertise, but with full-time jobs, they may not desire to commit to another degree program. Through careful structuring of existing courses from undergraduate or graduate programs, post-degree credit certificate and diploma programs provide an opportunity for students to engage in a program of study that fulfills an immediate need and also has the potential to ladder into the existing program.

FRAMEWORK

The following differentiated framework for post-degree credit certificates and diplomas distinguishes the credentials by the level of coursework and the entry-level of the student. Diplomas require more credits than certificates, as well as a greater degree of mastery of subject matter and learning outcomes.

Proposals for new certificate and diploma programs or changes to existing programs are submitted to IAE for approval through the Provider and Program Registry System. A Campus Alberta Quality Council review of the proposals is not required.

Credential	Minimum Credits	Admission	Intent
University Certificate	30	High School	• An individual would like to acquire skills and experience at the undergraduate level. • Intent of the credential is to recognize a general understanding of the subject matter that defines a discipline or specialization, and the credential may ladder to an undergraduate diploma or an undergraduate degree.
University Certificate	15	Bachelor's Degree	• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language. • Intent of the credential is to recognize a basic level of education in the discipline, and the credential may ladder to an undergraduate diploma or a second baccalaureate degree.
University Diploma	60	High School	• An individual would like to acquire skills and expertise at the undergraduate level. • Intent of the credential is to recognize an intermediate level of education in the discipline or specialization, and the credential may ladder to a baccalaureate degree.
University Diploma	30	Bachelor's degree	• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language. • Intent of the credential is to recognize an intermediate level of education in the discipline, and the credential may ladder to a second baccalaureate degree.

Post-Baccalaureate Certificate	9	Bachelor's Degree	• An individual would like to pursue graduate-level coursework, without committing to a master's degree. • Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-baccalaureate diploma or master's degree.
Post-Master's Certificate	9	Master's degree	• An individual would like to pursue graduate-level coursework, without committing to a doctoral degree. • Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-master's diploma or doctoral degree.
Post-Doctoral Certificate	9	Doctoral degree	• An individual would like to pursue doctoral-level coursework. • Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-doctoral diploma.

The **University Certificate** and **University Diploma** with a high school admission requirement do not fall under the category of post-degree credit certificate and diplomas. They are included here to represent the credentials that currently exist at the University of Lethbridge and Athabasca University.

Credential	Minimum Credits	Admission	Intent
University Certificate	30	High School	• An individual would like to acquire skills and expertise at the undergraduate level. • Intent of the credential is to recognize a general understanding of the subject matter that defines a discipline or specialization, and the credential may ladder to an undergraduate diploma or a baccalaureate degree.
University Diploma	60	High School	• An individual would like to acquire skills and expertise at the undergraduate level. • Intent of the credential is to recognize an intermediate level of education in the discipline or specialization, and the credential may ladder to a baccalaureate degree.

Program Approval Template
Non-Credit Certificates

This template is to be used for proposals calling for the establishment of new University of Alberta non-credit certificate. Non-credit certificates are offered and administered largely by a Faculty or Department. (Example: Certificate in Human Resources offered by the Faculty of Extension)

Governance: Non- credit certificates are reviewed by the appropriate Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS) and GFC ASC. Faculties are asked to provide, on an annual basis, a list of updated program changes to the Provost and Vice-President (Academic) by July 1 of each year.

Section A: Basics		
Certificate Name		
Sponsoring Faculty/ Academic Unit		
Contact information	Name and Title	
	Phone	
	Email	
Program Synopsis Provide a brief description of the non-credit certificate.		

Section B: Rationale, Implications and Impacts	
Rationale for Introduction of Certificate Outline the rationale for the proposed non-credit certificate.	
Resource Implications Identify the resource implications of the proposed embedded credit certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	
Consultation Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.	

Appendices	
Include any additional information in support of the proposal including any Calendar content, the Library Impact Statement and letters of support.	

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EMBEDDED CREDIT CERTIFICATE

44.25.4 Certificate in Globalization and Governance

Globalization has brought fundamental changes to the conduct and study of local, national, international and transnational politics. This Certificate in Globalization and Governance includes undergraduate POL S lecture and seminar courses that focus on the dynamics of globalization and the challenges it presents to politics, governance and public policy throughout the North and South.

This Certificate will be awarded only at the same time as a student receives a BA with a major, Honors, or minor in POL S (or a BSc with a POL S minor).
 Students may pursue this Certificate in Globalization and Governance by fulfilling existing requirements for majors, minors or Honors in Political Science and by completing a minimum of 27 from the following designated courses: POL S 230; 240; 260; 266; 303; 325; 333; 334; 345; 357; 361; 364; 370; 374; 375; 376; 379; 380; 396; 434; 437; 443; 444; 445; 446; 460; 462; 463; 468; 469; 474. (No more than 6 from POL S 230, 240, and 260 may be counted towards the Certificate.)

EMBEDDED CREDIT CERTIFICATE
(OFFERED OUTSIDE OF A STUDENT'S FACULTY)

60.64.7 Certificate in Community Service-Learning

Students in the Bachelor of Commerce program may pursue the Certificate in Community Service-Learning by fulfilling the requirements of their Business program, including major/minor requirements, and by completing in addition a minimum of 12 credits and one non-credit opportunity as follows:

(1)   At least 3 credits in a CSL-designated course, such as CSL 300 (see §231)
(2)   9 credits from the list of academic courses approved each year by the CSL Program Office [list of courses available on the CSL website (www.csl.ualberta.ca) or from the CSL Program Office]. Students must satisfactorily meet the CSL requirements of each course.
(3)   Successful completion of one non-credit opportunity. Information about non-credit opportunities that count toward the certificate is available from the CSL Program Office.
(4)   Courses offered by the School of Business that appear on the list of CSL approved courses as in (2) above, may be used to satisfy both major/minor requirements and the requirements for the CSL certificate.
(5)   No more than 6 of the 12 credits may be transfer credits from other postsecondary institutions.
(6)   Students may not take courses extra to their degree for the sole purpose of satisfying the requirements for the certificate.

FREESTANDING CREDIT CERTIFICATE

205.68.4.3 The Post-Baccalaureate Certificate in Pain Management

Pain is a condition that is undertreated, mistreated and misunderstood. To further complicate the problem, medical/paramedical professionals are ill-equipped to treat people with chronic pain because they receive little training about it during their health education careers. The certificate in pain management represents a unique opportunity to address current issues and gaps in the education of health care professionals about chronic pain management. The program is designed to: 1) increase the understanding and importance of an interdisciplinary approach to managing pain through an understanding of the unique and shared roles and responsibilities of various health care professionals on an interdisciplinary team in the assessment and management of chronic pain; 2) enable clinicians to use critical thinking and evidence-based approaches to develop assessment and treatment plans across the pain continuum with the emphasis on complex/chronic pain; and 3) make use of a bio-psycho-social clinical reasoning framework that integrates information across models in the assessment and treatment of pain. The intent of the program is to provide a postprofessional continuing education opportunity that prepares health care professionals to understand and improve their techniques in treating chronic pain.
Entrance Requirements

The minimum admission requirements are 1) a baccalaureate degree in the health sciences from a recognized institution and eligibility for registration in the candidate's professional College (or equivalent in the province of residence); or 2) be enrolled in a recognized health profession training program from a recognized institution and have permission from the student's home department to register in the Certificate program; 3) ability to communicate in English.
Program Requirements

The post-baccalaureate certificate will be granted upon successful completion of three required graduate-level courses: REHAB 535 (3), 536 (3), and 537 (3). See §231 for a description of the courses.

SAMPLE TRANSCRIPT ENTRIES:

Embedded Credit Certificate
   Degrees
   Confer Date: June 09, 2010
   Degree: Bachelor of Arts
   Political Science with Sociology Minor
   In the Name of: Qetek Htovwoqi Uqevwevoe Futqoj

   Confer Date: June 09, 2010
   Degree: Certificate in Peace and Post-Conflict Studies
   In the Name of: Qetek Htovwoqi Uqevwevoe Futqoj

   Confer Date: June 09, 2010
   Degree: Certificate in Globalization and Governance
   In the Name of: Qetek Htovwoqi Uqevwevoe Futqoj

Freestanding Credit Certificate
   Degrees
   Confer Date: November 15, 2009
   Degree: Postgraduate Certificate of the Faculty of Graduate Studies and Research
   Francophone Practice for Speech-Language Pathologists
   In the Name of: Aponb Anovi Yettiww

Sample Parchments

FACULTY OF ARTS

Certifies by this document to all whom it may concern that

STUDENT NAME

having completed all the statutory requirements of the

Office of Interdisciplinary Studies

has been granted the

CERTIFICATE IN PEACE AND POST-CONFLICT STUDIES

Given at this university on the eighth day of June, two thousand and eleven in the one hundred and fourth year of the University of Alberta.

CHANCELLOR

PRESIDENT

CHAIR OF THE BOARD

REGISTRAR

FACULTY OF GRADUATE STUDIES AND RESEARCH

Certifies by this document to all whom it may concern that

STUDENT NAME

having completed all the statutory requirements

has been granted the

POST-BACCALAUREATE CERTIFICATE

in Francophone Practice for Speech-Language Pathologists

Rehabilitation Medicine

and awarded all the rights and privileges pertaining to this certificate.

Given at this university on the eighteenth day of November, two thousand and ten

in the one hundred and fourth year of the University of Alberta.

CHANCELLOR

PRESIDENT

CHAIR OF THE BOARD

REGISTRAR