

The following Motions and Documents were considered by the GFC Academic Planning Committee at its October 10, 2012 meeting:

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Agenda Title: **Office of the Registrar – Proposed Revisions to University Calendar Section 23.8.3 (Requirement for Criminal Record Checks)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed changes to University Calendar Section 23.8.3 (Requirement for Criminal Record Checks), as submitted by the Office of the Registrar and as set forth in Attachment 1, to be effective immediately.

Final Item: 4

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Agenda Title: **Office of the Registrar – Proposed Revisions to University Calendar Admission Chart 2 (Classification of High School Courses Used for Admission)**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed changes to the Classification of High School Courses used for Admission (Admission Chart 2, University Calendar), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 University Calendar).

Final Item: 5

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Agenda Title: **University of Alberta Handbook on University Certificate Development from the Offices of the Provost and Vice-President (Academic) and the Registrar**

APPROVED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the University of Alberta Handbook on University Certificate Development as the guidelines for certificate development at the University, as submitted by the Offices of the Provost and Vice-President (Academic) and the Registrar and set forth in Attachment 1 (as amended), to take effect immediately.

Final Amended Item: 6

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**FINAL Item No. 4**
**OUTLINE OF ISSUE**
**Agenda Title: Office of the Registrar – Proposed Revisions to University Calendar Section 23.8.3 (Requirement for Criminal Record Checks)**

**Motion:** That the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed changes to University Calendar Section 23.8.3 (Requirement for Criminal Record Checks), as submitted by the Office of the Registrar and as set forth in Attachment 1, to be effective immediately.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Office of the Registrar
Presenters	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee (ASC); Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar
Subject	Proposed Revisions to Section (23.8.3) of the University of Alberta Calendar (Requirement for Criminal Record Checks)

**Details**

Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	To approve minor changes to Section 23.8.3 of the University of Alberta Calendar. This change provides clarification and states the possible consequence of not being able to satisfy the criminal record check requirement of some programs.
The Impact of the Proposal is	Minimal; no change to existing process and procedures but rather adding clarity for existing processes with respect to criminal record checks.
Replaces/Revises (eg, policies, resolutions)	Section 23.8.3 of the University Calendar
Timeline/Implementation Date	Upon final approval (with publication in the 2013-2014 University of Alberta Calendar).
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: 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)).</p> <p>2. <b><i>PSLA</i></b>: “A faculty council may determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p>

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	<p><b>3. GFC Academic Standards Committee (ASC) Terms of Reference:</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>substantial</b> in nature. GFC ASC's terms of reference provides that "the term '<b>substantial</b>' refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (Section 3.A.ii).</p> <p><b>4. GFC ASC Terms of Reference:</b> GFC ASC's terms of reference state this committee is "to provide advice to the GFC Academic Planning Committee (APC) on proposals which involve <b>substantial</b> change to admission/transfer regulations or to academic standing regulations" 3.B.iv).</p> <p><b>5. GFC Academic Planning Committee (APC) Terms of Reference:</b> "[...]"</p> <p><b>7. Admission, Transfer and Academic Standing</b></p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change.</p> <p>b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations."</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Marie Strauss, Senior Legal Counsel, Office of Legal Counsel
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (September 20, 2012) – for recommendation GFC Academic Planning Committee (October 10, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

- Attachment 1 (page 1) - Proposed Changes to University of Alberta Calendar Section 23.8.3

*Prepared by:* Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar, [ada.schmude@ualberta.ca](mailto:ada.schmude@ualberta.ca); Claire Burke, Acting Policy and Development and Issues Advisor, Office of the Registrar, [claire.burke@ualberta.ca](mailto:claire.burke@ualberta.ca)

## Calendar Changes 2013-2014

## Current

## Proposed

**23.8.3 Requirement for Criminal Record Checks**

*The Protection for Persons in Care Act* (proclaimed January 1998) includes a requirement that persons working or volunteering in designated agencies (hospitals, nursing homes, lodges, group homes, etc.) must provide results of current criminal record check (also know as a security clearance check). Accordingly, students serving work experience placements in the form of internships, clinical practica, academic practica, cooperative program work placements, etc., in any of these designated agencies may be required to obtain a criminal record check from the appropriate law enforcement agency and/or the Solicitor General's office. A fee to obtain this check may be charged (see §22.2.3 Miscellaneous Fees). This fee will be determined by the law enforcement agency or Solicitor General's office. Details on whether or not a criminal record check is needed and the process to obtain this check are available from the Faculty or department which sponsors the placement.

Students who are entering a program which requires this type of placement and who have concerns related to their ability to satisfy a criminal record check should consult with their Faculty or department program office immediately upon being admitted to the program. Although faculties and departments will attempt to assist students seeking placements, the ultimate responsibility for ensuring that required placements can be made lies with the student.

**23.8.3 Requirement for Criminal Record Checks**

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Students who are entering a program which requires this type of placement and who have concerns related to their ability to satisfy a criminal record check should consult with their Faculty or department program office immediately upon being admitted to the program. **Students who fail to provide a clear criminal record check may be required to withdraw from their program.** Although faculties and departments will attempt to assist students seeking placements, the ultimate responsibility for ensuring that required placements can be made lies with the student.

**FINAL Item No. 5**
**OUTLINE OF ISSUE**

Agenda Title: **Office of the Registrar – Proposed Revisions to University Calendar Admission Chart 2 (Classification of High School Courses Used for Admission)**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposed changes to the Classification of High School Courses used for Admission (Admission Chart 2, University Calendar), as submitted by the Office of the Registrar and as set forth in Attachment 1, to take effect upon approval (with publication in the 2013-2014 *University Calendar*).

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Vice-Provost and University Registrar
Presenters	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee (ASC); Deborah Gougeon, Assistant Registrar (Admissions), Office of the Registrar
Subject	Clarification on the high school courses used for admission to the University of Alberta.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To update wording, language curriculum courses for Languages other than English (LOE), and adding Mathematics 30-2 to Math/Sciences for consistency.
The Impact of the Proposal is	See 'Purpose'
Replaces/Revises (eg, policies, resolutions)	Revises Admission Chart 2 of the University Calendar.
Timeline/Implementation Date	For publication in 2013-2014 University Calendar.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> 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)).</p> <p>2. <b><i>PSLA</i></b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (Section 29(1)(c)).</p> <p>3. <b>GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)</b>: The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. GFC ASC’s terms of reference provide that “the term ‘substantial’ refers</p>

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to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept" (3.A.ii).

Further, "ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing." (3.B.iv)

**4. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate)** allow for GFC ASC to respond to proposals that may affect the admission or transfer of students to the University of Alberta. (Section 3.B.x).

**5. GFC Academic Planning Committee (APC) Terms of Reference (Section 3. Mandate of the Committee):** "[...]

**7. Admission, Transfer and Academic Standing**

- a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC's view are minor or routine; and to recommend to GFC on proposals involving major change[.]
- b. To consider advice or recommendation from the GFC ASC on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations. [...]"

**6. 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."

**7. UAPPOL Admissions Procedure:**

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	<p><b><u>PROCEDURE</u></b></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>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).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."</p> <p>b. Where changes to admission regulations are deemed by the approving body to be 'advantageous to students', normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty."</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Representatives of the Faculties of Arts and Science; Office of the Registrar
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (September 20, 2012) – for recommendation; GFC Academic Planning Committee (October 10, 2012) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments:

Attachment 1 (pages 1 – 2): Proposed Revisions to University Calendar Admission Chart 2 (Classification of High School Courses Used for Admission)

*Prepared by:* Deborah Gougeon, Assistant Registrar (Admissions), Office of the Registrar, [dgougeon@ualberta.ca](mailto:dgougeon@ualberta.ca); Claire Burke, Acting Policy Development and Issues Advisor, Office of the Registrar, [claire.burke@ualberta.ca](mailto:claire.burke@ualberta.ca)

## Office of the Registrar Calendar Changes 2013-2014

### Current

#### Admission Chart 2 Classification of High School Courses Used for Admission

Grade 12 courses listed below are based on the Alberta Education curriculum and nomenclature. Prospective students from other provinces and territories should review the [Grade 12 entry level equivalents on the Office of the Registrar website at www.registrar.ualberta.ca/admissions](http://www.registrar.ualberta.ca/admissions). English is an admission requirement for all Faculties, with the exception of Faculté Saint-Jean which requires French. [The acceptable Alberta academic Grade 12 courses, other than English Language Arts 30-1](#), have been placed in three groups below. Faculties may accept other Grade 12 courses not contained in these three groups. [Mathematics 30-2 will also be accepted as an admission requirement to some programs](#). Please see Faculty admission requirements (§15) for each program of study for further information.

#### Grade 12 Courses

Group A (Humanities/Social Sciences)	Group B (Fine Arts)	Group C (Maths/Sciences)
Social Studies 30-1 30-level Language other than English Additional 30-level Language other than English Aboriginal Studies 30 (cannot be used for admission with Social Studies 30-1) (See Notes 1, 2, and 3)	Applied Graphic Arts 35 Art 30 Art 31 Communication Technology Advanced Level-Career and Technology Studies (CTS) (5 credits) Dance 35 Drama 30 Music 30 (Choral, Instrumental or General) (5 credits) Music 35 Musical Theatre 35 Performing Arts 35 A, B, or C Additional 35-level Fine Arts courses may be considered. (See Note 4)	Biology 30 Chemistry 30 Pure Mathematics 30 or Mathematics 30-1 Mathematics 31 Physics 30 Science 30 Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) (5 credits)

- (1) Any one [French 30](#), French 30 (3 year or 9 year), French 31A, 31B, 31C; French Language Arts [20, 30](#), 30-1, 30-2; Français [20, 30](#), 30-1, 30-2 will meet a 30-level Language [other than English requirement](#) for admission purposes. In the case of French Language Arts [30](#), 30-1, Français [30](#), 30-1, and French 31A, 31B, or 31C, advanced placement may be granted upon application. Applicants to Faculté Saint-Jean must present one of French 30, French 30 (9 year), French 31A, 31B, 31C; French Language Arts [30](#), 30-1, 30-2; Français [30](#), 30-1, 30-2, to meet the French requirement for admission purposes. French 30 (3 year) may be used for admission based on a successful French language placement test. Contact the Faculté Saint-Jean for more information.
- (2) Blackfoot Language and Culture 30, Cree Language and Culture 30, Chinese Language and Culture 30, German Language Arts 30, [German 31](#), German Language and Culture 30, Italian Language and Culture 30, Japanese Language and Culture 30, Latin 30, Spanish Language and Culture 30, Ukrainian Language Arts 20, Ukrainian Language Arts 30, Ukrainian Language and Culture 30, [meet the Language other than English requirement](#). There are other 35-level, locally developed languages which may also be used [to meet the Language other than English requirement](#); however, applicants presenting one of these may be required to complete a proficiency test administered by the University before the course will be accepted for admission purposes.
- (3) Applicants wishing to present a language other than one of those presented at the Grade 12 level in Alberta should contact the Admissions Division, Office of the Registrar.
- (4) Equivalents of Music 30: Conservatory Canada, Grade 8 Practical and Grade IV Theory; Royal Conservatory of Music of Toronto, Grade 8 Practical, Grade II Theory, Mount Royal [College](#), Grade 8 Practical and Grade II Theory. Documents must be presented to Alberta Education for evaluation.



## Office of the Registrar Calendar Changes 2013-2014

### Proposed

#### Admission Chart 2 Classification of High School Courses Used for Admission

Grade 12 courses listed below are based on the Alberta Education curriculum and nomenclature. Prospective students from other provinces and territories should review the [Admission Course Equivalents on the Registrar's Office website at www.admissions.ualberta.ca](http://www.admissions.ualberta.ca) for acceptable courses. English is an admission requirement for all Faculties, with the exception of Faculté Saint-Jean which requires French. In addition to English Language Arts 30-1, acceptable Alberta academic Grade 12 courses have been placed in three groups below. Faculties may accept other Grade 12 courses not contained in these three groups. Please see Faculty admission requirements (§15) for each program of study for further information.

Grade 12 Courses		
<p>Group A (Humanities/Social Sciences, Languages other than English)</p> <p>Social Studies 30-1</p> <p>30-level Language other than English (See Notes 1,2 and 3)</p> <p>Aboriginal Studies 30 (cannot be used for admission with Social Studies 30-1)</p>	<p>Group B (Fine Arts)</p> <p>Applied Graphic Arts 35</p> <p>Art 30</p> <p>Art 31</p> <p>Communication Technology Advanced Level-Career and Technology Studies (CTS) (5 credits)</p> <p>Dance 35</p> <p>Drama 30</p> <p>Music 30 (Choral, Instrumental or General (5 credits) (See Note 4)</p> <p>Music 35</p> <p>Musical Theatre 35</p> <p>Performing Arts 35 A, B, or C</p> <p>Additional Fine Arts courses may be considered. Contact the Admissions Division, Office of the Registrar.</p>	<p>Group C (Maths/Sciences)</p> <p>Biology 30</p> <p>Chemistry 30</p> <p>Pure Mathematics 30 or Mathematics 30-1</p> <p>Mathematics 30-2 (See Note 5)</p> <p>Mathematics 31</p> <p>Physics 30</p> <p>Science 30</p> <p>Computing Science (CSE) Advanced Level-Career and Technology Studies (CTS) (5 credits)</p>

- (1) Any one French 30 (3 year or 9 year), French 31A, 31B, 31C; French Language Arts 20-1, 30-1, 30-2; Français 20-1, 30-1, 30-2 may be used as a 30-level Language course for admission purposes. In the case of French Language Arts 30-1, Français 30-1, and French 31A, 31B, or 31C, advanced placement may be granted upon application. Applicants to Faculté Saint-Jean must present one of French 30 (3 year)\*, French 30 (9 year), French 31A, 31B, 31C; French Language Arts 30-1, 30-2; Français 30-1, 30-2, to meet the French requirement for admission purposes. French 30 (3 year)\* may be used for admission based on a successful French language placement test. Contact the Faculté Saint-Jean for more information.
- (2) Blackfoot Language and Culture 30; Cree Language and Culture 30; Chinese Language Arts 20, 30; Chinese Language and Culture 30; German Language Arts 20, 30; German Language and Culture 30; Italian Language and Culture 30; Japanese Language and Culture 30; Latin 30; Spanish Language Arts 20, 30; Spanish Language and Culture 30; Ukrainian Language Arts 20, 30; and Ukrainian Language and Culture 30 may be used as a 30-level Language courses for admission. There are a number of 35-level, locally developed language courses which may also be used for admission. Applicants wishing to present a 35-level Language course should contact the Admissions Division, Office of the Registrar.
- (3) Applicants wishing to present a language other than one of those presented at the Grade 12 level in Alberta should contact the Admissions Division, Office of the Registrar.
- (4) Equivalents of Music 30: Conservatory Canada, Grade 8 Practical and Grade IV Theory; Royal Conservatory of Music of Toronto, Grade 8 Practical, Grade II Theory, Mount Royal University, Grade 8 Practical and Grade II Theory. Documents must be presented to Alberta Education for evaluation.
- (5) Mathematics 30-2 will be accepted as a Group C admission subject to some programs. Please see Faculty admission requirements (§15) for each program of study for further information.

#### Rationale:

Updating language curriculum courses for Languages other than English and adding Mathematics 30-2 to Math/Sciences chart for consistency.

Submitted on: \_\_\_\_\_ GFC Circulated on: \_\_\_\_\_ 2  
 Department Contact: \_\_\_\_\_

**OUTLINE OF ISSUE**

Agenda Title: **University of Alberta Handbook on University Certificate Development from the Offices of the Provost and Vice-President (Academic) and the Registrar**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the University of Alberta Handbook on University Certificate Development as the guidelines for certificate development at the University, as submitted by the Offices of the Provost and Vice-President (Academic) and the Registrar and set forth in Attachment 1 (as amended), to take effect immediately.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Provost and Vice-President (Academic)
Presenters	Bill Connor, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee (ASC); Ada Schmude, Associate Registrar and Director of Records, Office of the Registrar; Bobbi Schiestel, Acting Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
Subject	Approval of the University of Alberta Handbook on Certificate Development

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the Handbook on Certificate Development so that guidelines are in place for both governing committees and proposers of certificates.
The Impact of the Proposal is	Minimal.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<b><i>Dare to Discover</i></b> and <b><i>Dare to Deliver</i></b>
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"> <li><b>1. <i>Post-Secondary Learning Act (PSLA)</i>:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> 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 (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</li> <li><b>2. <i>PSLA</i>:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</li> <li><b>3. GFC Academic Standards Committee (ASC) Terms of Reference (Section 3. Mandate of the Committee/G. Certificates Approval Route: (All Faculties)):</b></li> </ol>

	<p>“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><b>4. GFC Academic Planning Committee (APC) Terms of Reference (Section 3. Mandate of the Committee): “[...]”</b></p> <p><b>8. Establishment/Termination of Academic Programs</b></p> <p>NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.</p> <p>a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.</p> <p>b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions. (GFC 27 MAY 2002)</p> <p>c. To receive advice and comment from FDC on any facilities-related matter which may affect academic programs normally before an academic program proposal is considered by APC. Facilities-related matters may include requests for additional space or major new construction projects.</p> <p>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>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Academic Policy and Process Review Task Force (Submissions List); Provost’s Certificate Oversight Committee; GFC ASC Subcommittee on Standards (December 6, 2011) – for discussion; GFC ASC Certificate Working Group Members
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (September 20, 2012) – for recommendation; GFC Academic Planning Committee (October 10, 2012) – for final approval

Final Approver	GFC Academic Planning Committee
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## Attachments:

1. Attachment 1 (pages 1 – 28): Proposed University of Alberta Handbook on Certificate Development

*Prepared by:* Bobbi Schiestel, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), [bobbi.schiestel@ualberta.ca](mailto:bobbi.schiestel@ualberta.ca); and University Governance



**UNIVERSITY OF  
ALBERTA**

**HANDBOOK ON  
UNIVERSITY  
CERTIFICATE  
DEVELOPMENT**

OCTOBER 2012 EDITION



**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<sup>1</sup>, 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

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<sup>1</sup> 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 Enterprise and Advanced Education (EAE) 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<sup>2</sup>, GFC Academic Standards Committee Sub-committee on Standards, GFC Academic Standards Committee, GFC Academic Planning Committee and the Minister of EAE. Proposals for freestanding certificates are submitted to EAE via the Program Registry System (PRS). 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<sup>3</sup> (Native Studies)

Certificate in Pain Management (FGSR and Rehabilitation Medicine).

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<sup>2</sup> The proposing Faculty for all graduate freestanding certificates is the Faculty of Graduate Studies and Research.

<sup>3</sup> 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 the certificate is outside a students' Faculty, they should be advised to inform their Faculty of their admission to the certificate program immediately.	Standard admission process.
UNITS OF COURSE WEIGHT	<b>Undergraduate:</b> 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. <b>Graduate:</b> Usually *9 units of course weight.	As per Ministry of EAE 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.

PROGRAM REGISTRY SYSTEM	Embedded credit certificates do not appear in the Provincial Government's Program Registry System.	Freestanding credit certificates are proposed to the Minister of EAE via the 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)	Freestanding Credit Certificate Template (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 EAE 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 EAE) 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.

**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.

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

<b>Section B: Rationale, Implications and Impact</b>	
<b>Rationale for Introduction of Certificate</b> 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.	
<b>Vision and Academic Plan</b> How does the proposed program connect to the University’s vision <i>Dare to Discover?</i> How does the program further the University’s Academic Plan?	
<b>Resource Implications</b> Identify the resource implications of the proposed embedded credit	

APPENDIX A: EMBEDDED CREDIT CERTIFICATE TEMPLATE

certificate. Identify if resources are being re-allocated to or from other areas, and outline the implications of this re-allocation.	
<b>Enrolment</b> Outline the expected enrolment for the embedded credit certificate and any potential impacts on course offerings.	
<b>Implications of Introduction of the Credit Certificate</b> 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.?	
<b>Consultation</b> 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.	

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

October 22, 2010



## Program Approval Template Free-Standing Credit Certificates and Diplomas

This template is to be used for proposals calling for the establishment of new University of Alberta free-standing credit certificates and diplomas. Free-standing credit certificates and diplomas are not offered as a part of any degree program at the University of Alberta. Students in free-standing credit certificate and diploma programs are not required to be current University of Alberta students in order to gain admission. (Example: Certificate in Stroke Rehabilitation offered by the Faculty of Rehabilitation Medicine)

Governance: Free-standing credit certificates and diplomas are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC, GFC APC and the Minister of Advanced Education and Technology.

All free-standing credit certificate and diploma programs at the University of Alberta have a cost-recovery fee structure. Proposed fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF). This approval process is separate from the program approval process outlined above.

<b>Section A: Basics</b>		
<b>Program Name</b>		
<b>Credential</b> Select one. (See definitions below)	<input type="checkbox"/> University Certificate (Admission requirement: high school) <input type="checkbox"/> University Certificate (Admission requirement: baccalaureate degree) <input type="checkbox"/> University Diploma (Admission requirement: high school) <input type="checkbox"/> University Diploma (Admission requirement: baccalaureate degree) <input type="checkbox"/> Post-Baccalaureate Certificate <input type="checkbox"/> Post-Master's Certificate <input type="checkbox"/> Post-Doctoral Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>		
<b>Contact information</b>	Name and Title	
	Phone	
	Email	
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.		
<b>Program length – years</b>		
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.		
<b>Provider Comments</b> Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.		

<b>Section B: Detailed System Coordination Analysis</b>	
<p><b>Relationship to existing programs at the institution</b>                      How does the proposed program fit with other programs at the institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	
<p><b>Similarity or relationship to other programs</b>                      How does the program fit within Alberta's post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?</p>	
<p><b>Consultation with other Alberta institutions offering similar programs</b>                      What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?</p>	
<p><b>What alternatives exist and why is this proposal the best strategy for the system?</b>                      Why is a new program being developed rather than brokering or expanding an existing program? How will the system benefit from establishing the proposed program?</p>	

<b>Section C: Marketability Assessment</b>	
<p><b>Results of student demand analysis</b>                      What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/quantitative results? What is the institution's plan for student recruitment and selection?</p>	
<p><b>Results of economic demand analysis</b>                      What steps have been taken to</p>	



<p>assess regional, provincial and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/ quantitative results? If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	
<p><b>Evidence of support from industry, employers, professional organizations, other institutions</b> Which employers, professional associations, regulatory bodies and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?</p>	

<b>Section D: Demonstration of Financial Viability</b>	
<p><b>Annual Budget and funding sources</b> Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	
<p><b>Anticipated impact on internal resources</b> If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	
<p><b>Anticipated financial impact on students and Students Finance</b> How does the tuition fee compare with similar programs at the institution and across the system? What is the anticipated percentage of students who will seek SF support?</p>	

<b>Section E: Additional Questions – University of Alberta</b>	
<p><b>Vision and Academic Plan</b> How does the proposed program connect to the University's vision</p>	

<i>Dare to Discover?</i> How does the program further the University's Academic Plan?	
<b>Consultation</b> 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.	

<b>Appendices</b>	
<b>Appendix A – curriculum and program structure</b> List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours. Include draft content for the University Calendar.	
<b>Appendix B – other</b> Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	

**Enrolment**

List proposed enrolment data. If program implementation will occur over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
• <b>Total Full-Time head count</b>	0	0	0	0	0
• <b>Full-Time Year 1</b>					
• <b>Full-Time Year 2</b>					
• <b>Full-Time Year 3</b>					
• <b>Full-Time Year 4</b>					
• <b>Total FLE</b>	0	0	0	0	0
• <b>FLE Year 1</b>					
• <b>FLE Year 2</b>					
• <b>FLE Year 3</b>					
• <b>FLE Year 4</b>					
• <b>Anticipated Number of Graduates</b>					
<b>Provider Comments</b> Provide clarification of or additional information about the data in the enrolment table.					

## Funding

Provide the program budget, including the applicable sources of revenue. If program implementation will occur over a number of years, provide data for each year up to full implementation. All free-standing credit certificates and diplomas at the University of Alberta have a cost-recovery fee structure so the program budget should include the anticipated student fee. Note that the fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF).

## Credit Certificate and Diploma Framework

The information contained below is taken from the Advanced Education and Technology Post-Degree Credit Certificate and Diploma Framework.

Credential	Minimum Credits	Admission	Intent
University Certificate	30	High School	<ul style="list-style-type: none"> <li>An individual would like to acquire skills and experience at the undergraduate level.</li> <li>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.</li> </ul>
University Certificate	15	Bachelor's Degree	<ul style="list-style-type: none"> <li>An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>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.</li> </ul>
University Diploma	60	High School	<ul style="list-style-type: none"> <li>An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>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.</li> </ul>
University Diploma	30	Bachelor's degree	<ul style="list-style-type: none"> <li>An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>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.</li> </ul>
Post-Baccalaureate Certificate	9	Bachelor's Degree	<ul style="list-style-type: none"> <li>An individual would like to pursue graduate-level coursework, without committing to a master's degree.</li> <li>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</li> </ul>

APPENDIX B: FREESTANDING CREDIT CERTIFICATE TEMPLATE

			degree.
Post-Master's Certificate	9	Master's degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a doctoral degree.</li> <li>• 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.</li> </ul>
Post-Doctoral Certificate	9	Doctoral degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue doctoral-level coursework.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-doctoral diploma.</li> </ul>

## **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 EAE for approval through the 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	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and experience at the undergraduate level.</li> <li>• 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.</li> </ul>
University Certificate	15	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• 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.</li> </ul>
University Diploma	60	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>• 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.</li> </ul>
University Diploma	30	Bachelor's degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• 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.</li> </ul>

Post-Baccalaureate Certificate	9	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a master's degree.</li> <li>• 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.</li> </ul>
Post-Master's Certificate	9	Master's degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a doctoral degree.</li> <li>• 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.</li> </ul>
Post-Doctoral Certificate	9	Doctoral degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue doctoral-level coursework.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-doctoral diploma.</li> </ul>

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	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>• 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.</li> </ul>
University Diploma	60	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>• 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.</li> </ul>



**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.

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

<b>Section B: Rationale, Implications and Impacts</b>	
<b>Rationale for Introduction of Certificate</b> Outline the rationale for the proposed non-credit certificate.	
<b>Resource Implications</b> 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.	
<b>Consultation</b> 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.	

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

## **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](http://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.

## APPENDIX F

### Sample parchments and transcript entries

#### 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 Htowwoqi Uqevwevoe Futqoj

Confer Date: June 09, 2010

Degree: Certificate in Peace and Post-Conflict Studies

In the Name of: Qetek Htowwoqi Uqevwevoe Futqoj

Confer Date: June 09, 2010

Degree: Certificate in Globalization and Governance

In the Name of: Qetek Htowwoqi 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



