



**BRANDON  
UNIVERSITY**

Founded 1899

## Brandon University Senate Policy of Non-credit Certificate Programs

### Purpose

To establish a new sub-committee of Senate (*i.e.*, Curriculum and Academic Planning Committee) with representation from the Board of Governors to review and approve proposed non-credit certificate programs.

### Scope

This policy applies to newly proposed non-credit continuing education certificate programs from Brandon University faculties and related units (*e.g.*, Rural Development Institute).

### Jurisdiction

Senate has primary responsibility for academic matters, while the Board of Governors has overall responsibility of the University. A non-credit certificate program has implications for learning and administration (*e.g.*, Registrar, HR), thus Senate involvement. Updating the Board is also important as the University expands the learning offerings to non-traditional learners. Updating the Council on Post-Secondary Education is left to the discretion of the President.

### Proposed policy

The Senate approves the establishment of a sub-committee of the Curriculum and Academic Planning Committee (CAP) with the mandate to review and approve non-credit certificate proposals based on the attached **Guideline**.

The Sub-committee **membership** totals six:

- Chair of the Curriculum and Academic Planning Committee, who shall be the Chair
- 1 Dean elected by and from the Curriculum and Academic Planning Committee
- 2 Faculty members elected by and from the Curriculum and Academic Planning Committee
- 1 student Senator elected by and from the Curriculum and Academic Planning Committee
- 1 Senator who is also on the Board of Governors to be elected by and from Senate

### Dispute resolution

The decision of the sub-committee may be appealed to Senate. The matter shall normally be considered within two regular meetings of Senate. The decision of Senate is final.

The attached **Guideline**

- Lists non-credit elements of a continuing education certificate program,
- Identifies three types of non-credit certificate programs
- Describes the approval process by the Sub-committee
- Includes the application template to be used.

## Policy for the Approval of Non-credit Certificate Programs

### Introduction

Brandon University offers degree-credit certificate programs. Degree-credit programs are made up of courses that can be credited to a degree at Brandon University. Non-credit programs tend to place greater emphasis on application than theory; courses or modules that comprise non-credit programs are not automatically credited individually towards a degree although, in some cases, a noncredit program can be credited towards a degree course through Prior Learning Assessment or through formal arrangement with a Faculty. Non-credit certificates may be sponsored by BU alone or in conjunction with appropriate external partners.

The purpose of this document is to outline the approval process for non-credit certificate programs at BU; forms required for this approval process are attached.

### Types of Non-credit Certificate Programs

Non-credit programs at Brandon University (BU) include the following consistent elements:

- clear objectives;
- cohesive set of modules;
- clearly spelled out admission requirements (including experience requirements, if any);
- consideration of prior learning in application process;
- appropriate university level modules;
- assessment components which are suitable to the type of certificate.

There are three types of non-credit certificate programs at BU which are differentiated by time investment and learner requirements:

- **Certificate of competency**
  - minimum of 80 contact hours (or equivalent using alternate forms of delivery)
  - based on a rigorous evaluation criteria, (e.g. assignments, examinations);
- **Certificate of completion**
  - includes assessment component which is less rigorous than the above, (e.g. class discussion, postings);
- **Certificate of participation**
  - based primarily on attendance and a set number of training hours per day.

### Approval Process

Two levels of approval are required for non-credit certificate programs at BU:

- Upon recommendation of the originating unit of Brandon University, (e.g. Departments, Faculties, Research Institutes), the Dean/Director/V.P. responsible, and
- Senate Sub-committee of Curriculum and Academic Planning Committee

Three levels of approval can be granted by the Sub-committee.

#### 1. Approval for the concept

At this stage, the concept has been researched but little developmental work has been done on the program itself. The Sub-committee can grant approval, thus recommending that program development commence, or deny approval, providing reasons for this decision. The Sub-committee agrees to process these requests within five working days. It is at this stage that the Sub-committee also provides recommendations on the viability and or potential of faculty involvement.

## 2. Approval in principle

For programs for which full development requires considerable investment in time and money; at this stage approval is being sought for the concept and work to date. The Sub-committee can either deny approval or grant approval in principle, indicating conditions for full approval and possible suggestions on remaining work. The response time for the Approval in principle will not be greater than **10** (ten) working days.

## 3. Full approval

Program and curricula have been completely developed. The sub-committee, having previously granted approval at either of the first two stages, can either deny approval, indicating conditions for full approval, or grant full approval. Recommendations for program improvement may also be included.

Full approval is granted with the sub-committee having provided input or approval at either of the first two stages. The response time for the Approval in principle or Full approval will not be greater than **20** (twenty) working days, including the **5** (five) days as outlined in the Approval of concept stage.

Opportunity will be extended to pertinent faculty(s), given the relevancy of the content and the ability of said faculty to provide expertise in the requested subject matter.

Should the sub-committee deem that the proposed non-credit certificate program includes elements that may be defined as traditionally academic/curricular, the proposal will be redirected to the Curriculum & Academic Planning (CAP) Committee for review and decision. If approved by CAP, the proposal will move on to the Senate for final review and decision.

## Program and Module Submissions

The application form required for the approval process is attached. Questions regarding the proposed program which are answered through the application are as follows:

1. **Who is proposing it?** Is it in-house (e.g., RDI) or is it with a partner, either on campus or within the community?
2. **Is it a responsive program?** Does the program respond to an existing need in the community? Is there a business case for proceeding?
3. **What is the fit with BU?** Is the topic of the proposed certificate one that is supported by expertise within BU, either in a Department, Faculty or a Centre? If not, why should an exception be made? What are the resource requirements for this program?
4. **Is the program academically appropriate?** Does the program have clear objectives and a cohesive set of modules/courses? What is the number of contact hours/days? Are admission requirements clearly identified; is experience considered? Has the curriculum been vetted by reliable content expert(s)?
5. **Are the proposed evaluation methods appropriate?** Does the program include evaluation components of both the learners and the program itself? Is learner evaluation based on proficiency? Does it require the completion of work place assignments? Or is it based on attendance? Does the program evaluation include input from learners and instructors?

## Non-Credit BU Certificate Program Proposal

Level of approval sought (see attachment for definitions):

- Approval for concept
- Approval in principle

- Full approval

## **Date of submission**

### **1. Program Identification**

- 1.1 Name of proposed certificate program:
- 1.2 Type of certificate (see attachment for definitions):
  - Competency
  - Completion
  - Participation
- 1.3 Involving of BU faculty:
- 1.4 External partner(s):
- 1.5 Roles and responsibilities of the partners:
- 1.6 Proposed program start date:

### **2. Program Description & Development**

- 2.1 Description of program objectives:
- 2.2 Description of the overall program structure:
- 2.3 Anticipated student/graduate outcomes and their relevance:
- 2.4 Admission requirements, standards, etc. (including prior learning assessment):
- 2.5 Title and description (including contact hours) of each course/module in the program:
- 2.6 Anticipated program duration:
- 2.7 Other special requirements such as practicum, workplace assignments, etc.:
- 2.8 Method of program delivery (e.g. face-to-face, distance education, blended):
- 2.9 Vetting process for curriculum (e.g. external content expert—include written comments):
- 2.10 Learner evaluation processes:

### **3. Resource Implications (costs and fees)**

#### 3.1. Human and Physical Resource Implications

Considering the first five years (or the time frame in which the program is expected to be fully operational) of the proposed program,

- 3.1.1 Extent to which current resources in terms of academic and support staff, library, space, equipment, etc. would be used:

- 3.1.2 Additional resources needed:

#### 3.2 Financial Implications (costs, fees)

Full and incremental costs of the program for the first five years (or the time frame in which the program is expected to be fully operational), broken down by major cost areas, academic salaries, other salaries, equipment, library acquisitions, space, etc. and listing opportunities.

### **4. Relationship to Other Programs and Institutions**

- 4.1 Describe any relationship to existing programs/units/professional expertise at BU:

- 4.2 If expertise is available at BU, describe the process undertaken to ensure potential relationships/collaborations were fully explored:
- 4.3 Provide evidence of prior consultation with any other affected units at BU:
- 4.4 Other comparable programs offered elsewhere in Manitoba or Prairies and rationale for the introduction of an additional program, if a similar one is already offered in the region:
- 4.5 Opportunities of collaboration with other institutions in the region (university or non-university), or elsewhere in Canada, in the delivery of the program and steps taken to that effect:

## **5. Program Need and Market**

- 5.1 Need which is being met by this program:
- 5.2 Consultation with employers and/or professional organizations as to the current and anticipated job market:
- 5.3 Learner demand:
- 5.4 Clientele (expected enrolment, enrolment limits or expected maximum enrolment and clientele sources):

## Cover sheet and record of decision by the Sub-committee

**Date of Proposal Submission:** \_\_\_\_\_

**Level of Certificate:**

\_\_\_\_\_ Certificate of Competency

\_\_\_\_\_ Certificate of Completion

\_\_\_\_\_ Certificate of Participation

**Level of Approval**

\_\_\_\_\_ Approval for concept

\_\_\_\_\_ Approval in principle

\_\_\_\_\_ Full approval

**Date Approval Granted:** \_\_\_\_\_

**Date Approval Denied:** \_\_\_\_\_

**Comments, Recommendations, or Rationale:**

**Signature of Sub-committee Chair:** \_\_\_\_\_

*Approved by Senate June 19, 2012*

Revised by CAP – Oct. 26, 2017

Revision Approved by Senate – November 14/17