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MEMORANDUM

ATTENTION	Tom Nault, Registrar and Executive Director, Student Enrollment	**DATE**	May 2, 2025
FROM	Co-Chairs, Additional Credentials Working Group - Julia Denholm, Dean, Lifelong Learning - Mary O'Brien, Vice-Provost and Dean, Graduate Studies	**PAGES**	1 / 3
RE:	Additional Credentials Initiative: Progress and Next Steps		

BACKGROUND

Starting in 2021, the Ministry of Advanced Education and Skills Training (now Ministry of Post-Secondary Education and Future Skills) released its micro-credential framework, including a definition that, as of 2025, reads as follows:

> *A micro-credential program is a short, stand-alone, competency-based learning experience that aligns with labour market or community needs and is assessed and recognized for employment or further learning.*

Subsequently, the Ministry invested in micro-credentials both directly, via funding grants, and indirectly through the StrongerBC future skills grant that provides individuals with $3,500 towards skills-based programs, including micro-credentials.

As interest in micro-credentials grew across SFU, EAB (a higher education research and advisory organization) was invited to offer a day-long workshop to the campus community on micro-credentials. Given the strong interest in the topic, a working group with representation from across SFU was formed to develop a set of recommendations to guide the planning, development and delivery of "alternative" (subsequently "additional") credentials at SFU. The result of that work is the attached document, *Additional Credentials: Report and Recommendations*. This document has been reviewed, and feedback has been provided by several Senate committees, program advisors, and senior academic leaders.

KEY FINDINGS

- Additional credentials include a broad range of educational offerings that are typically shorter in duration than the undergraduate and graduate programs currently on offer at SFU. These include micro-credentials (including badged courses and micro-certificates); certificates and diplomas at the undergraduate, post-baccalaureate, and graduate levels; and non-credit credentials (see page 8 of *Additional Credentials: Report and Recommendations* for an overview of the full range of additional credentials).

- All SFU credentials belong to a single ecosystem.
- SFU's additional credentials must be developed in the context of relevant policies, governance and oversight to ensure consistency, integrity and sustainability.
- Care and planning in the development, classification and naming of new credentials are essential. New credential development should take the entire ecosystem into consideration and thus allow opportunities for students to access pathways across and within undergraduate, graduate, and non-credit spaces.
- Additional credentials should be intentionally designed, have explicitly stated outcomes and formal assessment criteria for students, and be formally documented at SFU.
- New for-credit credentials should normally make use of existing coursework taught by continuing SFU faculty.
- While all of the coursework completed as part of smaller credentials such as graduate certificates and diplomas is counted toward the larger credentials into which they ladder or stack, the amount of course overlaps between credentials such as an undergraduate certificate and undergraduate major may vary from unit to unit.
- Adding up to four new credentials (citation, undergraduate two-year diploma, undergraduate professional certificate, and post-baccalaureate certificate) to the current SFU for-credit credential framework may provide an opportunity for faculties and units to build new pathways for access, exit, and completion.
- While there is much enthusiasm for the development of additional credentials, their success depends on the availability of appropriate institutional supports including, for example, workshops, market analysis, online supports, and/or a community of practice.

OPPORTUNITIES

The following opportunities have been identified as SFU develops new micro-credentials and additional non-credit and for-credit additional credentials:

- Enhance SFU's reputation for educational quality and innovation.
- Build on existing expertise within SFU.
- Support flexibility and speed to market for new programming, as additional credentials are approved through collegial governance processes.
- Enhance opportunities to showcase skills-based, employer-informed education and/or enable learners to pursue new knowledge in relatively small chunks.
- Create clear pathways to support student mobility within SFU.
- Increase opportunities and access to SFU credentials for Indigenous learners and members of equity-deserving groups.
- Enable on-ramps to and off-ramps from traditional university credentials.

While these opportunities exist, there is no requirement that any faculty or academic unit develop additional credentials.

NEXT STEPS

As laid out in the recommendations section of *Additional Credentials: Report and Recommendations*, there is work to be done to ensure that high-quality additional credentials are developed in a way that is sustainable and that aligns with SFU's strategic priorities. Centralized references and supports will be available to units looking to develop new credentials within this space, and working groups will be developed to advance the recommendations.

Forthcoming work will proceed in three key phases.

Phase 1: Taking stock and laying groundwork (2025)
- Determine central guidance and support
- Establish an online repository of reference materials and a community of practice
- Develop an inventory of existing credentials, MOUs, transfer agreements
- Gather data, identify system needs, review templates

Phase 2: Launch emerging programs (2025-2026)
- Support development and delivery of ministry-defined micro-credentials, new credentials and credential types

Phase 3: Review, assess, and elevate practices (2026-2027)
- Refine and assess credentials, practices, and supports

Further consultation and reports on the work that is being done will be provided to Senate as this initiative progresses.

Attachment: *Additional Credentials: Report and Recommendations*

cc.
Dilson Rassier, Provost and Vice-President Academic
Peter Hall, Vice-Provost and Associate Vice-President, Academic

Additional Credentials:

Report and Recommendations

Additional (formerly Alternative) Credentials Working Group

March 24, 2025

Table of Contents

Executive Summary

This document proposes a path forward for the development of **additional credentials[1]**, that is new educational offerings that are shorter in duration than the undergraduate and graduate degrees currently on offer at SFU. It is important to note that non-degree credentials are already offered at SFU (e.g., Lifelong Learning certificates and diplomas, the Faculty of Communication, Art and Technology provincially funded micro-credentials, the Beedie School of Business Graduate Diploma in Business Administration).

This document is being shared for feedback and discussion.

SFU hosted a micro-credential workshop in March 2024 with the goal of determining interest in developing additional credentials. Representatives from across the university attended the event, and colleagues generally agreed that additional credentials make sense at SFU. For example, SFU does not offer traditional undergraduate diploma programs (i.e., those that recognize the first two years/60 units of undergraduate coursework), and while there is a post-baccalaureate diploma, there is no post-baccalaureate certificate.

According to the Ministry of Post-Secondary Education and Future Skills (among many sources), developing new and more flexible learning options is one way to respond not only to learners' needs but also to the needs of community and society. Shorter credentials, which may be completed for a lower cost, can contribute to increased employability, support professional development, enhance motivation, retention, and completion rates, increase overall institutional responsiveness and highlight expertise.

Key Messages

- All SFU credentials belong to a single ecosystem.
- Adding up to four new credentials (citation, undergraduate two-year diploma, undergraduate professional certificate[2], and post-baccalaureate certificate) to the current **SFU for-credit credential framework** provides an opportunity for faculties and units to build new **pathways**[3] for access, exit, and completion.
- SFU's additional credentials must be developed in the context of relevant policies, governance and oversight to ensure consistency, integrity and sustainability.
- Care and planning in the development, classification and naming of new credentials are essential. New credential development should take the entire ecosystem into consideration and thus allow opportunities for students to access pathways across and within undergraduate, graduate, and non-credit spaces.
- Additional credentials should be intentionally designed, have explicitly stated **outcomes** and formal assessment criteria for students, and be formally documented at SFU.
- New for-credit credentials should normally make use of existing coursework taught by continuing SFU faculty.
- While all of the coursework completed as part of smaller credentials such as graduate certificates and diplomas is counted toward the larger credentials into which they ladder or stack, the amount of course overlap between credentials such as an undergraduate certificate and undergraduate major may vary from unit to unit.

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[1] Terms shown in **bold** are defined in the appended glossary.
[2] Final name for the "undergraduate professional certificate" is pending further consultation.
[3] The BC transfer credit framework points to enhanced opportunities for transfer into and out of SFU credentials. Utilization of the BC transfer credit system (BCCAT) will also help prevent duplication and encourage collaboration across institutions.

- While there is much enthusiasm for the development of additional credentials, their success depends on the availability of appropriate institutional supports including, for example, workshops, online supports, and / or a community of practice.

As we move ahead, SFU will develop goals for the development of additional credentials. These might include targets around a certain number or type of additional credentials or around the development of additional credentials with community partners. As this work is just beginning, the working group recommends the following guiding principles. Additional credentials should:

- Enhance SFU's reputation for educational quality and innovation
- Build on existing expertise within SFU
- Support flexibility and speed to market for new programming, as additional credentials are approved through collegial governance processes.
- Enhance opportunities to showcase **skills-based**, employer-informed education and/or enable learners to pursue new knowledge in relatively small chunks
- Create clear pathways to support student mobility within SFU
- Increase opportunities and access to SFU credentials for Indigenous learners and members of equity-deserving groups
- Enable **on-ramps** to and **off-ramps** from traditional university credentials

Preamble

What's Next: The SFU Strategy, sets expectations around expanding "experiential education, lifelong learning, and credential models to improve student outcomes and accelerate regional impact and innovation" (p. 6). SFU's draft #2 *Academic Plan 2025-30 (Plan)* points to the goal of advancing "coherent, innovative curriculum" that is "relevant and highly engaging" (p. 6). The *Plan* also points to the importance of developing accessible pathways and laddering options across non-credit, undergraduate and graduate credentials, inclusive admission policies and supports for Indigenous and equity-deserving students to ensure that SFU can "create and foster a learning environment that is open to all" (p. 12).

In response to these calls, a working group with representatives from across the university with expertise in non-credit, undergraduate and graduate teaching and learning was established to recommend a path forward and develop a plan for additional credentials at SFU. The purposes of this document, which addresses the development and delivery of additional credential models at SFU, are as follows:

- To draft institutional principles, goals, and definitions regarding the strategic purpose, sustainable development, and ongoing operation, maintenance, and delivery of new credential models and associated learning pathways;
- To recommend approaches to and directions for institutional policy and procedures for additional credential and/or program development and delivery, including dedicated support needs;
- To ensure recommendations capture aspects of quality assurance, assessment, resource planning, and fiscal responsibility; and
- To propose language regarding institutional goals for additional credentials for the *Academic Plan (2025-30)* and/or other appropriate audiences.

What are additional credentials?

At SFU, the term "additional credentials" refers to the broad range of educational offerings that are typically shorter in duration than an undergraduate or graduate degree. They include some existing credentials, for example, **micro-credentials** (including **badged courses and micro-certificates**); **certificates** and **diplomas** at the undergraduate, post-baccalaureate, and graduate levels; and non-credit credentials. Unlike many of the credentials currently on offer at SFU, however, "additional credentials" are designed to support student mobility (for example, into and out of the university, or between non- and for-credit studies), and to provide students with opportunities to pursue SFU credentials in smaller learning units.

One example of an additional credential is the micro-credential, which is defined by **the Ministry of Post-Secondary Education and Future Skills** (PSFS) as follows:

> Micro-credentials recognize short-duration, competency-based learning opportunities, that align with labour market or community needs and can be assessed and recognized for employment or further learning opportunities.

This definition is important to those applying for PSFS micro-credential funding; however, by choosing to explore additional credentials more broadly, SFU opens the door to development of learning opportunities beyond this example and definition, enhancing students' ability to access "pathways between undergraduate, graduate, and non-credit education," (Plan, p. 7) as a way to both "support academic success among equity-deserving [and other] students" and "to make post-secondary education more accessible" (Plan, p. 13). Some examples of micro-credentials and other pathway-enhancing offerings already developed at SFU are shown in Appendix A.

To achieve these learning opportunity goals, additional credential curriculum should be developed intentionally, with outcomes aligned at both the course and credential level (to support pathways, **laddering**, **stacking**, and transfer) and including learning that is formally assessed and documented institutionally (i.e., a digital credential such as a badge, or a transcript). Although the possibility of laddering and stacking certificates and diplomas into degrees currently only exists at the graduate level, it is also possible to consider these opportunities for undergraduate degrees.

Further, additional credentials should be captured within SFU's credential framework (see Appendix B[4] for examples), including relevant policies and governance practices, to ensure consistency and support academic quality and credential sustainability. This document offers discussion in support of these and other goals.

Recommendations

Additional credentials at SFU should share these characteristics:
- Provide opportunities for students to pursue studies in smaller-sized (shorter duration) credentials;
- Support student mobility by having outcomes designed to support pathways, laddering, stacking, and transfer;
- Include formal assessment of learning;
- Be documented at the institutional level, whether digitally or via transcript or both; and
- Be captured within SFU's credential framework and governed by appropriate institutional policies and practices.

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[4] Note that Appendix B shows the existing Continuing Studies non-credit credential framework, the current range of for-credit non-degree/second Bachelor's degree options, and options for new/additional credentials that increase opportunities for development of programming at the less-than-certificate level.

Institutional Principles and Goals for Additional Credentials

By developing new credentials, the university can create new opportunities for students wishing to access post-secondary education for career readiness or enrichment. To provide a framework within which additional credentials might be defined and developed, the following principles are recommended. Additional credentials should:

- Enhance SFU's reputation for educational quality and innovation;
- Build on existing expertise within SFU;
- Support flexibility and speed to market for new programming;
- Enhance opportunities to showcase skills-based, employer-informed education and/or enable learners to pursue new knowledge in relatively small chunks;
- Create pathways to support student mobility within SFU; and
- Enable on-ramps to and off-ramps from traditional university credentials.

In addition to contributing to the **Academic Plan 2025-30** goals already identified, new credential models should advance the **What's Next goal** of making a difference for BC by enhancing opportunities for learners to access curriculum that embodies our commitments to quality, relevance, accessibility, collaboration (including interdisciplinarity), sustainability, and flexibility.

Other defining elements of additional credentials include the following. They are:

- Relatively short in duration;
- Flexible in terms of time to completion and delivery methods;
- Accessible to a wide range of learners;
- Directly relevant to skills required by industry, government, and non-profit employers;
- Transferable and stackable (i.e., recognized toward further academic credentials or industry certifications), ideally in multiple ways; and
- Ideally revenue generating.

Within this framework of principles and characteristics, specific goals remain to be defined. Because work on additional credential development is in its very early stages, institutional targets and performance indicators should be established through a consultative process that engages both the credential developers and a central body to be defined.

Recommendations

- Establish institutional goals or targets through the iterative process of additional credential development and delivery.
- Capture progress towards additional credential goals by adopting a suite of established key performance indicators.
- Establish a clear process to gather, review, and respond to student and employer feedback in support of continuous improvement.
- Establish a process for determining tuition flow from additional credentials.

Potential Additional Credentials

SFU currently offers several credentials in addition to traditional degrees. These include micro-credentials (including badged courses and micro-certificates); certificates and diplomas at the undergraduate, post-baccalaureate, and graduate levels; and non-credit credentials. However, a review of SFU's current undergraduate and graduate credential frameworks identified the potential to add up to four new credentials that could support student mobility and provide students with opportunities to pursue SFU credentials in smaller learning units.

Figure One: Potential Additional Credentials Undergraduate and Post-Graduate

Undergraduate existing and potential					Post-baccalaureate existing and potential	
Citation	Certificate	Diploma	UG Prof. Certificate	INLP Diploma	Post-bacc Cert.	Post-bacc Diploma
Lower-div UG courses	Primarily lower-div UG courses	Primarily lower-div UG courses	Primarily upper-div UG courses	Specific to INLP	Upper-div UG courses	Upper-div. UG courses
9 (to 15)	18-30 units	60 units	18-30 units	30 upper-div units	12 (to 29)	30 units

Figure one shows a simplified overview of potential additional credentials at SFU. A more detailed version is shown in Appendix B.

Unlike streams, concentrations, majors, and minors, these new credentials would be documented both on the transcript and awarded a parchment. While they may be embedded within a larger credential, they may also function as standalone credentials with the potential to be combined towards larger credentials.

Adding the following four new credentials will provide options for pathways for access, exit, and completion:

- citation
- undergraduate two-year diploma
- undergraduate professional certificate
- post-baccalaureate certificate

Citation

A collection of primarily lower-division undergraduate courses, a citation may be applied to major or minor. Although not frequently awarded in the sector, these tend to be used as off-ramps but could also serve as basis for admission with minimum GPA.

Diploma

A traditional undergraduate diploma recognizes 60 units or the equivalent of two years of undergraduate study.

Undergraduate Professional Certificate

As a credential that can be earned by students either within or in addition to their program of undergraduate study, the Undergraduate Professional Certificate documents completion of 18-30 upper-division units that are skills-based or otherwise professionally focused.

Post-Baccalaureate Certificate

Designed for students who already possess an undergraduate degree, the Post-Baccalaureate Certificate documents completion of upper-division undergraduate studies that complement or enhance the learner's existing experience or education.

Alignment and integration: Pathways, stacking, laddering

In addition to their status as "stand-alone" credentials, additional credentials may serve as pathways that enable learners to move between non-credit and for-credit studies, or into/out of undergraduate or graduate programming, or lead to industry certification. Within this broader framework, coursework completed not-for-credit would be credit-eligible.

The SFU non-credit credential framework (Appendix B) documents traditional (course, certificate, diploma) and additional (badged course, micro-certificate) credentials currently offered by Lifelong Learning.

Appendix B also includes a similar for-credit non-degree framework that could be expanded as illustrated to document not only existing and new credentials but also additional credentials (citation, undergraduate diploma, undergraduate upper-division certificate, post-baccalaureate certificate). By including additional credentials in the institutional system of record, the relationship between "additional" and "traditional" credentials is made clear to both learners and educators, and the validity of the additional credentials is reinforced.

Faculties or units intending to develop additional credentials should consider their benefit both in terms of the credential itself and as an opportunity to provide a pathway to additional learning opportunities for students, potentially by developing micro-certificates or combinations of courses that can be combined to lead to completion of new/additional credentials.
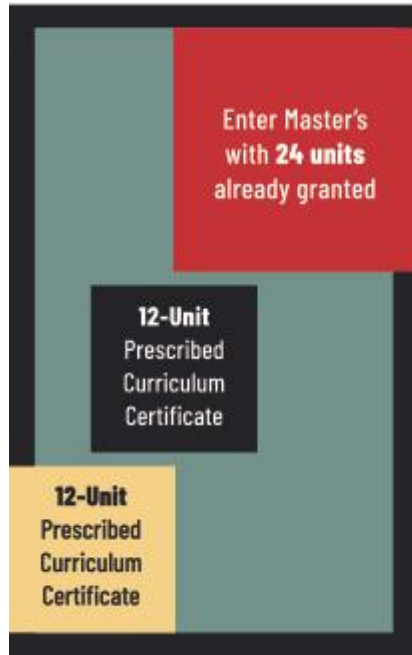
Examples of potential pathways include, but are not limited to, the following:

- Non-credit courses, either individually or combined, included in the basis of admission to an undergraduate or graduate degree;
- Secondary school dual-credit (or concurrent study) programs leading to university credit;
- Non-credit courses, either individually or combined, counted for credit;
- For-credit courses taken without university admission leading to admission based on minimum GPA;
- Undergraduate degree completion via a combination of certificates and diplomas;
- Exiting from a certificate via a meaningful exit micro-certificate;
- Exiting from a diploma via a meaningful exit certificate;
- Exiting from a degree via a meaningful exit certificate; and
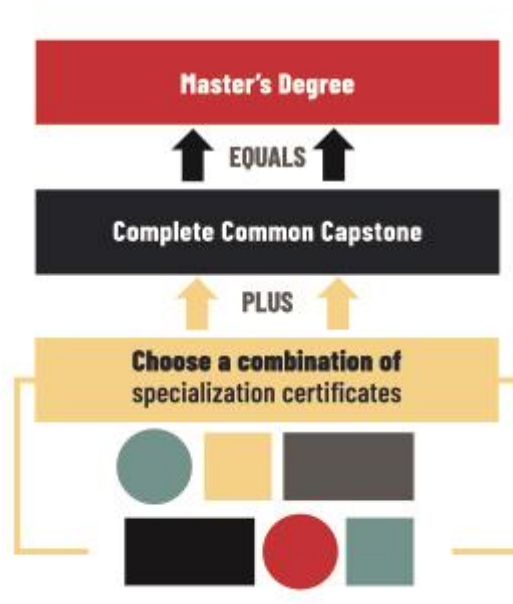- Exiting from a degree via a meaningful exit diploma.

Other pathway options can be achieved through *stacking* (bundling smaller completed credentials to make a more general larger credential) or *laddering* (carrying forward courses completed as part of a smaller credential toward the courses required in a larger credential).

Figure Two: Laddering and Stacking

Some potential opportunities for stacking and laddering include the following:

- Stacking courses to a micro-certificate;
- Stacking micro-certificates to a certificate;
- Stacking or laddering certificates to a diploma;
- Stacking or laddering from certificate to diploma and ultimately to degree.

Credit-to-Credit Combined Credential Options

Examples of opportunities to apply credit from one (smaller) credential towards a larger one include the following:

- Undergraduate certificates to undergraduate diploma or bachelor's degree;
- Undergraduate degree to post-baccalaureate diploma plus additional graduate-level coursework to graduate degree;
- Laddering Graduate diploma to graduate degree (e.g., SFU Beedie GDBA to MBA);
- Stacking three graduate certificates (or two plus capstone) to a master's degree; or
- Stacking two undergraduate diplomas to a bachelor's degree.

Non-credit-to-Credit Transfer/Pathway Options

A key concern in the non-credit-to-credit transfer space is the distinction between non-credit "hours" and for-credit "units." This requires more analysis and documentation to support intra-SFU pathways and transferability a common denominator should be defined.

- Non-credit laddering as credit into undergraduate programs;
- Credit-eligible non-credit registration in for-credit courses, with potential to serve as basis for admission and potentially be counted as laddering credit;
- For-credit registration in non-credit courses (e.g., Urban Studies/City Program)
- Non-credit certificate to undergrad certificate; and
- Non-credit programming as part of basis of admission to graduate program (e.g., SFU Beedie GDBA), with potential to be counted as laddering credit

Where non-credit programming is being considered for credit-bearing status, principles of **Prior Learning Assessment and Recognition (PLAR)** could be used. Additionally, programs considering transferability of non-credit curriculum could follow the practices currently used when assessing for-credit transfer through the **transfer appeal process.**

Recommendations

- Include additional credentials in the institutional system of record.
- Establish guidelines / procedures for laddering pathways between SFU non-credit and for-credit credentials. These should consider the distinction between hours and units, the requirement for learning outcomes and assessment, and meaningful discussions around tuition, budgeting, admission requirements, and administrative processes.
- Provide guidelines for tuition and assessment of non-credit and for-credit students in the same course.
- Follow consistent practices such as those associated with Prior Learning Assessment and Recognition, or the practices currently used when assessing for-credit transfer, in the case of an application to grant credit for non-credit studies.
- Establish guidelines for the development of MOUs and transfer pathway agreements for approving external certificates and diplomas to be incorporated into laddered pathways.

Proposal Development and Approval

While the required documentation and approval processes of additional credentials will vary, all new credentials developed at SFU must be sustainable in terms of their development, ongoing operation, maintenance, and delivery. Because expertise in the development of additional credentials is dispersed across SFU, supports should be established to ensure that additional credentials are of the highest academic quality, and resources should be provided to assist faculties/units choosing to create additional credentials with elements of the development process that may be unfamiliar.

The following key areas should be addressed both in the review of existing additional credentials and in proposals for new ones.

Academic Quality Assurance

As official SFU credentials, additional credentials must adhere to SFU academic standards, including alignment with to-be-developed guidelines around additional credential nomenclature. At minimum, proposals for additional credentials should include the following elements specifically related to academic quality:

- Learning outcomes and aligned **learning activities**;
- Clearly defined course units and/or hours;
- Course assessment/marking criteria;
- Opportunities for laddering/stacking;
- Rationale for proposed **delivery methods**;
- Method for official recordkeeping and credentialing (e.g., transcript, digital badges); and
- Plans for academic and operational oversight (i.e., academic and operational committees).

Approval processes for additional credentials should align with the processes already in place for both for-credit and non-credit offerings. Approving bodies could be documented in the SFU Non-degree Credential Framework.

Fiscal Responsibility

Because additional credentials present an opportunity to generate additional revenue, proposals should include information specific to financial planning. This should include:

- Financial risk assessment (i.e., projected ongoing market demand, industry/government initiatives, enrolment, impacts of SFU budget);
- Comparative analysis of potentially competing offerings;
- Evidence of revenue stream (i.e., tuition, fees, government or other grants); and
- Calculation of development and operational costs (e.g., salaries of faculty and staff, IT, facilities, student supports and services, registration support for non-credit offerings).

Tuition fees may be determined in one of several ways. For example, they may be aligned with per-credit tuition rates based on the credit hour value/equivalency of the course/credential. Other potential tuition models include the following:

- Cost recovery;
- Alignment with international tuition;
- Market based; or
- Mixed (where for-credit and non-credit learners are in the same class or program).

Institutional and Market Alignment

To ensure that additional credentials are responsive, proposals should also speak to the following:

- Strategic alignment with faculty/centre/institute and institutional goals;
- Alignment with government and/or industry priorities;
- Similar credentials available (i.e., via an environmental scan); and
- Plans for marketing and recruitment

External letters of support are recommended for all new for-credit credentials.

Approval

The approval processes for additional credentials are as follows:

- Undergraduate credentials: academic unit, faculty approval body, SCUS, SCUP, Senate.
- Graduate credentials: academic unit, faculty approval body, SGSC, SCUP, Senate.
- Non-credit credentials: certificates and diplomas are approved by SCCS. Non-credit credentials requiring fewer than 120 hours of instruction are approved at the unit level.

Evidence of Flexibility

Given that additional credentials are intended to support student access and mobility, proposals for new for-credit credentials should consider the following:

- Pathways to admission;
- Non-credit to credit options (including consideration of hours and course units);
- Pathways into/out of programming; and
- Non-credit access to for-credit offerings (with credit applicable when the student is admitted to the university).

Recommendations

- Establish a centralized support unit to provide instructional design and other resources (e.g., community of practice, Canvas site, workshops) for the advancement and development of additional credentials.
- Develop guidelines for the naming of additional credentials.
- Ensure definitions related to additional credentials are added to the Calendar and other relevant documentation.
- Establish a tuition task force to ensure that tuition levels for for-credit additional credentials are set appropriately and transparently.
- Develop new or revise existing templates for proposal development that establish expectations and provide guidance for the development of each type of credential.
- Ensure that approval processes for additional credentials align with the processes already in place for both for-credit and non-credit offerings.
- Build a central SFU website that includes up-to-date and accurate information about additional credential development (including relevant definitions, paperwork and processes).
- In instances where credentials offer opportunities for both for-credit and non-credit instruction, require consultation with UCIL and approval from all relevant bodies.
- Consider additional credential content both as a means to the credential itself and as an accessible pathway to additional learning and professional development opportunities.

Governance, Support, and Maintenance

Sustainable development of new credentials must be accompanied by ongoing support for their governance and approval, ongoing operation, maintenance, and delivery.

Establishment of Policy and Procedures

To ensure that additional credentials are clearly understood and defined within the SFU credential framework as a whole, they should be officially defined through Senate policy that establishes the expected process and procedures for their development and administration. Such a policy might consider the following:

- Definition of additional credential types, including units/hours;
- Limitations on the amount of non-credit and/or prior learning that can be applied to subsequent credentials;
- Identification of approval bodies;
- Requirements for ongoing academic oversight;
- Requirements for registration, recordkeeping, and student data retention; and
- Requirements for recordkeeping and credentialling (badge, transcript, parchment).

Registration and Recordkeeping

The following suggestions should guide the decision-making processes around registration and recordkeeping.

- To ensure data integrity and appropriate retention of student records, registration for additional credentials must be managed through the relevant enterprise system.
- Where an additional credential is awarded a digital record, the enterprise badging platform must be used.

Use of enterprise systems enables consistent reporting (e.g., to the Provost, Senate, Board of Governors, government). The data can be used for internal strategic development such as University and Faculty- or unit-level Strategic Plans.

Support and maintenance for sustainable delivery

The central support unit for additional credential development should also provide guidance regarding ongoing administrative support and academic oversight. Because additional credentials are intended to be responsive to market demands, units delivering them should establish or make use of existing processes or committees to oversee, review and regularly revise curriculum, review learner performance data, chart progress towards success metrics, and assess overall sustainability of the offering/s. Part of this work can be accomplished through the expected requirements of ongoing quality assurance.

Quality Assurance

SFU is required to uphold and report on[5] the quality of all credentials, as per the quality assurance policies and procedures established by the province of British Columbia. As a result, all credentials must be developed, approved and periodically reviewed through institutional processes. This ensures that learners are meeting their education or employment goals.

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[5] SFU reports on all its credentials (including additional credentials) to the Ministry through the Institutional Accountability Plan and Report (IARP).

Review and reporting

An internal quality-assurance review process is recommended for additional credentials.

Regular review and reporting on for-credit additional credentials should take place at minimum as part of the external review process and potentially more frequently during any pilot phase. These regular reviews should include the following at a minimum:

- Enrolment (actual vs. target enrolment; demographic information where available);
- Completion rates and time to completion;
- Financial report;
- Learner outcomes (employment, for example); and
- An assessment of the unit's ability to offer each credential on a consistent basis.

The purposes of regular reporting are as follows:

- Demonstrate that programs have upheld quality expectations, are meeting or exceeding annual enrolment targets and learner outcomes, and are meeting the financial goals laid out in original proposal;
- Identify high-value opportunities to improve administrative processes;
- Enhance ability of SFU to meet demands of non-traditional learners; and
- Share best practices, lessons learned, and plans for credential updates / renewal.

Regular university-level reporting should include the following key performance indicators:

- Number of additional/new credentials approved/on offer within non-credit, undergraduate and graduate spaces;
- Total or by-credential enrollment (including participation by equity-deserving and non-traditional students, where this information is available);
- Enrolment;
- Completion rates (including time to completion);
- Revenue generated;
- Number of pathway students (continuing to credit programs) internal to SFU;
- Number of pathway students continuing to other institutions degree programs;
- Job placements post-credentials (with planned data collection through IRP or other appropriate office);
- Government support (dollar values funding these credentials); and
- Number of partnerships (industry, government, or non-profit employers) for the credentials.

Specific institutional targets related to these performance indicators should be established through a consultative process that engages both the credential developers and a central body such as the Office of the Provost. Regular reporting about additional credentials should take place at an institutional level and should proceed through the regular approval channels. This includes the following.

- Undergraduate credentials: academic unit, faculty approval body, SCUS, SCUP, Senate.
- Graduate Credentials: academic unit, faculty approval body, SGSC, SCUP, Senate.
- Non-credit Credentials: certificates and diplomas are approved by SCCS. Credentials requiring fewer than 120 hours of instruction are approved at the unit level.

Sunsetting

- As with all SFU credentials, additional credentials should be discontinued at the appropriate time. Sunsetting ensures the ongoing relevance of programming, quality standards, and financial sustainability of additional credential offerings and upholds SFU's commitment to academic excellence, student success and fiscal accountability. Opportunities for sunsetting will be built into the regular review process.
- Before a credential is discontinued, recruitment and admission should be suspended and affected individuals (current students, prospective students, faculty, and staff) notified. Teach-out plans must be made to ensure that current students can complete the credential per existing processes used when suspending admission to for-credit programs.

Recommendations

- Create Senate policy to establish the expected process and procedures for additional credential definition, development, and administration including transferability.
- Require regular review of additional credentials including assessment of their financial viability, other reporting requirements, and timing of the review.
- Establish timelines and expectations for quality assurance and the review of additional credentials that differ depending on the type of credential being offered.
- Build quality assurance requirements into each additional credential.
- Develop institutional targets and performance indicators.
- To support data collection and integrity, require that additional credentials registration be managed through the relevant enterprise system.
- To ensure student access to credentials, where the credential is documented digitally, require that the enterprise digital credentials platform be used.

Summary of Recommendations

Fundamental Principles

Additional credentials at SFU should:

- Provide opportunities for students to pursue studies starting with smaller-sized (shorter duration) credentials;
- Support student mobility by having outcomes designed to support pathways, laddering, stacking, and transfer;
- Include formal assessment of learning;
- Be documented at the institutional level, whether digitally or via transcript or both; and
- Be captured within SFU's credential framework and governed by appropriate institutional policies and practices.

University Responsibilities

- Establish institutional goals or targets through the iterative process of additional credential development and delivery.
  - Lifelong Learning and/or Graduate Studies and/or AVPLT
- Capture progress towards additional credential goals by adopting a suite of established key performance indicators.
  - AVPA with IRP and UCIL
- Establish a clear process to gather, review, and respond to student and employer feedback in support of continuous improvement.
  - IRP and Lifelong Learning
- Establish a process for determining tuition flows from additional credentials.
  - AVPA and Budget Office, and consultation with Graduate Studies and Lifelong Learning

Alignment and Integration

- Include additional credentials in the institutional systems of record.
  - Registrar, Lifelong Learning
- Establish guidelines / procedures for laddering pathways between SFU non-credit and for-credit credentials. These should consider the distinction between hours and units, the requirement for learning outcomes and assessment, and meaningful discussions around tuition, budgeting, admission requirements, and administrative processes.
  - Lifelong Learning/Registrar/AVPA/Graduate Studies
- Follow consistent practices such as those associated with Prior Learning Assessment and Recognition, or the practices currently used when assessing for-credit transfer, in the case of an application to grant credit for non-credit studies.
  - Lifelong Learning/Registrar/AVPA/Graduate Studies/Executive Education
- Establish guidelines for the development of MOUs and transfer pathway agreements for approving external certificates and diplomas to be incorporated into laddered pathways.
  - UCIL with consultation with academic units and Lifelong Learning

Development and Approval

- Establish a centralized support unit to provide instructional design and other resources (e.g., community of practice, Canvas site, workshops) for the advancement and development of additional credentials. Proponents of new credentials require supports for ideation and development.
  - Lifelong Learning and/or Graduate Studies and/or AVPLT
- Develop guidelines for the naming of additional credentials.
  - UCIL and Lifelong Learning
- Establish a tuition task force to ensure that tuition levels for for-credit additional credentials are set appropriately and transparently.
  - AVPA/UCIL and Lifelong Learning
- Develop new or revise existing templates for proposal development that establish expectations and provide guidance for the development of each type of credential.
  - UCIL and Lifelong Learning and Graduate Studies
- Build a website that includes up-to-date and accurate information about additional credential development (including relevant definitions, paperwork and processes).
  - UCIL or Registrar and Lifelong Learning
- Ensure that approval processes for additional credentials align with the processes already in place for both for-credit and non-credit offerings.
  - UCIL and Lifelong Learning and Graduate Studies
- In instances where credentials offer opportunities for both for-credit and non-credit instruction, require consultation with UCIL and approval from all relevant bodies.
  - UCIL and Lifelong Learning and Graduate Studies
- Consider additional credential content both as a means to the credential itself and as an accessible pathway to additional learning and professional development opportunities.
  - UCIL, academic units, Lifelong Learning and Executive Education

Governance, Support, and Maintenance

- Create Senate policy to establish the expected process and procedures for additional credential definition, development, and administration including transferability.
  - SCUS and SGSC, with any NC-to-C including Lifelong Learning
- Require regular review of additional credentials including assessment of their financial viability, other reporting requirements, and timing of the review.
  - AVPA/UCIL
- Establish timelines and expectations for quality assurance and the review of additional credentials that differ depending on the type of credential being offered.
  - AVPA/UCIL
- Build quality assurance requirements into each additional credential.
  - AVPA/UCIL
- To support data collection and integrity, require that additional credentials registration be managed through the relevant enterprise system.
  - Registrar or Lifelong Learning
- To ensure student access to credentials, where the credential is documented digitally, require that the enterprise digital credentials platform be used.
  - Registrar or Lifelong Learning

Key Terminology

additional credential: broad range of educational offerings that are typically shorter in duration than the **undergraduate and graduate degrees** currently on offer at SFU.

badged course: course embedded within a micro-certificate. Documented on a transcript and digitally.

certificate: a document provided as evidence of learning based on completion of a recognized program of study. See also undergraduate certificate, post-baccalaureate certificate, and graduate certificate.

delivery method:

> asynchronous learning: a form of educational delivery where students and instructors engage with the course content at different times that suit each individual participant's schedules. It is usually supported by technology such as computer conferencing, voicemail, and email.

> blended learning: a form of educational delivery that includes both in-person and online learning such that a portion of face-to-face class time is replaced by asynchronous online components.

> distance education: an instructional system in which the learner is separated from the institution organizing the instruction by space and/or time. Includes blended learning, correspondence courses, distributed education, e-learning, synchronous/asynchronous learning, and learning facilitated by information and communications technology.

> in-person education: a mode of program delivery where all elements of learning are accessed only in-person. Technology may still be used to enhance learning or provide course materials.

> online learning: class time is fully virtual and asynchronous, with primarily instructor-led engagement. This type of learning is associated with maximized student flexibility.

> synchronous learning: a form of educational delivery that happens at the same time for the instructor and the learners, meaning that there is real-time interaction between them (e.g., video conferencing, teleconferencing, live chatting, live streaming, etc.).

diploma: generally a 60-credit program that takes two years of full-time study to complete. A diploma enables graduates to pursue many different careers or progress into a Bachelor's Degree program.

graduate certificate: a minimum of four graduate courses (maximum five courses) for a minimum of 12 units of graduate course work.

laddering: carrying forward courses completed as part of a smaller credential toward the courses required in a larger credential.

learner outcome: the application of knowledge and skills learned in a course, program, or area of study and the integration of knowledge and skills with other areas of the learners' lives.

learning activity: projects or exercises that are carried out during a teaching process with the aim of stimulating understanding and helping students to absorb new concepts.

learning outcome: the specification of what a student should learn, know, or be able to do as the result of a period of specified study.

learning outcomes: statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program.

micro-certificate: a budling of three or more badged courses (draft definition).

micro-credential: short-duration, competency-based learning opportunities, that align with labour market or community needs and can be assessed and recognized for employment or further learning opportunities (**Ministry of Post-Secondary Education and Future Skills**).

on-ramp: entry point to degree programs for students.

off-ramp: exit point from a degree program providing students a non-degree credential.

pathway: a pathway provides students with both short- and long-term learning experiences and routes in-through-and-out of post-secondary learning experiences.

post-baccalaureate certificate: a stand-alone credential of 12-15 credits that normally requires completion of an undergraduate degree, or equivalent, for admission.

post-baccalaureate diploma: thirty or more units (typically the equivalent of one full year) of regular upper division undergraduate courses; graduate courses may be included. A first university degree or the equivalent is normally a prerequisite, but, if stipulated, mature applicants whose experience makes them particularly suited to a program may also be admitted.

Prior Learning Assessment and Recognition (PLAR): a process to assess and recognize all learning from all sources (**Ministry of Post-Secondary Education and Future Skills).**

quality assurance: the planned and systematic review process of an institution or program to determine that acceptable standards of education, scholarship, and infrastructure are being met, and to aim for continuous improvement.

skills-based learning: the acquisition of knowledge through hands-on experiences, practice, and application.

stacking: bundling smaller completed credentials to make a more general larger credential.

undergraduate professional certificate: eighteen to thirty units (one-half to one full year) comprised of primarily lower division courses; upper division courses may be included. Unlike traditional certificates, the undergraduate professional certificate allows current students to acquire up-to-the-minute skills and may also offer opportunities for graduates and other interested parties to register either for- or not-for credit.

Appendix A:

Examples of Existing Micro-Credentials

Examples of Existing Micro-Credentials

The examples below are not exhaustive but illustrate the range of additional credentials that have been or are in the process of being developed at SFU.

Micro-credential developed in collaboration with other institutions

Centre for Digital Media Building Blocks of Digital Media

An entry-level, non-credit micro-credential targeted to non-technical professionals who wish to develop digital media skills. Curriculum shared among seven post-secondary institutions and the First Nations Technology Council. Opportunity for learners to choose from partner institution offerings as an elective. Potential to share curriculum with non-partner institutions for a fee.

Micro-credential delivering industry-specific vocabulary instruction

Centre for Digital Media English for Computer Science and Creative Technology Careers (ECSCTC)

A non-credit micro-credential consisting of two 60-hour blended modules that help technology learners and professionals acquire sector-specific language and communication skills to improve hireability in BC's competitive creative-technology industry.

Micro-credential developed in response to defined industry need, in partnership

Centre for Digital Media Leadership and Agile Production Management

A single, non-credit course that allows learners to complete 12 hours of online, asynchronous study in project management. Learners are provided with a broad understanding of management and leadership through agile and hybrid methodologies. The micro-credential was developed in partnership with DigiBC in response to industry surveys demonstrating need for this skill.

Pathway program granting SFU credit for courses completed in high school

School of Interactive Arts and Technology Creative Technologies Micro-certificate

A set of three first-year Interactive Arts and Technology (IAT) design courses that high school students complete for dual credit. Learners receive credit for their high school studies and up to nine units of IAT credit which can be applied toward an SFU undergraduate degree (or towards other PSI credentials where transfer agreements are in place) after the learner has met institutional admission requirements.

Access micro-certificate designed for working professionals

School of Interactive Arts and Technology Human-Centred Artificial Intelligence Micro-certificate

A program in which non-credit learners are able to register in select upper division IAT AI courses for the purposes of upskilling and reskilling. Learners may complete the individual AI courses as stand-alone, non-credit micro-credentials or complete all five courses and receive a micro-certificate. SIAT is exploring how to allow learners to articulate non-credit learning into for-credit application in future.

Two examples of micro-certificates stacking to a non-credit certificate

Lifelong Learning: Equity in Healthcare Certificate

Developed in collaboration with the Provincial Health Services Authority, the certificate consists of three, two-course micro-certificates. Each micro-certificate course includes 24 instructional hours for a total of 48 instructional hours per micro-credential and 144 hours in total. An SFU non-credit certificate must include a minimum of 120 instructional hours.

Lifelong Learning Public Relations Certificate

Developed in consultation with the Canadian Public Relations Society, the certificate consists of three, three-course micro-certificates. Each micro-certificate course includes 18 instructional hours for a total of 54 instructional hours per micro-credential and 162 hours in total. An SFU non-credit certificate must include a minimum of 120 instructional hours.

Diploma laddering into a Master's degree

Beedie School of Business Graduate Diploma in Business Administration (GDBA)

The GDBA is a 24-unit graduate credential that may be completed as a stand-alone diploma or that may ladder into the MBA. Courses in the GDBA are a subset of the MBA courses, and students who complete these courses with a CGPA of 3.0 or higher may apply these credits toward the completion of the MBA within three years of completion of these courses.

Non-credit certificate as part of graduate admission

Lifelong Learning to Beedie School of Business GDBA

Continuing Studies and SFU Beedie formalized the ongoing offering of the more accessible GDBA pathway in spring of 2021. To qualify, candidates must possess at least eight years of professional experience and a certificate from Continuing Studies in one of six eligible programs.

Appendix B:

SFU non-credit and for-credit non-degree credential frameworks, existing and proposed

SFU Continuing Studies Non-Credit Framework

Offering	Event, e.g., workshop, public lecture, webinar	Course	Course	Micro-Certificate	Certificate	Diploma
Credential			Badge	Micro-Certificate	Certificate	Diploma
Description	Professional or personal enrichment; may be workshops, public lectures, or webinars; may be regular workshop offering, or one-time/infrequent	Professional or personal enrichment; thematically coherent; measurable learning outcomes; introductory/exploratory	Course embedded within a micro-certificate; meets Ministry/SFU definitions of micro-credential	A collection of badged courses; meets Ministry/SFU definitions of a micro-credential	Program of study in a specialized field with curriculum approved by the SFU Senate Committee on Continuing Studies	Longer program of study in a specialized field with curriculum approved by the SFU Senate Committee on Continuing Studies
Minimum Instructional Hours	One	Six	Eight NB: allows for one-day synchronous courses	30 NB: allows for easy stacking to 120 hours; ideal is three MCs = Cert.	120	350
Approval	Program area	Academic Council/LLGC	Academic Council/LLGC	Academic Council/LLGC	Academic Council/LLGC and SCCS	Academic Council/LLGC and SCCS
Admission	Open enrollment	Open enrollment	Open enrollment	Open enrollment	Open enrollment/cohort	Open enrollment/cohort
Registration System	Eventbrite; NC SIS	NC SIS	NC SIS	NC SIS	NC SIS	NC SIS
Assessment of Learning	Optional	Yes; may be minimal	Yes	Yes	Yes	Yes
Graded	Optional	Yes	Yes	Yes	Yes	Yes
Time to completion				Two years from start of first course taken	Three years from start of first course taken	Five years from start of first course taken
Student record documenting learning	Optional	Transcript	Transcript; Digital record	Transcript; Digital record	Transcript; Certificate parchment; potential digital Certificate	Transcript; Diploma parchment; potential digital Diploma
Review Process	Regularly by program area	Regularly by program area; student survey	Regularly by program area; student survey	Regularly by program area; student survey; course and credential learning outcome assessment	Regularly by program area; student survey; course and credential learning outcome assessment	Regularly by program area; student survey; course and credential learning outcome assessment

SFU For-Credit Non-Degree Framework, existing and potential

Credential	Non-degree Student	Citation	Undergraduate Certificate	Undergraduate two-year Diploma	Undergraduate Professional Certificate (name TBC)	Undergraduate INLP Diploma	Second Bachelor's Degree	Post-Baccalaureate Certificate	Post-Baccalaureate Diploma	Graduate Certificate	Graduate Diploma
Description	Completion of a set of courses	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Collection of upper-division undergraduate courses; designed for holders of UG Diploma to recognize additional work towards Degree	Designed for students who wish to acquire high intermediate to advanced oral proficiency in [a] particular Indigenous language	Available to students who already hold a bachelor's degree from an approved institution.	Collection of upper-division undergrad courses; designed for holders of Bachelor's degree to gain knowledge or skills in a specific discipline	Collection of upper-division undergrad courses; designed for holders of Bachelor's degree to gain knowledge or skills in a specific discipline	Collection of graduate courses; designed for holders of Bachelor's degree	Collection of graduate courses; designed for holders of Bachelor's degree
Minimum Units	n/a	9 (to 15)	18 (to 30)	60	18 (to 30)	30 upper-division	44 upper-division	12 (to 29)	30	12 (4 courses)	22
Admission	Undergraduate: TBD Graduate: Graduate program in the academic unit in which the student wishes to work	TBD	Undergraduate program committee in academic unit in which student wishes to work	Undergraduate program committee in the academic unit in which the student wishes to work	Undergraduate program committee in the academic unit in which the student wishes to work	Completion of the CINLP or PLAR.		Application to program	Application to program	Application to program; requires at least 2.5 undergraduate CGPA	Application to program; at least 2.5 undergraduate CGPA
Program requirements	n/a	TBD	Must maintain 2.0 CGPA on all certificate courses	TBD	TBD	Must maintain 2.0 GPA on all SFU courses applied to the diploma. Duplicate courses counted only once	At least 2/3 of upper-division courses must be completed at SFU. Exempt from B, 3 units of Q, and lower-division W requirements	TBD	Must maintain 2.5 CGPA on all diploma courses	Must maintain 2.5 CGPA	Must maintain 2.5 CGPA
Time to completion		Normally one term	1 half-year full time or 1 year part time. Must be completed within 6 years	2 years full time or 4 years part time. Must be completed within 6 years.	1 half-year full time or 1 year part time. Must be completed within 6 years	Must be completed within 6 years	Minimum 1 year full-time. Must be completed within 6 years	TBD	1 year full time or 2 years part time. Must be completed within 6 years	1 year	18 months to 2 years
Student record documenting learning	Transcript	TBD	Transcript; Parchment	Transcript; Parchment	Transcript; parchment	Transcript, Parchment	Transcript; Parchment	Transcript; Parchment	Transcript; Parchment	Transcript; Parchment	Transcript; Parchment
Review Process	n/a	To be included in unit review	Included in unit review	To be included in unit review	To be included in unit review	Included in unit review	n/a	To be included in unit review	Included in unit review	Included in unit review	Included in unit review
Additional notes		May serve as an entrance pathway	May be completed separately from undergraduate degree and potentially serve as entrance pathway	This will support stacking and laddering toward undergraduate degrees	This will support stacking and laddering toward undergraduate degrees			This will support stacking and laddering toward post-baccalaureate diploma		Non-credit certificate is min. 120 instructional hours, so approx. equivalent	A non-credit diploma is minimum 350 instructional hours

Potential Stacking/Laddering Opportunities: Post-baccalaureate and Graduate

Credential	Examples for potential stacking/laddering	Post-Baccalaureate Certificate	Examples for potential stacking/laddering	Post-Baccalaureate Diploma	Examples for potential stacking/laddering	Graduate Certificate	Examples for potential stacking/laddering	Graduate Diploma	Graduate degree
Description	Two, six-unit micro-certificates = Post-bacc certificate Three, five-unit micro-certificates = Post-bacc certificate (other variations possible)	Collection of upper-division undergraduate courses; designed for holders of Bachelor's degree to gain knowledge or skills in a specific discipline	Two, 15-unit post-bacc certificates = Post-bacc diploma (other variations possible)	Collection of upper-division undergraduate courses; designed for holders of Bachelor's degree to gain knowledge or skills in a specific discipline	Graduate micro-certificates in various multiples adding up to Grad. certificate	Collection of graduate courses; designed for holders of Bachelor's degree	Graduate micro-certs and/or certs in multiples adding up to Grad. diploma	Collection of graduate courses; designed for holders of Bachelor's degree	Graduate micro-certs, certs, diploma combined to add up to Grad. degree
Minimum Units		12 (to 29)		30		12 (4 courses)		22	
Admission		Application to program		Application to program		Application to program; requires at least 2.5 undergraduate CGPA		Application to program; at least 2.5 undergraduate CGPA	
Program requirements				Must maintain 2.5 CGPA on all diploma courses		Must maintain 2.5 CGPA		Must maintain 2.5 CGPA	
Time to completion				One year full time or two years part time Must be completed within 5 years		One year		18 months to two years	
Student record documenting learning	Micro-certificates (and potentially individual courses) documented electronically.	Transcript; Parchment		Transcript; Parchment	Micro-certificates (and potentially individual courses) documented electronically.	Transcript; Parchment	Micro-certificates (and potentially individual courses) documented electronically.	Transcript; Parchment	Transcript; Parchment
Review Process		To be included in unit review		Included in unit review		Included in unit review		Included in unit review	

Potential Stacking/Laddering Opportunities: Undergraduate

Credential	Non-degree Student	Citation	Examples for potential stacking /laddering	Undergraduate Certificate	Examples for potential stacking/ laddering	Undergraduate two-year Diploma	Professional Undergraduate Certificate (name TBD)	Examples for potential stacking/laddering
Description	Completion of a set of courses	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Could be combined to make an UG Certificate	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Could be combined to make an UG Diploma	Collection of primarily lower-division undergraduate courses; may be applied to major or minor	Collection of upper-division undergraduate courses; designed for holders of UG Diploma to recognize additional work towards Degree	Combination of UG certs and dips could add up to UG degree
Minimum Units	n/a	9 (to 15)		18 (to 30)		60	18 (to 30)	
Admission	Undergraduate: XX Graduate: Graduate program committee in the academic unit in which the student wishes to work	TBD		Undergraduate program committee in the academic unit in which the student wishes to work		Undergraduate program committee in the academic unit in which the student wishes to work	Undergraduate program committee in the academic unit in which the student wishes to work	
Program requirements	n/a	TBD		Must maintain 2.0 CGPA on all certificate courses		TBD	TBD	
Time to completion		TBD		One half year full time or one year part time Must be completed within 6 years		Two-years, full-time or Four years part-time. Must be completed within 6 years.	One half year full time or one year part time Must be completed within 6 years	
Student record documenting learning	Transcript	TBD		Transcript; parchment		Transcript; Parchment	Transcript; parchment	
Review Process	n/a	To be included in unit review		Included in unit review		To be included in unit review	To be included in unit review	

Appendix C:

Members of the Additional Credentials Working Group

Co-Chairs:
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