TORONTO METROPOLITAN UNIVERSITY
POLICY OF SENATE

DEVELOPMENT AND REVIEW OF CONTINUING EDUCATION OFFERINGS

Policy Number:	76
Approval Date:	June 7, 2022
Previous Approval Date:	December 6, 2016, January 30, 2007
Responsible Office:	Provost and Vice President Academic, G. Raymond Chang School of Continuing Education
Implementation Date:	Fall 2022

1. **PURPOSE**

   The purpose of this policy is to ensure consistency in development, governance, and review of the continuing education offerings of The G. Raymond Chang School of Continuing Education in keeping with a mission of Toronto Metropolitan University (the "University") to provide career-relevant continuing education as outlined in the "Mission and Aims" of the University formally set out in Policy 103: Mission and Aims of Toronto Metropolitan University.

2. **APPLICATION AND SCOPE**

   This policy applies to offerings created, administered, and delivered by The G. Raymond Chang School of Continuing Education ("The Chang School").

3. **DEFINITIONS**

   3.1. **Certificate:** A Certificate consists of a minimum of four courses, where the academic quality is comparable to that of courses which are part of degree programs.

   3.2. **Competency:** A competency describes the ability to use a set of related knowledge, skills, and attributes required to successfully perform activities and tasks in a defined setting.

   3.3. **Chang School (CS) Microcredential Offering:** A short offering completed in less than 12 weeks that results in the assessment of one competency. It can be standalone or part of a CS Microcertificate. CS Microcredentials do not bear any relationship to degree level courses or programs. A CS Microcredential Artifact is awarded for the completion of a CS Microcredential.

   3.4. **Chang School (CS) Microcertificate Offering:** A short offering that results in the assessment of two to ten related competencies. A CS Microcertificate can be comprised

of a set of CS Microcredentials or a combination of CS Microcredentials and assessed competencies. CS Microcertificates do not bear any relationship to degree level courses or programs. A Microcertificate Artifact is awarded for the completion of a CS Microcertificate.

3.5. **Chang School (CS) Microcredential Artifact:** A digital record issued to an individual recipient that documents the assessed competencies and when these were completed. A CS Microcredential Artifact is awarded through a digital recognition system that is University branded.

3.6. **Chang School (CS) Microcertificate Artifact:** A digital record issued to an individual recipient that documents the assessed competencies and when these were completed. A CS Microcertificate Artifact is awarded through a digital recognition system that is University branded.

4. VALUES AND PRINCIPLES

The values outlined in the University's Senate Policy Framework are applicable and fundamental to this Policy. A mission of the University is to provide career-related continuing education and The Chang School must ensure sufficient rigor and depth to its offerings to serve this mission as set out in [Policy 103: Mission and Aims of Toronto Metropolitan University.](#)

4.1. **Boldness:** The University champions creativity, innovation, and ingenuity; it encourages students, faculty, and staff to think boldly, take initiative, and demonstrate resourcefulness.

4.2. **Access:** Access to education can transform lives and communities. The University is committed to providing access to education and employment opportunities for students, faculty, and staff, particularly those from marginalized, underrepresented, and equity-seeking groups. Access includes lifelong learning, expanding our individual and collective horizons through professional development, and learning opportunities that meet students' needs.

4.3. **Relevance:** Relevance is the integration of current practice, theory, and approaches into curriculum to ensure the student learning experience is aligned to the socially progressive innovation economy. In continuing education, relevance is achieved through close connection to, and collaboration with, external stakeholders to ensure programming is responsive to current and future needs.

4.4. **Academic Excellence:** The University strives to cultivate a student experience that equips all students with the knowledge, skills, and competencies needed to flourish and contribute to our ever-changing world.

4.5. **Equity, Diversity, and Inclusion:** Equity and diversity are essential components of a modern, accessible post-secondary institution. Teaching, learning, and SRC (scholarly research and creative activities) at the University are influenced by the diversity of ideas and experiences that members of our community bring. A major strength of our University comes from the diversity in our University family, which reflects the very essence of Toronto - the diverse, multicultural community we call home. Additionally,

we recognize the relationship between the social and physical environment and disability, focusing on solutions to remove barriers. All students, staff, and faculty are respected and appreciated as valuable members of the University community, and a commitment to equity is embedded in our everyday thinking and actions.

4.6. **Timeliness:** Processes should be both timely and include practical timelines.

5. CS MICROCREDENTIALS AND CS MICROCERTIFICATES

5.1. **Development and Review of CS Microcredentials and CS Microcertificates**

5.1.1. Responsibility for development of CS Microcredentials and CS Microcertificates rests with The Chang School, with collaboration with Faculties where appropriate.

5.1.2. CS Microcredentials and CS Microcertificates will be consistent with the Strategic Priorities of The Chang School and the mandate of the University.

5.1.3. CS Microcredential and CS Microcertificate proposals can be collaborative, involving any Faculty within the University, or external partner, in partnership with The Chang School.

5.1.4. CS Microcredential and CS Microcertificate proposals and reviews will be evaluated by the MC Subcommittee, which will make recommendations to the Chang School Council (CSC) for approval.

5.2. **Governance and Programming of CS Microcredentials and CS Microcertificates**

5.2.1. Ongoing responsibility for delivery and review of CS Microcredentials and CS Microcertificates rests with The Chang School.

5.2.2. The Chang School Council (CSC) will create a MC Subcommittee for the purpose of evaluating CS Microcredential and CS Microcertificate proposals and reviews and to make recommendations to CSC for approval.

6. CERTIFICATES

6.1. **Governance of Certificates**

6.1.1. Administrative responsibility for certificate programs rests primarily with The Chang School.

6.1.2. Academic responsibility for certificate programs rests primarily with the School/Department/Faculty normally accountable for courses and/or programs in the relevant discipline. When it is academically inappropriate to assign responsibility for a certificate to a particular School/Department/Faculty, responsibility will be assigned to a curriculum committee established in accordance with this Policy (see Section 6.1.3 and 6.1.4).

6.1.3. Every certificate program will have a standing curriculum committee with primary responsibility for program curriculum development and, when the

program is implemented, for the quality and content of its courses. In certain instances, membership may be drawn from outside the University community. In such cases, University faculty must comprise a clear majority of the committee membership.

6.1.3.1. When a certificate is related to a single School or Department, the curriculum committee will be that of the relevant constituency with representation from The Chang School.

6.1.3.2. When the program is not clearly related to a single School or Department, the Dean of The Chang School will collaborate with the Faculty Deans in advising the Provost and Vice President Academic on the appropriate composition for the curriculum committee.

6.1.4. In certificate programs which relate to a single School or Department, academic responsibility for the program, once implemented, rests primarily with that constituency. This responsibility, some elements of which are discharged primarily through the curriculum committee as described above, is taken to include:

6.1.4.1. the development of individual courses and curriculum structure, maintenance of their academic quality and currency, criteria for student evaluation, prerequisite patterns, and student promotion

6.1.4.2. ongoing review of program objectives, learning outcomes, and career competencies

6.1.4.3. general certificate and course staffing strategies, and recruitment and approval of instructors to teach in certificate programs

6.1.5. Every certificate program will have a program advisory council. This will, in many circumstances, be the advisory council of the degree program from which the certificate program derives. When a certificate is not related to a single degree program, the Dean of The Chang School will collaborate with Faculty Deans in recommending such an advisory council. (Authority for the creation of such councils rests ultimately with the Provost and Vice President Academic.)

6.1.6. Administrative authority, which rests primarily with The Chang School, is taken to include program marketing and promotion, registration, and ensuring access to appropriate University facilities. It also entails the coordination of program reviews and, where appropriate, coordination of the efforts of individuals from various areas of the University in the program development and implementation processes.

6.2. **Development and Review of Certificates**

6.2.1. Certificate programs will be consistent with the mandate of the University.

6.2.2. Whenever academically appropriate, certificate courses should be part of the University's degree programs or deemed equivalent to degree program courses

in order to provide students with maximum accessibility and internal degree credit transfer. Restrictions for some students may apply to prevent duplication.

6.2.3. Academic standards and policies pertaining to certificates will be comparable to those pertaining to degree programs.

6.2.4. In developing certificate programs, initiatives and advice may be drawn from individuals and organizations internal and/or external to the University. Curricular planning and program development will be carried out within the existing structure of academic authority as articulated in Procedures.

6.2.5. New certificate programs and alterations in existing certificates require the same pattern of internal approvals as do degree programs. External approval is not required in the case of certificate programs.

6.2.6. Senate is responsible for final approval of new certificate programs together with the periodic review of certificate programs.

7. ARTIFACTS

CS Microcredential Artifacts or CS Microcertificate Artifacts are awarded upon the completion of stipulated competency-based assessment(s). These Artifacts are University branded. Once awarded, the artifact is owned by the recipient.

RELATED POLICIES AND DOCUMENTS

The following policies are related to Policy 76:

Policy 2:   Undergraduate Curriculum Structure

Policy 46:   Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

Policy 158: Program Advisory Councils

The following documents informed the Policy 76 Review process:

The University's Senate Policy Framework
The Academic Plan 2020-2025
The Chang School Strategic Priorities 2021-2023

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PROCEDURES for Policy 76: Development and Review of Continuing Education Offerings

The Development and Review of Continuing Education Offerings Procedures (the "Procedures") outline the processes to be followed in carrying out Policy 76: Development and Review of Continuing Education Offerings.

1. **CS MICROCREDENTIALS AND CS MICROCERTIFICATES**

    1.1. **Development and Review of CS Microcredentials and CS Microcertificates**

        1.1.1.   Ideas and initiatives for new CS Microcredentials and CS Microcertificates will be directed to The Chang School which will provide advice and commentary on feasibility and planning procedures.
        1.1.2.   Proposals for new CS Microcredentials and CS Microcertificates will follow the guidelines and templates developed by the MC Subcommittee of The Chang School Council (CSC) (see Procedures Section 1.3.5.).
        1.1.3.   A proposal for new CS Microcredentials and CS Microcertificates will include details on offering start date and expiry/renewal date as appropriate for that discipline.
        1.1.4.   A proposal may relate to a standalone CS Microcredential or a CS Microcertificate.
        1.1.5.   In cases where CS Microcredential offerings culminate in a CS Microcertificate, the start date and expiry/renewal date of any standalone CS Microcredential will be accounted for in the overall CS Microcertificate expiry/renewal date.
        1.1.6.   All offerings will be reviewed by the MC Subcommittee for relevance every two years and recommendations for change or discontinuation brought to CSC.

    1.2. **Completion and Artifacts**

        1.2.1.   A CS Microcredential Artifact or CS Microcertificate Artifact is awarded upon completion of stipulated competency-based assessment(s).
        1.2.2.   CS Microcredential Artifacts and CS Microcertificate Artifacts are awarded to individuals and are University branded.
        1.2.3.   CS Microcredential Artifacts or CS Microcertificate Artifacts are not included on an academic transcript.
        1.2.4.   Achievement of competency will be evaluated based on a Pass/Fail assessment.
        1.2.5.   A competency-based assessment is deemed complete when an individual has received a passing mark in a Pass/Fail grading system.

1.2.6. A CS Microcredential Offering or CS Microcertificate Offering has a start date and an expiry/renewal date appropriate to the discipline. Each assessed competency will bear an expiry/renewal date.

1.2.7. Time span to completion: for a Microcredential, this is equivalent to the assessment period and less than 12 weeks; for a Microcertificate, this is open as long as the Microcertificate continues to exist and the associated Microcredentials have not yet expired.

1.3. **Governance of CS Microcredentials and CS Microcertificates**

1.3.1. The Chang School MC Subcommittee will have a Chair, appointed by the Dean.

1.3.2. The Chair, in consultation with the Dean, will propose subcommittee membership to The Chang School Council (CSC) for approval. Composition will include, but not be limited to, representation from The Chang School staff, faculty, instructors, continuous learners, alumni, and external partners.

1.3.3. Regular meetings of the subcommittee will be held at least once per term.

1.3.4. The subcommittee will have Terms of Reference, reviewed and approved by CSC annually and provided to Senate for information.

1.3.5. The subcommittee will develop proposal guidelines and proposal templates for CS Microcredentials and CS Microcertificates.

1.3.6. The subcommittee will develop guidelines that outline circumstances in which a CS Microcredential Artifact or a CS Microcertificate Artifact may be revoked.

1.3.7. The subcommittee will develop guidelines for assessment development and review.

1.3.8. The subcommittee may invite additional participating guests to attend meetings as need dictates.

1.3.9. CS Microcredential and CS Microcertificate records will be maintained and retained by The Chang School.

2. CERTIFICATES

2.1. **Governance of Certificates**

2.1.1. The Dean of The Chang School will work collaboratively with other Deans to create a framework for administrative and academic leadership for the development and implementation of a proposed certificate program.

2.1.1.1. When a proposed certificate holds an academic relationship to a single School or Department, the Dean of the relevant Faculty will be involved.

2.1.1.2. When a proposed certificate may relate to more than one School or Department, the Dean of The Chang School will involve all relevant Deans in the administrative and academic

structure. (One or more Deans may be designated as holding principal responsibility for the program's development.)

        2.1.1.3.   When a proposed certificate is not clearly linked to any one School or Department, the Dean of The Chang School will collaborate with the other Deans and advise the Provost and Vice President Academic who will create an appropriate administrative and academic framework for the program.

   2.1.2.   In all cases, a curriculum committee will be established early in the process of developing a new certificate program. The composition of such a committee will be consistent with the governance provisions of Policy Section 6.1.3 and 6.1.4. Additionally, a program or advisory council will be established in accordance with Policy Section 6.1.5.

2.2. Development and Review of Certificates

   2.2.1.   Ideas and initiatives for new certificates will be directed to The Chang School which will provide preliminary advice and commentary on administrative feasibility and planning procedures. The School also plays an important proactive role in bringing proposals for new certificate initiatives into the University's academic approval framework.

   2.2.2.   Certificate programs will be reviewed periodically with respect to their societal need, academic currency, and curriculum structure, and financial viability. Such reviews will be carried out under the auspices of The Chang School. Mechanisms and timetables for reviews of societal need, academic currency, and curriculum structure will be established by the Provost and Vice President Academic and The Chang School.

   2.2.3.   New certificate development and review processes shall identify duplicate content and prohibited combinations of degree and certificates and add appropriate restrictions.

RELATED POLICIES

The following policies are related to Policy 76 Procedures:

POLICY 45:   Governance Councils
POLICY 46:   Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate
POLICY 110: Institutional Quality Assurance Process
POLICY 112: Development of New Graduate and Undergraduate Programs
POLICY 126: Periodic Program Review of Graduate and Undergraduate Programs
POLICY 127: Curriculum Modifications: Graduate and Undergraduate Programs