OISE GUIDELINE

APPROVAL OF NON-CREDIT CERTIFICATE PROGRAMS

DRAFT: SEPTEMBER 30, 2016
Overview

From time to time OISE Continuing and Professional Learning (OISE CPL) develops new certificate programs (identified as Category 3 programs under the University of Toronto Policy on Certificates). OISE CPL certificates are developed with consideration of the CPL Learning Solutions Credential Framework¹ and are consistent with the University's general objectives as well as CPL's strategic directions for its professional learning portfolios². In consultation with the relevant Portfolio Curriculum Review Committee³, CPL engages in a five stage process for new certificate development and evaluation⁴. The process covers market analysis, proposal, solution development, program implementation, and program evaluation (see attached process map).

Non-Credit Certificate Programs Review Process

The University of Toronto Policy on Certificates requires that there be an established approval process for new non-credit certificates. Proposals for new OISE CPL non-credit certificates are approved during Phase 2 of the solution development process, as follows:

1. Following Curriculum Review Committee review and development of CPL Solutions Proposal, CPL Executive Director approves and recommends proposed certificate program to Program Advisory Committee (PAC)
2. Program Advisory Committee (PAC) reviews and approves proposed certificate program for Dean (or Dean’s Designate) review
3. Dean (or Dean’s Designate) reviews and approves proposed certificate program
4. Newly approved certificate programs are presented to Faculty Council for information at the next scheduled meeting following approval by Dean
5. Names of newly approved certificate programs are outlined to the Provost’s office in the OISE CPL annual report to the Provost

Non-Credit Professional Development Solutions Review Process

In addition to non-credit certificate programs, OISE CPL develops and delivers non-credit professional and executive development solutions that are not classified as certificate programs activities. These include webinars, learning institutes and workshops and may be delivered to both domestic and international markets. The process for review and notification of these activities occurs within the monthly meeting routines between the Executive Director, Continuing and Professional Learning and the Dean or Dean’s Designate. Additionally, OISE CPL maintains learning solutions pipeline documentation and reports monthly on these activities.

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¹ CPL Learning Solutions Credential Frameowrk is a guide which outlines the type of CPL learning solution and the corresponding recognition of learning completion: Certificate of Completion, Recognition of Achievement
² CPL currently has four portfolios: Pre-K-12, Post-Secondary, Workplace Learning and Development, and Community.
³ A Curriculum Review Committee is being formed for each portfolio. Each committee consists of 5 to 7 members chosen for their expertise in the field(s) comprising the portfolio and includes at least one OISE faculty member.
⁴ Refer to process map on page 6 of this document
CPL Learning Solutions Credential Framework

While CPL learning solutions are non-credit and are not required to follow the credential standards as outlined in the Ontario Qualifications Framework, CPL has elected to categorize its criteria for recognition of learning by committing to a learning solutions standard as presented in the CPL Learning Solutions Credential Framework (see table below).

<table>
<thead>
<tr>
<th>Learning Recognition</th>
<th>Instructional Content Duration</th>
<th>Solution Example</th>
<th>Review Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>1-20 hours</td>
<td>Webinar, Workshop/Event/Institute</td>
<td>Non-Credit Professional Development Solutions Review</td>
</tr>
<tr>
<td>Recognition of Achievement</td>
<td>21-42 hours</td>
<td>1-2 Course Pack; Blended, Online, On-Campus</td>
<td>Non-Credit Professional Development Solutions Review</td>
</tr>
<tr>
<td>Certificate of Completion</td>
<td>43 – 144 hours</td>
<td>Learning Objectives evolve across a spectrum of Conceptual, Procedural, Metacognitive</td>
<td>4-6 Course Pack; Blended, Online, On-Campus</td>
</tr>
<tr>
<td>Masters Certificate of Completion</td>
<td>&lt;120 hours + Completion of an action learning project</td>
<td>&lt;40% of Learning Objectives are classified as Advanced</td>
<td>4-6 Course Series Pack + Capstone; Blended, Online, On-Campus</td>
</tr>
</tbody>
</table>
OISE Guideline for Approval of Non-Credit Certificate Programs

Professional Advisory Committee (PAC)

*Purpose*
The Professional Advisory Committee (PAC) for OISE Continuing and Professional Learning is in place to provide strategic advice and input into CPL's professional and executive development education initiatives. The PAC ensures that CPL programs are relevant to the existing and emerging needs within the learning and professional development communities we serve.

*Membership*
The OISE Continuing and Professional Learning PAC is composed of 9-12 members, volunteers who are external to the University of Toronto. PAC members are professionals and leaders in their respective organizations or sectors who wish to contribute to the ongoing exchange of education information and innovation between the workplace, our broader national and global community, and OISE Continuing and Professional Learning.

*Meetings & Time Commitment*
PAC members meet two times per academic year (typically the last week of November and the last week of April depending on member availability). The meetings are structured to enable a forum for discussion regarding professional talent and learning considerations (research, policies, themes, modalities – nationally and globally and across all sectors of education, including Pk-12, Post-Secondary and Workplace). Additionally, PAC members are asked to read and review program documentation in preparation for discussion, recommendation and approval of OISE Continuing and Professional Learning solutions.

Curriculum Review Committee (CRC)

*Purpose*
The Curriculum Review Committees for OISE Continuing and Professional Learning are in place to provide curriculum advice and input into CPL professional and executive development education initiatives. The CRCs ensure that programs (content and methodology) are relevant to existing and emerging needs within the learning and professional development communities CPL serves. Additionally, the CRC review and recommendations are an integral component to the CPL quality assurance process.

*Membership*
There are four Curriculum Review Committees (one per OISE CPL learning portfolio):

- **PK-12** with a focus on professional development solutions for teachers, principals, superintendents, Ministry of Education leaders and education services organizations
- **Post-Secondary** with a focus on professional development solutions for all professional roles associated with PSE – faculty, staff, administration, government and education agencies
- **Workplace Learning & Development** with a focus on professional development solutions for roles with training and education accountability such as learning professionals (consultants, facilitators, instructional designers, managers) and inclusive of operations, sales, HR professionals
- **Community** with a focus on professional development for psychologists, social workers, psychotherapists, counsellors, coaches
OISE Guideline for Approval of Non-Credit Certificate Programs

Each CRC is comprised of 5-7 members who are professionals with extensive knowledge, expertise and leadership in their education sector along with experience developing and delivering professional learning solutions. Each CRC is, at a minimum, comprised of:

- 1 OISE Faculty colleague who acts as a liaison between OISE Continuing and Professional Learning and the relevant Academic Program & Research area
- 1 OISE CPL Sessional Facilitator/Instructional Designer who can speak to the observed needs of the OISE CPL learning audience
- 1 Regulatory/Association representative (where available) who can provide insight and connection to the observed trends and needs associated with the professional segment

Meetings & Time Commitment
CRC members **meet two times per academic year** (typically mid-November and mid-April depending on member availability). The meetings are structured to enable a forum for discussion regarding OISE CPL professional learning solutions (curriculum map reviews, course outlines, communications and engagement strategies). In preparation for a CRC meeting, members are asked to read and review documentation as preparation for discussion and recommendations to OISE Continuing and Professional Learning portfolio solutions.
**OISE Guideline for Approval of Non-Credit Certificate Programs**

### New Certificate Development Process

**Portfolio Solutions Development Workflow Map: New Learning Solutions**

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market Engagement/Scoping</td>
<td>Portfolio Recommendations/Solutions</td>
<td>Solution Development</td>
<td>Solution Implementation</td>
<td>Solution Realization &amp; Sustainment</td>
</tr>
</tbody>
</table>

**Objective:** Determine market needs and discover portfolio opportunities. Propose portfolio solutions, solicit feedback. Build portfolio solution following Recommendation specifications. Launch, deliver, and assess the portfolio solution in market.

**Timeline:** 3-18 months

**Key Activities:**
- Networking (association contacts/events)
- Review portfolio data
- Review market and research data
- Review proposal submissions
- Conduct SWOT analysis
- Develop/prepare portfolio solution recommendation which includes:
  - Clearly articulate Client/Market & Industry Need
  - Solution Overview
  - Target demographic and size of market
  - Revenue/budget projection for development and sustainment
  - Marketing considerations
  - Determine whether course workshop or certificate
  - Lead engages SME and/or PAC/CR/IC
  - Present to CR Portfolio CR/PCA to review ‘green light’ to proceed
  - Update ORCs, Solutions Tracker (to be centrally located and online)
- Develop and assign resources (SM, Instructional Designer, Course Writer)
- Create file system to house solution development documentation
- Leadkickoff meeting
- Conduct Instructional Analysis (learning outcomes, objectives, learning sequence, learner assessment)
- Develop Course Outline, Course Plan
- Develop and source solution content (Instructional strategies)
- Develop Instructional Validation (review and edit content, quality testing on Beta and Alpha testing)
- Develop Program/Course Implementation Plan (‘train the trainer’)
- Develop Marketing Plan
- Develop Evaluation/Materials Plan
- Full and evaluate data; Assess program/course solution
- Develop and submit summative report
- Develop and complete Program Review Report
- Outline program enrollment requirements/next steps
- Update Solutions Tracker

**Roles (RACI):**
- Executive Director/Associate Director (AD/AD)
- Community Engagement/Marketing Manager (CM)
- Portfolio Solutions Officer (PSO)
- AD-M (or Down)

**Resources:**
- Academic/Domain expertise
- Extended OISE team (other portfolios, Online Ops)
- Other Academic Units (OAUs)
- OISE Client Services (Coordinator, Facilitators, learners)
- Competency Profiles/Learner Profiles
- CPL Learning/Program Maps
- QPs Operations
- OISE Work Agreement/Contract
- Solutions Budget Tracker
- Kick Off Meeting Agenda/Project Plan
- Curriculum Map/Blueprint, Course Outline, Topical Outline
- Marketing/Communications Template
- OISE Work Agreement/Contract
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- Marketing/Communications Template

**RAQ Defined:**
- Responsible: Those who do the work to achieve the task. There are at least one role with a participation type of responsible, although others can be delegated to assist in the work required.
- Accountable: The one ultimately accountable for the correct and thorough completion of the task and who is delegated the work to those responsible.
- Consulted: Those whose opinions are sought; typically subject matter experts, end users, or other key stakeholders.
- Informed: Those who are kept up-to-date in progress.

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