Expanding graduate credentials & accelerated degrees through ‘combined’ programs

School of Graduate Studies
October 29, 2012
Overview

• Provide information about graduate credentials to stimulate ‘local’ discussion
• Discuss the ‘what’s involved’ aspect of introducing new graduate credentials or combining credentials
• Q & A and idea exchange

Disclaimer
Graduate Certificates

Stand-alone (i.e. direct admission)

- for credit, senate approved
- Quality council approved and MTCU approved

e.g. http://www.mine.queensu.ca/Professional-Development/ProgramDetailsCommunityRelations.html

Concurrent (admission to degree program)

- for credit, then must be senate approved

e.g. http://gradcalendar.uwaterloo.ca/page/ECE-Graduate-Certificate
Purpose? Structure?

- Often designed to provide advanced skills and technical/specialized knowledge in a specific field (broadly) related to graduate degree programs in the parent academic unit
- Organized around clear credential expectations and learning outcomes
- Academic content equivalent to at least 3 graduate courses (9 units)
Graduate Diplomas

(Defined in the Quality Framework)

Type I – Offered when a candidate admitted to a Master’s program leaves the program after completing a certain portion of the requirements (no direct admission)

Type II – Offered in conjunction with a Master’s or doctoral degree when additional requirements (usually interdisciplinary) have been completed. Admission requires candidate already admitted to the grad degree program.

Type III – Developed by a unit offering a related Master’s (sometimes doctoral) program and is designed to meet the needs of a particular clientele. Direct admission.
Type III diplomas may be subsets of existing Master’s programs

- Can build enrolment in select courses
- Could provide advanced practical and/or technical skills or applied knowledge in areas with market demand
- ‘Test the waters’ of graduate study
- Academic content equivalent to at least 4 graduate courses (12 units)

e.g. http://business.queensu.ca/grad_studies/diploma_in_accounting/index.php
Ladderized Graduate Credentials

Multiple entry and exit points
Each stands-alone as well as serves as a rung toward a higher credential
# Making it happen

## QUQAPs – approvals required

<table>
<thead>
<tr>
<th></th>
<th>Senate</th>
<th>External reviewers</th>
<th>Quality council</th>
<th>Ministry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate</strong></td>
<td>Yes</td>
<td>No</td>
<td>No (Yes if MTCU funding sought)</td>
<td>No (Yes if funding sought)</td>
</tr>
<tr>
<td><strong>Graduate Diploma</strong></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes if funding sought (Type III)</td>
</tr>
</tbody>
</table>

Follows expedited approval process
Once approved by QC, subject to Cyclical Review Process
Accelerated credentials

e.g. Four + one: 4 yr undergrad (UG) plus 1 year research or professional Master’s

• In yr 4 take 1 or 2 grad (800 level) courses and leverage UG project as basis for thesis
• Include summer term after completion of UG
• Sequential enrolment (complete UG, then enrol in Master’s and receive advance standing)
• Plan UG and grad programs to enable ‘combining’ the degrees
• Reduce 6 years to 5 years or 5 years+ 1 term
Promotion to PhD
An option available, but rarely used (except in FHS)

Top 3 reasons why programs do not promote:
• Completion of the Master’s degree essential 1st step
• Will lose government BIU funding
• Risk that student leaves with nothing if they are unsuccessful or withdraw from the PhD program

Main reason why programs do promote suitably qualified students:
• Allow students to take their research and expand it to a PhD - building on the work to date
(Some) Considerations

- What makes sense in your unit or what’s possible across units?
- What do students want?
- What does the job market/economy need?
- What can be done that leverages the new budget model?
- Will the addition of credentials/degree options add value?
Between 2006-10 ~1200 Queen’s graduates applied to SLC.

Examples of successful professional programs in the US:

- Applied public history
- Applied philosophy/ethics
- Arts and cultural management
- Biopharmaceutical economics
- Economic forecasting
- Gerontology
- Global transactions
- Human language technology
- Museum studies
- Social documentation
- Applied Space physics
- Bioinformatics
- Biotechnology
- Biotech management
- Computational math
- Industrial math
- Science entrepreneurship