

GUIDING PRINCIPLES FOR CONCURRENT CERTIFICATES IN THE FACULTY OF HUMANITIES  
November 2017

The following principles are intended to serve as guidelines for the creation of concurrent certificates in the Faculty of Humanities. It is understood that departments and programs may put forward certificates that do not adhere to all of the following guidelines, and that each proposal must be evaluated on its merits. The Faculty welcomes certificates that cross departmental and disciplinary boundaries.

1. Core competencies vs. general knowledge

It is understood that, typically, the pathway to achieving a certificate is significantly prescriptive. Certificates generally contain a coherent set of courses (core components), with limited flexibility. The rationale for such prescription is to enable students to achieve a specific set of competencies. Generally, a certificate aims to deliver a set of core competencies, whereas a minor offers students the opportunity to acquire general knowledge in a discipline (or disciplines).

2. Limiting the number of LEVEL 1 courses in a certificate

Generally, no more than 6 units of Level 1 courses will be counted towards a certificate.

3. Double counting and majors/minors

Certificates are usually intended for students not completing their degree (or part thereof) in the same discipline as the certificate. In other words, certificates are intended to provide opportunities for students to achieve a credential in a new area for them. It is recommended that no more than 3-6 units of a certificate overlap with a student's major or minor.

4. Transfer credit/Letter of Permission coursework

Courses taken at another institution will not normally count toward a concurrent certificate. Any exception to this recommendation should be considered on a case-by-case basis, and in consultation with the Faculty Advising Office.

5. Enrolment limits on certificates

Departments and programs may have compelling reasons to place a cap on enrolment in a certificate, or in a particular course within the certificate. A cap on a required course necessarily means that the entire certificate will need to have the same limited enrolment. In such cases, departments and programs must make clear the criteria for admission to the certificate, and the process for monitoring and managing enrolments.

6. Resource implications

The priority of the Faculty remains degree programs. Departments and programs should be mindful of the resource implications of offering a certificate. Normally, certificates will be built around existing program courses.