

## WORKING GROUP ON GRADUATE CERTIFICATES: RECOMMENDATIONS

1. Graduate certificate programs need not be standard in rationale and cannot be standard in content but should be standard in quality.
2. The Graduate School need not have perfect information but should expect to have basic information that should be updated reliably.
3. Continuing-education non-degree graduate programs should feature no course in the graduate catalog and should document a completion of study but not seem to certify an award of graduate credit.
4. Academic graduate non-degree programs should feature *no* course *not* in the graduate catalog and should certify an award of graduate credit denominated in hours fully acceptable in a related degree program to which a student might in future be admitted.
5. Entrepreneurial incentives should not dominate mission incentives.
6. The Graduate Catalog and all offering units should reconcile appearance with actuality by pruning dormant programs.
7. If certificate-seeking students apply successfully to become degree-seeking students, graduate course credits earned during certificate enrollment should be fully applicable during degree enrollment and should either decrease or respecify the remainder of credits to be earned.
8. Academic graduate non-degree program admission standards should be kept high enough for the co-mingling of certificate-seeking and degree-seeking students to meet a “classroom-of-peers” target as confirmed in grading.
9. The value of a University of Maryland graduate course should be constant, not contextual, this “credit-in-the-bank” guarantee meaning that anyone passing such a course should be able to apply the credit so earned wherever and whenever it could be used.
10. Prohibitions against co-mingling and double-counting have been arbitrary, inefficient, arguably disingenuous, and openly unenforced; these prohibitions should be retired.
11. Current graduate students wishing to diversify career-path options should not be barred from entering academic graduate non-degree programs while enrolled in regular graduate degree programs.
12. Multiple-career-path and career-path-adjustment realities indicate that graduate-certificate programs not only should meet high standards but also should meet many needs — as packages to be opened, not just boxes to be delivered.
13. “The course” should be freed from “the program” so that non-degree-seeking graduate students, admitted once, might be accommodated flexibly, as needs arise and circumstances allow.