Continuing Education and Lifelong Learning in the United States and Around the World

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CASE WESTERN RESERVE UNIVERSITY

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INTRODUCTION

As part of the charge from the Provost and Executive Vice President of Case Western Reserve University, Dr. Ben Vinson III, to lead the process of reviving Cleveland College at Case Western Reserve University, I have undertaken three sets of activities, namely, institutional reviews, secondary research on continuing education and lifelong learning, and a benchmarking survey of the some of the world's leading universities. The fourth activity, which is currently underway, is producing an inventory of continuing education and lifelong learning programs at CWRU.

Institutional Reviews

These reviews comprised two elements. First, since September when I joined the University, I have conducted one-on-one meetings with key offices, administrators, and staff. They include Vice Presidents, Associate Provosts, Program Directors, School Deans, Department Chairs, and staff of the Alan & Alvin Siegal Lifelong Learning Program.

Second, I have read the pertinent institutional materials on the history of the University and some of its programs including the Siegal Program, the Cleveland College, the current Strategic Plan, and various divisional and school documents.

Secondary Research

I have conducted extensive research on continuing education and lifelong learning in the context of transformations in higher education. One of my main areas of research is intellectual history, the history of ideas and knowledge producing institutions including universities. I have published dozens of articles and six books on the subject, including *The Transformation of Global Higher Education: 1945-2015*, the first book that I am aware of by a single scholar examining the development of higher education on every continent over 70 years after World War II.

My scholarly work on higher education has benefited from four other factors. First, I have been an academic for forty years and an administrator for nearly 25 years and occupied virtually every administrative position—department chair, center director, college principal, college dean, academic vice president, and president—in a variety of institutions ranging from liberal arts institutions to large Research 1 universities. Second, I have served on numerous higher education boards including at national and international levels, and on the editorial boards of more than two dozen journals and book series.

Third, I have given keynote addresses, public lectures, and conference presentations in nearly three dozen countries, which has enhanced my understanding of global higher education contexts and trends immeasurably. Fourth, for years I have subscribed to the academic media, such as *The Chronicle of Higher Education*, *Inside Higher Education*, *Times Higher Education*, *University World News*, and publications of several consultancy firms, Mckinsey Global Institute, Ernest & Young, Deloitte, and regularly read reports published by United Nations agencies, the International Monetary Fund, World, Bank, and World Economic Forum. For this project, I also consulted the rapidly growing popular and academic literature on continuing education and lifelong learning.

<u>Benchmarking Survey</u>

I thought it would be useful to examine the development of continuing education and lifelong learning programs at leading universities in the United States and other parts of the world. The primary purpose is to scope program offerings and administrative structures for purposes of benchmarking. The universities I selected are listed below together with their relative world rankings from four of the leading global ranking organizations. All are leading universities in their respective countries even if some aren't as highly ranked globally. The ranking of Case Western Reserve University is compared accordingly.

HISTORICAL DEVELOPMENT

Continuing education comprises many strands including adult education, professional and executive education, and what is increasingly referred to as lifelong learning across age groups for upskilling and reskilling. Adult education emerged in the aftermath of the First Industrial Revolution in Britain which spread to other parts of Europe and North America in the 19th century. It was given impetus by the worker education movement in Britain and the establishment of land grant universities in the United States that incorporated public service as a critical mission of higher education institutions.

Adult education was part of social movements that led to the establishment of formal and informal programs for educational enrichment and social upliftment that encompassed university extension, cooperative education (originated in Cincinnati, Ohio in 1906), and public libraries, to mention a few. The Chautauqua movement in the United States, which emerged in 1874, was particularly influential in popularizing and institutionalization adult education and lifelong learning. One of its key leaders, William Harper, became the funding president of the University of Chicago and integrated educational extension into one of the university's three core activities.

The adult education and lifelong learning movement was embraced by employers seeking skilled employees, employees in pursuit of better jobs and career mobility, radical social movements committed to spreading the benefits of the new scientific and technological knowledge, and society keen to make sense of the emerging and rapidly changing industrial order. Thus, the movement combined economic, social, and civic purposes.

Pressure increased on universities to provide educational opportunities to those outside the confines of their traditional students. Leading western universities began providing extension programs. In Britain the lead was taken by the University of Cambridge, which founded its Institute of Continuing Education in 1873, followed by the Department of Continuing Education at the University of Oxford in 1878.

In the United States, the Department of University Extension at Harvard University goes back to the establishment of the Lowell Institute in 1839. Before long, other major American universities followed suit. Continuing education programs were offered at Cornell University from 1876, University of Chicago from 1890, MIT from 1898, and Columbia University from 1900. In Canada, continuing education at the University of Toronto was introduced in 1872 and at the University of British Columbia in 1908.

As noted in the survey below, many of the world's top universities in Australia, Asia, and Europe introduced continuing education programs after World War II. At the Australian National University, they were launched in 1946, the University of Hong Kong in 1957, and the Indian Institute of Science in 1975. More programs have been set up since the late 1990s including at the University of Malaya in 1998, University of Tokyo in 2008, Seoul National University in 2010, National University of Singapore in 2016, and University of Melbourne in 2017. Clearly, continuing education has a long history, and more and more universities keep embracing it.

Throughout the 20th century, in institutions where it has long been established, continuing education expanded in scope and scale, and its rationales and motivations evolved. In the process,

the range of programs offered, organizational structures, the target audiences, and its social impact grew. For many of the world's leading universities, continuing education has long been an integral part of their mission, values, and strategic priorities.

While continuing education has repeatedly re-invented itself to meet changing historical, economic, social, political, and cultural contexts, its enduring values remain a commitment to social inclusiveness, liberal learning, pragmatism, rigor and relevance, responsiveness to innovation and change, and inculcating the spirit and skills of flexibility, adaptability, agility, and resilience among learners.

CURRENT CONTEXTS

In the 21st century, continuing education and lifelong learning face new challenges and opportunities. Six can be singled out: digital disruptions, unbundling of higher education, demographic shifts, future of work, community engagement and accountability, and restructuring of internationalization. Combined, these transformations present almost unparalleled perils and possibilities for universities to universalize lifelong learning for 21st century knowledge economies and societies by building adequate institutional capacities and commitments, and pursuing strategic, smart, and systematic programmatic innovations, interventions, and initiatives.

Digital Disruptions

In their development universities have always had to adapt to their times and prevailing conditions. In the 19th and 20th centuries universities responded to the needs of emerging national industrial economies. The predominant information and communication technologies of the time transformed higher education and facilitated the expansion of continuing education as distances and time were compressed. Distance education expanded through the delivery of courses over snail mail, the telephone, radio, and television.

At the turn of the 21st century, as the Fourth Industrial Revolution exploded, higher education came under intense pressure to serve the demands of increasingly globalized and digitalized knowledge economies. The new digital technologies have been transforming educational institutions; a process that has further been accelerated by COVID-19. As I noted in one paper on the subject, digitalization increasingly affects every aspect of higher education from teaching and learning to research and scholarship to institutional operations and service delivery.[1]

Opportunities for technology-mediated modalities of teaching and learning encompassing blended learning, flipped classrooms, adaptive and active learning, and online education have grown. This has led to the emergence of a complex mélange of teaching and learning models comprising the face-to-face-teaching model without ICT enhancement; ICT-enhanced face-to-face teaching model; ICT-enhanced distance teaching model; and the online teaching model.

Spurred by the movement for student success arising out of growing public concerns about the quality of learning and the employability skills of graduates, "the black box of college"—teaching

and learning—has been opened, argues a report by *The Chronicle of Higher Education* titled, *The Future of Learning: How Colleges Can Transform the Educational Experience*.[2] The report notes, "Some innovative colleges are deploying big data and predictive analytics, along with intrusive advising and guided pathways, to try to engineer a more effective educational experience. Experiments in revamping gateway courses, better connecting academic and extracurricular work, and lowering textbook costs also hold promise to support more students through college."

There are other teaching methods increasingly driven by artificial intelligence and technology that include immersive technology, gaming, and mobile learning, as well as massive open online courses (MOOCs), and the emergence of robot tutors. In some institutions, instructors are also

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[1] PAUL TIYAMBE ZELEZA - Gen Z, the Fourth Industrial Revolution, and African Universities | The Elephant
[2] The Future of Learning: How Colleges Can Transform the Educational ... (hub.biz)

incorporating free, web-based content, online collaboration tools, simulation or educationalgames, lecture capture, e-books, in-class polling tools, as well as student smartphones and tablets,social media, and e-portfolios as teaching and learning tools. Some of these instructional technologies make personalized learning for students increasingly possible.

Currently, Gen Z, the first generation of truly digital natives, predominate among undergraduate students. The incoming Generation Alpha will be even more digitalized. Another report from *The Chronicle* titled, *The New Generation of Students: How Colleges Can Recruit, Teach, and Serve Gen Z*" argues, this "is a generation accustomed to learning by toggling between the real and virtual worlds…They favor a mix of learning environments and activities led by a professor but with options to create their own blend of independent and group work and experiential opportunities".[3] For them knowledge is everywhere. "They are accustomed to finding answers instantaneously on Google while doing homework or sitting at dinner…They are used to customization."

For such students, the instructor is no longer the sage on the stage from whom hapless students passively imbibe information through lectures, but a facilitator or coach who engages them in active and adaptive learning. Teaching faculty to teach the digital generation, and equipping faculty with digital competency, design thinking, and curriculum curation, is increasingly imperative. The deployment of digital technologies and tools in institutional operations is expected to grow as universities seek to improve efficiencies and data-driven decision-making.

"With near universal access to digital devices and the internet," write Arthur Levine and Scott Van Pelt, "students will seek from colleges the same things they are getting from the music, movie and newspaper industries. As they do with those industries, students will seek any time, any place accessibility and personalized education that fits their circumstances. College and universities will increasingly have to unbundle their programs and services so students can purchase at affordable prices only what they need or want to buy."[4]

McKinsey & Co note in a recent report on personalization that in the wider economy "personalization matters more than ever, with COVID-19 and the surge in digital behaviors raising the bar. Seventy-one percent of consumers expect companies to deliver personalized interactions. And seventy-six percent get frustrated when this doesn't happen. Personalization drives performance and better customer outcomes. Companies that grow faster drive 40 percent more of their revenue from personalization than their slower-growing counterparts."[5] Higher education cannot remain immune to the personalization revolution.

Information technologies have also impacted research in various ways, including expanding opportunities for "big science" and increasing capacities for international collaboration. Further, the explosion of information has altered the role of libraries as repositories of print and audiovisual materials into nerve centers for digitized information communication. Moreover, academic publishing has been transformed by the acceleration and commercialization of scholarly communication. The role of powerful academic publishing and database firms has greatly been strengthened. The open-source movement is trying to counteract that.

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[3] The New Generation of Students – Chronicle Store
[4] Higher education should prepare for five new realities (opinion) (insidehighered.com)
[5] https://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/the-value-of-gettingpersonalization-right-or-wrong-is-multiplying?cid=other-eml-alt-mip-mck&hdpid=54e1e102-be45-4c82-858de4a25e1b94ea&hctky=12669551&hlkid=a86d285ddc4f47dc8541f920e417ac91

Unbundling Higher Education

The disruption of higher education is evident in three main ways. First, the erosion of the monopoly that not-for-profit universities have historically enjoyed over the provision of higher education as new content producers and distributors increasingly and aggressively enter the higher education market. As I noted in my book, *The Transformation of Global Higher Education: 19452015,* the growth of for-profit institutions around the world since the 1990s has been staggering.[6] They include corporate universities, corporate-owned universities, degree-granting institutions, and non-degree granting institutions.

By the early 2010s, they enrolled more than 70% of students in India, Malaysia, Japan, South Korea, Indonesia, and Philippines, more than 30% in mainland China and Brazil, more than 15% in Thailand and Vietnam, and around 9% in New Zealand. A report by UNESCO published in 2004 on for-profit-institutions in Jamaica, Malaysia, Bangladesh, and Bulgaria noted that their programs were popular because they were seen as "more flexible, entrepreneurial, employment relevant and innovative than the structurally rigid public sector." However, these institutions have been criticized for poor quality, low admission standards, over-reliance on part-time instructors, and high faculty-student ratios.

In the United States, they have been accused of targeting and exploiting students from minority and underprivileged backgrounds who are often left with huge debts and unfulfilled promises of better employment and wages. However, these institutions have tapped into growing demand for flexible, digitalized, competency- or outcome-based education eschewing the traditional model of education bound by time and place that measures seat-time. An interesting congruence of interests is taking place as beleaguered for-profit online providers and universities inexperienced in online education enter partnerships of convenience through online program management contracts, which has been characterized by some as "the invasion of the college snatchers".[7]

Second, universities are also losing their supremacy in the credentialing economy. This is the subject of another fascinating report by *The Chronicle* entitled *The Future of The Degree: How*

Colleges Can Survive the New Credential Economy.[7] The study shows how the university degree evolved over time in the 19th and 20th centuries to become a highly prized currency for the job market, a signal that one has acquired a certain level of education and skills. As economies undergo "transformative change, a degree based on a standard of time in a seat is no longer sufficient in an era where mastery is the key. As a result, we are living in a new period in the development of the degree, where different methods of measuring learning are materializing, and so too are diverse and efficient packages of credentials based on data."

In a digitalized economy where, continuous reskilling becomes a constant, the college degree as a one-off certification of competence, as a badge certifying the acquisition of desirable social and

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[6] Paul Tiyambe Zeleza, *The Transformation of Global Higher Education.* New York: Palgrave Macmillan, 2016. [7]
Invasion of the College Snatchers (tcf.org); College Finances Are Being Eaten From the Inside (chronicle.com);
https://tcf.org/content/report/invasion-college-snatchers/
[7] https://www.pearson.com/content/dam/one-dot-com/one-dot-com/us/en/files/The-Future-Of-the-Degree-2017.pdf

cultural capital, and as a convenient screening mechanism for employers, is less sustainable. Clearly, as more employers focus on experience and skills in hiring, and as the mismatch between graduates and employability persists or even intensifies, traditional degrees will increasingly become less dominant as a signal of job readiness, and universities will lose their monopoly over certification as alternative credentialing systems emerge.

Increasing pressures for lifelong learning will lead to the unbundling of the degree into project-based degrees, hybrid baccalaureate and master's degrees, 'microdegrees', and badges. Students will increasingly stack their credentials of degrees and certificates "to create a mosaic of experiences that they hope will set them apart in the job market". As experiential learning becomes more important, the degree will increasingly need to embody three key elements: it needs to "signify the duality of the learning experience, both inside and outside the classroom;" the "credential should convey an integrated experience;" and credentials "must operate with some common standard." The rise of predictive hiring to evaluate job candidates and people analytics in the search for talent will further weaken the primacy of the degree signal.

Third, Levin and Pelt contend, "Institutional control of higher education will decrease, and the power of higher education consumers will increase. In a range of knowledge fields -- take, for example, the newspaper, movie, and recording industries -- the advent of the global, digital, knowledge economy multiplied the number of content providers and disseminators and has given consumers choice over the what, where, when, and how of the content they consume. The same will be true of higher education. The digital revolution will put more power in the hands of the learner who will have greater choice about all aspects of their own education."

Demographic Shifts

Three sets of demographic shifts are taking place that have implications for higher education in general and continuing education specifically. First, the population in most developed western and Asian countries is ageing, while the developing countries especially in Africa are experiencing a youth bulge. Commenting on the United States, another report by *The Chronicle* titled, *The Looming Enrolment Crisis*, opens with a grim observation: "Higher education finds itself in the outer band of a massive and slow-moving storm, threatened by years of financial strain, a downturn in the nation's birthrate, and growing skepticism about the value of a college degree… In just a few years, the pool of likely college students is expected to become much smaller and more racially

diverse. States in the northeast and Upper Midwest, which have the greatest concentration of colleges, will see the biggest decline in high-school graduates."[8]

As student recruitment becomes more challenging and competitive, improving retention and graduation rates will become more imperative. Moreover, universities will need to reconsider and enhance their value proposition by adapting their program offerings to meet 21st century student needs and demand, diversify their domestic and international recruitment, and manage their costs more effectively while maintaining quality. Some are responding by lowering the sticker price and emphasizing career preparation, developing distinctive programs, and focusing on online growth, emphasizing affordability, access, and acceleration, and expanding dual-credit programs to boost revenue and attract undergraduates.

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[8] The Looming Enrollment Crisis – Chronicle Store

However, these measures will not be enough to save some institutions. The report predicts that this will lead to higher levels of tuition discounting, which rose to more than 52% in 2018, double the level in 2008, as well as closure and mergers of some colleges, especially non-selective ones that depend on local students including two-year colleges.

Second, the adult learner will become increasingly important as argued forcefully in, yet another report by *The Chronicle*, titled *The Adult Student: The population colleges—and the nation—can't afford to ignore*.[9] The report stresses the importance of understanding adult students, who are diverse and face pressures and have needs that are different from traditional students. Universities also need to develop strategies to serve them by removing policies and structures and other barriers that hinder these students. The report states, "Three of the tools most often associated with adult oriented programs are prior-learning assessment (PLA), competency-based education (CBE), and either fully online or hybrid courses that mix distance education with face-to-face instruction." Further, it is critical to build networks with employers, industry, unions, and community and social service organizations to reach them.

The report observes that already students over the age of 25 comprise 27% of the undergraduate population, and there are 95 million prospective adult students across the country. They include more than 35 million people who attended college but did not earn a degree. Historically, universities have sought to tap into this market in one of three ways: "Offer programs for adult students within the college… Create a separate adult unit that relies on faculty from various departments or schools… Develop a fully separate college for adults within the institution with its own faculty, procedures, and in many cases a separate business model."

More recent models include the creation of an independent adult focused Brandman University that separated from Chapman University or establishing an online college in a not-for-profit institution through acquisition of for-profit institution as Purdue did by purchasing Kaplan and establishing Purdue Global. Other innovations in the adult education agenda include producing disaggregated data, generating more philanthropy, and fundraising, and establishing lifelong learning accounts in which "employers match the money that employees set for their own educational expenses," adopting transparent academic forgiveness policies for returning adult students, and establishing effective learning communities.

Third, there is burgeoning literature that contends longevity will facilitate the transition from a three-stage life (education, work, retirement) to a multi-stage life in which education and working life are continually intersected. As Gratton and Scott put it in their popular book, *The 100-Year Life: Living and Working an Age of Longevity*, "In a longer life there will be different structures, alternative sequences and a redesigned social contract."[10] It will become imperative to invest in reskilling and relearning as transitions and multiple careers, not just jobs become routine.

The systems of the three-stage life, writes Michelle R. Weise in *Long Life Learning: Preparing for Jobs that Don't Exist Yet*, "are brittle and were never designed for continuous returns to

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[9] The Adult Student – Chronicle Store

[10] Lynda Gratton and Andrew Scott, *The 100-Year Life: Living and Working an Age of Longevity.* New York: Bloomsbury, 2016.

learning."[11] Her acclaimed book examines "the barriers—structural, cultural, and political—that have stymied the advancement of millions of workers and learners," and proposes a "new learning ecosystem [that is] navigable, supportive, targeted, integrated, and transparent." She contends, "No matter our current station, we will all become working learners, always flexing between working and learning, or juggling both at the same time—looping continuously in and out of learning and work and navigating more job transitions than we ever dreamed possible."

Transformation of Work

There is now a vast literature on the future of work spawned by the Fourth Industrial Revolution, a term that often refers to the emergence of quantum computing, artificial intelligence, the internet of things, machine learning, data analytics, big data, robotics, biotechnology, nanotechnology, and the convergence of the digital, biological, and physical domains of life, as well as the digitalization of communication, connectivity, and surveillance. This includes studies by academics and reports from international and intergovernmental agencies, consultancy firms, and global convenings.

Among the international agencies, the reports by the International Monetary Fund,[13] World Bank,[14] and International Labor Organization (ILO)[12] are particularly informative. They attribute the massive transformations in the world of work to technological innovations, globalization, and demographic shifts; analyze the national, gender, class, racial, and generational dynamics of the changes; and propose mitigation measures and protection for the most vulnerable groups. For example, in its *Centenary Declaration for the Future of Work* issued in 2019, the ILO calls for decisive action to be taken "to achieve a future of work that provides decent and sustainable work opportunities for all." It proposes an agenda with three pillars of action: "Increase investment in people's capabilities; Increase investment in the institutions of wok; Increase investment in decent and sustainable work."[13]

Among the consultancy firms that have produced extensive reports on the subject are Deloitte, which notes in one of its reports, "The future of work swept in sooner than expected, accelerated by COVID and bringing an urgent need for new guides, maps, and mindsets."[14] Ernest & Young claims "mindsets trump skillsets… As we look to the future, it's also clear that many students and future workers will be working with technology that hasn't been invented yet, solving problems that haven't been identified yet. To be successful, they're going to need to be constantly learning and acquiring new skills. That's why, when we recruit today, we focus on people's mindsets, not just their skillsets. In a rapidly changing world, they need the mindset to adapt, to grow, and to innovate."[15]

In its voluminous report on the post-pandemic economy, *The Future of Work After COVID-19*, published in February 2021, McKinsey Global Institute argues, "COVID-19 accelerated three trends that could persist to varying degrees after the pandemic with different implications for work.

[11] Michelle R. Weise, *Long Life Learning: Preparing for Jobs that Don't Exist Yet.* Hoboken, NJ: Wiley, 2021. [13] https://www.elibrary.imf.org/view/journals/001/2019/288/article-A001-en.xml?rskey=QwpQab&result=4; https://www.elibrary.imf.org/view/journals/006/2018/007/006.2018.issue-007-en.xml?rskey=QwpQab&result=6. [14] World Bank Document

[12] wcms_591505.pdf (ilo.org)

[13] Work for a Brighter Future: Report of the Global Commission on the Future of Work - InfoStories (ilo.org)

[14] The Future of Work | Deloitte | Human Capital

[15] How new mindsets and diversity are defining the future of work | EY - US

First, hybrid remote work could continue: 20 to 25 percent of workers in advanced economies and about 10 percent in emerging economies could work from home three to five days a week, mainly in the computer-based office work arena... Second, the growth in share of e-commerce and the 'delivery economy,' which was two to five times faster in 2020 than before the pandemic, is likely to continue… Finally, companies have enlisted automation and AI to cope with COVID-19 disruptions and may accelerate adoption in the years ahead, putting more robots in manufacturing plants and warehouses and adding self-service customer kiosks and service robots in customer interaction arenas."[16]

These trends will play out differently across different sectors including education as the mix of occupations shift, and labor demand growth primarily shifts to high-wage occupations. The report continues, "Across the eight focus countries [France, Germany, Japan, Spain, United Kingdom, United States, China and India], 107 million workers, or 1 in 16, will need to find a different occupation by 2030 in our post-COVID-19 scenario. This is 12 percent more across countries than we estimated before the pandemic, and as much as 25 percent more in advanced economies… Women, young, less-educated workers, ethnic minorities, and immigrants may need to make more occupation transitions after COVID." Moreover, "Workers will need to learn more social and emotional skills, as well as technological skills, in order to move into occupations in higher wage brackets."

The World Economic Forum that convenes global elites has also weighed in. In its report, *Future of Jobs Report 2020*, it states, "we estimate that by 2025, 85 million jobs may be displaced by a shift in the division of labor between humans and machines, while 97 million new roles may emerge that are more adapted to the new division of labor between humans, machines and algorithms, across the 15 industries and 26 economies covered by the report."[17]

It advances eleven key findings that (1) the pace of technology adoption is expected to remain unabated and may accelerate in some areas; (2) automation, in tandem with the COVID-19 recession, is creating a 'double-disruption' scenario for workers; (3) although the number of jobs destroyed will be surpassed by the number of 'jobs of tomorrow' created, in contrast to previous years, job creation is slowing while job destruction accelerates.

Moreover, (4) skills gaps continue to be high as in demand skills across jobs change in the next five years; (5) the future of work has already arrived for a large majority of the online white-collar workforce; (6) in the absence of proactive efforts, inequality is likely to be exacerbated by the dual impact of technology and the pandemic recession; (7) online learning and training is on the rise but looks different for those in employment and those who are unemployed.

Furthermore, (8) the window of opportunity to reskill and upskill workers has become shorter in the newly constrained labor market; (9) despite the current economic downturn, most employers recognize the value of human capital investment; (10) companies need to invest in better metrics of human and social capital; and (11) the public sector needs to provide stronger support for reskilling and upskilling for at-risk or displaced workers.

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[16] The future of work after COVID-19 (mckinsey.com)
[17] https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

The implications of these disruptions for education in universities are complex, contradictory, and even confusing. *The Chronicle of Higher Education* has published several reports on the subject. One is titled, *Career Ready Education: Beyond the skills gap, tools and tactics for an evolving economy*. It notes that the mismatch is most severe for "middle-skill jobs, which require some post-secondary education but not a bachelor's degree."[18]

The report proposes "what college leaders and their partners need to know about the changing hiring landscape and the emerging "credential economy," to better prepare students for what they'll encounter, and so that institutions themselves aren't left behind. How colleges can respond to workforce needs while staying true to their missions, drawing on the experiences of both educators and employers. Opportunities for collaboration with a range of outside organizations, many of them new on the scene, to extend colleges' reach. Emerging ideas to help students who are beginning their careers or pondering new directions."

Another report by *The Chronicle*, titled *The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead* suggests that "Employers may have an expanded role in helping institutions train students for employment after college. That role depends, to some extent, on the ability of employers and colleges to form partnerships."[19] Moreover, "students should be trained to deal with uncertainties" and acquire "depth in disciplines and breadth in their ability to work across specialties."

This entails developing boundary-crossing competencies across many disciplines and systems, and depth in at least one discipline and system. It requires universities elevating career centers with technology and providing adequate resources, breaking down campus silos, focusing on retraining, building campus programs relevant to the workplace, and engaging cities around them. Many academics bristle at the vocationalization of universities.

However, the emerging world of work suggests the synergy of hard and soft skill, the liberal arts and STEM, and the imperatives of interdisciplinary and interprofessional education will grow. By and large, the so-called 21st century skills make it quite clear that hybridization will become increasingly important, and people with this combination of technical competencies and skills for critical thinking, professional work ethic, oral and written communication, teamwork and collaboration, leadership. information technology literacy, career management, global/multicultural fluency, risk taking and resilience, and real-world experience will be in greater demand. This raises the bar for both the liberal arts and STEM in so far as the most vulnerable jobs will be those that involve a series of routine tasks and can be automated whether for those trained in STEM or the liberal arts.

Public Engagement and Accountability

Universities are increasingly subject to more intense external interventions and expectations for accountability, transparency, and impact. This manifest itself in three ways. First, is the pluralization of university stakeholders, who are increasingly vocal and often indifferent to the interest of other constituencies. The internal stakeholders—students, staff, faculty, and administrators—are increasingly diverse in their social identities and ideological proclivities and

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[18] https://theqacommons.org/wp-content/uploads/2020/03/2019-Career-Ready-Higher-Ed-Strada-Chronicle-of-Higher-Ed.pdf

[19] The Future of Work (chronicle.com)

are prone to mobilizing their external social networks. This makes university governance more fraught than ever.

Externally, there are the helicopter or snowplow parents, media pundits, politicians, and ideologues for who universities often provide soft targets, and the ubiquitous social media with its limitless capacity for fueling mendacity, acrimony, trolling, academic incivility, and bullying. Other powerful external actors include alumni, the private sector, philanthropic donors, international and intergovernmental agencies, and non-governmental and community organizations, all harboring their own pressing and, sometimes unrealistic and conflicting, expectations of higher education institutions.

Second, arising out of the above, are ideological pressures on universities from across the political spectrum for representativeness. This often centers on struggles over equity, diversity, inclusion and belonging. Embedded in these contestations are social movements for racial, gender, and other forms of equality on the left, and chauvinistic, nativist, and reactionary movements on the populist right, and assorted configurations in between. Most recently, in the United States the terrain of combat has centered on the ill-defined and tendentious terms of "critical of ace theory" and "wokeness." In short, in many countries' universities have become embroiled in the culture wars and incendiary polarization and partisanship of the larger polity.

Third, there are institutional imperatives that manifest themselves in three ways. As doubts grow about the value proposition of higher education, universities are under pressure to demonstrate their contribution to the public good and to national development and competitiveness, notwithstanding the prevailing neoliberal conceptions of higher education as a private good. The intensification of global challenges, from climate change to socio-economic inequality to geopolitical security, demands more research and policy interventions by higher education institutions. Signaling this ethos is the launch in 2019 by the *Times Higher Education* of a new global ranking that assess universities against the United Nations' Sustainable Development Goals (SDGs).

Moreover, as the commercialization and commodification of learning persists, and maybe even intensifies, demands on universities to demonstrate that their academic programs prepare students for employability in terms of being ready to get or create gainful employment can only be expected to grow. Pressure will increase on both universities and employers to close the widely bemoaned gap between college and jobs, between graduate qualifications and the needs of the labor market. As noted earlier, more universities are also partnering with the rapidly growing and lucrative online program management industry for online education including student marketing, recruitment, mentoring and career counseling, skills training and even curriculum design and development.

Finally, there is the growth of public-private partnerships (PPPs). As financial and political pressures mount, and higher education institutions seek to focus on their core academic functions of teaching and learning, and generating research and scholarship, many universities have been outsourcing more and more of the financing, design, building and maintenance of facilities and services, including student housing, food services, and monetizing parking and energy. Another monograph from *The Chronicle*, titled *The Outsourced University: How public-private partnerships can benefit your campus*", traces the growth of PPPs.[20]

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[20] The Outsourced University – Chronicle Store

They take a variety of forms and duration. The report cautions institutions pursuing such partnerships to determine whether a "project should be handled through a P3," clearly "articulate your objectives, and measure your outputs," to "be clear about the trade-offs," "bid competitively," and "be clear in the contract." The growth of PPPs will lead to greater mobility between the public and private sectors and the academy as demands grow for continuous skilling of students, graduates, and employees in a world of rapidly changing jobs and occupations. This will be done through the growth of experiential learning, work-related learning, and secondments.

Rethinking Internationalization

Internationalization has been an important feature of higher education for decades. The incentives and justifications for it are variously articulated at national, sectoral, and institutional levels. They include national development and demographic imperatives. For the developed countries higher education internationalization is part of their arsenal of global soft power, while the developing countries value it for its potential to build high quality human capital. Internationalization provides an important outlet for excess and specialized demands for higher education from the emerging economies and countries of the global South with their bulging youthful populations. At the same time, in the increasingly aging countries of the global North, importing students from the global South is critical to universities facing a youth demographic squeeze.

For the higher education sector, there is an assortment of economic, political, social, cultural, and academic imperatives and rationales. Economically, internationalization is often justified in terms of preparing students for careers in a globalized economy, enhancing national development and competitiveness, and as a means of generating extra-institutional income. Politically, it is valorized for promoting international understanding, global citizenship, and intercultural competency in an increasingly polarized and dangerous world. Its sociocultural imperative lies in the need to cultivate intercultural literacy in progressively multicultural societies.

There are also specific institutional rationales. Many universities pursue internationalization for financial reasons, as a critical revenue stream, since foreign students tend to be charged higher fees than local students are. It is maintained that internationalization facilitates inter-institutional co-operation, competition, and comparison, which can enhance the quality of higher education by compelling institutions to meet or rise to international standards. In a globalized world, internationalization is seen as an indispensable part of institutional recognition and branding, an essential attribute and asset in the intensifying competition for talented students, faculty, resources, and reputational capital among universities within and among countries.

Like other facets of higher education, COVID-19 has brought disruptions to internationalization and exposed its systemic challenges and opportunities for restructuring. Internationalization in the form of physical mobility was brought to a screeching halt. Familiar international engagements froze as travel restrictions led to cancellations and rescheduling of professional conferences, research collaborations became harder to pursue as the academic world moved to Zoom, and organizations supporting the mobility of students and scholars became paralyzed. Doomsayers predicted the end of higher education internationalization as it had developed since World War II.

In a series of papers, I have maintained that COVID-19 should be harnessed as an accelerator for much-needed institutional change in various aspects of higher education.[21]

In a recent paper on "Rethinking the Internationalization of African Universities PostCOVID-19,I propose an eleven-point agenda. [22] First, there is need to embrace an expansive view of internationalization that integrates internationalization at abroad and at home and embraces internationalization of the curriculum and research. Second, promoting transformative technology-enhanced partnerships through inter-institutional collaborations and consortia that offer innovative enrollment opportunities for students, online program management, virtual and in-person internships, quality assurance and more seamless credit transfer.

Third, sustainable and equitable financing needs aggressively sourcing external funding, international partnerships and projects, and rethinking student aid models. Fourth, internationalization should focus more on building faculty and staff capabilities and collaborations, in addition to the traditional focus on student mobility and exchanges. Fifth, pursuing inclusive and ethical internationalization in line with the increasingly popular discourses of equity, diversity, inclusion, and belonging on North American and European campuses.

Sixth, smart internationalization requires integrating internationalization in institutional mission, values, strategic plan, budgeting priorities, and culture. Seventh, as part of the internationalization agenda universities need to become stronger advocates for more progressive forms of globalization as the specter of de-globalization spreads its xenophobic tentacles. Eighth, there is need to interrogate the impact of rankings that have become increasingly influential and ubiquitous, and helped sanctify global academic capitalism. Ninth, there is need to probe the growth of international research collaboration, its implications, and how it can be improved. Tenth, the phenomenon of international program and provider mobility (IPPM), which constitutes a crucial leg in the internationalization enterprise triad, needs to be critically assessed.

Finally, academic diasporas must be effectively mobilized in higher education internationalization agendas. An example is the Carnegie African Diaspora Fellowship Program (CADFP), established based on a research project I conducted for the Carnegie Corporation of New York in 2011-2012, and whose Advisory Council I chair. To date, it has sponsored nearly 500 African born academics in the United States and Canada to work with dozens of universities in six African countries that were selected. The program has exceeded all our expectations.

Lifespan Learning

The six transformations noted above provide compelling reasons why universities, business, government, and civil society should take lifelong and lifewide learning seriously. This agenda

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[21] https://www.universityworldnews.com/post.php?story=2020120704584843;
https://www.linkedin.com/pulse/higher-education-post-covid-19-world-challenges-african-zeleza;
https://www.theelephant.info/long-reads/2021/02/09/enhancing-the-digital-transformation-of-africanuniversities-covid-19-as-accelerator/;
https://www.universityworldnews.com/post.php?story=202107051145016

[22] Paul Tiyambe Zeleza, "Rethinking the Internationalization of African Universities Post-COVID 19," paper specially prepared for presentation at a Seminar at the Swedish University of Agricultural Sciences on Quality of Higher Education "Indispensable" for Africa's Future, November 24, 2021.

entails developing multigenerational, multidisciplinary, multimodal, and multifocal education. A multi-stage life requires transition from the sequence of earn, work, rest of the three-stage life to a more complex loop, to quote Weise again, "in and out of learning and work. *Learn, earn, learn, earn, learn, earn*" (her emphasis). In a world where there will no longer be a single transition from schooling to work, education can no longer be confined to a particular age and stage in life—the youth. It must be available at all ages throughout the life of individuals.

This is essential, argues Arthur Levine, "not just because it's the right thing to do, but because our economy and our democracy depend upon it. More than this, disruptive unemployment victimizes and penalizes people, too often whole communities, who did nothing wrong… The consequence is anger, distrust, loss of hope and a sense of abandonment... It's a recipe for poisoning a democratic society. The price of failing to act is just too high. The first step in taking action is to recognize the scale of the challenge we face and to enlarge our definition of educational access from preparation for life to lifelong education in an age of disruption."[23]

This poses both challenges and opportunities for universities focused on young people aged 18-24. Truly lifelong learning will necessitate new ways of recruiting and retaining students, providing student services and wraparound supports, and promoting and measuring student success. Universities will need to develop more agile admission systems by smarter segmentation of prospective student markets and build flexibility and convenience for different types of students. Instructional provision must encompass multiple modalities, face-to-face, online, and blended; modes of learning that are flexible and available to students at their convenience anywhere anytime, modes of consumption that are now common in many service sectors facilitated by technology.

The curricula and teaching for lifelong learning must be inclusive, innovative, intersectional, interdisciplinary, experiential, and problem-based. It entails identifying and developing the intersections of markets, places, people, and programs; and helping illuminate the powerful intersections of learning, life, and work. Learning across a lifespan will involve developing and delivering personalized learning, not cohort learning; assessing competences, not seat time as most universities currently do. "Competency-based education allows students to move at their own pace, showcasing what they know instead of simply sitting in a classroom for a specific time period."[27] Competency-based education will facilitate the growth of modularized learning that is better suited to micro-credentials that can be ends in themselves or stackable towards a traditional degree.

Lifelong learning requires encouraging enterprise education and an entrepreneurial spirit among students, instilling persistence, and resilience among them, providing supportive environments for learning and personal development, and placing more emphasis on "learning to learn" rather than rote learning of specific content. For universities and employers to meet their respective interests, they will have to develop an ecosystem of interdependence and mutuality.

Financing lifelong learning will require the development of new budget models and strategies by universities, employers, and individuals. Companies will increasingly need to invest in building talent, rather than buying talent, in partnership with universities. Innovative funding schemes are emerging including income share agreements under which students only pay after the competition of their program and are working; the co-op model in which graduates who did not pay on the

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[23] The need to provide educational access across people's entire lifespan (essay) (insidehighered.com)
[27] What Is Competency-Based Education? | HuffPost Communities

front-end pay forward for the next student; career impact bonds that provide support for underprivileged students with comprehensive safeguards; and lifelong learning accounts that are tax deductible. Singapore established the SkillsFuture Credit that seeds $500 lifelong learning accounts for each citizen over the age of 24. Similar schemes have been established in France and Britain, and piloted and discussed by Congress in the United States to support adult learners.[24]

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[24] Are lifelong learning savings accounts the answer to bridging the skills gap in the age of artificial intelligence? - News @ Northeastern - News @ Northeastern

GLOBAL SYNOPSIS OF CONTINUING EDUCATION

The universities selected for review and benchmarking in this report represent some of the leading universities in the world and in their respective regions and countries. Several of them established continuing education programs more than a century ago, which have undergone transformations as the universities addressed the challenges and opportunities of different times. The review shows that throughout their history, and certainly in recent times, the universities have pursued these programs as an institutional priority and a critical part of their mission and values. They embrace continuing education to meet institutional needs and interests and achieve greater social impact in their local communities and at national and international levels.

Consequently, as evident in the detailed overviews of the 33 universities discussed, they have established a wide range of programs for diverse constituencies, invested significant resources, and created administrative structures to ensure optimal effectiveness and continuous growth and success. In their historical trajectory, many of these universities have demonstrated a nimbleness and innovativeness to address impediments and seize new possibilities as they arise. COVID-19 has presented one of the biggest perils and best prospects for continuing education that the world's leading and most innovative universities are currently navigating as they simultaneously plan for reform and transformation in the post-pandemic future in smart and strategic ways.

Below three tables are presented. The first covers the list of universities selected for the benchmarking survey and their global rankings according to four leading ranking organizations. The second outlines the range of continuing education programs at these universities. Under each category a few innovative examples are given for illustrative purposes. The final table summarizes the common modes of delivery, types of instructors, and administrative systems in the continuing education programs at these universities.

Table 1: Selected Universities for the Benchmarking Survey and their Rankings

Institution and Location	Times Higher Education World University Rankings	QS World University Rankings	US News & World Report Best Global Universities	Shanghai Academic Ranking of World Universities
UNITED STATES				
Harvard	3	3	1	1
MIT	5	1	2	4
Columbia	17	19	6	8
Cornell	19	18	22	12
New York University	26	35	30	27
U of Chicago	10	9	15	10
U of Washington	29	72	7	19
Stanford	2	2	3	2
UC Berkeley	7	30	4	5
Duke	20	42	23	32
Northwestern	24	29	24	34
Princeton	9	12	16	6
Yale	8	17	12	11
Johns Hopkins	12	25	9	16
U of Pennsylvania	13	16	13	15
Case Western Reserve U	*121*	*162*	*144*	*101-150*
CANADA				
U of Toronto	18	25	16	22
U of British Columbia	34	45	35	42
AUSTRALIA				
U of Melbourne	31	31	25	33
Australian National U	59	41	56	76
ASIA				
National U Singapore	25	11	29	75
U of Hong Kong	39	22	76	101-150
Seoul National U	60	37	130	101-150
Indian Institute of Science	301-350	172	531	401-500
U of Malaya	301-350	59	211	301-400
University of Tokyo	36	24	77	24
Tsinghua University	20	15	26	28
EUROPE				
U of Oxford	1	5	5	7
U of Cambridge	6	7	8	3
ETH Zurich	14	6	26	21
Sorbonne University	87	83	46	35
Ludwig-Maximilians U	32	63	46	48
U of Amsterdam	66	61	38	101-150
Karolinska Institutet	39	N/A	48	42

Altogether, as listed in Table 2 below, ten types of programs tend to be offered in continuing education programs. There are degree granting programs, non-degree, short courses and certificate

programs, pre-collegiate programs, summer programs, study abroad programs, postbaccalaureate programs, professional and executive programs, auditing programs, alumni education, and community and life-enrichment programs. Some of these overlap and are mentioned for emphasis.

Table 2: Range of Continuing Education Programs at the Selected Universities

DEGREE PROGRAMS
- Bachelor's and master's degrees undertaken part-time. For example, Northwestern offers 12 part-time undergraduate majors and 12 master's degrees.   - The National University of Singapore School of Continuing and Professional Studies (NUS SPACE) offers about three dozen master's degrees, 30 bachelor's degrees, and several hundred diplomas, and associate degrees in six fields. The part-time undergraduate degree programs are specially designed for polytechnic graduates working in industry to upgrade from diploma to a bachelor's degree for better career progression opportunities.   - The University of British Columbia offers joint degree programs with universities in France, Mexico, and China. The latter involves a part-time International Master of Business Administration that takes 20 months and allows students to work in Shanghai in partnership with Shanghai Jiao Tong University.   - At the University of Hong Kong (HKU), the joint degree program offered through the School of Continuing and Professional Studies goes back to 1957 with the University of London. Now it offers joint programs with 13 British partner institutions.   - In some institutions continuing studies have different labeling from regular degree programs. Examples include Bachelor of Liberal Arts at Harvard, Master of Liberal Arts at Chicago and Stanford, Master of Professional Studies at Columbia, Master of Engineering at Berkeley, Master of Engineering Leadership at the University of British Columbia (UBC), Master of Science in Industry and Master of Science in Venture Creation at NUS, and Master of Advanced Studies at ETH Zurich.   - Harvard offers a joint undergraduate and graduate program for students to earn both a bachelor's and master's degree. Johns Hopkins also offers several joint degree programs.   - New York University (NYU) currently offers numerous bachelor's degrees to what it calls non-traditional students and as many as 20 master's degrees, as well as 4 associate degrees to those who stopped out of college.   - Oxford University offers more than 35 part-time graduate certificates, diplomas, master's programs, and doctorates. The university's part-time DPhil program covers several areas and normally takes students six years, twice the full-time length.   - At Cambridge University the part-time master's courses typically run over a two-year period. They are tailored to people with relevant work experience who are looking to advance their careers. The university also offers Apprenticeship Master's programs that let students complete a master's while working for their employer.

NON-DEGREE, SHORT COURSES AND CERTIFICATE PROGRAMS
- In some universities the certificate programs are based on bachelor's and master's courses.   - Diplomas are offered at some universities, such as UBC, Melbourne, NUS, UHK, and University of Malaya.   - The certificate courses can either be credit or non-credit. At Oxford the certificate programs can last two to four years, while diplomas are typically offered for two years. The university also offers pre-sessional courses for graduate students.   - At Cambridge the main difference between certificate and diploma courses relates to the level of learning involved. A certificate course is taught at a level equivalent to the first year of an undergraduate degree, while a diploma is taught at the level of second-year university study.   - Duke offers clearly defined non-degree undergraduate studies and non-degree graduate studies.   - Some universities offer different categories of certificates. An example is Northwestern that provides professional development, graduate certificates and advanced graduate certificates, and several pre-medicine and health programs.   - Yale offers graduate non-degree programs to exchange scholars from universities with which it has formal exchange programs.

- Many universities also offer specially designed short courses often covering dozens and sometimes hundreds of topics in fields areas across the disciplines.
- The University of Toronto (U of T) offers 26 micro-courses in various fields for learners to develop specific competences. The courses can be layered or stacked to be equivalent to a single full-length course. The micro-courses earn micro-credentials.
- The University of Melbourne offers 66 micro-certificates.
- At the Australian National University (ANU) micro-credentials do not have pre-requisites, although some micro-credential stacks may need to be completed sequentially.
- Short courses at the Indian Institute for Science were introduced in response to government initiatives to develop skills in key areas identified for national development.
- Tsinghua University states that under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, continuing education at the university will unswervingly serves national strategies and the country's development demands, and actively promote the building of a learning society.
- Boot camps—designed to equip students with essential skills especially for today's digital economy; universities tend to offer courses in coding, data analytics, cybersecurity, UX/UI, FinTech, and digital marketing.

PRE-COLLEGIATE PROGRAMS

- Designed for primary and high school students to get a college experience.
- The University of Washington offers nearly four dozen such programs, some targeted at students from marginalized backgrounds and female students, and others seek to help students in college preparation. UW in the high school program allows high school students to access UW courses in their own school and earn credit.
- UBC currently offers 13 courses and 3 programs under its university preparation program for both undergraduate and graduate education.
- UBC and Melbourne have special programs for students from indigenous communities, while the University of Toronto targets some of its outreach programs, such as in public health, to underrepresented communities to prepare them for influential roles and leadership.
- U of T also has a Junior Fellowship program for graduating high school students who have attended the university's summer and winter programs and have been accepted for undergraduate studies for further development and mentorship.
- The Ludwig-Maximilians University (LMU) offers a program called "Group Coaching: The First Generation to go to College," which specifically addresses the needs of (prospective) students whose parents did not receive a university education.
- At Melbourne students from a rural area who achieve a high Australian Tertiary Admission Rank are guaranteed a place at the university and offered moving and living expenses and are given a scholarship to study overseas with more than 200 partner institutions in over 45 countries on exchange. The university also offers foreign language courses. An elaborate undergraduate and graduate pathway allows high school students to follow their ambitions from day one.
- At Columbia the high school programs can last up to a year.
- In some programs high school students can earn college credit and the courses serve as college bridge program as they are called at Northwestern.
- At the University of Amsterdam, the pre-university honors programs are offered in several tracks including business and entrepreneurship, international relations, media, journalism and society, and politics and identity.
- Sorbonne University has an innovative program for kindergarten students, and Cornell has different programs for different groups of students ages 4-15.
- NYU offers a professional studies high school academy that enables high school students to explore professional careers while experiencing the campus.
- Stanford provides after-school programs that offer enrichment circles in math, science and humanities during the school year.
- At Oxford students who earn what are called Foundation Certificates in some disciplines can apply for a full-time second-year entry into a degree program.

SUMMER PROGRAM

- Designed for primary and high school students, recent high school graduates, visiting students from other universities, adults, and professionals.
- The summer programs comprise elements of programs described under different sections in this table.
- Some include residential programs as at Cornell.
- At the University of Washington more than 1,000 classes are offered in more than 100 fields of study.
- Incoming first-year students can enroll in a UW course about a month before the regular school year starts.
- Oxford also provides targeted summer schools for adults, and for academics and professionals.
- At Cambridge the Virtual Summer Festival of Learning brings together participants from across the globe to study with ICE online. Currently, the Summer Festival includes over 85 courses and 60 talks delivered by leading Cambridge academics and invited subject specialists.
- At ETH Zurich students from partner universities may apply as exchange students, while international students from a university that has no exchange agreement with the university have the possibility of applying as visiting students. Several mobility programs offer the opportunity to conduct a research project or thesis at ETH.
- LMU has several summer academies that cover the whole gamut of the natural sciences, social sciences, economics, and the humanities for all levels of study – for international bachelor's, master's, and doctoral students, and for young professionals as well.
- At the University of Amsterdam in addition to summer programs, winter courses are also offered.

STUDY ABROAD PROGRAMS

- Designed for visiting international students.
- The visiting students often take courses with regular university students and have access to the university's resources including the libraries, academic advisors, fitness centers, and student services
- In some universities, students from other universities, domestic or from abroad, can earn transferable credit.
- At ANU Foundation Studies are offered for students who have not studied an Australian Year 12 curriculum and give students the right academic preparation for the ANU bachelor's degree they want to study.
- Cambridge offers an international pre-master's program for students wishing to prepare for study at master's degree level at a leading English-speaking university.
- LMU welcomes more than 950 students from no less than 80 countries at its Munich International Summer University. In turn, the university provides internship opportunities abroad for its students and training programs for its staff.
- The University of Amsterdam hosts several exchange programs for international students that bring hundreds of students to its campus. This includes the global exchange program that provides administrative and support services, and the cultural ambassadors program in which students use their student mobility experience to collaborate in various teams to complete a list of challenging but fun projects.
- At Tsinghua university visiting and exchange students can apply for Chinese Government scholarships through the Chinese embassy or consulate in their home country.
- Given high demand, Karolisnka Institutet only accepts students from partner universities with which there is an agreement of exchange. It does not accept free movers. Exchange students seeking admission to courses offered in English must provide evidence of their proficiency in the English language.

POST-BACCALAUREATE PROGRAMS

- Designed for motivated students with bachelor's degrees to further their studies by developing their own curriculum from a university's undergraduate and graduate programs that fit their goals and schedules.
- Some can be used for graduate school preparation.
- Chicago offers the graduate student at-large program as a bridge between undergraduate and graduate studies programs.
- U of T offers a professional edge program for recent graduates

PROFESSIONAL AND EXECUTIVE PROGRAMS

- Designed for individuals and groups in the private and public sectors and community organizations.
- Clients can select from existing university programs or specially designed and targeted programs can be in collaboration with them.
- Some of these programs can lead to degrees, for example, at Chicago whose urban teacher program includes a two-year Master of Arts in teaching degree followed by post-graduation mentorship.
- Currently, the UHK offers 61 executive certificates.
- At Cambridge providers offering courses under the executive and professional education umbrella can apply for endorsement by the Board of Executive and Professional Education that they meet the quality standards of the Department and the University.
- ETH Zurich offers tailored programs in industry and knowledge transfer to companies, researchers, and entrepreneurs. As part of its knowledge transfer commitment, LMU has developed a series of programs of cooperation with business, and cultural and social organizations that include funding for translational and validation projects, support for university researchers working with these bodies, for start-ups and protection of their intellectual property.
- At the University of Pennsylvania under the Post-9/11 GI Bill benefits program veterans enroll and can choose among a wide variety of programs in the areas most advantageous to their career.
- Professional education is emended in medical universities such as Karolinska Institutet in so far as they must provide professional license recertification.

AUDITING PROGRAMS

- Allow people from within and outside the institution to enroll mostly as non-degree students.
- At MIT it can be for a semester, year, or longer.
- At Columbia they may take part in class discussions, but exams and written assignments are waived and they receive no grades. It is the same at ETH Zurich where a person registered as an auditor has no student status and cannot acquire an ETH degree or Diploma and cannot obtain confirmation of participation.
- Cornell allows area residents to attend any course for a nominal fee, on a non-credit basis, contingent on available space and the instructor's agreement.
- At Princeton auditors must be within a 50-mile radius of the university and can choose among 150-175 available classes.

ALUMNI EDUCATION

- Many universities have specific programs for alumni education.
- An example is Princeton that offers special programs for alumni and their families including alumni trips called Princeton Journeys and Alumni-Faculty Forums.
- Yale offers an alumni auditing program to Yale alumni and their spouses.
- Johns Hopkins offers endowed alumni lectures named after illustrious alumni.
- At Cornell alumni can register for up to six credit hours each semester for free.
- At the University of Pennsylvania Wharton's Executive program participants can acquire alumni-status by successfully completing one of what is called the Alumni Status Programs.
- At NUS the specific programs for alumni include the NUS Lifelong Learners that seeks to upskill NUS alumni through a wide array of contemporary courses that are skills-based and industry-relevant, and NUS Resilience and Growth (R&G) Initiative that is designed to meet the uncertainties engendered by COVID19 for those who earned their undergraduate degrees in 2020 or 2021.

COMMUNITY AND LIFE ENRICHMENT PROGRAMS

- Designed for the public including adult learners and retirees often involving public lectures, travel programs, and exhibitions.

- At 120 American universities and colleges these programs are offered through the Osher Lifelong Learning Institutes funded by the Bernard Osher Foundation. OLLI programs are available in all 50 states.
- At Princeton the programs are open to qualified area residents, schoolteachers, and university employees, their spouses and same-sex partners, and dependents.
- At Sorbonne University, several programs are offered in what is called the "University for All Ages" under which the "Summer university" and "Inter-Age University" are organized. Other innovative outreach programs include the "Patients University" which aims at designing and running degree courses for people with a disease who wish to transform their lived experience of the disease into expertise at the service of the community.
- LMU has lecture programs, programs for senior citizens, and on women's and gender studies under one of its programs, "University for All." It also organizes virtual campus day, the university's largest public event, and participates in national university and education fairs.
- At NUS there is program that offers a new admissions pathway for adult learners to earn their first bachelor's degree as full-time undergraduates.
- At Melbourne various clinics are offered in the community by the School of Medicine, Dentistry and Health.
- The University of Malaya offers what it calls Course Buffet in which apart from an academic program to registered members of the public, especially working adults to improve their skills and knowledge (upskilling) in specific fields according to their needs. In 2021-2022, 124 course opportunities were offered.
- Cambridge currently offers 40 professional development and 46 personal interest courses that are open to everyone.

Table 3 below identifies the common modes of instructional delivery in continuing education programs, the categories of instructors, and administrative structures that support these programs.

Table 3: Delivery Modes, Instruction and Administration

MODES OF DELIVERY	
Face-to-face	- Typically, the programs are delivered on the university campus. - Sometimes the programs are delivered at the premises of the students and participants, such as schools, and the offices of partner organizations.
Online	- At many universities continuing studies programs were in the forefront of distance education by offering course through correspondence, telephone, radio, and television, and later online when the internet blossomed. - Many universities have established independent online platforms, use MOOCs such as Coursera and edX, or collaborate with external providers such as Eduventures, Noodle, and D2L. - Harvard and MIT established edX in 2012, which by 2021 had more than 150 partners, while two faculty members from Stanford founded Coursera also in 2012, which by 2021 had more than 4,000 courses from about 150 universities. - As evident in this survey, online programs tend to be offered live synchronously and asynchronously, and online offerings span across disciplines, degree, certificate, and no credit programs. - The University of Malaya currently offers its seven bachelor's degrees by the Center for Continuing Education online through the university's Open Channel. - The University of Tokyo was the first Japanese university to offer MOOCs with two courses on the Coursera platform in 2013 that increased to 19 in 2021. - The University of Oxford has 172 online courses in dozens of fields.

Blended	• Blended learning, also referred to as "hybrid learning" offers teaching and learning in both a traditional classroom setting and the online environment. • For teachers the benefits of blended learning include access to additional educational tools, personalized support, and more efficient grading, while students have opportunities for increased engagement, flexibility, autonomy, and personalized learning. • The disadvantages for teachers include lack of IT training and reduced supervision, while for students it is the lack of resources and technology challenges.
Students	• The students taking continuing education courses and programs can be part-time or fulltime, which dictates the schedules and duration of the programs.

CATEGORIES OF INSTRUCTORS

Regular university faculty	• Many universities take pride in having their regular faculty serving as instructors in continuing education programs. • At Johns Hopkins the Dean of the School of Arts and Sciences appoints fulltime faculty as program chairs for continuing education programs.
Faculty from other institutions	• Some universities, such as UHK, also use faculty from their partner institutions. • Many use adjuncts from nearby institutions.
Faculty employed in continuing education programs	• Some universities employ what are sometimes called "clinical," or "professors of practice," who are non-tenure track faculty, in their continuing education programs. This is quite common in the large continuing education programs at many American universities.
Industry leaders and professionals	• They are mostly used in professional and executive programs. • Some universities use professionals including their own alumni in other continuing education programs such as pre-collegiate programs, boot camps, and community and enrichment programs.
Undergraduate and graduate students	• In the survey, several universities use students as instructors and mentors in pre-collegiate programs. • For example, example, at the University of Washington students are part of school visitation programs. • Sorbonne has what it calls the Teddy Bear Hospital in which every year before the summer medical students introduce kindergarten children to the world of hospitals and immerse themselves in the world of health in a fun and educational way. On a national level, the Teddy Bear Hospital is present in all 38 French medical schools and welcomes more than 10,000 children each year. It is run by the National Association of Medical Students.

ADMINISTRATIVE SYSTEMS

Centralized Model	• The division/ school/ college/ institute/ center/ department of continuing studies or lifelong learning is often headed by a Dean, Executive Director, or Vice Provost as at the University of Washington, or Vice Rector as at ETH Zurich. • At ETH Zurich, the School for Continuing Education is the central point of contact for all planning and administrative matters related to continuing education at ETH Zurich. It coordinates ETH's range of programs and courses and makes its expertise available to internal and external stakeholders. • In the large programs the management team comprises heads of the key administrative functions of finance, administration and human resources, information technology, marketing and communications, admissions,

	strategic planning, program development, and academic programs, as well as specific programs such as short programs, summer school programs, precollege programs, international programs, adult programs, and professional and executive programs, or for specialized centers and institutes. • There is an administrative staff affiliated with the different administrative functions. • They often have an advisory board/committee comprised of faculty and administrators from across the university and sometimes external partners. • At NUS there is an Industry Advisory Board. • The Board of Directors at UHK and Board of Management at the University of Malaya comprise key university leaders including the president, provost, and deputy vice chancellors. • The large programs tend to have dozens and sometimes hundreds of employees.
Decentralized Model	• Under this model there is little inter-institutional coordination, collaboration, and communication. It often makes it challenging for consumers to access appropriate programs and undermines institutional opportunities for synergies and upscaling.
Hybrid model	• This model often combines the existence of a school, college, institute, center, or department of continuing studies that oversees its own programs and the provision of programs in other institutional units. • The institution-wide program of continuing studies works closely with the university's various units to promote better institutional coordination, collaboration, communication, and creativity. The latter entails identifying new opportunities through the generative spaces of interdisciplinary, interprofessional, and inter-sectional conversations. • This model provides a more seamless experience for prospective and enrolled students, opportunities for greater synergies in building partnerships and for institutional fundraising for continuing education.

THE SURVEY AND CASE WESTERN RESERVE UNIVRSITY

The survey was conducted by examining the websites of the selected universities. In some cases, the exercise was straightforward for those universities that have well established continuing education programs located in one place or whose range of such programs was relatively easy to find. For other institutions it proved a laborious exercise as I had to check multiple sites to get a coherent picture of the scope and size of continuing education programs and offerings. For some universities it was difficult to get information on the history of the programs or their administrative structure. It was particularly difficult in the case of the University of Chicago and the Karolinska Institute Chicago where such information was unavailable on the public website.

Notwithstanding such challenges, the information contained in the report below is quite comprehensive. In many cases, I present verbatim the information on the programs as presented by the institution, with minor modifications for consistency of style. In others, I tried to summarize the information in my own words. The summary in the section on the "Global Synopsis of Continuing Education," and the full report below demonstrates that many of the world's leading universities take continuing education seriously as part of their institutional mission, values, and priorities. Some of these programs are huge, of course having grown over decades, and in some cases for more than a century. I was struck by how innovative some of them are, and the apparent commitment to continuous reinvention of continuing education in response to transformations in the wider society, the world, and in the higher education sector itself. I discussed the new contexts facing continuing higher education in a separate section above.

The survey addresses many of the questions about the planned revival of Cleveland College. In an endeavor of such institutional magnitude, it is important to answer the five W questions, the why, what, who, where, and when. The why refers to the reasons for resuscitating Cleveland College; the what is about the college's potential institutional role, profile, and programs; the who focuses on its instructional and administrative structures; the where concerns its geographical and social scope in terms of its constituencies and consumers; and the when, centers on its projected pace of development over time. These questions will be fully answered through a kind of strategic planning process based on the charge from the Provost and President, as well as the findings of this report, and a full inventory of continuing education programs at the University, of which there are many.

History of Cleveland College

The establishment of Cleveland College was part of the movement into adult education in the United States at the turn of the 20th century. It was given further impetus by World War I on how to provide returning ex-servicemen with educational opportunities for integration into civilian life. Newton Baker, a former mayor of Cleveland who served as Secretary of War under the Woodrow Wilson administration, spearheaded the efforts to establish Cleveland College. He persuaded the Cleveland Foundation, Western Reserve University with the support of Case Institute of Applied Science to establish a college in downtown Cleveland to provide programs comprising credit courses and degree programs for working adults as either full- or part-time students.

Cleveland College was chartered in July1925 and started offering classes two months later. In its first year of operation, it offered 108 classes and enrolled a total of 1,496 students who ranged in

age from 18 to 80. The classes were taught by more than sixty faculty from WRU and Case, and part-time instructors from the business community. Enrolment quadrupled in four years and the College soon run out of space and borrowed classrooms in schools, libraries, and museums across the city. In 1929, the college moved to the seven-story Chamber of Commerce building on Public Square in downtown Cleveland. Enrollment reached 7,116. The students comprised people working in the city as well as those sponsored by their organizations.

Following the crash of the stock market in 1929, the College found itself in financial difficulties, and enrollment dropped to less than 3,000 in 1933. The college struggled throughout the 1930s but received a boost during World War II when it was selected to house the War Training Office of WRU to give courses in engineering, science, and management to more than 6,000 personnel engaged in war work.

After World War II, Cleveland College thrived as it enrolled thousands of ex-servicemen funded by the GI Bill. The College's Board of Trustees and instructors comprised leaders of the Cleveland business and professional community. The full-time faculty included renowned liberal arts professors at WRU. In the 1946-1947 academic year, the college enrolled more than 12,000 students, and was reorganized into three schools: the School of Arts and Science, the School of Business, and the Division of General Studies.

From the 1950s, new challenges emerged. In 1953, WRU announced plans to close the Public Square Center and move Cleveland College to University Circle. There were tensions in the philosophies and missions of the college and the university. One focused on academic training and high-level research, the other prioritized practical training, and the employability of its graduates. As Cleveland College became more integrated into the university, its ability to provide the kind of learning it had been dedicated to declined. Enrollments began to drop, especially as "the School of Business was separated from Cleveland College, and the B.B.A degree, which had been offered only by Cleveland College, was opened to all WRU undergraduates."[25]

The slide accelerated over the next two decades. "The years from 1953 to 1970 saw the disappearance of credit courses in home economics, studio art, journalism, radio broadcasting, salesmanship, nursery education, film production, and interior design. Real estate courses were no longer offered for credit. The west side extension centers were closed, telecourses discontinued, and work/study programs abandoned. The coup de grace occurred in 1960 when not own but two tax-supported colleges appeared on the downtown scene to compete with Cleveland College… By 1971 Cleveland College had only 200 full-time and 400 part-time students in credit programs."

The bold experiment in adult education came to an end. However, the commitment to adult education survived, most visibly through the Women's League, which was formed in 1931 and morphed into the Women's Association of Cleveland College and was later renamed the Association for Continuing Education. The association pioneered educational radio programs, organized public lecture series on general topics of current importance, and book sales, among other activities. Above all, the legacies of Cleveland College as a robust and transformative space for continuing education and lifelong learning persisted and informed numerous activities and programs across schools and other units at Case Western Reserve University after its merger in

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[25] Paula Coppedge, *Continuing Trenches to Classrooms: Continuing Education at Case Western Reserve University and the Evolution of ACE*, Solon, Ohion: Eagle Creek Press, p.25.

1967. The provost and university leadership seek to revive Cleveland College and reconfigured for a new era.

The Imperatives of Reviving Cleveland College

1. Institutional Mandate from the Provost.

The provost sees a robust Cleveland College as a critical part of the University's continued institutional development and social impact. It will address some of the trends noted earlier including the positioning of the university as an important player in ongoing preparation for the future of work. This includes upskilling and lifelong learning for professionals in the university's core competency areas in niche areas that emerge. Further, serving the community is an institutional priority. As the leading university in the region, we know there is interest among our neighbors to learn and grow in non-traditional settings on our campus. We want a front door for that learning.

The provost sees the revival of Cleveland College as a critical part of building a distributed university. This entails seeing the university beyond its physical form, and appreciating and leveraging its functional capabilities, technological investments, world class faculty, and educational infrastructure to distribute itself by expanding its reach to ever broader audiences of new potential new learners in multiple locations and from diverse social and economic backgrounds that our university has not touched and facilitating degree completion for those facing obstacles.

The University must do this based on a commitment to maintaining its well-earned brand as a top research university renowned for excellence in teaching, research, service, and innovation; an institution that values community and connectedness, cross fertilization that comes from blending disciplines, and anchored on academic freedom and the enduring values and culture of critical thinking and academic freedom. And this endeavor must be pursued in a prudent manner in terms of financial and human resources.

2. The University's Strategic Plan

The four guiding pathways in the University's current Strategic Plan underscore the importance of the mission of Cleveland College as the locomotive to promote, synergize, and upscale continuing education at the University.

The first pathway is "Ignite interdisciplinarity." Cleveland College is intrinsically interdisciplinary and interprofessional. It is essential to bring this out more clearly and intentionally in planning for the college. The second pathway is "Integrate humanity and technology." The programs and activities of Cleveland College encompassing the humanities, social sciences, the fields of STEM, medicine and health sciences, and the professions can purposefully integrate humanity and technology.

The third pathway is, "Achieve Social impact." The programs and activities of Cleveland College must be designed to maximize the translation of knowledge for social impact for internal and external communities locally, regionally, nationally, and globally. The fourth pathway is "Shape

Agora." Cleveland College has the potential to promote respectful dialogue and engagement among the diverse audiences of its programs and activities as instructors and participants, partners, and collaborators.

3. Institutional Assets

Case Western University Reserve University is one of the nation's leading research universities. It is well placed to leverage its location as a convening center for multi-pronged lifelong and continuing education development opportunities in Ohio, the Midwest, and the Great Lakes Region including Canada, and distinctive from the East and West Coasts.

As evident in the Strategic Plan mentioned above, and my conversations thus far with various people in leadership positions across the school and administrative divisions, there is strong support for re-establishing Cleveland College as part of the process of breaking silos and promoting intra-institutional and interdisciplinary collaborations and engagements, as well as extra-institutional social impact with our immediate neighbors and in the region, nationally, and globally.

The University has the committed leadership, range of academic programs and resources, and ability to generate more resources, to become a national and global leader in the provision of innovative, interdisciplinary, and impactful continuing education and lifelong learning programs.

4. The Disruptions and Transformations of Higher Education.

Higher education has been undergoing many disruptions and transformations over the last two decades arising from the digital technologies, the Great Recession of 2008, and most devastatingly the COVID-9 pandemic. Earlier I examined six of the major challenges and opportunities facing universities as the 21st century progresses. The import of these changes is that pressures for competition within and among higher education institutions can only intensify as struggles over financial, human, and reputational capitals increase.

One of the arenas in which intra- and inter-institutional rivalries will grow is over the potential lucrative market of continuing education. Our university cannot afford to be left behind as its comparator and aspirational institutions, as recorded in this report, forge ahead in developing and strengthening their continuing learning programs and introduce increasingly innovative initiatives.

However, sustainable success should go beyond competition and embrace institutional and international collaboration in continuing education and lifelong learning, as well as other aspects of university affairs. We would be well served in our deliberations and planning for the revival of the Cleveland College by adhering to a vision of the college based on what I call the 4Cs. The college has the potential to promote greater collaboration, cooperation, coordination, and creativity in the rapidly changing landscape of continuing education.

Neither the centralized nor decentralized models of organization evident at some of the universities reviewed in this report seem auspicious for promoting such values, bearing in mind that there are already a lot of continuing education programs in the university. A mixed model might be the best option. This of course has to part of the deliberations that need to be pursued in planning for the revival of Cleveland College.

5. Opportunities for Growth

Robust continuing education and lifelong learning programs exist in the academic schools and the Siegal Lifelong Learning Program. Cleveland College can provide an institutional platform or hub to synergize, support, and upscale existing programs and create new ones based on demand and emerging internal and external opportunities. This report contains numerous examples of innovative ideas and initiatives at the universities that were reviewed that could be selectively and fruitfully adopted and adapted over time.

Some of the opportunities would include enhancing undergraduate degree pathways for domestic and international students from underprivileged backgrounds, establishing innovative precollegiate and study abroad opportunities at and from the University, strengthening graduate and professional training degree and certificate programs for domestic and international learners at different career stages, and expanding and diversifying the clientele for personal enrichment programs in their demographic composition and geographical scope. Equity, diversity, and inclusion constitute a strategic priority for the University, and it is critical that lifelong learning and continuing education programs need to integrate these values in all programs under or affiliated with Cleveland College.

6. The African Opportunity Initiative

Given my background, and one of the remits for my position from the Provost, I can assist in building a stronger African presence and partnerships for the University. In an earlier section, I outlined progressive changes in internationalization that would apply to the African agenda. In addition to students flows, academic and research collaborations, I see opportunities in several other areas.

One that stands out is the possibility of developing as part of the menu of programs for the Cleveland College a dynamic and nationally and internationally renowned higher education leadership program targeted at African higher education leaders where such opportunities are sorely lacking, but demand is high as African universities expand rapidly. The University is already collaborating with Academic Impressions and the College of Arts and Sciences has established the Hills Program for leadership training.

An Africa program at CWRU would involve identifying and developing appropriate global, regional, and national partners in the target countries. These could include international and intergovernmental agencies, such as the African context such as the World Bank and African Development Bank that are investing hundreds of millions of dollars in employability skills development on the continent, as well as continental higher education associations like the Association of African Universities and the African Research Universities Alliance. Further, there are regional associations such as Southern African Regional Universities Association and the Inter-University Council of East Africa, and an assortment of association and regulatory agencies in the countries selected for partnerships that are critical for effective entry into the African higher education sector and market.

Next Steps

As part of the planning process, it is important, first, to collect a full inventory of all continuing education programs at the University. Such an inventory will be undertaken shortly. Second, in the meantime, perhaps based on this report, the Provost with the support of the President can set up a small task force comprising a few school deans, vice provosts and Vice Presidents, and influential faculty leaders with a clear mandate and timeframe to work out the modalities of reestablishing Cleveland College. The case for it is incontrovertible.

BENCHMARKING SURVEY OF LEADING GLOBAL UNIVERSITIES

United States

Harvard University

Historical Background

In 1835 an endowment was made for what became the Lowell Institute in 1839. The Institute was turned into the Department of University Extension in 1910 and graduated its first graduates in 1913. Three decades later, in 1949, it began offering courses on radio followed by television in 1956.

Growth continued in the 1960s and 1970s. In 1985, the University Extension was renamed Harvard Extension School, and the Harvard Division of Continuing Education was established and began offering its first computer-based distance course.

In 2007, first collaborative-learning courses open, mixing in-class and online learners. Currently, the Division has more than 1,000 offerings of courses, degrees and certificates that serve 15,000 students annually.

Programs

Extension School

1. Undergraduate certificate and degrees. There are four undergraduate certificates in coding, introduction to the Web, professional communications, and social justice. There are two degrees, Bachelor of Liberal Arts (designed for working adults who wish to earn their degree part-time), and a joint Undergraduate and Graduate Program that provides an accelerated pathway to earn both a bachelor's and master's degree at Harvard (designed for highly motivated adult professional students with a proven track record of success in the Bachelor of Liberal Arts degree program).
2. Graduate certificates and degrees. Altogether, 42 certificates and 30 graduate degrees are offered in 9 subject areas (arts, literature, and media; business & management; education; global studies; life sciences; psychology; social sciences & cultural studies; sustainability & the environment; and technology).
3. Modalities of instruction: The courses are offered online (live synchronous and asynchronous), on campus, and online with one intensive on-campus weekend.

Professional Development

1. Short, intensive programs to develop skills and strengthen the student's professional profile. Taught by industry leaders who have deep subject matter expertise grounded in the context of today's business world.
2. Currently more than 120 programs are offered across six topical areas including business strategy, marketing, communication, innovation, leadership and management, and

negotiation in online and on-campus formats. The program draws participants from 53 states and 102 countries encompassing a variety of sectors and professional levels.

Summer School

1. Academic summer opportunities for adult, college, and high school students—at Harvard and abroad.
2. Pre-college program: a two-week program for high school students offering an intense and exciting glimpse into the college experience taught by Harvard faculty and affiliates.
3. Secondary school program: In this dynamic seven-week program, secondary students can earn college credit while experiencing firsthand what it's really like to be a college student.
4. Summer Courses for Adult and College Students: comprises more than 400 open enrollment courses in over 60 subject areas. They are offered over three-week and seven-week sessions taught by Harvard faculty and industry experts.
5. Study abroad. The programs, conducted from five to nine weeks in length, offer participants to engage Harvard faculty, and provide a range of academic experiences and opportunities, from focused foreign language and culture courses to immersive study of location-specific topics in the humanities, social sciences, and natural sciences.

Institute for Learning in Retirement

1. Program participants design and lead the courses.
2. Based on peer-to-peer teaching and learning, with stimulating speaker events and extracurricular activities providing opportunities to engage beyond the classroom.

Other Continuing Studies Programs

Continuing education programs are also offered through various schools and colleges at Harvard.

Harvard Medical School
1. Harvard Medical School Continuing Education offers an extensive, best-in-class catalog of continuing education activities that serve the diverse educational needs of health care providers. The offerings promote quality improvement in clinical practice and health care, medical research, and lifelong learning.
2. Altogether, there are more than 200 courses designed and led by leading experts and master clinicians to advance the practice of medicine and optimize participants' patient outcomes. The purpose of the programs is to serve the educational needs of learners by developing innovative continuing education activities based on best practices or evidence-based medicine.
3. HMS CE spans a wide domain of topic areas across all medical specialties and subspecialties within the basic medical sciences, clinical medicine, and the provision of health care to patients. New knowledge gained prepares healthcare providers to implement system and practice enhancements in the delivery of health care to patients.

Harvard T.H. Chan School of Public Health Executive and Continuing Professional Education

1. Its courses inform the current generation of global health leaders and educate those ready to take on leadership positions in health care and public health around the world. ECPE courses are directed and taught by faculty from Harvard University.
2. The engaging, applied programs for individuals and organizations are designed to ensure close interaction between Harvard faculty and course participants through case studies, workshops, and small group discussions. As a result, learners will leave Harvard having developed a global network of peers they can rely on as they advance their career, their organization, and outcomes for the populations they serve.
3. In addition to programs for individuals, there are custom programs for organizations. The dynamic skill-based custom programs are specifically tailored to enhance a team's performance and advance their organization's priorities. Informed by cutting edge knowledge and world class faculty, the programs help clients meet today's challenges and develop tomorrow's leaders.

The Harvard School of Dental Medicine's Continuing Professional Education (CPE)
1. CPE strives to provide lifelong learning experiences for all dental professionals by providing courses with relevant and timely topics taught by HSDM faculty from various academic departments and specialties.
2. The goal of CPE is to deliver evidence-based clinically relevant educational experiences for oral health professionals focusing on global health care needs, and to foster inquiry and excellence in education, research and patient care; to enhance learner competence and to advance performance leading to improved oral and systemic health; to provide scholarly conversations that translate to improved health and to expand scientific and clinical knowledge; and to foster a culture of mutual respect and inclusion through the promotion of diverse perspectives, experiences and beliefs.
3. Led by expert clinicians, scientists and educators, the interdisciplinary portfolio of courses includes topics in clinical dentistry and oral health education, basic and translational science, global and community health, and policy and leadership. The CPE promotes diversity and inclusion through its faculty and a curriculum that addresses worldwide oral and systemic healthcare issues.
4. CPE offers high-quality custom and open enrollment continuing education programs regionally, nationally, and internationally throughout the year. In 2019 over 500 participants from all over the world came to HSDM to expand their competency and knowledge in dentistry. HSDM also hosts international continuing education courses in Shanghai, Tokyo, Seoul, and Venice to provide invaluable insights on topics that are important to those regions.
5. In 2020, we created an online series of webinars, *CPE Today*, offered free of charge, and in direct response to helping dentists and healthcare professionals navigate the COVID-19 pandemic. Nearly 2,700 participants from 40+ countries participated in this programming. As the school moved its for-credit continuing education courses online, 500 participants from all over the world participated in our courses.

Harvard Law School Continuing Executive Education
1. Harvard Law School launched HLS Executive Education in 2007 to help lawyers from around the world meet the challenges lawyers face cross the arc of their careers that entail building their technical legal skills, professional skills, and networks. They are challenged

by increasingly complex leadership roles and responsibilities and are called upon to exercise new skills to lead in their organizations, their profession, and their communities.

2. To great acclaim, HLS has adapted the executive education model of leadership development to meet the unique needs of lawyers and legal organizations. It rapidly prepares participants to apply leadership and business principles to the difficult, daily challenges they face in serving clients and leading within their organizations.

3. Because HLS works with highly-tailored, real world case studies, its interactive case method greatly enhances participants' ability to remember and apply what they have discussed and debated. Participants study, engage, and learn (as much from each other as from the faculty) and significantly grow their professional networks through the close ties they form with their classmates from around the world. Our programs result in classroom experiences of enduring value and impact.

4. The programs offered include those in adaptive leadership, mergers and acquisitions, leadership in corporate counsel, and international finance, and women's leadership initiative.

Harvard Business School

1. HBS Executive Education offers dozens of programs that strengthen participants' management and leadership skills. Whether individuals seek development opportunities for themselves or a colleague, they can explore the many offerings—from multi-week comprehensive leadership programs to short, topic-focused learning experiences. Each offers a challenging curriculum, a global perspective, and eminently practical solutions to business challenges.

2. Programs for individuals include comprehensive leadership programs, topic focused programs, regional programs, virtual programs, certificate of management excellence, and corporate director certificate.

3. Harvard Business School Executive Education partners with leading organizations to deliver the learning and development solutions they need for successful transformation. The live online programs—whether custom, pre-designed for larger cohorts, or topic-focused for smaller teams—bring the HBS experience right to client organizations in real time to help them tackle their most important business imperatives.

4. For custom programs HBS expert team collaborates with an organization to co-create learning experiences directly linked to its unique business challenges—and delivered through a range of virtual, blended, and in-person formats. With a curriculum tailored to take advantage of each delivery platform, the highly interactive methodologies promote inspired debate and engaging discussion—to any audience, anywhere, right now.

5. Programs for organizations include custom programs, leadership impact program for organizations, programs for small teams and individuals.

Harvard University School of Design Executive Education

1. The mission of Executive Education at the Harvard Graduate School of Design is to educate leaders to build smarter, healthier, greener, more beautiful, and overall better cities. Its work spans design, architecture, real estate, technology, finance, city planning, leadership, economic development, and all the key sectors that shape life in cities present and future.

2. In addition to distinguished Harvard faculty, the teaching teams include renowned authors, executives, investors, developers, architects, policy makers, government officials, and scholars from all over the globe. The result is an unparalleled learning experience that combines groundbreaking research and insights with real-world experience—practical, tactical, and incredibly valuable.
3. HGSD believes that broader views allow for more informed insights., so it collaborates with other elite schools around the globe and invite esteemed international experts to participate in its programs. It is these out-of-the-box efforts that result in distinctly compelling offerings that meet the complex needs of today's real estate and design professionals worldwide.
4. The programs include focused programs in Advanced Management Development Program in Real Estate, programs for individuals, and programs for organizations. Through a combination of case studies, group exercises, team projects, lectures and discussion, participants are put through a rigorous learning process which catalyzes implementable outcomes.

Administrative Structure

Division of Continuing Education
1. The school and later Division headed by the Dean.
2. Executive leadership provided by
   a. Managing Director, Administrative IT
   b. Chief of Staff, senior advisor to the Dean, plays a vital role in creating the strategic direction, ensuring integration and consistency across the Division and its priorities.
   c. Associate Dean of Administration & Finance responsible for overseeing all matters related to administration and finance including Financial Planning & Operations, Student Financial Services, Facilities, and Human Resources.
   d. Chief Innovation Officer and Associate Dean for Information Technology, oversees a Digital Teaching and Learning unit that supports hundreds of DCE faculty and teaching assistants in delivering high-quality student-centered courses. The team has developed asynchronous and synchronous cloud-based tools and created specially equipped campus-based classrooms that utilize open-source and commercially available software.
   e. Dean, Summer School, responsible for leading the five programs within the Summer School program (the General Program and Study Abroad Program for adult and college students; and the Secondary School Program, Pre-College Program, and Crimson Summer Academy for High School Students).
   f. Executive Director, Strategic Planning and Marketing, responsible for leading the Division's Marketing and Professional Development Programs units as well as its strategic planning activities.
   g. Dean of Academic Programs, responsible for leading the admissions and program directors, to ensure the continual improvement and innovation of the degree and certificate programs for post-traditional learners to support their academic and professional aspirations.

Harvard Medical School Continuing Education
Leadership Team
1. Dean of External Education
2. Associate Dean for Online Learning
3. Senior Associate Dean for Postgraduate Medical Education
4. Managing Director and Executive Editor, Harvard Health Publishing
5. Associate Dean for Executive Education

Harvard T.H. Chan School of Public Health Executive and Continuing Professional Education
Not available on public website

The Harvard School of Dental Medicine's Continuing Professional Education (CPE)
Continuing Education Coordinator

Harvard Law School Continuing Executive Education
Leadership Team
1. Executive Director
2. Associate Director of Operations and Finance
3. Associate Director of Program Development
4. Research Associate
5. Marketing Outreach and Project Manager
6. Salesforce Administrator
7. Program Technology Specialist
8. Program Coordinator
9. Team Assistant
10. Financial Associate

Harvard Business School
Not available on website

Harvard University School of Design Executive Education
Not available on website

Historical Background

MIT first began offering summer study in 1898, primarily as an extension of regular courses and a preparation for incoming students. Over the next half century, the range of programs continued to grow.

In 1949, a Summer Session Office was established to expand special summer offerings specifically for industries such as textiles, spectroscopy, and petroleum engineering. The School for Advanced Study opened in 1956, "to give formal recognition to the importance of postdoctoral studies in advancing science and technology." The first class of certificate students entered the Center for Advanced Engineering Studies (CAES) in 1964-65.

Over the years, MIT's summer focus has turned toward professional education. Today's Short Programs draw more than 1500 students a year to short courses spanning a wide array of topics from innovation and entrepreneurship to biotechnology, information technologies, data modeling and systems engineering.

Programs

Short Programs
1. Executives, managers, and practitioners worldwide come to courses offered by MIT Professional Education's Short Programs to gain crucial knowledge and take-home applicable skills.
2. Short Programs participants learn from renowned MIT faculty who are leaders in their fields from biotechnology to energy to systems engineering.

Digital Plus Programs
1. Digital Plus Programs is the next evolution of MIT Professional Education's Digital Programs. They blend cutting-edge content with the best of online technology and traditional classroom instruction to enable better learning outcomes while promoting engagement and collaboration.
2. These powerful, collaborative learning experiences are designed to meet the needs and demands of today's businesses through blending interactive valuable face-to-face events, convenient online instruction, and other progressive technology to create a highly personalized and more productive learning experience with better outcomes.

Professional Education Advanced Study Program (ASP)
1. Allows participants to enroll in MIT classes as a non-degree student for a semester, a year, or longer.
2. It offers maximum flexibility for working professionals and exceptional graduate students looking to enhance their knowledge and further their careers with an MIT education. ASP students are eligible to take the same classes as MIT degree students and are a part of the MIT community while they study at MIT. Unlike degree programs, there are no required classes for the program.

3. Students create a customized course of study by browsing the MIT Course Catalog for classes that match their interests and goals and then apply to those specific classes through the Program.
4. The Advanced Study Program welcomes part-time students from the greater Boston area who wish to continue their education by taking one or two classes per semester while working. All classes are held on campus in Cambridge, accessible by bicycle, foot, and public transit with limited parking options in the area as well.
5. Full-time students enroll in a full course load (36 or more units) for the semester and study for one or more semesters. They may be from the United States or from abroad; the latter are eligible for visa sponsorship. Full-time students often come to MIT while enrolled in a degree program at another institution, or they may be taking a sabbatical from work or transitioning into a new field of employment.

Custom Programs
1. MIT Professional Education addresses corporate education needs and strategic goals through custom educational programs. The staff works with managers of firms to help define needs and then coordinate with MIT faculty to design a targeted, needs-based learning experience. These courses can be a single week or several weeks over a year with interrelated projects.
2. These specialized courses can be delivered at MIT, the company site, or off site. Custom courses apply research insights to an organization's real-world challenges while developing productive new networks among employees.
3. Courses at MIT can include faculty lectures from several departments as well as lab tours and other local activities designed around a company's strategic goals. Courses offered at company sites can be customized from an on-campus or online course listed in the MIT course catalogue. International Programs
1. Addresses corporate education needs and strategic goals through educational programs relevant to a region. The staff works with the leadership to help define needs and then coordinate with MIT faculty to design a targeted, needs-based learning experience.
2. These specialized courses can be 2-5 days and held at a company site, or at an off-site location in a region.
3. The programs apply research insights to an organization and country's real-world challenges while developing productive new networks among employees.
4. Courses can be selected from the MIT course catalogue. These courses are frequently offered to provide a large group or department a solid foundation in a strategic science or technology area. Certificate Programs
1. Formally recognize participants development and commitment to advancing their knowledge and skills in a particular field of interest.
2. They include programs in biotechnology and life sciences, design and manufacturing, digital transformation, industry 4.0, legal tech in the digital era, machine learning & artificial intelligence, real estate finance and development, strategic technology roadmapping and innovation.

Administrative Structure

1. MIT Professional Education is headed by the Dean and Executive Director 2. Director, Custom Program
3. Director, Advanced Study Program

4. Director of Finance, Administration, and Human Resources
5. Financial Officer
6. Assistant Director, Digital Plus Programs
7. Assistant Director, Short Programs
8. Business Analyst
9. Manager, International Programs
10. Assistant Director, Marketing and Business Development
11. Senior Financial Assistant
12. Program Administrator, Advanced Study Program
13. Program Administrator, Short Programs (4)
14. HR Administrator
15. Program Associate
16. Director, Marketing and Communications
17. Digital Marketing Specialist

Columbia University

History

Continuing education or lifelong learning at Columbia University started in 1900 as Columbia Summer. In 1911, the American Language Program was introduced. Many decades later, in 1986 the Lifelong Auditing Program was established, followed in 1987 by the Summer Program for High School Students were established.

Beginning in the 1990s a series of certificate programs were established. This included Certification of Professional Achievement in Business in 1996, Certificate in Classics in 1998, Certificate in Psychology in 1999. In 2004, Certification of Professional Achievement in Fundraising was introduced, which was subsumed by the Fundraising Management Master's Program two years later.

In 2002, Summer Programs for High School Students: Barcelona was set up. In subsequent year this was followed by the creation of various certificates and master's degrees in strategic communication, ecology, evolution, and environmental biology, biotechnology, technology management, fundraising management, and landscape design.

In 2006 alone four new master's degrees were introduced in actuarial science, information and knowledge strategy, construction administration, and sports management, a process that accelerated in later years as more degrees and certificates were launched. In 2020, master's degrees of professional studies in insurance management and wealth management were initiated.

Program Resources

1. Faculty: SPS brings together leading educators and leading-edge practitioners to connect enduring educational principles with emerging strategies and technologies. Our faculty are more than excellent instructors; they're active leaders in their fields.
2. Leadership The executives serving on the SPS Board of Overseers are our ambassadors to industry, responsible for identifying innovative partnerships and cultivating lasting relationships. Board members also spearhead high-profile initiatives and facilitate networking opportunities for SPS students.
3. Academic Partners: SPS collaborates across Columbia University to share resources, expertise, technologies, and strategies. Working with our Columbia University partners, we bring together diverse perspectives, programs and people at the forefront of their fields. Together, we innovate new programs and platforms, incubating market-forward approaches that are responsive to the changing needs of students and industries.
4. Global Presence: Online and around the world, SPS brings together the best and brightest minds to deliver personal, practical and purposeful educational experiences.

Programs

Master's Degrees

1. The degrees are market-responsive programs offered online, on campus, and hybrid to parttime and fulltime students.

2. They are offered in numerous fields including technology management, fundraising management, landscape design, actuarial science, information and knowledge strategy, construction administration, sports management, negotiation and conflict resolution, strategic communication, narrative medicine, bioethics, sustainability management,

enterprise risk management, applied analytics, nonprofit management, wealth management, etc.

Master of Professional Studies (M.P.S.) Programs

1. Designed for enterprising and forward-thinking professionals, seeking to deepen their knowledge in a specific industry on a flexible schedule. Students are immersed in an online, industry-focused curriculum that emphasizes problem-based learning.
2. From the start, students gain practical skills that are immediately applicable at work, and form lifelong relationships that will inspire purpose throughout their careers and communities.
3. In addition to seasoned scholar-practitioner faculty, the programs are supported by industry leaders and professionals who are committed to enriching our students' academic experience and offer high-level networking opportunities.

Certificates and Certifications

1. Designed for participants including recent college graduates and those who graduated many years ago, to gain leading-edge insights or prepare for advanced study. They are offered both on campus and online. Students can enroll full-time of part-time.
2. More than three dozen fields are covered from actuarial science, bioethics, international relations to narrative medicine, finance, sustainable water management and United Nations Studies.

Programs for High School Students

1. Academic Year Immersion Programs
    a. High school students choose from over 40 courses in a dozen subject areas in which they can select up to four pers semester. However, the courses do not carry credit and grade are not assigned. Instead, students receive official Columbia University Certifications of Participation and written evaluations from their instructor.
    b. Classes are taught by scholars and practitioners who are experts in their fields and have a passion and demonstrated aptitude for teaching. All program instructors have undergone background checks and University-mandated training.
2. Summer Immersion Programs
    a. Participants select one curricular option of 3-week and 1-week courses for an indepth examination of a specific subject area in architecture and urban studies, arts, biology and neuroscience, business, economics, and entrepreneurship, core skills, creative writing and journalism, law and conflict resolution, marketing, media and communication, mathematics, philosophy and humanities, physical sciences, politics, public policy, and international affairs, social impact and sustainability, social sciences and psychology, technology and computer programming.
    b. Classes meet online twice each day for two-hour sessions where students refine their academic skills through a variety of activities—class discussions, debates, simulations, individual and group projects, and more. During the midday break and after class, students participate in extracurricular and co-curricular activities, including college preparedness programming, community outreach and awareness activities, and special lectures.

    c. Through this combination of academic immersion and engaging extracurricular activities, students can explore their passions and hone skills that will help them succeed in college and beyond.

3. College Edge: Academic Year
    a. This program is for Academically exceptional high school students in grades 1112. They have access to the same courses as Columbia students, academic advising and professional development, and earn full college credit.
    b. During the Fall and Spring semesters, College Edge students can choose from more than 3,000 academic courses in over 100 subject areas. A single semester runs for approximately 14 weeks.
    c. College Edge students typically enroll in lower-level (1000–2999) courses and must obtain special permission from the Advisor of the Pre-College Programs to register for upper-level courses (3000 and above). In addition, College Edge students are restricted from enrolling in workshop and seminar courses.

4. Columbia Climate School in the Green Mountains
    a. The program is held in-person during summer in locations to mobilize action, drive impact, and affect change in response to the warming planet.
    b. Students engage with experts from the inaugural Columbia Climate School and learn about cutting-edge innovations in action. They meet, collaborate, and build partnerships with like-minded students and tap into collective strengths for action.

5. Boot Camps
    a. The program seeks to equip students with essential skills for today's digital economy. With strategically engineered curricula, face-to-face interaction, and knowledgeable instructors, it provides an educational experience that helps students find a path to success.
    b. Students benefit from a wide range of career services to position themselves for success through Boot Camp completion and beyond. They build a portfolio of projects and applications.
    c. Currently, there are eight boot camps for coding, data analytics, cybersecurity, fintech, digital marketing, UX/UI, tech project management, and product management. in coding, data, fintech, digital marketing, UX/UI, tech project management, and product management

6. Columbia Scholastic Press Association
    a. Founded in 1925, the Association unites student editors and faculty advisers working with them who produce student newspapers, magazines, yearbooks and online media.
    b. Students come from public, private and church-related schools and colleges throughout the United States and from overseas schools following an American plan of education. The Association is owned and operated by Columbia University.

Columbia Summer Programs

1. For Columbia students, visiting students from other institutions, recent high school graduates, high school students—grades 9-12, adults and professionals (with college degree), and international students. Students select Columbia courses from over 50 subject areas.

2. Students can also take three special programs.

     a. Certificates and Certification of Professional Achievement programs: they are offered exclusively during summer in three fields, Critical Issue in International Relations, Human Rights, and United Nations Studies.
     b. Business Options: students acquire or develop essential business skills, advance your career, or prepare for graduate school. Students gain access to two of Columbia Business School's most sought-after courses, Financial Accounting and Corporate Finance.
     c. Arts in the Summer: students can take courses in Film, Writing, Visual Arts, or Theatre. Whether a student is a beginning artist or an experienced practitioner, they can be part of Arts in the Summer with the School of the Arts. High school students are not eligible for this application process.

3. Other Options
     a. Columbia Engineering High School Coding Academy: it covers the boot campus mentioned above.:
     b. STEM Program for High School Students: it is a selective program for local rising sophomores, juniors and seniors who have demonstrated interest in science, technology, engineering and mathematics. Each 3-week session offers college-level courses in engineering, which are complemented by electives and workshops.
     c. STEM Program for High School Teachers: an intense summer program for teachers who learn how to master the most advanced techniques in wireless technology with help from researchers at Columbia University and NYU. The teachers work at the MetroTech Center Campus at NYU, designing web-based lab experiments that illustrate the theory and practice of wireless networking.

American Language Program

1. The American Language Program (ALP), founded in 1911, is one of the oldest English language programs in the United States. It seeks to provide high-quality academic English courses for full-time language students, matriculated Columbia graduate and undergraduate students, and other members of the Columbia University. Further, it helps students become familiar with U.S. culture, prepare students for studying in a U.S. academic context, and promote the internationalization of Columbia.
2. Intensive Academic English Program: it comprises 14-week Fall and Spring courses and 4-week Summer courses. Pre-intermediate to very advanced level.
3. Advanced Academic Preparation: Rigorous 8-week Summer course for students who have immediate plans to enter a degree program in the U.S.
4. Online Programs: The ALP offers the same high quality language instruction in an online format. All our remote courses are taught synchronously using Zoom and the Canvas learning platform.
5. Semi-Intensive: 7-week Fall and Spring and 4-week Summer courses for intermediate to advanced level students.
6. Part-Time English Programs: Open to NY residents, Columbia students and employees whose first language is not English. Fall and Spring semester.
7. Academic Writing: This course helps students develop their academic writing skills. It covers essay structure, rhetoric, grammatical accuracy, editing, paraphrasing and citing sources.

8. Listening and Speaking: This course helps students develop fluency and improve overall listening comprehension. It covers presentation skills, group discussion, social interactions, speaking clearly and persuasively, and techniques for self-monitoring grammar,vocabulary and pronunciation.

9. Pronunciation: This course helps students attend to and better produce the sounds and rhythms of English. It covers word stress, intonation and individual sounds in order to improve intelligibility and confidence in spoken English.

10. Business English program: A 3-week high-level intensive course for business professionals, pre-MBA students or those taking any other business-related Master's program. Begins in late July.

11. The Winter Institute: a 2-week English and cultural program for students in ALP levels 39, whose goal is to practice and improve English while learning about New York City. It includes 15 hours of classroom instruction per week and 12 hours of project-based field trips and cultural activities in New York City with course instructors (class outside the classroom)

Postbaccalaureate Studies

1. Programs offer motivated students with bachelor's degrees the opportunity to advance their knowledge and achieve their academic goals as part of Columbia University's community. 2. Rigorous undergraduate and graduate courses in more than 100 subject areas offer students the opportunity to study with Columbia's distinguished faculty alongside matriculating degree candidates.

3. Working closely with advisors at the School of Professional Studies, postbaccalaureate students develop a dynamic plan tailored to their backgrounds and academic goals, drawing from options ranging from highly structured to extremely flexible.

Graduate School Preparation

1. The Graduate School Preparation Track in the Postbaccalaureate Studies program adds impact to a student's application.

2. Working in tandem with an academic advisor, students design their own curriculum, complete academic prerequisites, and take courses that challenge and inspire them.

Auditing Programs

1. The Auditing Programs administered by the School of Professional Studies invite adults to join the greater Columbia University community through select Arts and Science courses in subjects such as English, literature, history, religion and philosophy.

2. Auditors attend class on Columbia's campus in Manhattan during the spring or fall term and participate in assigned readings or other methods of information gathering.

3. They may take part in classroom discussions only at the discretion of the instructor. Examinations and written assignments are waived for auditors who, in turn, receive no grades or academic credit.

Visiting Students

1. Whether students are seeking to take a deep dive into an area of interest or incorporate a cross-disciplinary perspective into their studies, the program offers visiting students

enrolled in a degree program at another institution the specialized, world-class instruction that expected in the Ivy League.

2. Visiting students are enrolled alongside matriculated Columbia degree students and earn credits that may be used towards graduation at their home institution.
3. Students in the program work with an advisor to create a customized schedule to reflect their individual academic and career goals from a selection of the 3,000+ University undergraduate and graduate courses available.
4. If they are looking for a more structured curriculum, they may apply to one of the structuredprograms open to visiting students. All visiting students have access to Columbia resources,including the libraries, writing center, academic advisors, fitness center, and student services.

Executive Programs

1. The Executive Education programs respond to constant change in a holistic way, drawing on the finest minds across disciplines honed at Columbia and at world-class organizations.
2. Participants engage in intensive seminars and highly focused courses to gain insights, tools, and skills that help you anticipate trends, think critically about current challenges and take a leadership role in their profession and community.
3. Programs are designed for individuals as well as organizations.

Administrative Structure

1. Office of the Dean
    i. The School is headed by a Dean
    ii. Senior Vice Dean & Chief Operating Officer
2. Administrative Affairs
    i. Senior Associate Dean of Administrative Affairs
    ii. Staff of two
3. Finance
    i. Associate Dean, Financial Planning and Strategy
    ii. Staff of 14
4. Human Resources
    i. Executive Director, Human Resources and Organizational Development
    ii. Staff of 4
5. Facilities and Operations
    i. Director, Facilities and Operations
    ii. Staff of 3
6. Information Technology
    i. Director, Information Technology
    ii. Staff of 4
7. Communication & Creative Services
    i. Senior Executive Director, Communication and Creative Services
    ii. Staff of 19
8. Student Affairs
    i. Senior Associate Dean of Student Affairs
    ii. Associate Dean, Career Design Lab with staff of 12
    iii. Associate Dean, Admissions with staff of 42
    iv. Executive Director, Advising and Academic Support with staff of 19
    v. Associate Dean of Students with staff of 5
    vi. Executive Director, Media and Advertising with staff of 4

vii.   Major Gifts Officer (Alumni, Development and Board Relations) with staff of 1

viii.   Senior Associate Dean of Academic Affairs with staff of 4

ix.   AssociateDirector, Instructional Support with staff of 9

x.   Executive Director, Academic Administration with staff of 7

xi.   Sr Director, Faculty Recruitment and Communication Strategy with staff of 1

xii.   Director, Faculty Affairs with staff of 6

xiii.   Executive Director, Online Learning Operations with staff of 16

xiv.   Senior Program Director, Actuarial Science with staff of 3

xv.   Program Director, Professor of Professional Practice with staff of 8

xvi.   xvi.Bioethics, Program Director; Professor of Psychiatry with 4 staff

xvii.   xvii. Construction Administration, Program Director; Lecturer in Discipline with staff of 2

xviii.   Enterprise Risk Management, Program Director; Senior Lecturer with staff of 6

xix.   Human Capital Management, Program Director; Lecturer in Discipline with staff of 3

xx.   Information and Knowledge Strategy, Director with staff of 1

xxi.   Director, Insurance Management Program with staff of 2

xxii.   Narrative Medicine, M.S. Program Director; Senior Lecturer in Discipline with staff of 3

xxiii.   Negotiation and Conflict Resolution, Program Director; Professor of Professional Practice; Vice Chair of Faculty with staff of 2

xxiv.   Non-Profit Management, Program Director; Associate Professor of Professional Practice with staff of 3

xxv.   Sports Management, Program Director; Professor of Professional Practice with staff of 5

xxvi.   Strategic Communication, Academic Director with staff of 5

xxvii.   Sustainability Management, Program Director; Professor of Professional Practice with staff of 5

xxvi.   Sustainability Science, Program Director; Lamont Research Professor with staff of1

xxvii.   Technology Management, Program Director; Professor of Professional Practice with staff of 2

xxx.   Director, Wealth Management with staff of 1

xxxi.   Executive Director, American Language Program with staff of 16

xxxii.   Columbia Scholastic Press Association, Executive Director with staff of 2

Cornell University

Historical Background

The School of Continuing Education traces its roots to 1876, when Cornell offered classes to help schoolteachers further their education over the summer. In 1877 the first of what would become Cornell University Summer Session's off-campus programs was offered. In 1892, Cornell University Summer Session was formally established, and its first Dean appointed six years later. 2006 Summer Session featured 37 professors, courses in 20 departments, and tuition of $25. The calendar of summer events included, among other offerings, "General Lectures, Musical Recitals, and Readings," a tradition that continued.

In 1935, the Division of Extramural Courses, which later became part of the School of Continuing Education and Summer Sessions, was established. In 1956 the Cornell University Summer Sessions was authorized to confer degrees. Two years later, the High School Reading Improvement Program was launched, the predecessor of the highly popular Cornell University Summer College. In 1968, the program for alumni continuing education, which was called the Cornell Alumni University later renamed Cornell's Adult University, was established. CAU began offering off campus tours in 1973.

In 1975, the Cornell Visitors Program was launched, which allowed area residents to attend virtually any Cornell course for a nominal fee, on a non-credit basis, contingent upon the existence of available space in the class and the agreement of the instructor. In the same year, the first "Winter session" course was launched, a three-credit study of Russian culture, in Russia. Five years later, the Cornell in Washington program was launched, which acquired a permanent home in the city in 1985. It was in 1992 that the Division of Summer Session, Extramural Study, and Related Programs became the School of Continuing Education and Summer Sessions.

In 1993, SCE started experimenting with distance education using consumer electronics, and in 1997-98 it offered its first credit-bearing online course. In 2001, CyberTower, an online series designed to complement CAU's on-campus seminars and international travel adventures, was launched featuring short online seminars taught by many of Cornell's top faculty members. In September 2021, CAU merged with Cornell University's Division of Alumni Affairs and Development.

As of 2020, SCE had grown to serve approximately 7,000 students a year in more than 700 classes and programs on campus, online, and around the world.

Programs

The mission of the School of Continuing Education and Summer Sessions is to present the broadest possible range of high-quality learning opportunities to Cornell's many constituencies. It draws on the resources of all of Cornell's academic units, identifying needs and developing programs that most appropriately and effectively deploy Cornell's vast and varied educational resources. Although SCE does not itself grant degrees, it helps students working toward degrees by registering them in Cornell courses.

Programs for Youths (ages 4-15)

1. Cornell CAU's programs offers youth a wide range of entertaining and educational activities for different age brackets.
2. Currently courses for youths ages 10-12 include intro to engineering, an introduction to the world of birds, and understanding the stars.
3. For youths ages 13-15 the courses are animals: an overview of veterinary medicine, biomedical engineering, cryptography, and discovering the world of physics.
4. Youths ages 15+ are offered precollege studies.

Precollege Studies

College Courses

High school students can enroll to take online Cornell courses during our Summer and/or Winter terms. They can choose from dozens of regular university courses in subjects fromarchitecture to business, hospitality, engineering, health, international relations, science, social change, veterinary medicine, and more.

1. The courses are taught by Cornell faculty, giving students an unrivaled learning experience with some of the university's best professors, study alongside undergraduate students, and improve their college study skills.
2. The classes are delivered via the web-based learning system Canvas. Some are offered synchronously (live and on a predetermined schedule) while others are asynchronous (prerecorded and on the student's schedule).

Summer Residential Program

1. Through this program students can choose from more than 50 regular undergraduate courses, in which they earn transferrable credits in subjects from architecture to business, hospitality, engineering, health, international relations, science, social change, veterinary medicine, and more. Students learn 15 weeks of coursework on a fast-paced schedule of three- to six-week period.
2. Students experience the excitement of college life at an Ivy League university as they stay in a residence hall with classmates, eat meals in the campus dining centers, and spend free time attending special events. Students interact with fellow students from more than 50 countries and nearly every U.S. state.
3. The program helps students prepare for college applications. They receive one-on-one counseling about their essays, application materials, and how to make the best impression on a college admissions committee, attend a college fair joined by admissions officers from dozens of universities, and get insider tips during college admissions workshops.
4. The program has special offices to support international students and students with disabilities, the Office of Global Learning and Student Disability Services, respectively.

Programs for College Students

1. College students can take almost any Cornell course, earn credits, and study with university faculty. They can choose from summer and winter sessions, fall/spring study, part-time and online options, internship programs, and English immersion.
2. Cornell University Summer Session offers hundreds of regular Cornell courses taught by outstanding university faculty members. Enrollment is open to all—from undergrads to

high school students, professionals, alumni, and any interested adult. With choices of 3-, 6-, or 8-week sessions, most classes leave time for travel or a summer job.

3. Cornell's Winter Session offers online courses with outstanding Cornell University faculty members. Enrollment is open to all—from undergrads and high school students to alumni and any interested adult. Students can earn up to 4 credits in a few weeks.

4. Fall/Spring Study: Anyone high school age and older can take fall/spring courses at Cornell, except for Cornell degree candidates, who are not eligible to participate in parttime study in the fall or spring. Students can earn transferable Cornell credits and take advantage of university resources without enrolling in a degree program. They study alongside Cornell's undergraduate and graduate students and have access to university libraries and other campus facilities. Their grades and credits are recorded on an official Cornell transcript.

Professionals and Executives

1. SCE offers innovative career development & certificate programs to increase participants' capabilities through our professional studies programs, internships, online classes, and part-time study.

2. Participants can take almost any regular Cornell course, from accounting to veterinary medicine, during Summer Session, Winter Session, or fall/spring Part-Time Study. Hundreds of classes are available, many online. A course on English for international students and scholars is also offered.

Lifelong Learners

1. Participants enjoy education vacations, professional development programs, and Cornell courses online or on campus.

2. Travel programs: inspiring summer programs on the Cornell campus and unforgettable travel adventures to spectacular destinations around the world, all designed and led by topnotch Cornell faculty. These exciting, Ivy League education vacations are open to everyone, including Cornell's alumni, families, and children.

3. Participants work with Cornell experts to increase their capabilities through professional studies programs, internships, online classes, and part-time study. Drawn from across the university, these dynamic faculty members understand how to address the participants' needs in a rapidly changing environment.

Programs for Cornell Faculty and Staff

1. Cornell employees are encouraged to take university courses for personal and professional development. Faculty member are invited you to learn about teaching classes through the School of Continuing Education.

2. They can choose from thousands of regular university classes year-round, for credit or not. They may be eligible to take up to four credits of tuition-free study in on-campus or online courses each semester. More than four credits in a semester they pay full tuition and any course fees.

3. Cornell's retirees are eligible to register in up to six credit hours of tuition-free study in oncampus or online courses each semester, but they are responsible for any course fees. For more than six credits in a semester they pay full tuition and any course fees.

4. Cornell employees have access to free Summer Events featuring free lectures, events, and outdoor concerts.

Administrative Structure

1. The School of Continuing Education is headed by a Dean whose office has an Associate Dean for Administration and Senior Assistant to the Deans.
2. Communications and Marketing headed by Executive Director, with a staff of 4.
3. Cornell in Washington headed by a Director, with a staff of 6.
4. Cornell's Adult University headed by a Director, with a staff of 3.
5. Finance and Administration, headed by two managers, Student Services and Human Resources Manager and Finance Manager, with a staff of 4.
6. Information Technology headed by IT Manager, with a staff of 2.
7. Registrar, headed by Registrar and Student Services Manager, assisted by Assistant Registrar.
8. Special Programs and Professional Studies, headed by an Associate Director.
9. Precollege Studies, headed by a Director, with a staff of 2.

Historical Background

The School of Professional Studies at NYU was initially launched as the Division of General Education (DGE) in 1934 to offer training programs for job seekers during the Great Depression that led to nearly 25% of the U.S. workforce unemployed. In the 1930s, career-focused programs and centers were introduced including the first real estate appraisal course, the Center for Graphic Design, and The Radio Workshop. During World War II, DGE opened a War Training Center in response to the nation's urgent need for skilled technical workers. After the war enrollment soared as the GI Bill enabled returning veterans to attend college.

In the 1950s, DGE developed the first NYU course ever to be televised and was renamed the Division of General Education and Extension Services (DGEES). Enrollment surpassed any other individual school at NYU. In the 1960s, associate degree programs were offered for the first time, and a four-year, part-time study program is developed for students age 21 and over. The School was renamed the School of Continuing Education (SCE).

In the subsequent decades more programs were introduced in various fields including paralegal studies, real estate, data processing, and systems in the 1970s, as well as a two-year General Studies Program, which prepared students for transfer to a four-year college or university. In the 1980s, SCE deepened its involvement and greatly increased practitioner-taught course offerings in IT, publishing, construction, and hospitality.

In the 1990s, SCE continued to lead in the exploration of virtual and internet-based learning with the creation of The Virtual College and new master's programs were added and SCE was renamed the School of Continuing and Professional Studies (NYU-SPS) in recognition of its increased focus on professional programs. The School acquired new premises in the 200s culminating in a new permanent flagship home at 7 East 12th Street.

Currently, NYU-SPS continues to grow as an essential resource for learners of all ages. Increasing numbers of international students populate its classrooms. Study abroad options abound for those individuals who wish to broaden their horizons globally. Online credit and non-credit offerings continue to expand as the School positions itself as a leader in executive education and distance learning.

Programs

Master's Degrees

1. The School offers 20 master's degrees that immerse students in learning experiences that provide immediately applicable skills, an invaluable global perspective, and unmatched networking opportunities.
2. The degrees are in the fields of construction management, event management, executive coaching and organizational consulting, global affairs, global security, conflict and cybercrime, global sport, global hospitality management, human capital analytics and

technology, human resource management and development, integrated marketing, management and systems, professional writing, project management, public relations and corporate communications, publishing, real estate, real estate development, sports business, travel tourism and management, and translation and interpreting.

3. The graduate programs are industry focused and taught by top experts in their fields, and include internships at top corporations, transformative career coaching, and study away opportunities around the world.

Bachelor's Degrees

1. The bachelor's degrees are designed to complement credits already earned and enable students to acquire the knowledge and skills to launch a new career or academic pursuit or advance in a current professional path. Students are exposed to rigorous curricula that provides a wealth of industry focused content combined with a strong liberal arts core, opportunities to gain work experience at top companies and organizations, award-winning career development services, and the chance to study abroad.

2. Traditional Student: for students applying for admission directly out of high school, interested in focusing in one of three specialized areas of study—real estate, hotel and tourism management, or sports management, pursuing a full-time course of study, and prefer a traditional college campus experience. The degrees combine the professionally focused content needed to pursue a specialized career, with the comprehensive NYU core curriculum that provides a well-rounded education.

3. Post-Traditional Student: for transfer, adult, and other post-traditional students are designed to complement credits already earned, and to provide the knowledge and skills needed to launch a new career or advance in a current professional path. Currently, ten degrees are offered in data analytics, applied data analytics and visualization, information systems management, applied general studies, healthcare management, leadership and management studies, marketing analytics, humanities, social sciences, digital communication and media, and real estate and urban sustainability.

Associate Degrees

1. Designed for individuals who could not take advantage of the opportunity to pursue a degree after high school, or who stopped out of college because of other responsibilities or financial obligations. They are designed for students who have earned LESS THAN 45 transferable college credits. Those who have earned more than 45 transferable college credits are encouraged to consider one of the bachelor's degrees.

2. Four degrees are offered in business, health administration, liberal arts, and information systems management. Flexible day, evening, and online classes are available for those who are balancing the demands of life and work. A broad array of services—tutoring, academic advising, career counseling—are also provided. Students in good academic standing are offered a seamless transfer into the corresponding bachelor's degrees.

Online Programs

1. To meet the growing demand for online education, SPS has developed a portfolio of offerings, spanning across and noncredit programs. These options empower students to learn anywhere, anytime though a variety of formats. Some of the programs offer the option to complete degree or course requirements online, others have been developed as a totally online experience.
2. A variety of online study options are offered at both the graduate and undergraduate levels. The programs are offered in asynchronous, synchronous, and blended modes. Some programs are offered wholly online, while others are available partially online. For some undergraduates online and onsite learning works best to meet their goals and objectives. All provide a robust learning experience with the ability to interact with students, faculty members, and guest lecturers from around the world.

Continuing Studies

1. SPS offers professionals educational options that meet the needs of participants—from single courses that deliver content in flexible formats to certificate programs that afford the opportunity to delve deep into comprehensive content in emerging and growing fields. The programs are designed for every phase of a participant's career, to keep abreast of industry trends and ensure their skills remain current.
2. Participants can take single courses of out 33 professionally focused courses currently available or pursue any of the 13 currently available certificate programs that provide comprehensive content in growing and emerging fields.

Executive Education for Industry Leaders

1. SPS Executive Education offers programs for individuals and custom programs for organizations that seek educational solutions for today's challenges. The School provides an array of tailored offerings—from executive education to technology-enhanced virtual courses and certificates—that permeate across operational functions.
2. The programs are distinguished by the extensive network of professional leaders who comprise our faculty, alumni, and advisory board members. This unparalleled ability to connect and to share real-world expertise shapes our unique curricula.
3. The programs seek to bridge the boardroom and the classroom by offering applied education that is grounded in areas of industry expertise and supported by the academic excellence and research of NYU's degree programs. The executive solutions provided offer the cutting-edge knowledge needed to confront the latest business challenges.
4. SPS's academic divisions have deep ties to global industry. The Jonathan M. Tisch Center of Hospitality, the Schack Institute of Real Estate, the Preston Robert Tisch Institute for Global Sport, and the Division of Programs in Business afford insights into the latest trends and strategies.
5. SPS Executive Education Certificate programs provide individuals with the skills they need to make an immediate impact in the workplace while achieving their own professional goals. These programs build competencies that are specific to industry, contributing to improved outcomes that can be seen in the work product right away. The Certificates also

offer professionals a valuable credential that increases their value within their organizations as well as in the broader marketplace.

6. Programs for Individuals: SPS Executive Education programs provide individuals with the skills they need to make an immediate impact in the workplace while achieving their own professional goals. The program offerings are designed to help leaders address the unique challenges they face in today's unpredictable and highly volatile business environments.

The Future of Work

1. This program seeks to address how business leaders can prepare for jobs that have yet to be invented, entire industries that don't yet exist.
2. A-List Industry Partners: the program works directly with top executives from the hottest companies for 14-weeks, for course credit. These courses build relationships and skills.
3. Real World: participants work in multidisciplinary teams, in fluid consultation and communication, with A-list organization executives and SPS faculty in an experiential, flipped-classroom format. in an experiential, flipped-classroom format on a real world problem the organization faces. They research, prepare, and present their solutions on the final day of class. Selected ideas are implemented, concretely, into their real world business practice.
4. You in 2050: participants jobs will change, their careers will change, the world of work will change. The skills they will need will come from practicing solving new problems in the real world, in real time. Real World gives participants that durable and enduring professional edge.

High School Academy

1. The NYU School of Professional Studies High School Academy is a college and career readiness program that offers high school students the opportunity to explore professional careers while experiencing NYU campus life in New York City.
2. It seeks to provide students a competitive edge on their college application. Through the Academy, students can gain the knowledge and experience that will set them apart and learn from industry experts as they explore career paths in emerging sectors. They also make new friends as they acquire an understanding of what college life is all about.
3. Students gain an understanding of college-level work, preparing them for the challenge of higher education. They get an opportunity to explore a particular field of interest and acquire a comprehensive overview of the field and the types of career paths it offers.
4. Career Edge High School Summer Program: these one-week NYU high school summer programs are geared for college and career readiness and provide an immersive, industry focused learning experience in fields that range from real estate to prelaw and photography to digital storytelling.
5. Weekend Workshops: Weekend Workshops are available in the fall and spring. These college and career readiness intensives are practically and professionally focused, delivering content from writing a college essay to fundamentals of financial technology and careers in criminal justice to writing for television.

6. Aspire Program: It is geared for rising high school juniors and seniors from underrepresented communities who will be first-generation college students. Aspire is a two-year college prep and mentoring program that features a variety of classes and workshops, which will prepare the students for the college admissions process and experience. The program begins with a one-week college immersion intensive in the summer and continues with support throughout your junior and senior year in high school.

Administrative Structure

1. The NYU School of Professional Studies is headed by a Dean and divided into divisions and departments with their own staff and clinical faculty. Some of the divisions and departments have centers of excellence.
2. Center for Applied Liberal Arts, headed by an Associate Dean.
3. Center for Global Affairs, headed by a Divisional Dean.
4. Center for Publishing, headed by a Director.
5. Division of Applied Undergraduate Studies, headed by an Associate Dean. 6. Division of Programs in Business, headed by an Associate Dean
7. English Language Institute, headed by an Associate Dean.
8. Jonathan M. Tisch Center of Hospitality, headed by an Associate Dean.
9. Preston Robert Tisch Institute for Global Sport, headed by a Dean.
10. Schack Institute of Real Estate, headed by an Associate Dean.

University of Chicago

Historical Background

One of the first university extension schools in the country, the University of Chicago Graham School has been at the forefront of adult learning since 1890. Established as one of the University of Chicago's three original divisions, its mission is to bring the University's intellectual resources and distinctive scholarly approach to a broader audience.

The Graham School has always been a pioneer of distance learning. It was the first US school to organize correspondence courses at the college level, starting with botany in 1895. It offered the same rigorous standards as in the classroom and full university credit for successful completion.

Currently, it offers a seamless online learning experience that combines flexibility with rigor. The School seeks to promote the values of thoughtful debate, diversity and inclusion, putting students first, intellectual generosity, and pursuing tried and true methods.

Programs

The Master of Liberal Arts (MLA)

1. Designed for working professionals who seek to deepen their understanding and sharpen their skills in a dynamic, interdisciplinary community. The MLA program is a rare combination of academic rigor and flexibility that reflects the University of Chicago's relentless commitment to open, rigorous, and intense inquiry.
2. Through reading, reflection, lecture, and lively discussions, MLA students study the works of great thinkers—in the humanities, social sciences, physical sciences, and biological sciences—and gain the tools to apply interdisciplinary thought to their professional lives.
3. In small classes, all taught by UC faculty, students engage and wrestle with big ideas as they work towards developing their own ways of thinking, leading, and solving complex problems.

Basic Program of Liberal Education for Adults

1. The cornerstone for the Basic Program is the Four-Year Core Curriculum. Each year is made up of three ten-week quarters. New students begin in Year 1 Autumn. They choose from morning, afternoon, or evening sections held online and earn a certificate upon completion of the entire curriculum.
2. The Basic Program is a community of adults who seek a rigorous liberal arts education and a staff of committed instructors who are both scholars and experienced discussion leaders. Students come to the program from a variety of backgrounds as well as different academic and life experiences, lending richness to their classroom discussion. They progress with their cohort from quarter to quarter and year to year. They build on their conversations with each other as well as with the texts, deepening discussions further. There are no prerequisites; everyone is welcome.

Annual Programs

1. Fortnight in Oxford: Spend two weeks studying in an ancient center of scholarship.

2. National Museum Publishing Seminar: An annual conference focusing on museum publications and practices.
3. Know Your Chicago: An annual fall lecture and tour series designed to promote civic awareness and participation.

Open Enrollment

1. A diverse range of noncredit courses held over four to ten weeks in small, lively groups.
2. These non-credit courses are taught by instructors who encourage the camaraderie and joy of learning.
3. The Writers Studio: Noncredit writing classes and manuscript consultations for writers of all genres.
4. Visual Arts Education and Outreach: Courses dedicated to the investigation and appreciation of visual arts.

Masters Programs

1. Degree programs offered in the fields of applied science, business and leadership, liberal arts, social good, and healthcare.
2. The certificate programs provide exceptional academic and real-world opportunities for a wide range of professionals. They focus on the same six areas as the degree programs. Students enjoy similar benefits as other students at the university and have an opportunity to join the alumni network and benefit from the Alumni Scholarship Program.

Professional Education

1. The professional education programs draw on the expertise of the world's brightest academic minds to help students invest in their human potential. They enable students to grow their network with industry leaders from across the globe to meet the challenges of an ever-evolving professional landscape.
2. Currently 25 programs are offered utilizing the disciplines of finance, data analytics, leadership, digital transformation, and organizational behavior to understand contemporary business challenges. The practical instruction engages topics from machine learning to quantum technology to cutting-edge financial theory to meet these challenges with efficient solutions.

Personalized Programs

1. Allow students to enroll in classes with University of Chicago undergraduate and graduate students and receive a transcript, enabling them to take advantage of the University's extensive resources. The students receive intensive individual guidance on curriculum choices, faculty, and your ongoing academic plans from professional advising staff.
2. The Graduate Student-at-Large (GSAL) program is carefully designed to serve as a bridge from undergraduate studies to graduate programs. GSAL allows students to maintain their scholastic and professional focus while providing them with the knowledge, faculty support, and credentials you need to pursue your academic, personal, and professional goals.
3. The Graduate Student-at-Large: Business (GSALB) program prepares students for the MBA at the Chicago Booth School of Business—or any other MBA program across the

nation.
4. The Returning Scholars (RS) program is designed to give lifelong scholars the opportunity to actively participate in the University of Chicago's graduate and undergraduate classes while building collaborative relationships with faculty and other classmates. RS students may audit graduate classes across campus, learn alongside current University of Chicago students, and have opportunities to attend campus-wide workshops, seminars, and social events.
5. International students in need of a J1 full-time student visa may take Booth classes as GSAL students. The GSAL can issue I-20 documents for J1 international student visas for one, two, or three academic quarters at the University of Chicago.

Urban Teacher Education Program

1. A residency program that includes a two-year Master of Arts in Teaching degree followed by pots-graduation mentorship through in-classroom coaching, alumni workshops, teacher leadership training, and other professional development opportunities.
2. It includes a full year of foundational and academic course work paired with community fieldwork, training in trauma-informed teaching practices, and opportunities and space devoted to fostering reflection and critical conversations about race, class, and unconscious bias. It also includes a full year residency placement.

Corporate Partnerships

1. The university partners with organizations to create customized, top-tier educational experiences that help your team members boost their skillsets.
2. Faculty engage with participants in customized through the University of Chicago's signature approach to training which is rigorous research based and interactive.
3. The instructors include University of Chicago faculty and industry experts based in global business capitals; the programs ensure flexible timing, from immersive private trainings to fully remote courses over a set number of weeks; and they expose students to global perspectives. Formats
1. The programs are offered in four areas of study—applied science, business and management, social good, and healthcare.
2. They are provided in-person, online, or hybrid.
3. Enrolment is full-time, part-time, or open.
4. Duration can be up to 3 moths, up to 6 months, 6 months to a year, up to a year, a year or more.

Administrative Structure

1. The Graham School is headed by a Dean.
2. Information seems only available on the university's intranet.

University of Washington

Historical Background

Continuing, lifelong and professional educational programs at the University of Washington are run through Continuum College, formerly Educational Outreach. It was founded in 1912 to offer correspondence courses. Over the subsequent decades the College became a vital part of the UW's commitment to its mission of serving the public and improving the lives of people in Washington State and around the globe.

The name Continuum College was adopted in 2016. The new name reflected the spirit of innovation at the UW, which was recently ranked the fifth most innovative university in the world, highlighting its forward-thinking approach toward making education accessible and relevant to learners throughout their lifetime. In 2017, Continuum College created Career Accelerator certificate programs in multiple learning formats designed for busy professionals — in-person, online, accelerated, and self-paced.

In support of the change, Continuum College introduced its first-ever public giving fund to provide financial aid to learners pursuing non-credit education. The UW Continuum College Founders Scholarship sought to add to the program's $200,000 in seed money from an unrestricted endowment granted to the university in the 1960's to serve adult students. Currently, the scholarship covers 80 to 100 percent in 23 certificate programs for qualified applicants.

Each year, 50,000 students of Continuum College earn professional certificates and advanced degrees, and take part in enriching short programs in-person and online. The College has nearly 250 employees.

Programs

Youth & Teen Programs

There are nearly four dozen programs for youths and teens that focus on some of the following:
1. Field trips to the Burke Museum and Burke mobile traveling program to schools.
2. Precollege visits to UW centers in which students learn about neural engineering, neurotechnology and brain research and philosophy, and attend the Academy for Community Health Professions.
3. Programs targeted at students from marginalized backgrounds including Changemakers in Computing, a 4-week virtual summer computing program for minority students, Doctor For A Day to inspire and cultivate underrepresented minority students to enter careers in healthcare, the Dare to Dream Academies for students from migrant, seasonal, or farm working families, and DO-IT programs for precollege and college students with disabilities. Young Executives of Color is a nine-month college pipeline program that currently serves 190 high school sophomores, juniors and seniors from 75 schools in the state Washington. Tools for Teens teaches stress management and emotional resilience. The Doorway Project addresses young adult homelessness.
4. Programs designed for female students include Girls in Science connects middle and high school students with female scientists and real UW lab experiences and Foster Young Women's Leadership Summit, a three and a half-day overnight program for rising high school juniors and seniors interested in business.

5. There are several outreach programs that send UW students to visit schools, such as the Clean Energy Ambassadors and Engineering Ambassadors, to conduct hands-on activities. Through Jumpstart trained UW students provide language, social-emotional, and literacy programming for preschool children from under-resourced communities, under Riverway Tutors they tutor and mentor in WA Schools and community organizations.

6. There are also programs that provide opportunities for high school students to explore and learn about in earth and space sciences, aquatic sciences, outer space, pharmacy, nursing environmental issues, marine science, cybersecurity and privacy related concepts and topics, emerging technologies, meet artists, explore exhibitions, and collaborate on projects, medicine and public health research, public radio journalism, how to identify and combat online misinformation and disinformation.

7. Many other programs seek to inspire students interested, provide enrichment programs for college preparation, opportunities to earn high school and UW credit, and pursue internships at UW libraries.
   a. Lifelong Learning SAT Prep, a year-round, low-cost SAT and GRE courses, addresses many common concerns, such as math anxiety and study skills in addition to test content.
   b. The Northwest Earth and Space Sciences Pipeline is a collaborative K-12 education effort serving students, teachers, and their diverse communities throughout the Pacific Northwest.
   c. Lifelong Learning SAT Prep offers a year-round, low-cost SAT and GRE courses that address many common concerns, such as math anxiety and study skills in addition to test content.
   d. The Saturday Program is an enrichment program intended to provide intellectually ambitious students with challenge, inspiration, and fun, in a collaborative, supportive learning environment.

8. Special events for the students include
   a. Math Day for High School Students: A couple thousand teachers and high school students are invited to the UW Seattle Campus for one day to uncover the exciting, practical and rewarding world of mathematics.
   b. The North America Computational Linguistics Olympiad is an international contest in which middle school and high school students solve linguistics puzzles.
   c. The Orca Bowl challenges and recognizes high school students' knowledge of the world's oceans.
   d. The Multicultural Outreach and Recruitment (MOR) sponsors group visitations to highlight the collection of services offered by the Office of Minority Affairs & Diversity and MOR Student Ambassadors share their experience.

UW in the High School

1. Since 1981, through this program, high school students across the state offer UW courses for UW credit in the high school classroom. The courses are taught by the high school's own teachers, who have been approved and trained by UW faculty.
2. UWHS students have access to a variety of UW student learning and support services. They can borrow from the UW libraries and schedule appointments with the university's Writing & Research Center.

Early Fall Start

1. Under this program students incoming first-year students can enroll in a UW course about

a month before the regular school year begins and get comfortable with college life. The student earns credit, which means they can take a lighter load in the first quarter if they choose.

2. All Early Fall Start courses are four weeks in length, taught by regular UW faculty and instructors, limited to 25 students or less, in most cases, and worth 5 credits.

3. Early Fall Start features a broad range of courses, Discovery Seminars devoted to all kinds of thought-provoking subjects in different aspects of the arts and sciences. English Language & Writing Courses are also available for students who want to improve their language and writing skills.

International and English Language Programs

1. University Preparation programs: help international students get ready for an American college or university. Students starting graduate studies can take the Graduate School Preparation Program, a five-week summer program for students in a wide variety of fields, which is designed to help students gain skills to meet the challenges of studying in a U.S. graduate program with confidence.

2. Academic English Program: students looking to boost their academic English skills and build confidence for success in U.S. university classes learn key reading, writing, critical thinking and oral communication skills along with matriculated UW students by taking one or all three courses in the Program.

3. Short programs are also available for international to improve their English and broaden their knowledge while exploring Seattle.

4. Study Abroad at the UW: international students can experience university life and take classes with UW students.

UW Summer Sessions

1. Summer Sessions offer the opportunity for anyone to choose from more than 1,000 classes in more than 100 fascinating fields of study, from anthropology to zoology. Some are special courses and programs that are only available during Summer Sessions, including intensive foreign language.

2. They are offered in a variety of formats including online. They are divided into Session A and Session B, each lasting four-and-a-half weeks. Some courses span just one session while others extend over both

3. U.S. college student can get a jump start and earn transferable credit, while U.S. higher school student can earn college credit and start build their UW transcript and study alongside current UW students, adults and students from abroad.

4. International students have an opportunity study with a diverse student body alongside current UW students, adults and other visitors, and learn from well-respected UW faculty and instructors.

5. Professional and other learners can get a career boost by building their resume and gain valuable skills that can help them further their current career or transition to a new field.

Professional and Continuing Education

1. UW Professional & Continuing Education offers learning opportunities for all types of learners who don't fit the mold of a traditional full-time, on-campus student. Courses are offered in several fields listed below.
2. Biotech, Health Care and Social Work: currently, in biotechnology there are five certificates from applied biostatistics to biomedical regulatory affairs to clinical trials. Graduate degrees are offered including master's degrees of pharmaceutical bioengineering and applied chemical science and technology.
3. Health Care & Public Health: currently, 14 degrees are offered ranging from at the bachelor's, master's, and doctoral level, such as Bachelor of Science in Nursing, Master of Health Administration, and Doctor of Physical Therapy. Four certificates are offered including in health care analytics, health economics, and palliative care.
4. Social Work & Counseling: Currently, two certificates are offered in gerontology and guardianship, and two master's degrees in applied child and adolescent psychology and social work.

The Osher Lifelong Learning Institute

1. OLLI-UW courses cover engaging subjects ranging from global events to the arts, from health science research to compelling issues of the day. Courses are led by current and retired UW faculty or experts from the community. Currently about 20 courses are offered in fall, winter and spring. Courses typically meet weekly for a two-hour online session in the morning or afternoon for three to five weeks.
2. Monthly Lecture Series: These lectures are talks by experts on a wide range of subjects. These events are free for OLLI-UW members, and are held about once a month in several locations. Members are invited to bring their lunch and a guest.
3. Study Groups: Designed and led by members, study groups are free to OLLI-UW members. Groups allow participants the opportunity to focus on a chosen topic for a brief or a sustained period of time. Many study groups are book groups.
4. Special Events: Guided museum and garden tours, summer field trips and other special events are offered periodically throughout the year. Some events charge a small fee.

Administrative Structure

1. Continuum College is headed by a Vice Provost
2. Assistant Vice Provost, International & Academic Programs under which there are 8 departments
3. Assistant Vice Provost for Digital Learning Innovation under which there are 5 departments
4. Assistant Vice Provost, Administration under which there are 4 departments
5. Senior Director of Technology & Data Services under which there are 3 departments
6. Senior Director, Marketing & Enrollment Services under which there are 5 departments including advancement
7. Senior Director, Academic Partnerships
8. Senior Director, UW Summer Sessions
9. Senior Director, Program Development
10. Executive Assistant to the Vice Provost and Assistant Vice Provost

Stanford University

Historical Background

Continuing education programs at Stanford University are offered through Stanford Continuing Studies (SCS) program other programs in Executive, Professional, Continuing and K-12 Education. Stanford Continuing Studies was established in 1988.

The other continuing studies programs include the Continuing Medical Education Studies program, the Distinguished Careers Institute, English for Foreign Students, Executive Education Programs in the Stanford Law School and Graduate School of Business, Stanford Center for Professional Development established in 1995 that operates and manages Stanford Online, Stanford Pre-Collegiate Studies founded in 2012, and Summer Session.

Programs

Stanford Continuing Studies

General Features

Stanford Continuing Studies offers approximately 550 courses per year, attracting more than 16,000 students. Since its inception, more than 1,000 Stanford faculty and academic staff have taught in Continuing Studies. All Continuing Studies courses are open to adult students everywhere. Continuing Studies also is also offers approximately 40 special events each year, ranging from small informal readings and lectures to fully staged performances, symposia, and conferences. Most events are free—a gift to the Bay Area community from our program.

The courses are currently offered in two formats. First, as Live Online Courses that resemble the on-campus classroom experience. Second, Flex Online Courses that offer a variety of instructional materials, (videos, readings, discussions, assignments), available on demand in weekly modules, plus optional live meetings with the instructor and fellow students. The duration of the courses ranges from 1-5 weeks and 6-10 weeks, with varied starting dates.

Courses by Program

1. Liberal Arts & Sciences: currently, programs are offered in Art History, Art Studio: Audio, Video, and film, Art Studio: Drawing, Painting, and other Media, Art Studio: Photography, Classics, Cultural Studies, Current Events, Design, Film Studies, History, Law, Literature, Mathematics, Music Studies, Music Studio, Philosophy, Psychology, Science, and Wellness and Health.
2. Creative Writing: programs are offered in Novel Writing, Creative Writing.
3. Professional & Personal Development: whether a participant works for a Silicon Valley startup, a private-sector business, or a nonprofit organization, the professional development courses are designed to enhance your skills in management, finance, strategy, marketing, and other key areas. Dozens of courses are offered in Business, Communication, Design, Technology and Data Science.

4. Master of Liberal Arts Program (MLA): designed with busy adults in mind, this part-time graduate degree program holds classes in the evenings and offers a flexible academic schedule. Areas of study include history of science, philosophy, literature, environmental studies, political science, history, and more. Students hone their ability to write persuasively and creatively, develop persuasive arguments, conduct original research, and integrate thinking from multiple disciplines.
5. Taking Stanford Continuing Studies courses can be excellent preparation for applying to the MLA program. Each quarter, the MLA program recommends courses that are similar in subject and format to seminars you would find in MLA study.

Grade Options

1. Students are required to select a Grade Option: Letter Grade (A, B, C, D, No Pass) - A final paper, or other assigned work, is required; Credit/No Credit (CR/NC) - Attendance and participation (as determined by the instructor) is required. No Grade Requested (NGR) - No work is required; no credit shall be received; no proof of attendance can be provided.
2. Continuing Studies (CS) courses carry CS units of credit, which is different than the type of credits earned by undergraduate/graduate students. Transferability of CS courses to other programs are subject to the receiving institution's policies. Units cannot be applied toward any Stanford degree. An official transcript is provided.

Executive, Professional, Continuing and K-12 Education

The Stanford Center for Continuing Medical Education (SCCME)

1. SCCME is a global leader in the promotion of lifelong learning among professionals in healthcare. It applies evidence and best practices from the education and implementation sciences to develop, accredit, and evaluate activities and initiatives designed to improve the skills, strategy, and performance of providers and healthcare teams and the delivery of patient care, ultimately with the goal of creating better health outcomes.
2. Stanford Medicine offers comprehensive continuing education activities for the healthcare team across the full spectrum of medicine and health, drawing on the interprofessional expertise of its institutions and partners. Its target audience includes all members of the healthcare team whose educational needs and specific gaps in practice can be addressed by continuing education initiatives. It serves international, national, state, and local learners.
3. Live Webinars: Students experience a wide range of exemplary CME offerings through high quality live webinars featuring experts, clinicians, researchers and advocates. 8 offered in 2021 Fall Quarter.
4. Online Courses: more than 280 courses covering all aspects of medicine and health.
5. Grand Rounds/RSS: Education planned by and for Stanford faculty, staff, and affiliates to stay current on the latest clinical, research, and technological developments.
6. Podcasts: listen to insights from the world's leading physicians and scientists on a myriad of timely and relevant medical topics.

The Stanford Distinguished Careers Institute (DCI)

1. The DCI program seeks to improve the life journey of accomplished individuals in midlife by helping them renew their purpose, build community, and recalibrate wellness – physically, emotionally, and spiritually.
2. The DCI program is built around three interconnected pillars: Renewing Purpose, Building Community and Recalibrating Health and Wellness. These three pillars serve as the foundational elements around which DCI is constructed and implemented during the year of fellowship and those that follow.
3. All DCI Fellows and Partners have a Faculty Advisor who provide guidance as needed over the course of the year in all aspects of their program including their purpose pathways, introductions to faculty and programs, and planning for the next phase of their lives
4. Customized courses for DCI Fellows include a life design workshop and small group sessions that use design-thinking to examine one's life aspirations. Fellows engage in memoir writing and a storytelling project.
5. The DCI schedule includes two weekly seminars involving all members of the DCI cohort and faculty from across the University. The DCI program also includes periodic evening events with Stanford speakers as well as quarterly colloquia, half-day virtual events with experts from around the globe.

The English for Foreign Students (EFS) Program

1. The Stanford Language Center was established in 1995 with a charge to strengthen the language requirement as part of efforts to enhance the undergraduate curriculum at Stanford University. It regularly offers fourteen languages and approximately thirty Less Commonly Taught Languages on demand and hosts the EFS program.
2. The EFS program offers courses for academic credit to currently enrolled, international graduate students in English as a second language (ESL). During the regular academic year, it is confined to current Stanford students. Historically in the summer--July and August-- we have offered a variety of ESL courses for summer visitors, incoming graduate students, and visiting scholars in addition to continuing graduate students.

Stanford Law School Executive Education & Special Programs

1. With an emphasis on the law's intersection with business, policy and conflict resolution, for more than two decades, these Executive Education Programs have brought together scholars, policymakers, jurists, corporate leaders, investment bankers, board members, venture capitalists, negotiators, mediators and leaders in the legal community from across the country and internationally.
2. The programs combine keynote speakers and plenary debates with panel discussions and small-group work, enabling participants to learn by doing, not just listening. Attendees share their expertise and discuss solutions to the most challenging issues facing business executives, policymakers and legal practitioners today.
3. The Directors' College: designed for directors and senior executives of publicly traded firms. Participants engage virtually with leading CEOs, directors, regulators, jurists, and scholars on a rigorous and balanced examination of a broad range of issues that confront modern boards.
4. The Stanford/NVCA Venture Capital Symposium: is the premier governance program for members of the venture capital community. Investors, startup executives and directors of

venture-backed companies gain the skills needed to respond effectively to real-world governance challenges that commonly arise at VC firms and their portfolio companies.
5. International Programs
    a. Stanford Institutional Investors Forum (SIIF): provides an opportunity for its members to meet in a confidential setting, closed to the press and public, to discuss current policy issues of concern to the institutional investor community.
    b. Rock Center Program for Journalists: A Primer in Corporate Governance: program brings together a group of Media Fellows, selected from leading writers in business and finance, to attend an educational and networking event in New York City or on the Stanford campus. The program focuses on corporate governance fundamentals.
6. Stanford Law School and Envision collaborate to offer high school students the opportunity to get a glimpse into the legal profession and a taste of the study of law. Intensive Law & Trial provide students with academic and career insights into the field of law.
7. Stanford Law Scholars Institute: a leadership and pipeline program for college students from broadly diverse backgrounds and designed to address obstacles that underrepresented minority, first-generation, and low-income undergraduate students in particular might face to accessing legal education.

Executive Programs Business School

1. Programs for individuals: programs are offered in 15 key business areas in person or online for senior executives and managers.
2. Programs for organizations: they include catalytic programs that focus on specific topics, such as diversity & inclusion for strategic impact. In custom programs GSB Executive Education partners with an organization to design results-driven learning solutions.

Stanford Program on International and Cross-Cultural Education (SPICE)

1. Seeks to make Stanford scholarship on global issues accessible to K-12 and community college educators and students.
2. The program offers lesson plans on a wide variety of topics in history and the social studies, ranging in grade level from elementary through community college. It also provides professional development for teachers throughout the year. Further, the program introduces college-level scholarship on global issues focusing on China, Japan, Korea, to high school students in the US, and the three countries through interactive, synchronous online courses.

Stanford Online High School

1. Founded in 2006, the program offers courses for grades 7–12 through a challenging curriculum from advanced middle-school classes through 28 post-AP and university-level courses. Through careful assessment, students are placed into courses by their readiness, not solely by their age or grade level.
2. Stanford OHS provides dedicated individualized student support program that includes specifically trained SEL and wellness counselors, academic advisors, and college counselors. The Student Life staff makes online and in-person community-building events a key part of the student experience at Stanford OHS.

3. Middle school program: high-achieving middle school students can pursue advanced coursework and curriculum that both challenge and prepare them for the rigors of the high school program. The comprehensive curriculum focuses on liberal arts subjects to cultivate the students critical reasoning, analytical, and communication skills necessary for academic achievement.

Stanford Pre-Collegiate Studies

1. Advances the education of academically talented, intellectually curious, pre-college students. The programs cover advanced subjects rarely taught in high school courses, offering students a chance to challenge themselves by diving deep into cutting-edge topics.
2. They include Summer Enrichment Programs that offer students the chance to explore topics they are passionate about, forming a community with brilliant peers and instructors. Stanford Pre-Collegiate University-Level Online Math & Physics courses, which grants Stanford Continuing Studies Credit are also offered.
3. Additionally, After-School Programs are provided that offer enrichment circles in math, science, and the humanities during the academic school year. These quarter-long evening sessions allow passionate students to learn through discussions, lectures, and hands-on activities. Stanford Pre-Collegiate Summer Institutes offers single-subject summer enrichment courses with focus in humanities, science, math, art, business, and more.

Stanford Center for Professional Development (SCPD)

1. Founded in 1995, with roots going back to 1954, SCPD supports Stanford faculty, departments, schools, and centers in the development and delivery of Stanford educational offerings to both matriculated students and learners around the world.
2. It provides a variety of resources to assist in the creation of engaging, high-quality online, in-person, and blended learning experiences, including credit-bearing degrees, certificates, and courses; group and custom programs; professional education, and free and open content.
3. SCPD operates and manages Stanford Online, Stanford's online learning provider, offering learners access to Stanford's extended education and lifelong learning opportunities both on campus and around the world. It provides support for external organizations to enroll in Stanford Online course or program, improve its training programs, or create custom education programs.
4. SCPD also provides support to both matriculated traditionally on-campus students and distant learners to pursue online credit-bearing courses, certificates and degrees, as well as professional education and free and open-access content available on Stanford Online.

Stanford Summer Session

1. Provides high-achieving and ambitious students a transformative educational experience at a world-class university. By combining challenging academics with a rich array of extracurricular programming, Stanford Summer Session successfully shares the University's culture of innovation, academic excellence, and global responsibility.
2. Summer Session programs are available for high school students, domestic and undergraduate students, and graduate students. They provide academic support every step

of the way, from pre-summer through final exams. Students are assisted by academic advisors, tutors, and student advisors.

Administrative Structure

The various programs have their own administrative staff

Continuing Studies Staff
Dean, Continuing Studies & Summer Session
Director & Associate Dean
Human Resources Administrator
Director of Operations
Director of Marketing
Director of Finance
Senior Manager of Course Planning & Operations
Senior Manager of Learning, Design, and Technology
Senior Human Resources Administrator
+18 other positions of associate directors, managers, coordinators, and specialists

Stanford Center for Continuing Medical Education
Team Leadership
Associate Dean, Post Graduate Medical Education
Executive Director
Managing Director
Assistant Director

CME Team
Website Web-Developer
Compliance Manager
Finance Team
Program Administrator
Grants Specialist
E-Learning Manager
+ 14 coordinators, specialists, and designers

Distinguished Careers Institute
Leadership Team
Founding Faculty Director,
Executive Director
Associate Director
Program Administrator
DCI Research Director
Director, dciX
Admissions Program Manager,

Executive Assistant to Faculty Director Communications
Manager
+4 coordinators, specialist, and planner.

DCI Faculty Advisors 12 members

DCI Global Advisory Council 22 members (from the US, UK, and Singapore)

Program Leadership Law School program
Headed by 2 Associate Deans

English for Foreign Students
Headed by Associate Director,
Learning Technologies & Spaces Coordinator
+ 4 additional instructors

Stanford Center for Professional Development
Associate Dean for Student Affairs, School of Engineering
Managing Director
Founding Executive Director
Associate Dean, Global and Online Education
Chief Technology Officer
Chief Compliance Officer

Stanford Pre-Collegiate Studies
Executive Committee
Director of Stanford OHS
Dean of Continuing Studies Programs
Director of Finance
Director of Operations
Faculty Director

Staff
9 program coordinators, administrators, officers, manager, and analyst

Historical Background

Continuing education programs at UC Berkeley has a long history. The establishment of Berkeley Extension was first proposed in 1891 and the program was launched in 1893. Nine years later it became a self-organizing body within the university and before long it extended its reach to communities beyond Berkeley, and from 1917 it expanded to Southern California.

Initially, Berkeley Extension coursework focused on degree courses, but during and after World War II, certificate courses in subjects ranging from the sciences to business to industry. Another major development came in the 1990s with the development of UC Berkeley Extension Online.

Berkeley Extension offers more than 2,000 courses in 80 programs a year in various academic areas including the humanities, social sciences, business, STEM, and law. Its physical classes are conducted at the Berkeley campus and other locations in the Bay Area including San Francisco, while online instruction grew from the 2000s.

In addition to the programs run by Berkeley Extension, other lifelong and professional studies programs are offered by the Osher Lifelong Learning Institute and in the various schools and colleges. These programs were introduced at different times.

Programs

Post-Baccalaureate Programs

1. Open to College graduates who hold a baccalaureate degree and have achieved a minimum GPA of 3.0. Prerequisites are often required, and course substitutions must be approved by the program director in advance. Students take required courses and electives. Durationof study depends on how many courses one needs to take to be a competitive applicant. The classes are offered online and in person.
2. Currently, the following post-baccalaureate programs are offered in Accelerated Health Sciences Program, Health Professions, and Counseling Psychology Professions

Certificate Programs

1. The various certificate programs can be completed online and the classroom in one to two years. While there are often no formal prerequisites, a bachelor's degree or prior experience in a field tends to be recommended. Course substitution coursework cannot exceedone fourth of the total number of semester units and hours of each program. Students are requested to contact the program director to request a course substitution, waiver or transfer credit.
2. Certificate programs are offered in dozens of areas covering the areas of Art and Design, Behavioral Health Sciences, Business, Construction and Sustainability, Education, Humanities and Languages, Sciences, Mathematics and Biotechnology, Technology and Information Management, and Writing, Editing and Technical Communication. Some of the programs involve bootcamps.

Berkeley Global Access Program (BGA)

1. Offers opportunities for international students to study abroad at Berkeley and experience its academics and culture for a semester or an academic year to expand their career knowledge or prepare for university study in the U.S. while immersing themselves in the San Francisco Bay Area.
2. Students can focus their studies on specific subjects such as business, physics or legal studies, or choose from courses that interest them with the BGA program.
3. International students can also choose from short-term intensive options with daytime classes or longer-term study with nighttime classes—either way, they earn a certificate that demonstrates successful completion of a rigorous, Berkeley-quality curriculum.

Berkeley Global Custom Programs

1. They offer immersive learning experiences—either in person or online—that are custom–designed to fit students' needs, facilitated by world–leading UC Berkeley faculty and industry professionals. From the start, the Berkeley Global works with the student to create and co-design a program that combines relevant courses with visits to leading companies in Silicon Valley and the San Francisco Bay Area.
2. The students' learning journey encompasses four level: conceptual that involves Lectures introduce the latest innovations from UC Berkeley and Silicon Valley; experiential in which students visit companies and labs to put theory and concepts into reality; applied that entails transforming process tools used by a global team providing business analysis support to ensure customer satisfaction; and social in which students network— either in person or virtually— at events, conferences, demo nights and pitch contests.

Berkeley Osher Lifelong Learning Institute

1. OLLI @Berkeley was created in 2007 with generous support from the Bernard Osher Foundation is one of more than 120 Osher Lifelong Learning Institutes affiliated with colleges and universities across the country. It offers a range of dynamic courses, from large and lively lectures to smaller, hands-on workshops. For Course fees are based on membership and course types for single term all access or annual term all access.
2. Currently, there are nearly 3,000 members, more than 50 percent of them are affiliated with UC Berkeley (alumni, parents of alumni, retired or current faculty and staff). While most members live in the Bay Area with the majority residing in the East Bay, online learning opportunities have expanded member locales to points throughout the country.
3. The members come together to learn together — and have fun together — both inside classrooms and out of them. They create and join Interest Groups and Clubs, go on field trips, enjoy good cheer at social gatherings and develop new and meaningful friendships. Most events are sponsored by our hardworking Member Services Committee.

Programs Offered by Specific Schools

College of Engineering

1. Offers Executive and Professional Education that seeks to
   a. Cultivates an integrated perspective through our range of offerings and by working with you to develop customized education programs tailored to your engineers' needs. The program draws on the talents of our world-renowned faculty — industry innovators with real-world experience as entrepreneurs, heads of R&D, and other industry experts — to create targeted programs focused on applying ideas.

b. Many of the offerings include hands-on projects that make participants' learning both tangible and executable upon their return to their organization or workplace. We create and deliver educational programs that suit the demands of your business: in content, length, and location.

c. EPE graduates include professionals at many organizational levels: from midcareer engineers to CEOs, CTOs and CIOs. Currently, the program is supported by 19 instructors and six Dean's Teaching Fellows comprised of industry experts.

2. Master of Engineering Degree

   a. Seven departments in the College participate in the program and have access to more than 35 concentrations. The curriculum integrates engineering coursework with classes in leadership and core management concepts. Students tackle industry challenges through case studies and their capstone project. It follows an integrative and experiential model for engineering leadership education.

   b. With a select cohort, students gain the management skills necessary to lead a complete spectrum of technology ventures. As a cross-disciplinary community of peers, this cohort ultimately forms a broad network of professional colleagues that you will be able to connect with throughout your entire career. These networks are reinforced through career advising and placement, access to alumni and industry connections, and other services

3. Engineering Leadership Professional Program:

   a. Readies technical professionals for the next step in their career by augmenting their analytical skills with proven business methodology and techniques.

   b. Award winning faculty and Silicon Valley icons lead the program with a combination of case study, lecture, interactive exercises, self guided learning and networking.

4. Silicon Valley Innovation Week:

   a. Launched in 2012, this program has brought together candidates from across the globe with renowned Berkeley faculty and Silicon Valley executives to learn and work on the challenge of driving continuous innovation from leaders as diverse as shipping industry executives to leading hospital administrators.

   b. Originally part of a joint, exclusive effort by Berkeley Engineering and Technical University of Denmark (DTU) Executive MBA program, this week is now an open enrollment program, expanded to include select leaders from around the globe and from Silicon Valley to increase the diversity of thought and provide a broader, global network to the cohort.

   c. For 2021 the program was scheduled for 5 days, to cover 7 Topics, and led by more than 12 experts including Berkeley Engineering & Silicon Valley Leaders.

5. Upskilling @Berkeley: Data-X

   a. Designed to help global professionals & academics improve their Data Science, AI and ML Knowledge & Innovation Skills to meet the needs of today's companies and institutions for employees and faculty with the latest data science skills to gain insight on their customers, operations, and growth through their data.

   b. Ideal for a range of people - from those with limited programming backgrounds to those seeking a "refresh" of their data science skills or deeper, "hands-on" exposure to the latest industry tools and libraries in use today and "applied innovation" practice.

Haas School of Business

1. Full-time MBA Program: A rigorous curriculum that takes an interdisciplinary approach to business fundamentals. Students take 14 required courses in the core curriculum. Beyond the core, they have the freedom to tailor the majority of their MBA studies to achieve your goals and passions.
2. Evening and Weekend MBA Program: For the first half of the program, students take core courses online that are a mix of live and on-demand. If a student chooses to complete their electives online, they're only required to be in person for three signature immersion events, strategically scheduled throughout the course of the program.
3. MBA for Executives Program: Tailored to leaders with a proven track record of success, the program gives them a toolkit for turning innovation into impact. Four pillars of strength serve as the foundation for the executive MBA curriculum: leadership, strategy, entrepreneurship, and finance.
4. Master of Finance Engineering: the curriculum is as dynamic as the finance industry itself in which students must successfully complete 28 units of coursework, plus a 10- to 12week internship or industry/independent study project. The MFE Program is a one-year, full-time program. A new part-time option allows you to complete the program over two years instead of one.
5. Executive Program: provides professional development training for executives, managers and business leaders. Different from a traditional MBA program, executive education courses are generally shorter in duration and focus on strengthening a specific area of knowledge for class participants. Courses may be customized to serve the needs of a single organization, but many are also offered via open enrollment. They comprise in-person (25 days), online, and hybrid programs to fit into the hectic schedule of business leaders. Students can choose from 9 areas including leadership, communication, entrepreneurship, innovation, strategy, management, finance and business acumen.

Graduate School of Education (GSE)

1. GSE is home to professional development for teachers, teacher leaders, school and system level leaders, and school psychologists. Offerings are informed by educational research, ongoing research projects, collaboration with expert practitioners, as well as state and local policy. GSE professional development programs also collaborate with other units tosupport lifelong learning for educators throughout their careers, bridging K-16 communities of research and practice.
2. GSE offers a range of programs including the following:
    a. California School Leadership Academy, a state-wide program established in 1983.
    b. Bay Area writing project established in 1983 is dedicated to improving the teaching and uses of writing through a variety of programs–both on the university campus and in the schools of the Bay Area.
    c. College & Career Academy Support Network: launched in 1998, the network seeks increase educational opportunities that offer each young person support and guidance, productive engagement in the world outside of school, and preparation for both college and careers.

d. The California Reading & Literature Project: seeks to provide high quality, standards-based teacher professional development in reading and academic language instruction.

e. Leadership Support Program: established in 2002 and in collaboration with Bay Area school districts and other partners, the program offers a professional credential to participants including new administrators.

f. Teaching & Learning in Digital Spaces: launched in 2020, the program offers a new three-course certificate in teaching and learning in digital spaces for teachers, education managers, and learning science designers.

g. Professional Learning for K-12 leaders: it offers leadership coaching and development.

Administrative Structure

University of California Berkeley Extension Leadership

Dean's Office
Dean
Associate Dean, Chief Operating Officer
Associate Dean, Academic Affairs
Special Project Manager

Academic Departments
Professional, Post-Baccalaureate, Undergraduate STEM Programs, Assistant Dean
Berkeley Global, Pre-Collegiate and Education Programs, Assistant Dean
Registrar's Office, Academic Operations and Student Affairs, Registrar and Director Fall
Program for Freshmen, Director

Administrative Departments
Financial Services, Chief Financial Officer
Information Systems, Chief Information Officer
Data, Marketing, and Analytics, Chief Data Officer and Director of Data Analytics

Post-Baccalaureate Accelerated Health Sciences Program has a Program Director + 9-member Advisory Board

Programs Offered by Specific Schools they are administered from their respective schools or colleges.

Duke University

Historical Background

Continuing studies at Duke traces its origins to 1969 when the office of continuing studies was launched by the Woman's College Alumnae Association to assist nontraditional female students to return to college and complete their undergraduate degrees.

During the 1970s Continuing Studies broadened its scope and exploded in size, offering enrichment classes through the Short Courses program and the Duke Institute for Learning in Retirement. Summer conferences and academic residential camps emerged in the 1980s.

More recently, the office has broadened its outreach to include professional certificate programs, corporate training, and distance learning. Today, Duke Continuing Studies serves not only the Durham/Triangle communities and the state of North Carolina, but individuals and organizations worldwide.

Programs

Professional Certificates

1. The programs are designed with the needs of working adults in mind with both online and on-site evening/weekend learning options available.
2. Ace Your Job Search: Designed for individuals seeking employment, this online, threepart course focuses on career planning, enhancing resume writing and improving interviewing skills. Offered in a five-hour, self-paced format, the course includes an assortment of exercises, videos and quizzes.
3. In addition, there are more than three dozen certificate programs focusing on business analysis, communication, marking and ethics, leadership development, human resource management, data science, finance, entrepreneurship, managing change and conflict, paralegal studies, project management, management accounting, sustainable management, supply chain management, innovation and critical thinking, and technical writing.

Non-Profit Management

1. Nonprofit organizations provide vital services that markedly contribute to the health of our communities. The goal of the Duke Nonprofit Management Program is to ensure that these vital services continue to grow in scope and quality.
2. The program provides affordable, practical and accessible noncredit courses and certificate programs to people working in and with the nonprofit arena, whether they are paid staff, directors, board members, philanthropists or volunteers.

The Osher Lifelong Learning Institute (OLLI)

1. The institute seeks to engage the minds, elevate the spirit and foster the wellbeing of our members through a wide range of educational programs and opportunities for volunteer service and social activities. It embraces Duke University's commitment to community

service and lifelong learning through collaborative work with academic and professional groups, retirement communities, various research projects on aging, and other institutes for learning in retirement.

2. It is a learning community of nearly 1600 members. Some of the members grew up in Durham, but many have moved here from all over the country. With the growth of online engagements, Duke Alumni are joining from across the world. OLLI members have a wide range of interests and passions and enjoy attending lectures and performances on campus and online

3. OLLI offers close to 160 online courses annually including art and architecture, public policy, health and wellness, hands on art, history, literature, and the sciences. The courses are planned by a thirty-member curriculum committee, based on member requests, the expertise of instructors, variety, and balance.

4. OLLI instructors are a mix of peer teachers, professors from Duke and nearby universities, graduate and postdoctoral students, independent scholars, and community experts.

5. OLLI classes are all about the love of learning. There are no tests or grades. Participation is essential, ranging from keeping up with assigned readings, contributing to class discussion, and sharing the results of one's own research.

Youth Programs

1. Currently, five classes are offered on crafting the short story, digital media: telling our stories, financial literacy, science fiction, and sports analytics.

2. The classes are designed to provide each participant with a high-quality academic experience and opportunities to connect with peers with similar interests and curiosities.

Pre-Collegiate Programs

1. They seek to provide rigorous learning experiences to academically motivated, intellectually curious high school students. The diverse selection of enrichment courses is designed to bring the Duke experience to 9th-12th graders through trailblazing topics featuring Duke guest speakers, researchers, and resources.

2. Courses are offered across the curriculum with schedules that meet the needs of participants: from month-long online courses throughout the traditional school year to two and three-week online summer courses.

3. Duke Pre-College courses prepare students for postsecondary success by enhancing their effective presentation skills, collaboration, and creative problem-solving while they experience advanced content not typically found in the high school curriculum.

4. Currently 14 courses are offered focusing on analyzing big data, applied econometrics, applied engineering design in medical devices, bioethics in global surgery, criminal law at the intersection of race, class and power, engineering solutions for global health, health care professions and modern medicine, global citizenship and ethics, irrational behavior in financial decision making, molecules of life: from everyday chemistry to modern medicine, medicine in space, Mars: the next frontier, photojournalism, scientific research and communication, reshaping healthcare through the arts, personal finance, and women in politics.

University Classes

1. Non-degree Undergraduate Studies
   a. Duke Continuing Studies works with local triangle residents with a variety of educational needs: (1) who desire to take a few courses for career development; (2) who plan eventually to enter graduate or professional school; (3) who seek courses to complete degree programs from other institutions; or (4) who wish to resume study towards a bachelor's degree.
   b. The program also works with rising juniors or seniors enrolled at other U.S. colleges and universities who wish to spend a semester at Duke as a fulltime studentfocusing on a subject area of unique strength and prominence—typically a subjectarea not available at the student's home institution.
   c. Students seeking to complete their undergraduate degree must complete a minimum of 4 academic courses at Duke and achieve a 3.3 grade point average to be eligible to apply for degree candidacy.
3. Nongraduate Graduate Studies
   a. The program works with adults (who hold a bachelor's degree from a regionally accredited college or university) with a variety of educational needs: (1) who desire to take a few courses for career development; (2) who plan eventually to enter graduate or professional school; or (3) who seek courses to complete degree programs from other institutions.
   b. To take a Duke University graduate-level course for credit on a non-degree basis, you need to apply for admission to the Graduate School.
4. Auditing
   a. Duke employees and members of the community with appropriate academic background are eligible to audit certain Duke University courses – primarily undergraduate. Some professional schools restrict enrollment in their classes to their own students.
   b. Auditors have an official relationship with the University, although they do not receive academic credit. Auditors, however, are entitled to request and receive a Duke transcript at the end of the academic term. Permission to audit is granted (or not) by the instructor of the course. An auditor is counted among those registered for the course, and therefore there must be space available in the class in order to register as an auditor.

Administrative Structure

Duke Continuing Studies has the following positions
1. Osher Lifelong Learning Institute, Program Director
2. Osher Lifelong Learning Institute, Off-Campus Program Representative (3)
3. Osher Lifelong Learning Institute, Program Assistant
4. OLLI Staff
5. Director of Special Programs & Summer Session
6. Youth Programs, Program Director
7. Youth Programs, Program Assistant
8. Nonprofit Management Program, Program Director
9. Nonprofit Management Program, Program Coordinator
10. Nonprofit Management Program, Program Assistant

11. Director of Pre-College Programs
12. Pre-College Programs, Program Coordinator (2)
13. Pre-College Programs, Staff Specialist
14. Business Manager
15. Marketing Research Specialist
16. Information Technology: Information Management Systems, Director
17. Analyst, IT
18. Project Coordinator, Central Operations & Registration
19. Professional Certificate Programs, Administrative Manager
20. Professional Certificate Programs, Program Manager
21. Registration & Information Specialist (2)

Northwestern University

Historical Backgrounds

The School of Professional Studies was established in 1933. It is one of the 12 colleges and schools of Northwestern University. It is enmeshed in many parts of the University — sharing faculty members, creating innovative programs and setting the standard for higher education for adults. SPS students become part of a university ranked among the nation's best universities with top medical, law, and business schools, and a faculty that has made pioneering contributions to materials science, nanotechnology, economics, the humanities, and more.

SPS students learn in a supportive, collaborative environment in courses — offered online and in the evenings on Northwestern's Chicago and Evanston campuses — that enable them to balance their personal and professional lives with the pursuit of learning. Classes in SPS degree and certificate programs are taught by some of the university's most respected and talented teachers — scholars and professionals who value the diversity, energy, and creativity of students.

Programs

Undergraduate Degree Programs and Certificates

1. Students can complete a bachelor's degree through part-time work coursework. They can choose from 12 majors, including biological sciences, communication studies, communication systems, economics, English major in writing, humanities, information systems, mathematics, organization behavior, psychology, radio/television/film, and social sciences, as well as an accelerated business leadership program that can be completed in as little as two years.
2. Business Foundation Certificate: designed for students who have not yet completed an undergraduate degree but would like to gain a solid foundation in business for professional growth or to prepare for a bachelor's degree program. Five foundational courses in accounting, finance, economics, marketing, and organization behavior provide students with a working knowledge of business fundamentals in a real-world context.
3. Students-at-large: this refers to students who enroll in SPS undergraduate courses and are not seeking a certificate or degree at SPS. Eligibility is confined to students who have a high school diploma and are in good standing at the last institution they attended. The program offers students an excellent way to experience what returning to school is like before committing or applying to a program. They may enroll in SPS undergraduate on campus and online courses for credit or may audit SPS undergraduate courses that allow auditing.
4. The courses available for students-at-large are in the fields of Accounting and Finance, Advertising, Business, Communications, Data Science/Analytics, Education, Healthcare, Human Resources, Humanities, Information Technology, Management and Leadership, Marketing and Media, Math, Mediation and Negotiation, Museums and Fundraising, Premedicine and Prehealth, Project Management, Public Policy and Administration, Regulatory Compliance, Science, Social Sciences, Technology, and Writing.

Master's Degrees and Certificates

1. Classes are offered through online or evening courses. Currently, 12 degrees are offered in Data Science, Global Health, Health Analytics, Health Informatics, Information Systems, Liberal Studies, Literature, MFA in Prose and Poetry, Public Policy and Administration, Regulatory Compliance, Sports Administration, and Writing. Students can also choose another program from other SPS degree programs.
2. SPS offers a wide range of certificate programs for those who want to enhance their skill set or explore a new subject without the commitment of a full degree program. Programs are offered in several formats.
   a. Professional Development: Students can choose from day, evening, and online programs in wide range of areas such as analytics, technology, finance, and project management. These noncredit programs range from single-day sessions to longer, multi-course formats.
   b. Graduate certificates: Students can complete a four-course certificate programs and build essential skills while earning a targeted credential in one of twelve distinct tracks. Graduate certificate students also have the option to continue their studies applying credited to a related SPS master's degree program.
   c. Advanced Graduate: A unique opportunity for targeted study in a field for individuals who hold a graduate degree. Each certificate is designed around a specialized area of focus, allowing students to explore new trends in their field, prepare for doctoral study, or refresh their skills in advance of a career change.

Professional Development Certificate Programs

1. Participants can Upgrade your skill set and advance your career in one of the wide ranges of day, evening, and online certificate programs offered by Northwestern University School of Professional Studies. You'll learn from a faculty of industry leaders and earn a credential from a top university. Choose from a wide range of programs in areas such as analytics, technology, finance, and management.
2. Currently, they can choose from numerous programs in the areas of Analytics and Technology (7), Education (1), Finance (5), Human Resources (2), Leadership and Management (2), Mediation and Negotiation (3), Museums and Non-Profit Organizations (2), Project Management (2), and Writing (1).

Post-Baccalaureate Programs

1. Post-baccalaureate programs offer students a unique opportunity for targeted study to advance their career or prepare for graduate or professional school.
2. Many students use post-baccalaureate programs to strengthen their academic transcript, show recent academic success and secure current letters of recommendation from Northwestern faculty.
3. Many programs can be customized to accommodate a student's individual interests and experience. A Northwestern University certificate and course credit will enable students to demonstrate their professional expertise or to stand out in their application for advanced study.
4. Currently, they are offered in the fields of Accounting & Finance (4), Advanced Sciences

(3), Business (3), Information Technology (2), Management (4), Marketing & Advertising (3), Pregraduate Study & Specialized Studies (7), Premedicine & Professional Health Careers (8).

Premedicine and Health Programs

1. Designed for career changers, classes in these programs are primarily offered in the evening, with some labs held during weekends. Additional programs are offered for students who have completed their core pre-health requirements and are looking for additional coursework to help prepare for graduate or professional level study.
2. They comprise certificate programs in Premedicine, Preclinical Psychology, Prephysical Therapy and Prephysician Assistant; preparatory coursework in Premedicine completion, Prephysical therapy completion, Prephysician assistant completion, and Prespeech pathology; and related certificates in advanced Biology for health professions; advanced studies in Psychology, and Health, Science and Society.

Summer Session

1. Fulltime Northwestern undergraduate students for whom summer represents their fourth quarter. Make progress towards your degree, focus on a specific course or explore a new area. Take advantage of Summer Session's convenient open enrollment to access more than 250 undergraduate courses, including intensive sequences in which you can earn a full year of credit in biology, chemistry, physics or a few foreign languages. Get ahead on credit towards your degree or simply try something new. Summer courses are flexibly scheduled, ranging from two to ten weeks and taught during the day, evening and on weekends.
2. Northwestern SPS student interested in exploring a wide range of undergraduate courses. Northwestern University School of Professional Studies students can take advantage of Summer Session's convenient open enrollment to access more than 250 undergraduate courses, including intensive sequences that offer an opportunity to earn a full year of credit in biology, chemistry, physics or several foreign languages. Make progress towards your degree, focus on a specific course or explore a new area.
3. Students from other universities can take advantage of Northwestern's open enrollment to learn at Northwestern and earn transferable credit. Each summer Northwestern University welcomes adults and visiting students from other universities to take advantage of Summer Session's convenient open enrollment and access to more than 250 undergraduate courses, including intensive sequences that enable students to earn a full year of credit in biology, chemistry, physics or several foreign languages. Get ahead on credit towards your degree or simply try something new. Summer courses are flexibly scheduled, ranging from two to ten weeks and taught during the day, evening and on weekends.
4. A series of college preparation programs are offered to high school students.

College Preparation Programs

1. Online Courses for Credit taught by Northwestern faculty and instructors who assume the same level of commitment and involvement from students that they do from college

students. The expectations are high, the rewards are long-lasting. College credit courses are only available to high-school rising Juniors and Seniors.

2. e-FOCUS Seminars: Designed to expose high school students to top Northwestern faculty highlighting themes relevant today. These interactive courses are two weeks in length, highly engaging, and are structured similarly to the curriculum in an undergraduateseminar. Depending on the course, students can expect to devote additional time outside ofclass to readings or assignments at the discretion of the instructor. The seminar may also include virtual field trips and guest speakers as well as access to our Wildcat Connect: GetReady Series that adds an additional robust co-curricular component to the student's schedule outside of the virtual classroom with interactive workshops that will prepare students for college and integrate them into the Wildcat community.

3. College Bridge Program: offered in partnership with Chicago Public Schools 25 CPS juniors enroll in courses as part of the Northwestern Summer Session and students earn college credit for satisfactorily completed courses. Courses vary from three to eight weeks in length and are offered at Northwestern's Evanston and Chicago campuses. Tuition and textbooks are free, and students may choose from a wide variety of classes. Each student may enroll in one undergraduate course.

4. High School Coding Camps: Students are offered opportunity to acquire the in-demand skills they need to advance or start a career. Currently, there are boot camps for Coding, Data Science, Cybersecurity, FinTech, and UX/UI. The program combines a remote classroom experience with dynamic curricula taught by experienced instructors. With extensive support and a wide array of resources including access to career services, students are provided an education that will help them find a path to success.

Center for Public Safety

1. Offers internationally respected courses and programs for law enforcement, traffic engineers, and other public safety professionals from agencies at the local, state, and federal levels.
2. Currently offers courses in Traffic Crash Investigation & Safety Engineering, Law Enforcement Management & Leadership, and Police Motorcycle Training.

Osher Lifelong Learning Institute (OLLI)

1. A vibrant member-driven learning community that generates an exciting and intellectually challenging curriculum of more than 100 study groups per semester, serving more than 1,500 adults on the Evanston and Chicago campuses.
2. Composed of seasoned learners from all walks of life, OLLI members pursue learning for pure pleasure: there are no tests and no grades. OLLI's motto is, "Curiosity Never Retires," and the OLLI experience proves it!

Administrative Structure

1. The SPS is headed by a Dean.
2. Registrar
3. College Preparation Program, headed by a Coordinator
4. Nondegree Special Students Office
5. Summer Session and Special Programs, has two program coordinators and a program assistant.

6. Osher Institute National Resource Center, headed by an Executive Director, assisted by Operations Manager
7. Center for Public Safety, headed by deputy director, with staff of 8.

Princeton University

Historical Background

Princeton's Program in Continuing Education was founded in 1973. It admits qualified area residents, K-12 New Jersey teachers, as well as University employees, employees' spouses, samesex domestic partners and dependents, and graduate students' spouses and same-sex domestic partners to university undergraduate and graduate courses. Applicants must live in New Jersey or within a 50-mile commuting distance to the Princeton University campus.

The program does not grant degrees and principally serves students who are preparing for a career change or entrance into professional or graduate school, pursuing advanced training in their fields, resuming their education after a break, or seeking personal enrichment.

Qualified continuing education students may enroll in most Princeton courses, along with Princeton undergraduate and graduate students. Some limited-enrollment courses such as creative writing and studio courses are not open to continuing education students.

Programs

Community Auditing Program (CAP)

1. Enables members of the community, high school graduates ages 18 and above, to audit, or sit in on, University lectures on a non-credit basis for $200 per course unless otherwise noted. Auditors must live in New Jersey or be within a 50-mile radius of Princeton University.
2. On average, 150-175 classes are available each semester for auditing. No credit or certification is given for CAP classes. However, certified teachers currently working in New Jersey and Au Pairs may obtain written verification for classes they have audited.

Program in Continuing Education

1. Admits qualified area residents, K-12 New Jersey teachers, as well as University employees, employees' spouses, same-sex domestic partners and dependents, and graduate students' spouses and same-sex domestic partners to University undergraduate and graduate courses.
2. Applicants must live in New Jersey or within a 50-mile commuting distance to the Princeton University campus. The program, founded in 1973, does not grant degrees and principally serves students who are: preparing for a career change or entrance into professional or graduate school, pursuing advanced training in their fields, resuming their education after a break, or seeking personal enrichment.
3. Qualified continuing education students may enroll in most Princeton courses, along with Princeton undergraduate and graduate students. Some limited-enrollment courses such as creative writing and studio courses are not open to continuing education students.

Community College Faculty Program (CCFP)

1. Offers an opportunity for New Jersey community college faculty members and administrators to undertake advanced study. It allows selected faculty from New Jersey community colleges to enroll at a premier university to further cultivate their understanding of the subjects they teach, consult with distinguished scholars in a variety of fields, and become part of a unique academic community.
2. To be eligible for the program, community college faculty and administrators must be currently employed at one of the participating institutions. Candidates must hold an advanced degree in a discipline taught at Princeton. Permission must be granted from the sending institution.
3. Each participant can audit up to two courses per semester in their own discipline or a related field with the permission of the sending institution.
4. Certain courses are restricted and not open to enrollment by participants, including Visual and Performing Arts, Writing Seminars, Freshman Seminars, introductory language classes and any course that requires application for admission.
5. Each participant is expected to attend classes as scheduled, participate in discussions, complete all readings, and attend precepts (small group discussions). There are no examinations or written work.

Summer Programs

1. Many programs are offered on campus during the summer for non-Princeton students and local teachers.
2. These students and teachers can work with Princeton faculty, staff and students to build their academic and leadership skills, with programs on subjects ranging from chemistry and combustion energy to music and journalism.

Alumni Education

1. Through Alumni Education programs, undergraduate and graduate alumni and their families can explore new subjects or revisit favorites in the company of old classmates, new friends and some of the most respected scholars in the world.
2. The Princeton Journeys program organizes alumni trips around the world, usually led by a Princeton faculty member. You can experience Hemingway's Cuba, travel back to Egypt of the Pharaohs, explore the white continent of Antarctica and more.
3. Alumni-Faculty Forums bring together alumni panelists from the major reunion classes and the Association of Princeton Graduate Alumni for discussions of a broad range of timely or timeless topics. Moderated by members of the faculty or administration, the forums attract thousands of alumni and guests each year.

Online Resources

1. Princeton's Media Central website offers recorded events, shows and lectures by faculty and invited speakers. A variety of academic and service offices are collected as podcasts on iTunes U.
2. The main Princeton University YouTube channel highlights short videos on University research, teaching, campus life, civic engagement, international endeavors, and admission and aid.

Princeton Online

1. Home of massive, open, online courses (MOOCs) offered through Princeton University's initiative in online education. They partner with faculty members who would like to expand the scope and impact of their teaching by offering their course to a world audience. They

also work with faculty to create online content to enhance their courses for Princeton University students.

2. Princeton Online started out in 2012, when they launched six courses on the online learning platform Coursera. Since then, Princeton faculty have created about 30 courses on a variety of academic topics and reached some 3 million learners in over 190 counties. In addition to our offerings on Coursera, they we also have several courses on edX.

3. Princeton Online courses are free and not for credit.

Administrative Structure

1. These programs are run by the Office of Community and Regional Affairs, which serves as the primary liaison between the University and the communities in which it resides on a wide variety of local and regional issues.

2. The office is led by four senior staff, the Director, Associate Director, Assistant Director, and Program Coordinator.

3. Princeton's initiative in online education is in the McGraw Center for Teaching and Learning as part of the Center's mission of promoting educational excellence. More information about this initiative and resources for faculty interested in online teaching are also located on the McGraw website.

Yale University

Programs

1. Undergraduate Non-Degree Auditing Programs
    a. Designed to accommodate a small number of students with very specific academic goals which certain Yale courses can uniquely support. Students are admitted for either one or two semesters and may take a specified number of courses, usually up to four courses each semester. Students may apply to extend participation in the program beyond the number of terms specified upon admission, but continuation is not guaranteed.
    b. Non-degree students may use Yale's library system, as well as all laboratories, computer facilities, and other spaces required for course work. They may also purchase university dining hall meal plans, membership at the Payne Whitney Gymnasium, Yale Health Plan coverage, and may apply for university parking.
    c. International non-degree students must hold student visa status to attend. To maintain that status, you must register as a full-time student - which means that you must take a minimum of three courses per semester. Individuals with tourist status (B1/B2 or visa waiver status) will not be able to enroll.
2. Graduate Non-Degree Programs
    a. Exchange Scholars: to be eligible, a participant must be enrolled at an institution that has a formal exchange program with Yale. Exchange Scholars may enroll in courses or participate in research at Yale.
    b. Visiting Assistants in Research (VAR): if on is an advanced graduate student currently enrolled at another institution and wish to pursue full-time dissertation research at Yale, he or she may qualify for the VAR program. VARs are not eligible to enroll in courses.
    c. Visiting Students: if one has a bachelor's degree, she or he may apply to take courses at Yale, with the permission of the program.
3. Yale Alumni Auditing Program
    a. The Yale Alumni Auditing Program provides degree-holding Yale alumni and their spouses the opportunity to audit Yale College classes, expand their intellectual interests, and experience the daily life of Yale College.
    b. The Yale College Dean's Office administers the Alumni Auditing Program separately from the Office of Undergraduate Admissions.
4. Yale Summer Session
    a. Provides academically rigorous and innovative undergraduate programs and courses to Yale and visiting students across platforms and around the world. Students come to take Yale Summer Session to Yale College courses in New Haven, online or abroad or to hone their craft at the Yale Writers' Workshop or in the Summer Drama Program.
    b. Students come to Yale Summer Session to earn credit toward their major and fulfill requirements for their degree, explore a new field or topic, focus intensely on one

subject, study with Yale faculty, and prepare for the challenges of highly selective colleges

c. A variety of courses and programs for Yale College credit. There are also several non-credit programs. Some courses are not open to high school students and there is a two-course limit per session.

d. Yale Summer Online

e. The Yale x Flatiron School Web Development Bootcamp offers CPSC S115 "Introduction to Full-Stack Web Development," which carries two Yale College credits. The specially designed curriculum, a collaboration between Yale's Computer Science department and the Flatiron School, is based on Flatiron's software engineering bootcamp that has already helped students around the world learn to code. During 10 intensive weeks, students take a deep dive into the intellectual enterprises of computer science and learn to think, and build, like a software engineer. They're immersed in programming languages (Ruby and JavaScript) and learn both back-end and front-end programming in a course designed to give them lots of hands-on, project-based learning experiences.

f. Summer Session Tutoring for STEM, Writing and Language.

g. Summer Drama Program: offers two courses as part of our Summer Drama Program, the Yale Summer Conservatory for Actors and A Practical Approach to Directing. Both are taught by faculty trained at the Yale School of Drama.

h. Yale Writers Workshop: brings together the experience and expertise of leading teachers, authors, editors, agents and publishers in a series of panels and workshops, for the benefit of writers the world over. Offers two remote sessions that will enhance the writing skills of any serious writer. Yale faculty provides unique, tailored, and transformative experiences to all participants.

i. Summer Session Programs Abroad: are led by Yale instructors for which a student can earn Yale College credit. Each summer, approximately 25 programs areoffered, including intensive language study and content courses taught in English. Many programs are open to both Yale and visiting students age 18 or older who have completed their first year of college.

5. Open Yale Courses

a. Provides lectures and other materials from selected Yale College courses to the public free of charge via the Internet. The courses span the full range of liberal arts disciplines, including humanities, social sciences, and physical and biological sciences.

b. The online courses are designed for a wide range of people around the world, among them self-directed and life-long learners, educators, and high school and college students. The integrated, highly flexible web interface allows users, in effect, to audit Yale undergraduate courses if they wish to. It also gives the user a wide variety of other options for structuring the learning process, for example downloading, redistributing, and remixing course materials.

c. Each course includes a full set of class lectures produced in high-quality video accompanied by such other course materials as syllabi, suggested readings, and problem sets. The lectures are available as downloadable videos, and an audioonly

version is also offered. In addition, searchable transcripts of each lecture are provided.

    d. Registration is not required. No course credit, degree, or certificate is available through the Open Yale Courses website.

Administrative Structure

1. The undergraduate non-degree programs, the Summer Session programs, and Alumni Auditing Program are administered through Yale College that is headed by the Dean.
2. The graduate non-degree programs are offered through the Graduate School of Arts and Sciences headed by the Dean.
3. Yale Open Courses are run by a Project Director who currently is a named professor and former Deputy Provost.

Programs

One set of lifelong learning programs at Johns Hopkins University are offered through the Krieger School of Arts and Sciences, Advanced Academic Programs unit. Others are offered by other schools.

1. Graduate Programs
   a. Degrees: currently 47 master's degree programs are offered in a wide range of areas including communication, heritage management, nonprofit management, film and media, global security studies, government, business administration, public management, science writing, teaching writing, applied economics, bioinformatics, biotechnology, data analytics and public policy, environmental sciences, geographical information systems, intelligence analysis, food safety regulation, genomics and health, regenerative an stem cell technologies.
   b. Certificates: currently 11 certificates are offered in some of the areas for degree programs above.
2. Dual Degree Programs: students can maximize their time and expand their career opportunities by combining their professional interests into one educational experience. For example, merge a museum studies degree with a nonprofit management certificate or blend biotechnology with the MBA.
3. Lifelong learning programs
   a. These programs offer workshops, lectures, non-credit classes, and other enriching educational opportunities covering the arts, humanities, and sciences. There are no tests and no grades.
   b. Odyssey program
      i. Open to anyone who wants to learn, our personal enrichment programs offer a wide selection of courses, workshops, and lecture series delivered by the top-notch JHU faculty and community experts.
      ii. The extensive course listings cover the arts and humanities, music, cinema and the performing arts, science and nature, writing and communications, photography, film and digital arts, and writing and communications.
   c. Osher Lifelong Learning Institute:
      i. Established 25 years ago, Osher offers intellectually stimulating courses and educational programs.
      ii. Osher at JHU is a membership-based learning community in Baltimore, Columbia, and the Rockville, Maryland areas. Memberships are annual or by semester.
      iii. Classes are available online or at multiple locations across Maryland.
   d. Summer Programs
      i. Offers rigorous credit and non-credit courses and programs to current and future JHU students, as well as to highly qualified visiting undergraduate and precollege students. Students can choose from hundreds of offerings that are taught by world-renowned JHU faculty, online or on campus.

     ii.   Pre-college program offers fast-paced college-level learning experience to academically advanced high school students and an unrivaled opportunity to learn from Hopkins' world-renowned instructors and connect with academically oriented students from around the globe. Students can select from a host of programs in medicine, neuroscience, social sciences, humanities, and film and media studies to broaden their knowledge, enhance their college application, and earn academic credit.

     iii. Summer term: with more than 80 undergraduate courses in the arts, sciences, math, and engineering—and the ability to study on campus or online—Summer Term offers an unparalleled opportunity to further a student's learning. Open to undergraduate students hoping to get ahead with degree requirements or discovering something their home college or university doesn't offer, as well as ambitious high-school students ready to learn at the college level.

e. Intersession Programs: Each January, academic departments representing the Krieger School of Arts and Sciences and the Whiting School of Engineering sponsor a diverse set of 1, 2, or 3-week courses that are not typically offered during the academic year. Students may take one or two intersession courses, which are graded Satisfactory/Unsatisfactory. 4. Corporate ad Organizational Partnerships:

a. They are intended to help organizations effect change within their organization, with solutions for creating highly knowledgeable and effective leaders who will assist in differentiating an organization from competitors and drive innovation and revenue.

b. More than 25 innovative programs are available to give an organization's employees new skills and business practices that will have an immediate impact on your business and help it grow.

c. Leading-edge, online programs and certificates combine the educational excellence in an organization demands with today's business applications employees need.

Other School Programs

<u>Carey Business School</u> *Certificate*

Programs
1. Currently 9 certificate programs are offered in leadership development, financial management, investment, healthcare management, innovation and technology, business foundations, entrepreneurial marketing, digital marketing, applied economics, and business analytics and risk management.
2. Credits earned toward certificates can also be counted toward the Flexible MBA and Master of Science in Finance degree programs.

Executive Education
1. Offers over 30 programs that range in length from two-days to two weeks. Participants discover research-driven strategies, connect with industry-leading faculty, and immerse themselves in experiential learning opportunities to effect positive change in their organization.
2. Offers customizable Executive Education courses for an organization's professional development. Courses can be designed for groups of all sizes. Whether it's an intimate session for one or two people or a workshop geared toward a larger group, the program

delivers professional development solutions that make an immediate impact.

<u>School ofEducation</u>

Post-Master's Certificates

Currently offers 4 certificates in applied behavior analysis, clinical mental health counseling, counseling, and evidence-based teaching in the health professions.

Graduate Certificates

Currently 9 programs are offered in gifted education, educational leadership for independent schools, autism and other pervasive disorders, leadership in technology integration, mathematics instructional leader, mind, brain and teaching, STEM instructional leader, school administration and supervision, and urban education.

<u>Whiting School of Engineering</u>

Non-degree Programs

Offers a variety of non-degree opportunities for ongoing executive, professional, and continuing education.

Coursera

Offers the latest skills in engineering through JHU engineering courses offered through Coursera. Students build their skills conveniently, from Javascript for web developers to healthcare systems engineering, guided by experts.

Single Course Option

Students can take a single course from a suite of 350+ modern courses to deepen their knowledge in their selected area of professional focus.

Certificates

Students can choose from more than 25 graduate and post-master's certificates, enroll in more than 650 online courses, and learn from esteemed scientists and senior-level engineering professionals. Students need to complete 4 0r 5 courses to earn a certificate and can earn credits towards a master's degree.

Alumni Lifelong Learning

The Johns Hopkins Alumni Association offers a variety of ways for Hopkins Engineering alumni to continue scholarly pursuits in any of the schools. The school also offers endowed alumni lectures named after illustrious alumni.

<u>School of Advanced and International Studies</u>

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Certificate, Summer and Non-Degree Certificates

1. Currently, offers a four-course certificate in international development, international economics or international studies, a certificate in Chinese and American studies, and a one-year diploma in international studies at SAIS Europe.
2. Summer Programs: visiting students and working professionals can select among on campus, online, or virtual courses for the schedule that works best for you. All summercourses are worth four graduate credits each, the same as during the academic year, and can be transferred to many of the school's degree programs.
3. Individual Courses: Non-degree students can apply and enroll in online or on-campus courses in the fall, spring, or summer term in any of the school's areas of study. Courses can be used towards a graduate certificate, transferred to a degree record upon matriculation or taken for personal or professional development.
4. Online Principles of Economics: offered over 12 weeks, is a non-credit course that covers introductory micro- and macroeconomics and can be used to complete the school's twoyear Master of Arts in International Relations economics admissions requirement. It can also be taken as a prerequisite to take the school's International Economics course.

School of Medicine

Opportunities for High School Students, Undergraduate, and Post-baccalaureate

The Office of Student Pipeline Programs supports and partners with programs and initiatives that have a relationship with the School of Medicine and serve to prepare, provide skills training, academic, social and emotional support, and inspire talented high school, undergraduate, and postbaccalaureate students from communities underrepresented in medicine to consider careers in medicine and/or biomedical science.

Continuing Medical Education

Strives to provide up-to-date clinical and research information in appropriate educational formats so that participants can improve their knowledge, skills, attitudes, behaviors, and the clinical outcomes for their patients.

Bloomberg School of Public Health

Certificate Programs
1. Certificate Programs offer focused academic training in specific areas of public health, with topics ranging from human rights to health informatics, from vaccine science to public health economics.
2. Currently, 12 are geared to JHU students only, 26 are open to Hopkins and non-degree students, and 8 are open to non-degree students only.

Professional Trainings
1. There are several centers and institutes at the Bloomberg School that offer trainings, capacity building programs, and workshops for professionals to enhance their skills.
2. Several short-term (one day to three weeks), intensive Institutes run by Bloomberg School departments provide opportunities to study in places like Baltimore, Barcelona and Washington, DC.

 Online Programs for Applied Learning

1. Focus on emergent industry sectors that have a resounding need for highly skilled professionals. All the programs admit and enroll new cohorts once per year, each fall.
2. These fully online, part-time master's degree and certificate programs are designed for working professionals.

Administrative Structure

Advanced Academic Programs

1. Administered from the School of Arts and Sciences that is headed by a Dean.
2. The program is headed by a Director.
3. The Dean appoints full-time faculty in the school as program chairs to provide academic and strategic oversight for a specific group of related programs, including the direction of their curricular development and faculty hiring. Altogether, there are 8 program chairs.
4. The Program Chairs serve on the AAP Council of Program Chairs. The Associate Dean of AAP convenes a monthly Council meeting throughout the academic year to discuss academic quality and strategic leadership across the division. Among its significant responsibilities, the Council reviews all academic matters, including proposals for new programs in AAP.

Other School Programs

These programs are run by their respective schools.

University of Pennsylvania

Historical Background Historical Development

Penn has a proud tradition of translating knowledge into social-minded action that dates to its founder Benjamin Franklin. This tradition of active pragmatism, articulated in Franklin's maxim "well-done is better than well-said," lives today through the Penn Compact 2022 and its the inclusive policies, innovative work, and impactful engagement of our faculty, students, and staff.

The university mission and values center on inclusion in terms of scholarship and Learning, access and affordability and fostering a dynamic and Diverse Community; innovation centered on the pursuit of integrated knowledge to solve today's complex problems, and research discovery; and impact in maintain a beautiful urban campus, and strong community engagement through its Netter Center for Community Partnerships. Penn continues to deepen its longstanding commitment to the local community in numerous ways, with 13,000 University students, faculty, and staff participating in more than 300 volunteer and community service projects each year.

Continuing education program are provided through different schools including the Penn Graduate School of Education, Penn Medicine, Penn Social Policy & Practice, Wharton Executive Education, and Penn Global.

Programs

Penn Graduate School of Education (GSE)

Penn GSE's professional development and continuing education opportunities help participants deepen their knowledge, build their networks, and grow their careers. *Target Audiences for GSE*

Programs

1. Teachers, Education Entrepreneurs & Practitioners. Penn GSE provides numerous opportunities for educators to extend their professional knowledge and training through PD workshops, virtual institutes, and certificate programs.
2. School Leaders & Teams. GSE has a long-standing tradition of building community and strengthening educational leadership in Philadelphia, the Delaware Valley, and beyond.
3. Organizations & Schools. GSE's experts work directly with schools and organizations to develop custom programming to fit our partners' needs.

Professional Development Providers at Penn GSE

1. Catalyst @ Penn GSE: a center for global education innovation, connects people and ideas to develop new ways to advance education in novel and meaningful directions. Building on Penn GSE's legacy of education innovation and leadership, Catalyst operates at the nexus of education, business, and technology to help generate, test, adapt, and disseminate best practices and powerful new tools for educators at all levels. It hosts several centers
   a. The Center for School Study Councils (CSSC). Since its inception in 1943, the

CSSC has worked to improve the quality of education in school districts across Pennsylvania and New Jersey. As the longest continuous study councilorganization in the country, CSSC serves as a catalyst for public school superintendents to be proactive leaders and facilitates their professional learning and application of that learning.

    b. Coalition for Educational Equity. Since 2004 it has been providing innovative resources, research-based training, and technical assistance and consultation in a broad array of equity solutions and services to school district leaders through multiple consortia throughout the Mid-Atlantic region in Pennsylvania, New Jersey, and New York.

    c. Center for Professional Learning. It designs and delivers professional learning opportunities that support educators, leaders, policymakers, entrepreneurs, and other professionals to deepen their knowledge, build their networks, and grow their careers. It offers Virtual Institutes, Certificate Programs, and a variety of webinars and workshops throughout the year.

    d. The Penn Literacy Network (PLN) is a comprehensive professional development/curricular enhancement/school reform program, providing on-siteand regionally based credit-bearing and noncredit-bearing courses, workshops, coaching programs, and leadership trainings.

2. The Collaboratory for Teacher Education
    a. It is a *laboratory* for the design, implementation, and study of experimental approaches to teacher education.
    b. Guided by GSE's commitments to diversity and equity, developing core practices, and the power of inquiry in teacher development, it *collaborates* with educators, schools, districts, and researchers to create opportunities for teacher and teacher educator development.
    c. The Collaboratory is home to several teacher education programs at Penn GSE, which provide multiple pathways to excellence in teaching. It is also a growing hub of resources for teachers, teacher educators, and teacher education researchers.

3. The Penn Educational Leadership Simulations (PELS) Program
    a. It builds on the rich experiences of veteran educational leaders by creating problem-based simulations in both online and in-person formats. The goal of this venture is to develop human capital in school leadership through blended peer-to- peer (P2P) professional interactions.
    b. The design of this program allows for the perpetual development, update, and improvement of these tools and ensures that they remain realistic and relevant in fueling critical conversations in educational leadership.
    c. Since 2010 the Penn Mid-Career Doctoral Program in Educational has incubated PELS. This effort, programs have continued to explore live, in-person simulations through collaborations with other schools at the University of Pennsylvania.

4. The Philadelphia Writing Project (PhilWP) is network of over 800 teacher consultants who work with teachers and other educators to explore literacy, writing, teaching, and learning in their classrooms and schools regardless of grade or discipline.

5. The TESOL Essentials Series is an online TESOL certificate course offered by Penn GSE and developed by experts from the Educational Linguistics program. The program provides

an overview of practice and theory related to English language education, offering practical experience as well as general background knowledge in the fields of second language development and English language teaching.

Certificate Programs

1. The Collegiate Athletics for Senior Leaders certificate program empowers participants to learn what questions to ask (and what answers you need to know) to support a healthy, sustainable, and mission-aligned athletics department. It is ideal for presidential cabinet members, new presidents, senior leaders, and those who aspire to move into those roles.
2. The Health Professions Education certificate program is an accelerated, interprofessional program designed for current and aspiring clinical faculty in our global community who are involved in training tomorrow's healthcare professionals.
3. The Instructional Coaching certificate program is designed for teacher mentors, coaches, and instructional leaders looking to develop the skills and tools necessary to create deliberate, collaborative, and flexible instructional coaching experiences for new and experienced colleagues.
4. The International College Advising certificate program allows participants to develop their capacity as an international college counselor to better advise their students who are seeking higher education experiences outside their home countries.
5. The Project-Based Learning certificate program is designed for current educators who strive to create rich, meaningful, and rigorous learning experiences through studentcentered approaches to teaching and learning.
6. The Race, Diversity, and Equity in Higher Education certificate program is designed for higher education professionals looking to deepen their understanding and develop their leadership on historical and contemporary topics related to inclusion, justice, power, and privilege in higher education settings.
7. The Strategic Leadership in Education certificate program provides a sustained, rigorous, and cohort-based leadership development experience that empowers you to embrace your leadership role with purpose, confidence, and skill.
8. The certificate program in Experiences in Applied Computational Thinking (EXACT) prepares K-12 educators to implement computational thinking in their teaching andlearning spaces. Designed for beginners, this program helps teachers develop their own computational thinking and coding skills as well as those of their students. This certificate is a 30-week part-time program geared toward working professionals.
9. The certificate program in Virtual Online Teaching (VOLT) prepares K-12 and higher education instructors to design and implement curricula in online learning environments. The program is a 30-week part-time program designed for working professionals. It is fully online.

Virtual Institutes

The Penn GSE Center for Professional Learning's institutes and workshops bring Penn's faculty and resources to teachers, educators, and leaders across the globe. In these innovative professional learning programs, you will engage in synchronous group sessions as well as reflect and learn at

your own pace. Our institutes and workshops focus on a range of topics related to K-12 teaching and learning, contemporary issues in higher education, leadership, race and equity, and social emotional learning. Check back frequently for new offerings.

Other Offerings

1. Bootcamps, webinars, workshops are offered regularly in covering various areas and formats.
2. Catalyst Community Conversations (CCC) develops, implements, and facilitates public deliberative conversations on important issues. GSE brings stakeholders together to identify and act on problems in their community, business, or organization. The structured dialogues unite stakeholder values with expert knowledge and leadership to produce momentum for real solutions.

Custom Programs

Penn GSE works with organizations, networks, and systems to design and deliver custom professional learning solutions that draw on the unique resources, research, and faculty of the Penn Community.

Penn Medicine Continuing Medical and Interprofessional Education

Mission and Focus

1. The Mission of the Continuing Medical and Interprofessional Education Program (CMEIPCE) at the University of Pennsylvania is to foster and support improvements in interprofessional collaborative practice, patient experience and health outcomes through engagement of physicians, nurses, and other members of the healthcare team in continuous professional development and life-long learning.
2. The CME-IPCE program provides lifelong learning opportunities for physicians, nurses, advanced practice providers and healthcare professional teams. By emphasizing research, education and clinical care, the goal is to help healthcare providers improve the health and well-being of the people and communities they serve.
3. The CME-IPCE program partners strategically and educationally with departments and centers in the university, in the region and state, and in national and international organizations whose mission and vision complement its own. It coordinates with the University of Pennsylvania, the Perelman School of Medicine, Penn Medicine, and the School of Nursing to develop optimal, engaging learning and improvement experiences.

Types of Educational Activities

1. A wide spectrum of educational activities and instructional methods are utilized drawing upon the rich and diverse educational expertise of our faculty and staff and collaborators.
2. Types of educational initiatives produced include didactic lectures and symposia, case-based conferences and grand rounds, journal clubs, board review courses, hands-on workshops and skills training activities, use of standardized patients in teaching and

assessment, performance improvement CME, curricular-organized educational initiatives, variety of self-directed learning materials such as instructional CDs, DVDs, journal-based materials, a variety of web-based interactive and innovative formats, including, Internet searching and learning at the point of care, virtual cases, virtual journal clubs, and simulated patient scenarios.

3. Special Course Requirements by State: some states require their licensed physicians, regardless of discipline, to complete courses in specific content areas. The CME-IPCE program covers license renewal CME requirements in Pennsylvania, New Jersey and Delaware.

Modes of Instruction

Courses are offered live and online

School of Social Policy and Practice

Mission and Focus

1. Penn's School of Social Policy & Practice provides professional and continuing education opportunities in its OpenSP2 program. The program welcomes individuals and organizations to learn with SP2 either on-campus at Penn or wherever they are in the world. It offers programming with a focus on accessing SP2 faculty and research centers for immediate application and professional growth.
2. Programs are offered in several formats, in areas designed to allow individuals to advance their career and connect to new knowledge. New programs are added throughout the year and most allow for immediate enrollment.
3. OpenSP2 learners come from all walks of life. Many are professionals who are eager to gain new knowledge, but an equal number are curious individuals who are interested in engaging with SP2 thought leaders for application in their lives. Learners are encouraged to engage with SP2 whether for the first time or as program alums; OpenSP2 is designed to be always welcoming and available for re-engagement.

Program Offerings and Accreditation

1. OpenSP2 programming is designed to provide courses, educational materials, and learning opportunities to the broadest possible audience. Most programming is open enrollment, but some specialized programs do require an application process. The application process has been put in place by program leadership to support the goals of the program.
2. The Commonwealth of Pennsylvania and many other states accept continuing education credits earned from programs offered by Council of Social Work Education accredited institutions. OpenSP2 courses are also approved by the National Association of Social Workers.
3. Each OpenSP2 program is uniquely priced; programs are not offered for academic credit so will not follow the tuition guidelines established for credit-bearing graduate courses.

Students are encouraged to check each course to identify course fees. Current SP2 students are eligible for discounts on most courses.

Certificate Programs and Specializations

1. The School of Social Policy & Practice places great emphasis on interdisciplinary study and offers a series of both dual degree options and certificate programs to enable students to study in-depth across conventional departmental or program boundaries.
2. Students can earn a certificate in one of several disciplines or in a sub-specialty of the profession as part of their SP2 Master's degree. Typically, these programs require that students take courses in the granting department/school and one or two courses from a prescribed topic area.
3. Completing a certificate sometimes requires students to take additional courses beyond the regular number of credits and standard tuition costs required to earn the degree. Students are advised to discuss their certificate program plans with their academic advisor as early as possible to plan their course of study.
4. MSSP (Master of Science in Social Policy) students have the option to incorporate two different certificate programs into their standard course of study, certificate in law and global human rights certificate. Both certificates are entirely optional but offer a focused academic experience for those students who want to delve deeply into a particular area of policy.
5. MSW (Master of Social Work) students have the option to incorporate certificate programs or specializations into their standard course of study. Specializations and certificates are entirely optional but offer a focused academic experience for those students who want to delve deeply into a particular area of practice.
6. NPL (Non-profit Leadership Certificate) students have the option to incorporate certificate programs into their standard course of study. They include certificates in law and health care innovation.

Wharton Executive Education

1. Wharton provides world-class executive education that is innovative, evidence-based, practical, and results-focused to prepare individuals and organizations for greater success. Choose from more than 50 open-enrollment programs in Finance and Wealth Management, Leadership, Marketing and Analytics, and Strategy and Innovation.
2. The range of programs include
   a. Open-enrollment programs. Programs designed to expand the capability of participants to advance skills for senior leadership, team and individual leadership, negotiation, and persuasion, as well as business acumen in finance and wealth management, marketing and analytics, and strategy and innovation.
   b. Partnership programs. Many industry associations, professional trade groups, and universities choose Wharton as their academic partner for the design and delivery of world-class executive learning solutions.
   c. Alumni status programs: Wharton offers the chance to acquire alumni-status by successfully completing one of the Alumni Status Programs. By achieving this

status, a participant can share their accomplishment with their professional network and signal successful completion a rigorous program at Wharton.

d. Group enrollment: this option extends specialized tuition benefits to anorganization when it sends four or more executives to select open-enrollment programs, or to multiple programs, during a 12-month period.

e. Certificate of professional development (CPD). This is specifically designed for executives with the drive and desire to gain knowledge needed to successfully compete in today's business world. It is a flexible certificate program requiring completion of four programs within a four-year period in one of three topic tracks — Finance, Leadership, or Strategy. Alternatively, a participant can design their own track with a combination of programs from multiple topics.

f. Executive MBA. Students in this top-ranked EMBA program gain transformative knowledge and a powerful network that will accelerate your career growth and help you make a bigger impact.

g. Lifelong learning for Wharton alumni: Wharton MBA and EMBA graduates from the Class of 2010 and subsequent years are eligible to attend one Executive Education open-enrollment program at no charge every seven years and choose from more than 30 programs.

h. Veterans' benefits: GI Bill. Wharton Executive Education is proud to honor veterans by making world-class programs accessible under the Post-9/11 GI Bill. Participants can choose among a wide variety of programs in the areas most advantageous to their career.

Administrative Structure

Graduate School of Education Professional Development and Continuing Education

Catalyst Team
Executive Director & Senior Fellow
Executive Director
Associate Director, Innovative Programs
Director for Online Learning
Research Assistants (4)
Administrative Coordinator, Center for School Study Councils
Director, Center for School Study Councils
Director, Innovative Programs & Entrepreneur-in-Residence
Executive Director, Center for Professional Learning
Director, Coalition for Educational Equity
Educational Partnership Manager, Penn Literacy Network
Associate Director, Coalition for Educational Equity
Associate Director
Director of Innovation and Impact
Business Manager, Penn Literacy Network
Executive Director, Catalyst Community Conversations

Center for Professional Learning
Executive Director
Assistant Director
Alana Elkins
Assistant Director & Portfolio Manager
Sara Goldstein
Operations Manager
10 Faculty are listed

Collaboratory for Teacher Education
Founding Director of the Collaboratory for Teacher Education
Executive Director of Teacher Education Programs
Director of the Urban Teaching Apprenticeship Program
Director of the Independent School Teaching Residency
Director of the Urban Teaching Residency Program
Associate Director of the Urban Teaching Apprenticeship Program
Executive Director of the Center for Professional Learning
Program Manager
Program Coordinators (2)
Doctoral Assistant

Penn Medicine Continuing Medical and Interprofessional Education

Two Co-Directors
Associate Dean
Corporate Director, Nursing Professional Development, and Innovation
Assistant Dean, Clinical Nurse Learning, and Innovation
Lead Nurse Planner
Senior Fellow, Institute of Health Economics
Lead Peer Review
Senior Peer Reviewer
Office Manager and Financial Coordinator
Conference/Project Manager; Database Integrity Specialist
Grand Rounds Coordinator
Grand Rounds Specialist
Accreditation Specialist
Senior Conference/Project Manager
IPCE Education Committee 2 co-chairs

The School of Social Policy and Practice and Wharton Executive Education programs are run through their respective schools.

Canada

University of Toronto

Historical Background

Continuing education at the University of Toronto was introduced in 1872 when evening classes were launched to fill gaps for practical competencies and skill building, under the new School of Technology. Over the next 25 years, the school evolved from a technology school to a practical school for applied science and engineering. Toward the end of the century, Saturday lectures were introduced, and topics broadened to include literary subjects.

Throughout the 1900s, the school evolved further to include a three-year certificate course in business, and a series of mail-based courses for men stationed in England and prisoners of war in Germany. To meet cultural and technological changes in the 1950s, new courses were developed in such areas as transistor electronics, atomic energy, construction management, retail lumbering, pre-stressed concrete, and executive development for women.

Always with an aim of preparing learners for success, content and programs consistently evolved to equip learners with strong, relevant skills that could be immediately applied in the workplace. To that end, liberal arts classes and refresher courses were offered, as were courses to help newcomers to Canada adapt to their new country. In 1973, the certificate course Teaching English as a Second Language (T.E.S.L.) was developed.

In 1974, the University of Toronto School of Continuing Studies (SCS) was officially founded. At this time, the course offering was extended to include business and professional studies, creative writing, general interest arts and science courses, as well as an English language program for learners from abroad keen to pursue higher education and career opportunities in Canada.

Since then, courses and programs have continued to evolve to meet changing technology, workplace priorities, learner interests, and cultural shifts – all with an aim to support learners in deepening their knowledge and skills in a range of professional and exploratory disciplines. Throughout the 2000s, SCS studied market needs and tracked emerging trends in the workforce. As a result of this research, SCS focused on developing business courses that learners could either layer onto their existing degrees or use toward earning recognized credentials or designations.

In 2018 and beyond, SCS continues to have a global focus, developing online and hybrid options to reach beyond GTA classrooms. Courses, programs, and partnerships continue to evolve. SCS has become an intersection of academic excellence, creative and intellectual pursuit, and business knowledge.

Programs

School of Continuing Studies (SCS)

The school provides balance of academic excellence and applied skills instruction. Students get a unique, hand-on learning experience within a higher education setting, empowering them to take their career in any direction they choose, explore new horizons, and unleash their creative potential. SCS constantly works with industry experts, professional associations, subject matter experts, and academic faculties to provide learning opportunities. Students can select an area of study from 10 programs.

<u>Unique Programs</u>

Micro-Courses and Credentials

1. Micro-courses:
   a. They are short, compact learning solutions so learners can develop specific competencies, fast. Each course is short – not accelerated – and is up to six weeks in duration. Over half of the micro courses are online and they are competitively priced.
   b. Each course can be layered – or stacked – with other micro courses to be equivalent to a single full-length course. A series of micro-courses plus full-length courses may meet SCS certificate requirements.
   c. Micro courses are offered at a reduced cost, and SCS is the first university in Canada to provide a new learning opportunity built to specifically complement the Canada Training Credit.
   d. Micro courses are specifically for professionals who would like to develop a specific set of skills or competencies within in a short period of time. All micro courses are open to everyone and there are no prerequisites or "application" requirements.
2. Micro-credentials:
   a. They are digital representations of the set of competencies or skills that learners have achieved. They are portable, verifiable and tamper proof. They are issued in the form of digital badges which allows for them to be easily authenticated and widely shared across various social media platforms. Available only for the micro courses, they provide a new meaningful way for learners to showcase their skills.
   b. SCS has collaborated with two organizations to provide micro-credentials to the learners. In a nutshell, BCdiploma is the school's vendor for issuing microcredentials, while eCampusOntario (a not-for-profit organization funded by the Government of Ontario) is supporting micro-credential projects across the province. In fact, U of T is a member institution with eCampusOntario.
3. Currently, 26 micro-courses are offered in the fields of business analysis, information management, information technology, leadership, marketing, process improvement, project management, and workplace communication.

Passing the CFA Exam
1. Since 2005, SCS has partnered with award-winning instructor and CBC business commentator Michael Hlinka to offer preparation courses, designed to prepare learners for the Chartered Financial Analyst Level I, II, and III Examinations. The learners have been

extremely successful, achieving pass rates that regularly exceed industry pass rates by a wide margin.

2. Currently, three courses are offered in the program covering Levels I, II, and III of the examinations. Taking the higher levels requires passing the lower levels.

Passing the Canadian Securities Course

1. This intensive course gives learners the opportunity to prepare for-and pass-both Volume I and Volume II of the Canadian Securities Course (CSC)® within four months.
2. The course includes 15 weeks of classes and 30 hours of in-class instruction, a test bank of 1,000 questions, comprehensive notes, regular instructor office hours, and 12 hours of audio lessons.

Professional Edge Program

1. Each certificate program is designed specifically for recent grads who want to step up to a new challenge and learn fundamental skills that are critical to excel in today's market.
2. Students acquire hands-on skills by working on real-life inspired business projects from start to finish, business acumen, important workplace communication skills, and strategic networking skills. Currently three courses are offered in the program.

Skill Builder Courses

1. Skill Builder courses are short, accessible, and taught by leading experts. Participants learn highly relevant knowledge that can be applied directly in the workplace following the course.
2. Currently, 39 courses are offered.

SCS Boot Camps

1. These courses offer dynamic hands-on sessions that cover the most market-driven skills, an engaging classroom learning environment, extensive career services, including technical interviews, 1:1 coaching, and more.
2. Currently, six courses are offered in Coding, Data Analytics, Cybersecurity, UX/UI, FinTech, and Digital Marketing prepare learners for the workplace through engaging, hands-on virtual classroom environments. These Boot Camps are presented in partnership with Trilogy Education Services.

Knowledge Hub

1. Provides content to help learners explore new territory, engage their minds, and learn skills and ideas they can apply to their lives and careers now.
2. The Hub comprises live webinars or explore 'Knowledge Hub On-demand.' The live webinars are presentations delivered by one of the SCS' industry-expert instructors. The hub provides access to a breadth of content, prepared by the School's leading instructors.

Arts and Humanities

Currently, 148 courses are offered in health, environment and science, life and leisure, music, religion, visual art and architecture, history, literature, philosophy and law, and university lecture series.

Business, Management and Finance
Currently, 170 courses are offered including in accounting, finance, project management, leadership, innovation, occupational health and safety, process improvement, business analysis, management, risk, entrepreneurship, human resources, test preparation, and law. Thirty-seven certificates are available.

Career Development and Communications
Currently 14 courses are offered in career development and workplace communication. One certificate is available.

Creative Writing
Currently, 90 courses are offered in creative non-fiction, literary fiction, poetry and songwriting, stage and screenwriting, UTM summer writing school, popular fiction, U of T summer writing school, writing for children, multi-genre, and escritura creative en Espanol. Two certificates are available.

Health and Social Sciences
Currently, 88 courses are offered public health, medica sciences, pharmacy, human services and social work, and mindfulness. Eight certificates are available.

Information, Technology, Environment and Engineering
Currently,132 courses are offered information technology, engineering and applied, environment and sustainability, information management, building science and architecture. Twenty-four certificates are available.

Languages and Translation
Currently 165 courses are offered in language learning, translation, and business English for international professionals. Twenty-six certificates are available.

Learning Design
Currently 4 courses are offered in developing and delivering learning programs, foundations of instructional design, designing and conducting evaluations, and theory and science of learning. One certificate is available.

Marketing and Communications
Currently, 41 courses are available in marketing, communications, and public relations. Twelve certificates are available.

Open Toronto

Open UToronto is a University of Toronto initiative that supports the discovery, use, creation and sharing of open content and promotes a culture open pedagogy. The Open UToronto site is meant to serve as a hub to connect projects, people, groups and organizations interested in **"Open"**

resources. It does not run credit courses, grant degrees or certificates, nor provide access to University of Toronto faculty and licensed resources.

Open UToronto contains various open educational resources (OER) and supports open pedagogy. All materials on this site are publicly accessible and free for any user to use, adapt and redistribute. They include open textbooks and modules projects covering a wide range of subject areas and topics. The site also hosts MOOCs including University of Toronto courses on Coursera and EdX. Currently, the University of Toronto has 17 MOOCs in Science and Technology, 8 in Health and Personal Development and 6 in Social Sciences with 31 unique courses and 4 specializations.

Open UToronto also hosts links to open projects and software at the University of Toronto. These cover the complete range of open initiatives, from open publishing to open information and data. Projects differ from collections in that rather than providing materials, they more often provide access to tools and communities of practice.

<u>Programs Offered by Other Schools</u>

Faculty of Applied Science & Engineering
1. Pre-University Outreach: a set of programs sponsored or supported by the Faculty of Applied Science and Engineering that connects our current students and faculty with members of the community.
2. Elementary School Programs: include coding workshops in schools, on Saturdays, for girls, and science and engineering camp.
3. High School Programs: includes an Engineering Academy, a Saturday program, Da Vinci Enrichment program, and leadership camp.

Faculty of Dentistry
Offers Continuing Dental Education online courses to practicing dentists in a way that suits their schedule, location and interests. Currently, there are 50 courses with different CE points, length of course and cost.

Faculty of Law
Offers the Global Professional Master of Laws an innovative and transformative one-year, immersive program designed to help participants realize their professional potential through exposure to a robust legal education that is focused on the areas of law that are most salient to professionals. In addition, events are organized that qualify for the Career Professional Development hours required for practicing lawyers by the Law Society of Ontario. These events can include conferences, seminars and panel discussions.

Rotman School of Management

1. Executive Programs
   a. Canada's leading executive education provider for open-enrolment programs, it offers programs that enable leaders to develop the capacity to transform themselves, their organizations and their communities by offering specialized business

education programs for individual and organizations which address today's business challenges and opportunities.

    b. The programs for individuals cover all areas of executive training, including leadership, management, strategic human resources, governance and finance, for public, private and non-profit sectors. The School also works directly with organizations and their executives around the globe to address their unique challenges and opportunities by designing customized programs focusing on helping organizations and their leaders achieve better business results.

    c. Over three years, participants who complete three qualifying programs in any order and earn the Rotman Excellence in Executive Leadership Certificate, while organizations earn HR Business Partner Certificate.

2. Initiative for Women in Business: offers Leadership Development Programs for Women and Back to Work Program.
3. Alumni Connect
4. Speaker Event Series

Temerty Faculty of Medicine
1. Medical graduates register with the Postgraduate Medical Education Office as residency trainees or as fellowship trainees. Residency training is training which leads to specialty (or subspecialty) certification by the Royal College of Physicians and Surgeons of Canada or to certification as a family physician by the College of Family Physicians of Canada.
2. Fellowship training, on the other hand, does not lead to certification by either body. Fellows are either clinical fellows or research fellows. Clinical fellowship training is ordinarily a one-year to three-year "topping off" experience for recognized specialists or family physicians. Research fellows have no patient contact whatsoever.

Bloomberg Faculty of Nursing
The Centre for Professional Development currently offers five not-for-credit certificate programs through distance education. For each certificate, the required online courses must be successfully completed within a two-year period. Generally, the courses, which are 6 to 10 weeks in length, may be completed in any sequence. Learners may also take individual courses without completing the full certificate requirements.

Leslie Dan Faculty of Pharmacy
The Continuous Professional Development currently offers 5 courses that equip pharmacists, industry professionals, researchers, scientists, and allied professionals to better respond to the shifting needs of the profession and expand their knowledge and improve competency in the field.

Dala Lana School of Public Health
1. The School launched the Outreach and Access Program in February of 2019 to raise awareness of non-clinical career paths in health care and stimulate the creation of a diverse pool of young leaders from underrepresented communities, preparing them for progressively influential roles within public health and the broader health care system.
2. Semester Program: focuses on relationship building with racialized mentors who teach life and success skills through activity-based learning in weekly sessions throughout the academic calendar.

3. Summer Institute: students spend a full week immersed in activity-based, team learning of public health disciplines centred around a case study to apply their learnings. The Institute provides an opportunity to accelerate their learnings using graduate-level scenarios and case studies.

4. Junior Fellowship: students graduating from high school, who have attended the Semester and Summer program, and have been accepted to a University of Toronto undergraduate program continue into this phase of further development and mentorship. Students receive access to financial support, network events, 1 on 1 mentorship from faculty, work-study programs, and other DLSPH events.

Ontario Institute for Studies in Education (OISE)

1. Community & Professional Learning is the continuing and professional learning division of the Ontario Institute for Studies in Education that offers a wide range of courses, programs and workshops, taught by leaders in their fields. It is designed for educators across Canada and around the world to enhance their skills, prepare for a career change, or advance to senior leadership.

2. Program Areas
   a. Pre-K-12: focus on 7 areas including a 20-day orientation to schools' practicum, First Nations school principals and vice-principals, early childhood educators, international education, teaching in Catholic schools, teaching English as a foreign language, and environmental education.
   b. Additional Qualifications: offers **over 100 AQ courses to choose from in nine different divisions and more than 30 subject areas.** AQ courses help participants adapt to a changing curriculum, incorporate current research and integrate technology to suit a variety of learners.
   c. Post-Secondary Education: designed for university administrators or student affairs professionals with an interest in optimizing teaching, learning and the student experience at their institution, as well as broader trends in post-secondary education. The Our programs will help you design effective learning strategies, serve the needs of a diverse student population, and drive change within your institution.
   d. Human Services: offers accredited courses and programs designed for those who those who teach, guide and educate across a range of organizations and contexts, including the care of children, elders and vulnerable people, mental health and counselling, social work, psycho-social support, and community development. Courses are offered in the areas of cognitive behavior therapy, motivational interviewing, bereavement education, therapy and counseling, orientation to human services, and grief education.
   e. Workplace Learning and Development: designed for professionals across a wide range of sectors who design, deliver, or facilitate learning in the workplace, or are interested in enhancing their skills as leaders, educators, trainers, and coaches. Courses are offered in three areas including learning experience design, adult learning and development, and effective coaching strategies.

3. Customized Programs: provide programs and services that support education leaders, and the organizations in which they work, to build upon their strengths and opportunities to

improve their education environments. A custom learning solution and/or service is uniquely the client's—built around their organization's needs, challenges, values and culture.

Administrative Structure

School of Continuing Studies
Leadership Team
Dean
Director, Strategic Communications and Marketing
Chief Administrative Officer
Assistant Dean, Academic Programs
Director, English Language Program (ELP) and International Initiatives

Academic Leadership
Academic Director, English Language Program
Program Director, Business and Professional Studies
Program Director, Languages and Translation, Arts and Science
Program Director, Business and Professional Studies (3)
Program Director, Creative Writing and Business Communications
Program Director, Business Programs and Partnerships
Program Director, Business & Professional Programs

Open UToronto
Program Oversight
Director, Digital Learning Innovation
Director, Academic and Collaborative Technologies

OISE Community & Professional Learning
Leadership Team
Executive Director
Associate Director (2)
Marketing & Community Engagement Manager
Business Officer
Business Systems Analyst
Curriculum Development Coordinator
Portfolio Solution Manager
Portfolio Solutions Officer (3)

Instructors: more than 100 facilitators.

University of British Columbia

Historical Background

The University of British Columbia (UBC) was established in 1908. Between 1917 and 1921, the university began engaging in extension activities (non-credit, off-campus activities), to serve communities in British Columbia, outside of Vancouver. The university was involved in three main extension activities: soldiers were given vocational training after the First World War; courses were provided to BC farmers to disseminate agricultural information; and lectures were given by faculty members throughout the province as organized by the Extension Lectures Committee.

Between 1918 and 1935, the Extension Lectures Committee took over the responsibility managing extra-mural courses that were offered outside regular school hours including night and summer classes. In 1936, the university received a grant of $50,000 from the Carnegie Corporation to help establish the Department of University Extension. Directed reading courses were then developed for adults seeking non-credit vocational/ professional development. In 1942, opportunities as a collaborative effort with the National Film Board, the University Extension introduced the rural film circuits improve access and educational opportunities to rural BC communities. This was followed seven years later by the introduction of the first correspondence courses.

In 1970, a University Senate Committee on Continuing Education recommended that all extension programs be administered centrally for a more integrated approach to continuing education. The Centre of Continuing Education took over the Department of Extension. In cooperation with faculties, the Centre started to develop and offer a variety of part-time degree, professional development, and general interest programs. Three years later, Credit and Independent Studies was created to be responsible for offering both credit and non-credit correspondence courses to learners outside the Lower Mainland. In 1976, UBC launched a program of independent study via television, the first of its kind in the province.

In 1993, UBC Access (previously Guided Independent Study), Office of Extra-Sessional Studies, and the Centre for Continuing Education were merged into Continuing Studies under the authority of the Associate Vice-President, Continuing Studies. In 1995, the university offered its first online courses. Two years later, a faculty member from UBC developed WebCT, a web-based learning environment. UBC Access was renamed Distance Education and Technology (DE&T, and in 2002 it was separated from Continuing Studies, and the Office of Learning Technology (OLT) was established.

In 2005, DE&T merged with OLT and in 2010 OLT merged with the Centre for Teaching and Academic Growth to form the Centre for Teaching, Learning and Technology, and three years later UBC offered its first MOOCs.

Programs

UBC Extended Learning

Offers dozens of part-time online and in-person professional and personal interest courses, programs, and certificates. Most of the continuing studies courses are short-term so you can quickly gain skills, and still have time for work, and life with family and friends.

Communication
Currently, students can choose from 20 professional writing courses and focus on the skills that matter most to you. They include courses for business, science, and food and travel writing.

English as an Additional Language
The 7 courses and one program (Business English for International Professionals) offerings for Vancouver-based learners, international students and Canadian Francophones offer a variety of options to increase their confidence in your speaking, reading and writing skills. Certificate awarded

Equity and Inclusion
Communicating across cultures has become an essential skill in the 21st century. The 29 courses and 6 certificate programs in intercultural studies and international development provide learners with effective intercultural communication skills, strategies and tools to work with, train, and lead diverse people in various contexts.

Indigenous Health
With hundreds of Nations, councils, health and friendship centres, and Indigenous health service organizations in BC, the need for knowledgeable and trained administrators is high. The courses and program are designed to give learners the applied skills and knowledge to address a community's health care administration needs.

Languages
Offers more than 70 online and face-to-face language courses and six certificate programs that emphasize practical conversation skills in French, Spanish, Italian, Portuguese, German, Dutch, Chinese, Korean, Japanese and American Sign Language. Summer intensives in French, Spanish and American Sign Language are available each July.

Law
Working in partnership with the Peter A. Allard School of Law, courses and programs are offered on law that are accessible and applicable to a range of professions.

Liberal Arts and Sciences
1. Offers an ever-changing line-up of courses covering the arts, humanities, science, health, public affairs and more taught by UBC professors, instructors, and leading experts.
2. Also offered are UBC Academic Explorations, One Hour @ UBC Lecture Series, UBC Elder Scholar geared toward retirees, semi-retirees and mature adult learners, One Day @ UBC, single-day community courses open to learners of all ages, and One Week @ UBC feature five days of morning lectures presented by UBC professors and instructors.

Organizational Coaching and Leadership

1. Organizational coaching is gaining popularity as a way for organizations to have a positive impact on employee engagement and change management.
2. The courses and coaching certificate program teach participants to understand individual motivation and team dynamics, so they can unlock the potential in others while they develop their own leadership and communication style.

Technology
1. Currently 19 courses and 4 certificate programs are available that offer job-ready skills, real-world experience, and paths to credentials for high-growth technology sectors.
2. Areas covered include data science, cloud computing, blockchain innovation and implementation, software development, and hands-on skills in extended reality to build immersive technologies.

University Preparation
1. Designed to improve a student's chances of successfully getting into and completing their desired university program. Helps them explore their university interests and options and gain the skills and insights they need to put themselves on the path to success as an undergraduate or graduate school student.
2. Currently, 13 courses and 3 programs are offered. The programs include the International Graduate Studies Preparation Program is a full-time, 14-week on-campus program, PreGraduate School Summer Program, a full-time 3-week that teaches prospective students how to choose, apply to and succeed in a master's program in North America, and UBC Global Future Leaders, and Future Global Leaders, a pre-university program for high school students ages 15–18 that allows them to try an academic course taught by UBC professors and instructors, get a taste of life at a top-tier university, and prepare to succeed beyond high school.

Distance Education
1. UBC Extended Learning offers online learning opportunities to further a student's career opportunities and personal growth. A wide range of courses are available 100% online and in formats that blend face-to-face classroom sessions with significant online components. Learners engage and interact with instructors and classmates online while benefitting from a university-level curriculum researched and developed by subject matter experts.
2. Some departments at UBC offer their courses off-campus within a specific geographic region to make them accessible to those who might not be able to attend classes on campus. These specific sets of courses are delivered on a fixed schedule and students attend classes with other students as a group. Known as off-campus cohorts, these are usually face-toface classes with some having online components. Programs that follow this approach are designed to run part-time, allowing you to complete your studies for an extended period.

Professional Programs

Continuing Professional Development Programs

Continuing Medical Education, School of Medicine

1. The Continuing Professional Development (CPD) program in the School of Medicine offers dozens of conferences, workshops, webinars, online modules, coaching and more, covering topics in virtually all medical fields in which students earn credit.
2. CPD undertakes research and evaluation projects whose aim is to foster translation of new knowledge and advance health care education with the goal to improve health outcomes. It also offers rural learning activities that meet the unique needs of rural health care providers. Further, it provides accreditation services on behalf of the two national medical colleges, The Royal College of Physicians and Surgeons of Canada (RCPSC), and College of Family Physicians of Canada (CFPC). Finally, it provides registration services to clients in terms of coordinating and managing online conference registration for their events.

Continuing Pharmacy Professional Development (CPPD)
1. CPPD is dedicated to planning, developing, delivering, and evaluating educational programs to meet the learning needs of pharmacy professionals to improve and expand their current knowledge to optimize patient outcomes, keep them up to date with the latest developments in the field of pharmacy, and help them attain your professional development goals.
2. The programs are delivered in a variety of learning formats, both in person and online. Programs include the Canadian pharmacy practice program that runs for 24 weeks including practical training, and the international pharmacy graduate program.

Interprofessional Continuing Education
For many years this program organized recurring and onetime conferences on medical and health issues. The program was closed in September 2021.

Master's Degrees
1. Master of Business Administration:
   a. With its experiential curriculum, built-in professional development, and international perspective, the UBC MBA is a transformative journey.
   b. The 24-month Professional Master of Business Administration designed for working professionals prepared to become business leaders.
   c. The 20-month, part-time International Master of Business Administration lets participants work in Shanghai and earn an MBA. Featuring one month of study in Vancouver, UBC Sauder offers this unique program in partnership with the Antai College of Economics and Management at Shanghai Jiao Tong University.
2. Engineering Leadership: The Master of Engineering Leadership (MEL) degree is for practicing professionals. Offering a unique combination of graduate-level Faculty of Applied Science courses and the Sauder's Robert H. Lee Graduate School courses, this hybrid professional master's degree gives participants the skills and confidence to take their career in new directions.
3. Geomatics for Environmental Management: designed for passionate environmental stewards ready to advance or transition into a new career in geomatics, it an accelerated, 9-month, professional master's degree program that provides essential training.
4. Health Leadership and Policy: designed for practicing professionals who want to use their leadership skills to promote innovation in health care. It is a hybrid professional master's

degree with its unique combination of graduate-level courses offered by School of Nursing and Sauder's Robert H. Lee Graduate School.

5. Master of International Forestry: an intensive 10-month, course-based master's program that provides the knowledge, and tools required to address the social, environmental, and economic challenges of the global forest and natural forest and natural resources management.
6. Public Policy and Global Affairs: equips future policy makers with a profound understanding of policy-making processes through a solid foundation of rigorous knowledge acquisition, policy analysis, career development, and experiential learning. Students have the option of a full-time 20-month or an accelerated 16-month program.
7. Sustainable Forest Management: an intensive, 9-month course-based master's program that prepares students for careers as professional forest land managers in North America and overseas.
8. Urban Design: equips future urban designers with the knowledge and skills needed to meet the challenges of modern urban growth. Its intensive 11-month curriculum focuses on enhancing students' understanding of urban design at all scales—from the neighborhood block to the regional.
9. Urban Forestry Leadership: is a comprehensive online, 14-month, course-based master's program that provides an interdisciplinary perspective of urban forestry, with a focus on strategic management, decision-making and creativity.
10. Master of Community and Regional Planning

Diplomas and Post-graduate Certificates

1. The Sauder School of Business offers several diploma programs including
   a. Diploma in Accounting Program that is designed to meet the unique needs of UBC students who wish to become a Chartered Professional Accountant (CPA). Students can tailor their program schedule to combine evening and online classes.
   b. Diploma in Urban Land Economics, a technical and specialized program designed for practitioners already employed in the real estate industry who want to upgrade their education, and for highly motivated people seeking to join the industry.
   c. Diploma in Marketing & Sales Management, a three-year, part-time program aimed at today's leaders in marketing and sales management. The curriculum is applied, hands-on, and industry relevant.
2. Post-graduate certificates
   a. The Sauder School also offers dozens of courses and post-graduate certificates in agile leadership, change management, data and marketing analytics, business analysis, behavioral insights, and project management.
   b. The Real Estate Division of the Sauder School offers real estate licensing, registration, and continuing education courses on behalf of provincial regulatory bodies (British Columbia and Saskatchewan) as well as provincial and national associations.

English Language Pathways

1. Vantage College: UBC's Vantage One programs are specially designed pathways for academically outstanding international students, who do not yet meet the English language requirements for direct Faculty entry in UBC. Taught by award-winning UBC faculty members, these unique 11-month programs add English language instruction to your firstyear degree courses to prepare you for success in your bachelor's degree
2. English Language Institute: The English Language Institute (ELI) has 50 years' experience in offering programs and activities for students from all over the world who are studying English as an additional language. We have English programs from elementary to advanced levels to help you achieve your language and learning goals. Learn English quickly and well from our experienced instructors who specialize in teaching English to foreign language speakers.

Joint Degree Programs

1. Dual Degree between the UBC and Sciences Po (l'Institut d'études politiques de Paris) that gives students the opportunity to earn two Bachelor of Arts degrees in four years, while studying in Canada and France. UBC students spend the first two years of their studies at one of Sciences Po's three regional campuses.
2. Joint Academic Program that each year brings a group of qualified students from Mexico's Tec de Monterrey to study at the UBC.
3. The Department of Microbiology and Immunology at UBC and the Biotechnology Program at the BC Institute of Technology (BCIT) offer a five-year joint honors degree Co-operative Education Program that integrates academic study at both institutions with related and supervised work experience.
4. UBC and the University of Northern British Columbia jointly offer a distinctive environmental engineering degree on the application of science and engineering principles to improve air, land, water and living systems for a healthy environment.

Innovative Learning Initiatives

Cooperative Education

1. Community Leadership Program (CLP) is an innovative leadership development opportunity designed for emerging staff, faculty, and graduate student leaders.
2. Offered in collaboration by UBC Human Resources and the Centre for Community Engaged Learning, this program provides an opportunity for learners to explore leadership concepts and principles in a cohort learning environment through a series of interactive, participatory workshops and experiential learning.
3. In addition to developing their own leadership skills, CLP participants support UBC students to cultivate their own leadership capacity and reflect on some of the real issues in community.

Green College

1. Established in 1993, it is a graduate residential college that brings together about 80 graduate students, 15 postdoctoral fellows and visiting scholars for interdisciplinary conversations through residential life in the college, public lecture and events including conferences, workshops, retreats, meetings, and gala dinner.
2. The College has formal ties with Green Templeton College, a sister institution at Oxford University and with Massey College at the University of Toronto.

Humanities 101 Community Program (Hum)

1. Established in 1998, the program (fondly known as "Hum") offers year-round four noncredit, university-level courses at UBC for people living in the Downtown Eastside, Downtown South and surrounding areas who have a lust for learning—especially those whose economic situation, academic experience, financial and social well-being are compromised.
2. Courses are tuition free, and all participants receive course materials, meal vouchers and childcare (if required), as well as student cards which give access to UBC facilities and services.

Indigenous Programs

1. In recent years, UBC has taken steps to acknowledge Musqueam's long ties to the land it controls. It is now routine to acknowledge Musqueam territory at UBC events, and to have members of the Musqueam community join on special occasions, in addition to representation on relevant committees.
2. UBC has formal affiliations with both the Musqueam Indian Band and the Okanagan Nation Alliance, and many other forms of relationships with these and other First Nations and other Indigenous communities and organizations.
3. The numbers of indigenous students, faculty, and academic and administrative units. There is an Indigenous Portal featured stories about key indigenous initiatives, units with an indigenous focus, student resources, and Indigenous Strategic Plan developments. Launched in 2020, UBC is the first university in North America to commit to taking a human-rights based approach to its indigenous strategic framework.

The Learning Exchange

The Learning Exchange offers year-round free programs and drop-in activities. It's hands-on learning and leading for community members. They the English Conversations Program, for language training, computer workshops, and drop-in activities in the form of individual or group sessions.

Science 101

1. Science 101 is a four-month, non-credit, barrier free course offered to residents of Vancouver's Downtown Eastside and other inner-city communities.

2. The 14-week program provides an introductory science education covering a wide variety of topics including physics, astronomy, chemistry, and biology to adults who have historically had difficulty accessing university. There is no fee for the course and no prerequisite knowledge is required.

St. John's College
1. A residential college for graduate students, postdoctoral fellows, and visiting scholars and students who share an interest in international research issues and global change studies and are committed to a better understanding and acceptance of cultural diversity.
2. The college seeks to pursue multicultural education, intercultural understanding, and international exchange by enriching the intellectual and cultural life of the University, as well as welcoming and engaging with off-campus communities.

Administrative Structure

UBC Extended Learning
Senior Management
Executive Director
Associate Director
Director, University Preparation and Community Programs
Manager, Student Services
Director, Marketing
Director, Career and Professional Programs
Director, Academic Services
Director of Administration

Team
Comprised of 37 managers, program coordinators, program assistants, program leaders, student service representatives, system designers, educational technologist, digital marketing specialist, and research analyst.

Instructors
Currently, 189

Professional Programs
Some are run by their respective schools in collaboration with Extended Learning.

Australia

University of Melbourne

Historical Background

The Melbourne School for Professional and Continuing Education (SPSCE) was created to offer lifelong learning opportunities for professionals across all academic areas for people at all stages of their career. Operating as an academic school of the University, it was established to significantly expand the University's professional, continuing, and executive education programs with academically rigorous learning opportunities. Launched in 2017, it began operations in January 2018.

Programs

Short Courses and Micro-Credentials

Comprises wide range of flexible, innovative, and high-quality professional education courses delivered online, face-to-face and in blended study mode.

Short Courses
1. Designed to enhance a skill or pursue a passion through seminars, masterclasses, shortterm intensive, Continuing Professional Development programs as well as professional development seminars and classes.
2. Currently, 118 areas are offered in medicine and health care, creative, visual, and performing arts, technology, data analytics, data management, cybersecurity, business, education, leadership, communication, creativity and innovation, design thinking, horticulture, agriculture, new media, performance management, urban forests, workplace wellbeing

Micro Certificates
1. Designed for students to rapidly gain in-demand skills and knowledge for their current role with a unique offering of a microcredential – small, highly accessible, assessed courses aligned to industry and workforce needs. These small, increasingly sought-after digital certifications focus on the specific knowledge, skills and capabilities a participant'sindustry needs.
2. They are developed by experts, future-focused, accessible, and flexible, industry-aligned, stackable and can build up to a full degree over time, and shareable in that the informationrich digital certificate can be shared with a student's professional network online or via social media. Currently, 66 micro-certificates are offered.

Programs for high school students

The Kwong Lee Dow Young Scholars Program

1. An academic enrichment program designed to support high achieving Victorian Year 11 and Year 12 and select secondary students living close to the New South Wales and South

Australian borders. Eligible, students get the exciting opportunity to experience university life and take part in a range of academic events and activities focused on expanding their academic and personal horizons.

2. Domestic Young Scholars who achieve a high Australian Tertiary Admission Rank (ATAR) are guaranteed a place at Melbourne, offered moving and living expenses if they're from a rural area, and are given a scholarship to study overseas with more than 200 partner institutions in over 45 countries on exchange.

University of Melbourne Extension Program

1. The program is for high achieving students looking for a challenge. It's free to join and through the program students be able to study university subjects alongside their final year of high school. With an extensive range of subjects to choose from, they study alongside first-year students who share similar academic interests and have a chance to experience university life while still at school.
2. The program includes language courses in French, German, Japanese, and Hebrew, and courses in art history, biology, chemistry, economics, history and philosophy of science, mathematics, media and communication, philosophy, physics, planet earth and climate change, and psychology.
3. The program helps students boost their ATAR, experience university life, get support from university services, make new connections and friends, earn credit towards their degree if they come to Melbourne for their undergraduate degree, and build an impressive CV.

Young Leaders Program (YLP)

1. It provides students aged 14 to 17 years inclusive with the opportunity to live on campus at Trinity College, the University of Melbourne's oldest residential college, and join lectures and workshops with other like-minded young leaders. Throughout YLP, participating students are guided and mentored by a team of university students.
2. YLP is a transformative experience for many students, who go on to describe the program as life-changing, inspiring, and memorable. It is designed to allow students to choose from academic streams that best suit their future career ambitions, with the opportunity to join the program for one or two weeks.

Aspiring Scholars
1. Designed for high-achieving secondary students in their final year who live in Australia outside of Victoria or in New Zealand, to join our online community of Aspiring Scholars – students connected by their interest in moving to Melbourne to study at the University of Melbourne.
2. Through the community they get to know an Australia/NZ-wide network of like-minded high achieving students, uncover the university community and get a taste of life at Melbourne, have access to a dedicated staff member for support and to answer any questions they have throughout the year, receive exclusive invites to webinars and information sessions on topics related to the Melbourne curriculum, choosing the right degree, finding accommodation and help with applying through the Victorian Tertiary Admissions Centre (VTAC)

The Melbourne Undergraduate Degree Difference

Diplomas

1. The university offer flexible, progressive degree opportunities that aren't like most others available in Australia. Through the Melbourne curriculum, students develop expertise while building networks, foundational knowledge, and shared experiences from which to launch a successful future.
2. This includes the opportunity for a student to study a diploma alongside their undergraduate degree (adding a further year of study), or cross-credit up to 50 points (four subjects) of study to complete the degree and diploma within 3.5 years. Adding a diploma can enhance employability in developing detailed knowledge to complement their main area of study. Currently, diplomas are available in computing, languages, mathematical sciences, and music (practical).

Undergraduate to Graduate Degree Pathways

1. Students can secure their place in selected undergraduate and graduate degrees straight from secondary school and become professionally qualified with our Graduate Degree Packages. They'll graduate with a higher level of qualification than a traditional double degree. Applications for Graduate Degree Packages are made through the Victoria Tertiary Admission Center.
2. Graduate Degree Packages. It allows students to follow their career ambitions from day one. The Graduate Degree Packages for school leavers bundle the student's undergraduate degree offer with an offer for a place in one of the university's specialized, professional entry graduate school programs.
3. Students can choose to enroll in their desired undergraduate and graduate study pathway immediately after their final year of high school. For example, a student could enroll in the Bachelor of Science and lock in their spot in the Master of Engineering from day one at Melbourne. Students can withdraw from your chosen Graduate Degree Package at any point, concluding your studies with a bachelor's qualification, or pursue another career by applying for a different graduate degree.
4. Graduate degree packages are available in architecture, building, planning and design, engineering, health, information technology and computer science, law, teaching, and veterinary science

Lifelong Learning

Designed for learners to advance their career, pursue personal and professional interests and engage with the latest research in their field. Coursework and short course programs are available in the various schools and offered

Faculty of Medicine, Dentistry and Health Sciences

1. Teaching clinics: offer affordable health services for the public because faculty-supervised students provide treatment as part of the process of developing the next generation of doctors, dentists, audiologists, psychologists, speech pathologists and optometrists.

2. Dental Clinic: offer a 'one-stop-shop' with most dental specialties in the once place. The services range from provision of general dentistry to management of complex oral diseases.
3. Audiology and Speech Pathology Clinic.
4. Melbourne Eyecare Clinic
5. Psychology Clinic

Faculty of Arts

1. Community Education programs: explore a wide range of subjects from across the humanities and social sciences. Over the past five years courses have been run in a range of our disciplines, including: art history, literature, history, classics and archaeology, politics, cinema and cultural studies, and history and philosophy of science. The programs are open to all and are designed to be enjoyed as 'continuing' adult education for anyone eager to learn.
2. The programs include short courses that provide a unique opportunity to delve into a particular topic, and Melbourne Masterclasses, which offer the chance to hear worldrenowned academics and industry experts talk about their intellectual obsessions and share ideas that might just transform the way you read great books, watch great films, and look at great works of art.

Faculty Business and Economics

Melbourne School of Professional and Continuing Studies

Custom Programs
1. Designed to assist companies solve their challenges and seize their opportunities with fully customized training and development programs targeted to the client's specific business needs, goals, and context. Drawing on the university's subject matter experts and its worldclass pedagogical practice, they can build engaging, interdisciplinary programs in almost any topic, or a complex mix of topics.
2. Adaptable delivery options—face-to-face, online, and blended—are also offered to suit a client's needs. The programs focus on data, technology and digital transformation, creative thinking and innovation, sustainable practices, leadership, management and change, healthcare innovation, wellbeing, and behavior change.

Learning and Development Packages
1. Business can build key knowledge, skills, and capabilities of their staff through our core range of ready-to-go learning and development packages, which can be tailored to suit the business' needs.
2. Learning and development packages are available in the areas of agricultural extension, artful Communications, cybersecurity management, and leadership,

Melbourne Graduate School of Education

Offers Graduate Diploma in Early Childhood Teaching. Available as part of the programs for short courses and certificates are graduate certificates in various aspects of education including modern languages education, evaluation and assessment, general studies in education, higher education,

global and international education, instructional leadership, learning intervention, psychology and wellbeing, and educational neuroscience.

Faculty of Engineering and Information Technology

1. Besides the Engineering and IT short courses, the university has been involved in the delivery of quality infrared thermography training since 1997. In January 2011 the School became an ITC Licensed Training Centre, authorized to deliver thermography training courses under a licensed training agreement with ITC Sweden. It provides high-quality interactive thermography training from qualified international thermography instructors. The ITC offers IR training, certification, and recertification in all aspects of infrared thermography use. Courses are available for both public and privately (by request for companies with 10 or more staff that require on-site training).
2. Master of IT Management (Executive): a unique online course covering critical areas in information systems management and digital business. Students develop capabilities in supporting, managing, and changing business processes through information and communication technology. The online course structure allows them to plan their study around their career aspirations.

Faculty of Fine Arts and Music

1. Corporate education: Drawing on the creative and performing arts, and their long history of capturing the attention of audiences, the school's experts have developed a range of courses designed to equip staff in any business with the skills to communicate in an engaging, objective-driven way, thereby enabling the business to make greater, more meaningful impact. The courses in artful communication focus on several areas including dynamic presentation, creative digital communications, collaborative leadership, digital storytelling, and improvisation, influence and engagement. Custom programs are also available.
2. The Melbourne Conservatorium Young Artists Academy: offers a comprehensive chamber music program for Victorian students aged 14 – 18 who display talent and ambition and are contemplating a career in the performing arts. The Academy aims to foster individuality of expression and internal group communication all within fully supported musical and social contexts borne of decades of pedagogical experience.

Melbourne Law School

1. Legal practitioners in most jurisdictions across Australia are required to undertake mandatory Continuing Professional Development (CPD) activity in order to maintain their practicing certificate. Melbourne Law Masters subjects have been accredited by the Law Institutes of Victoria and New South Wales and the Victorian Bar and may also meet the requirements in other Australian states and territories and common law jurisdictions.
2. Research Centers and Institutes: Melbourne Law School is host to a number of research centers and institutes, specializing in a wide variety of legal fields which host a range of international and national conferences, seminars, interest group discussions, and in-house programs on leading-edge topics. In addition to teaching and research programs, the centres also hold a range of international and national conferences, seminars, interest group discussions, and in-house programs on leading-edge topics.

3. The center includes the Asian Law Center, Center for Artificial Intelligence and Digital Ethics, Center for Corporate Law, Center for Media and Communications Law, Center for Resources, Energy and Environmental Law, Electoral Regulation Research Network, Health Law and Ethics Network, Intellectual Property Research Institute of Australia, Melbourne Climate Futures, Peter McMullin Center on Statelessness, and Tax Group.

Administrative Structure

Head of School of Professional and Continued Education
5 Academic program directors
Project Team Manager
20+ Education technologists and learning designers
23+ Video, media and graphic designers and producers
24+ Project managers and project officers
100+ Subject matter experts and professional staff

Australian National University

Historical Background

The bill establishing the Australian National University (ANU) was passed by the Federal Parliament in August 1946. The Centre for Continuing Education was established in 1959 as the Department of Adult Education, attached to the School of General Studies of the newly formed ANU, under an advisory committee chaired by the Vice Chancellor.

An independent 'Centre' was established, and an academic director was appointed in 1969. At that time the Centre had a national extension program, a local extension program and an academic program. Following a range of changes in its place within the University structure, and in its governance, resulting from several University Reviews, the CCE was established in its current form in 1999.

At that time the academic work of the Centre, and its involvement in externally funded 'projects, ceased. The result of this was to separate the profitable and loss-making parts of the previous CCE. The activities of the CCE in providing a link between the ANU and the community, under the directorship of a 'manager', were restricted to: first, Continuing Education courses including the Institute of Art's (now the School of Art, College of Social Sciences) Open Art program; second, the University Preparation Scheme; third, the Professional Development program of short courses; fourth, fully funded conferences, seminars etc.; and fifth, a visiting fellows program which was funded by the Centre (closed in 2005 and now hosted by Centre for Higher Education Learning and Teaching).

Between 2007-2012, the Centre provided the Canberra community with 1,870 courses and taught 16,265 students, in addition to continuing to run important national gatherings of school students and teachers. In addition, other parts of the university provided Professional Development Courses and Continuing Education Courses that created competition for CCE as noted by a comprehensive external review of CCE in 2012. The review recommended greater internal coordination.

Currently, continuing education and professional education programs are offered through CCE, ANU Extension, and in various schools and colleges.

Programs

The Center for Continuing Education is primarily responsible for programs in continuing education at the university. It designs and provides its own courses and certificates and works in collaboration with other divisions in the universities that are listed as "Friends of CCE."

Community Courses

The program offers courses in creative arts, history and the arts, science and health, and languages, and organizes an Adult Learners Week and Tester Events.

Professional Learning

Educators

1. Designed as an interactive workshop for educators and current emerging leaders across a range of educational contexts and sectors. It investigates action research and reflective practice as an effective approach to improve professional culture and empower educators to refine their practice.
2. Action research enables educators to drive improvement for students' learning in areas of priority for themselves, their teams, and their institutions. The workshop provides participants with time to explore and share ideas across different scenarios before developing a plan of action related to their own current education priorities.

Climate Change

1. Climate change is the most significant environmental, social and economic challenge of our time. Across the Indo-Pacific region, communities are increasingly challenged by the diverse and multiple physical impacts of climate change. Australia is committed to the United Nations' 2015-2030 Agenda for Sustainable Development and the Paris Agreement and assisting its neighbors to tackle these climate change challenges.
2. The program is designed for government officials responsible for managing or delivering international climate initiatives in developing countries, with or alongside development assistance. Participants presented with a series of lectures to expand your understanding of the climate change adaptation challenges of the Indo-Pacific within a development context. The lecturers are selected academic and industry professionals from ANU and elsewhere, who specialize in climate change adaptation and policy integration.
3. The topics covered include climate economics, food security, agriculture, tourism and governance, human security, health, water and sanitation, infrastructure, urban planning, gender equality and social inclusion. Through peer-to-peer learning and group-based discussions, participants share their experiences of working within Australia's development program and form a network of colleagues to support their ongoing efforts in integrating climate change adaptation thinking into their everyday work.
4. The course is structured by eight learning modules and three interactive activities. Each module and activity is designed around particular sectors or clusters and embedded with cross-cutting themes, such as environmental sustainability, low-regrets adaptation options, nature-based solutions, social inclusion, governance, regulation/law enforcement, and breakthrough technologies.
5. Critical research, evaluation, interpretation and analysis skills are a focus of this course, as well an understanding of socio-economic impact models and skills to improve climate change adaptation-relevant regulatory oversight, policy intervention and service delivery.

Micro-credentials

Features of Micro-credentials

1. Micro-credentials are short, competency-based offerings focusing on specific skills or discipline topics. They are a flexible mode of learning and allow enrollees to make choices based on their professional and personal needs and goals. ANU offers micro-credentials at postgraduate level in its areas of expertise so that enrollees can learn from world-renowned experts.
2. ANU micro-credentials contain both synchronous (sessions conducted in real time) and asynchronous (components to complete in your own time) elements. They can be taught wholly online, in a blended format, or in person, depending on the Micro-credential.
3. Micro-credentials can be taken as standalone units, or two or more units can be stacked together to form larger evidence of study. This means that enrollees can pick and choose micro-credentials of interest without the need to commit to longer and more traditional forms of study.
4. ANU micro-credentials vary in length according to both the unit value and the content. In general, ANU micro-credentials will contain 21 hours of learning per 1 unit, which is then split up into self-paced learning, in-person or online sessions, and assessment tasks.
5. ANU micro-credentials are stackable; a series of related micro-credentials can be taken as a suite to develop in-depth knowledge and skills, or enrollees can pick and choose different micro-credentials that together form a bespoke learning plan specifically tailored to them. Enrollees who complete a micro-credential at ANU will be awarded a digital badge to certify skills and/or knowledge in a specific subject area.
6. ANU has designed some specific micro-credential stacks that lead enrollees through related topics that give depth and breadth of study. This gives greater flexibility to meet individual study needs.
7. ANU micro-credentials are taught at graduate level and assume the generic skills of a bachelor's or equivalent. ANU micro-credentials do not have pre-requisites, although some micro-credential stacks may need to be completed sequentially.
8. When a student successfully completes a micro-credential, they are awarded a digital badge., which is verified through My eQuals and can be shared publicly (for example, on LinkedIn). Sitting behind the digital badge is metadata that contains the details of the micro-credential completed. The digital badge verifies that the ANU micro-credential is valuable, reliable, and credible and that the recipient has obtained the skills and knowledge it describes.

Available Programs

1. Arts and Social Sciences
2. Asia and the Pacific: Economic development; Gender and Social development; Geopolitics and regionalism; politics and nature of the state; research methodologies and special topics; understanding the pacific.
3. Business and Economics
4. Data analysis: Applied data analysis; Data capability and opportunity; Data skills and literacy for professionals; Demography
5. Law: Introduction to data and cyber law

6. Science: Data wrangling and visualization in the health and environmental sciences using R

Short Courses

1. At ANU, a short course is a graduate certificate that normally comprises four subjects (24 units) that can be completed in six months. Delivered in a range of flexible modes, including full-time, part-time, on campus, online, evening or intensive, a short course is a great way to fit further study around participants' professional and personal life.
2. Dozens of short courses are available across the university's schools and colleges in the fields of arts society and culture, law and legal studies, business and commerce, engineering, and computer science, natural, physical and environment sciences, health and medical studies, government, policy, Asia Pacific and international relations.

Friends of CCE

ANU Extension

1. ANU Extension provides an enhanced learning experience for Year 11 and 12 students in ACT schools and colleges. They study sciences, engineering, computing, mathematics, commerce, and Asian studies at ANU while they're still in high school.
2. ANU Extension students receive credit towards a bachelor's degree for the studies successfully completed through this program. ANU Extension courses can also contribute to a student's ATAR aggregate.
3. Students who successfully undertake studies in ANU Extension and fulfill the academic requirements for their preferred program will gain tier 2 priority admission through the Admission, Scholarships and Accommodation application system and may receive an early conditional offer of entry into an ANU bachelor's degree program.
4. Subjects offered include astrophysics, biodiversity, chemistry, continuing Chinese, creative computing, discovering engineering, global perspectives in commerce, Japanese, Korean language and culture, Indonesian culture and politics, physics, and specialist mathematics.
5. College co-requisites for courses apply. Normally students enroll in only one course per year. In exceptional circumstances and depending on timetabling, they may enroll in two courses. ANU Extension courses have ACT Board of Senior Secondary Studies H course classification. When completed, they are treated as stand-alone minors and have the same identifier as the corresponding T course.

ANU School of Art and Design

The ANU School of Art & Design is Australia's most influential art and design institution. It trains the world's leading designers, artists, art historians, and curators, generating knowledge and cutting-edge practices for a vibrant and future-focused society.

Centre for Learning and Teaching

1. Provides expert advice and support in delivering innovative learning and teaching services through collaborative partnerships across the University. CLT is a service division and has a strong orientation to stakeholder collaboration and provision of high-quality services to the ANU education community, and is comprised of three teams:
2. The Education Communities and Environments (ECE) Team promotes, recognizes and communicates teaching excellence as it relates to education research, scholarship and codevelopment of the University's virtual and physical learning environments.
3. The Education Design (ED) Team advises, supports and partners with teaching staff via consultation and projects on educational design, digital technologies, and pedagogy in order to enhance teaching and learning effectiveness.
4. The Continuing Education (CE) Team provides opportunities for ANU professionals and members of the wider community to extend and enrich their learning through diverse course offerings and professional development initiatives.

Professional and Executive Programs in Schools and Colleges

College of Law

1. ANU College of Law Professional Development courses enable participants to update or refresh their knowledge, expand their skillset, focus on a specialized area of law relating to their current role or gain new knowledge and skills to prepare them for a new role.
2. Courses are taught by world-class academics and guest lecturers with real-world professional experience and delivered in an intensive format of between 4 days to 3 weeks to suit working professionals. After completion, participants receive a Certificate of Attendance from the ANU College of Law, but it is not possible to use the attendance as credit towards a degree program at ANU or any other university.

College of Asia & the Pacific

Crawford School of Public Policy
1. Located in the College of Asia & the Pacific, the School has delivered Executive Education for public, private, and not-for-profit organizations since 2005 that provide unique, excellent and relevant training opportunities to current and future policy professionals in various agencies of the Australian Federal and State governments, and governments throughout the Asia-Pacific region.
2. The short courses and training programs are research based, future oriented and citizen focused. They are taught by world-class academics and experienced senior Government professionals at the leading graduate public policy school in the Asia-Pacific region. The courses are organized into four different themes: policy essentials, economics, data analysis and decision making, skills for future leaders, and public sector leadership for senior executives.
3. The Crawford School also tailors training programs to the needs of both national and international clients. Working with the client, the school co-designs the course length, content, delivery format and other criteria to meet the specific educational needs of course participants and develop a program to address your unique policy challenges.

National Security College
1. The National Security College (NSC) is a unique partnership between the Australian Government and the Australian National University, established specifically to teach and research in the fields of national security and public policy. It works with governments, higher education institutions, business and civil society across Australia, Asia and the Pacific to build capacity in responding to local and regional security issues - particularly water, food and energy as well as health, economic and environmental challenges. Programs are designed to the specifications of national government departments, state governments and international clients.
2. The programs range from the provision of advice to policy makers, to strategically partnering with organizations to help implement good governance, regulatory frameworks, policy evaluation, public policy, applied economics, public administration, environmental management, and technical solutions with measured impact. Learning and development is designed and directed towards real time capacity building
3. Executive Development programs are comprehensive in scope, designed to provide a grounding across the spectrum of security issues while building enduring personal networks. These flagship offerings range from a week to four weeks in length. They are often targeted at specific cohorts of national security professionals based on experience and seniority.

ANU College Pathway Programs

ANU College is the English language and academic pathway provider for ANU. ANU College programs deliver pathways to ANU designed to help you successfully transition to undergraduate or postgraduate study.

Academic English Preparation

1. Academic English Preparation (AEP) is a program focused on English reading, writing, listening, and speaking skills. AEP is designed to equip international students with skills and knowledge needed to live and work in Australia, and to successfully transition to other courses at ANUC.
2. AEP is for students who wish to study at ANU College, but who do not meet the English language entry requirements for Foundation Studies or ANU Access English, a 10-week intensive program with a strong focus on academic English. Depending on a student's English language competency and their chosen pathway program, they can complete either 10 or 20 weeks (2 ten-week blocks) of AEP to progress to their pathway program at ANU College.

Foundation Studies

1. Foundation Studies is for students who have not studied an Australian Year 12 curriculum. It has been designed to give students the right academic preparation for the ANU bachelor's

degree they want to study. Compulsory courses include academic English, plus mathematics or research skills.

2. Students receive about 20 hours of face-to-face class time per week. Over 90 per cent of Foundation Studies graduates receive an offer or conditional offer for an ANU bachelor's degree. To be eligible for Foundation Studies, a student must have completed an international equivalent to Australian Year 11.

Administrative Structure

Centre for Continuing Education

Team Leader
Team Leader, Staff Education
Manager
Extension Coordinator
Senior Education Support Officer
Education Support Officer (4)
Education Support Specialist, Micro-credits
Program Officer

Asia

National University of Singapore

Historical Background

The National University of Singapore School of Continuing and Lifelong Education (NUS SCALE) was launched in June 2016 to drive the expansion of NUS' lifelong learning offerings in a concerted and strategic way that furthers the university's mission to be a leading global university, as well as fulfil its role as a public university of Singapore, shaping the future.

NUS SCALE aims to provide youths, executives, and corporations access to NUS' suite of innovative, world-class Continuing and Lifelong Education offerings, to stay relevant and ahead of competition. Drawing on unparalleled access to the multi-disciplinary expertise of 16 other NUS Faculties/Schools, NUS SCALE offers youth, executive and professional development/training programs, part-time degree programs, as well as modular courses that meet the lifelong learning needs of individuals. All programs are designed and developed in consultation with the industry to ensure relevance and currency.

Programs

NUS SCALE Administers a selection of part-time undergraduate programs and certificate courses that is catered specially for working adults looking to future-proof themselves. Offered in partnership with the distinguished NUS Faculty of Engineering and School of Computing, these programs are fitted with robust curricula that are current and relevant to industrial demands.

Youth Programs

Organized by the SCALE-Global team, the range of NUS Youth Programs are specially curated for youths to find out about impact – the impact they want to make for their future – and to make better decisions. NUS Youth Programs also provide participants the opportunity to get acquainted with the NUS experience. In addition, participants can also pick up essential soft skills such as leadership, teamwork, and public speaking.

1. Face-to-Face Programs: These programs provide an authentic and immersive experience for participants to get a taste of an international learning experience at Singapore's flagship university; be part of a high-quality, hands-on learning journey led by distinguished NUS faculty members who have mentored generations of change makers; better understand the NUS culture by interacting with current undergraduates and learn about the different study opportunities; and work on group projects with fellow peers, revolving around real-life issues that the world currently faces.
2. Online Programs: These programs are designed for academically curious students interested in the intellectual challenge of NUS. The wide array of in-depth programs is specially curated, and aim to help students expand their domain knowledge, get inspired by

new ideas and have access to the authentic NUS learning experiences through close-up interactions with NUS faculty members. Certificates are awarded to students who meet minimum 85% overall attendance rate; complete and pass assessments within the respective given deadline; and complete the Post-Program Evaluation Survey.

3. The programs offered have covered topics such as artificial intelligence and machine learning, community leadership, entrepreneurship, innovation, industry, sustainability, data analytics, global contemporary art within Asia, global media culture, negotiation in a global world for young leaders, physics at the nanoscale, common law in commercial litigation, business and finance, carbon neutrality, civil and environmental engineering, economic issues and policy, Fintech and digital business, inspiring health for all, micobiome in health and diseases, law and public policy, maritime and supply chain management, psychology and applied psychology, STEM leaders, quantitative reasoning, and urban planning and architectural design.

Undergraduate and Programs and Certificate Courses

Degree Programs

1. Currently, the undergraduate offerings include
    a. Bachelor of Technology in Computing in which students can earn a Bachelor of Technology (Cybersecurity), Bachelor of Technology (Software Engineering), and Bachelor of Technology (Business Analytics).
    b. Bachelor of Technology (Chemical Engineering), Bachelor of Technology (Civil Engineering), Bachelor of Technology (Industrial & Management Engineering), Bachelor of Technology (Mechanical Engineering), and Bachelor of Technology (Supply Chain Management).
2. Target Audience and Duration
    a. Both degrees are specially designed for polytechnic graduates working in the industry to upgrade from diploma to a bachelor's degree for better career progression opportunities. They are part-time programs delivered via a modular structure, which allows students to study at their own pace, posing minimal disruption to their personal and work commitments.
    b. In addition to the two normal semesters of study in each Academic Year (Semesters 1 and 2), the BTech Program also runs a 10-week Special Term during the period from May to July. The minimum and maximum candidature periods are two-anda-half and six years respectively, inclusive of approved periods of leave of absence.
    c. Nonetheless, records show that if work, family and other commitments permit, students typically attend classes three evenings a week and should typically be able to complete their degree requirements in four years. The curriculum structure is completely modular and flexible, and students should study at their own comfortable pace. Students are strongly advised not to rush through their programs.

Certificate Programs

1. NUS SCALE's certificate courses are introduced for working adults who wish to acquire higher problem-solving skills and knowledge relevant to their industry. Credits attained through completion of these certificate courses can be stacked towards the fulfilment of the Bachelor of Technology (BTech) degree for candidates who are eligible to enroll in the degree program subsequently.
2. Each certificate comprises four to six modules and can be completed in 12 to 18 months. Credits can be stacked towards the fulfilment of the related Certificate Course and related Bachelor of Technology degree programs.
3. Certificates in Computing are offered in the areas of foundations in computing, systems and application development, business analytics foundation, institutional analytics, software engineering, cybersecurity, and digital analytics.
4. Certificates in Engineering are offered in the areas of civil engineering, chemical engineering, electronics engineering, industrial and management engineering, mechanical engineering, and supply chain management.
5. Executive certificates
   a. Are offered in several STEM areas including chemical engineering principles, heat and mass transfer, particle technology, probability and statistics, engineering economy, global sourcing & supply management, distribution & warehousing, mathematics for chemical engineers, engineering mathematics, fluid mathematics, electronic circuits, and oil & gas technology.
   b. Each Executive Certificate can generally be completed within one semester (i.e. approximately 4-5 months) and is equivalent to 4 modular credits. Credits attained through completion of Executive Certificate courses can be stacked towards the fulfilment of the related Certificates/Specialist Certificates and Bachelor of Technology degree programs.

Advance@NUS

1. Launched in March 2020, this program offers a new admissions pathway for adult learners to earn their first bachelor's degree as full-time undergraduates. This pathway allows adult learners with rich professional experience, but do not have a university degree to apply to one of the undergraduate degree programs offered. It presents an opportunity for adult learners to broaden their knowledge base and skills and improve their future career prospects.
2. Advance@NUS programs available for undergraduate admission in 2022/2023 include
   a. School of Business: Bachelor of Business Administration; Bachelor of Business Administration (Accountancy).
   b. Faculty of Engineering: Bachelor of Engineering Chemical Engineering; Bachelor of Electrical engineering; Bachelor of Mechanical engineering.
   c. College of Humanities and Sciences: Bachelor of Arts (all majors); Bachelor of Social Sciences (all majors); Bachelor of Science (limited to majors in Chemistry, Life Sciences, Mathematics, Physics, Statistics).

Graduate Programs

Programs Administered by NUS SCALE

1. Master of Science in Industry 4.0: this multidisciplinary graduate degree program equips its graduates with the most sought-after competencies in the age of the fourth industrial revolution, Industry 4.0. Harness the power of emerging technologies like sensors, robots and automation, as well as additive manufacturing to transform industry, and make a mark on the future.
2. Master of Science in Venture Creation: students learn what it takes to turn those entrepreneurial dreams into reality through a graduate degree program that combines world-class academics with hands-on experience. Get the skills, knowledge and support needed to groom a start-up into a unicorn.

Programs Administered by Other Schools and Faculties

1. Master of Science in Digital Financial technology: offered by the Asian Institute of Digital Finance, NUS School of Computing and NUS Business School. Designed to lay a strong foundation upon which to build the future of financial services. Students can hone skills and knowledge in such key areas as cloud computing, data analytics, risk management and artificial intelligence to compete with the market leaders and foremost innovators.
2. Master of Computing: offered by the NUS School of Computing. Designed to answer the massive market demand for tech talent as a next-level information technology professional who can keep pace with the rapidly evolving field of Computing.
3. Master of Science in Business Analytics: offered by NUS Business Analytics Centre. Designed for students to gain the business and computing competencies needed to become a sought-after talent across a multitude of industries, both locally and internationally.
4. Master of Social Sciences (Communication): offered by the NUS Faculty of Arts and Social Sciences. Designed to equip students to reach the lofty peaks of the modern communication landscape, and learn to apply pertinent skills, knowledge and expertise across areas such as new media, digital marketing and data analytics to effectively reach out to key target audiences.
5. Master of Arts (Arts and Cultural Entrepreneurship): offered by the NUS Faculty of Arts and Social Sciences. Designed to enable students to develop strategic skills in the administration, management and leadership of arts and cultural entities to shape the arts, cultural and creative sectors into lively and thriving legacies for tomorrow.
6. Juris Doctor: Offered by the NUS Faculty of Law. Designed for students to build a stronger case towards becoming a lawyer qualified to practice in Singapore. It offers a comprehensive range of specializations and equips graduates with essential skills and knowledge, as well as a global perspective to better deal with the challenges of globalization.
7. Master of Laws: Offered by the NUS Faculty of Law. Enables students to establish a firstrate reputation for excellent legal skills and knowledge. It allows them to read a wide range of electives or choose a specialization, while providing opportunities to learn from visiting professors from internationally renowned univ rsities.
8. Master of Science in Maritime Technology: offered by the Centre for Maritime Studies and NUS Faculty of Engineering. Designed for the port, maritime and logistics sector of the

future and to nurture emerging leaders and change-makers to drive innovation and transformation.

9. Self-funded master's degree (by Coursework) Programs: students can explore the full range of Self-funded master's degree (Coursework) Programs at the NUS faculties and schools, and institutes.

Continuing Education and Training (CET)

1. The suite of CET courses is designed to upskill participants in key emerging areas so that they stay competitive in the digital age in fields such as 5G and telecommunications, advanced manufacturing, artificial intelligence, cybersecurity, data analytics, leadership & management, supply chain & logistics, tech-enabled services, and urban solutions and sustainability in just one to three days.
2. Different programs are designed for alumni, companies, and NUS staff

Alumni Programs

1. The NUS Lifelong Learners or NUS L³ program seeks to upskill NUS alumni through a wide array of contemporary courses that are skills-based and industry-relevant. Currently, 89 certificates are offered in a wide range of areas from additive manufacturing, advanced pharmacy practice, medical devices and regulatory affairs, analytical and technology management, Asian business management, data analytics and visualization, data mining, deep learning and applications, food science, forensic science, health informatics, robotics and automation, energy management, Chinese studies, emerging technologies and public policy, child protection, digital marketing, electric drives, fintech, infrastructure and construction project management, music production, real estate wealth management, small business management, and workplace virtual communication.
2. NUS Resilience and Growth (R&G) Initiative: designed to meet the uncertainties engendered by COVID-19 for those who earned their undergraduate degrees in 2020 or 2021. Each Virtual Voucher can be used to take one modular course, one Executive Certificate or one Professional Certificate for free. The R&G Virtual Vouchers for both Class of 2020 and 2021 will expire on 31 March 2024. This bold initiative is offering more than 1,000 exciting development opportunities during this uncertain time, including continuous education and training opportunities that allow the graduating cohort to grow and future-proof themselves so that they are ready to seize new opportunities once the economy recovers.
3. Alumni Webinars: The life expectancy of the Singaporean workforce is increasing. The webinars enable participants to gain insights to how you can prolong their productive longevity and discover the skills that they will need to keep living well.

Administrative Structure

NUS SCALE Management Board
Dean
Deputy Dean
Vice Dean (E-learning and Technology)

Associate Dean (Executive & Professional Development
Associate Dean (Administration)
Executive Director (SCALE-Global)
Director (Academic Programs Business)

Industry Advisory Board

Chair
5 Members
2 Ex-officio: Vice Provost (Masters' Programs and Lifelong Education) and Dean, NUS SCALE;
Deputy Dean, NUS SCALE.

University of Hong Kong

Historical Background

The HKU School of Continuing and Professional Education traces its origins to 1957 when the Department of Extra-Mural Studies (DEMS) was established. When the first modern library was opened in the city in 1962, and demand for librarians rose, the DEMS responded by establishing Hong Kong's first librarianship course in Library Techniques jointly with the Hong Kong Library Association. In response to the need for housing managers following the launch of an extensive public housing program, in 1963 the DEMS in cooperation with the government started to offer a two-year training program in housing management, which later developed into a three-year certificate housing management course in 1969.

In 1964, DEMS began offering an external LL.B. degree program jointly with the University of London. The following year, the establishment of the Extra-Mural Center brought the DEMS more firmly into the community and facilitated the promotion of professional studies for working adults. In 1971, the DEMS responded to the need for medical laboratories technologists, exposed by a serious medical incident, by offering its first certificate in Medical Laboratory Technology. In 1976, courses enrollments cumulatively reached 100,000, and trebled to 300,000 in 1985. In keeping with the rapid growth, the first permanent Town Center was acquired in 1982 and became a symbol of the university's continuing and professional education. By 1991, accumulated course enrollments exceeded 500,000.

In 1992, the DEMS was restructured into the School of Professional and Continuing Education (HKU SPACE), which enhanced its status within the university. In the 1990s, the school was granted financial autonomy and corporate status, as company limited by guarantee, so that it could plan its activities with greater flexibility and respond to the continuing and professional education market in more flexible, prompt and proactive ways. In 2000 the HKU SPACE Community College (CC) was established. Successful completion of any academic program offered by the CC leads to an award within the UHK system through HKU SPACE.

In 2003, International College (formerly known as Center for Degree Programs) was established to offer full-time undergraduate programs with duration between 10 and 24 months for sub-degree holders. All degree programs are delivered in collaboration with public universities in the UK and Australia. The College also offers full-time postgraduate diplomas, catering to the needs of degree holders. In 2008, cumulative course enrolments reached 2 million. Two years later the Institute for China Business (ICB) was established focusing on growing business leadership and management skills in Mainland China. In 2020, cumulative enrollments reached 3 million.

Programs

Part-Time Programs

Executive Education: Currently, 61 executive certificates are offered in numerous areas including business and financial management, applied psychology, aircraft leasing and financing, public relations and corporate branding, business intelligence and data automation, big data and business analytics, accounting for business managers, Chinese/Japanese translation, entrepreneurial finance and accounting for small business, blockchain and financial technology, corporate coaching, digital and social media marketing, archives management, marine insurance, professional tax practice, political leadership, organization and human resource management, event management, corporate credit management, corporate social responsibility, audit analytics, and enterprise risk management.

Doctoral: Currently, one degree is offered, Doctor of Business Administration.

Master: Currently, about three dozen are offered in various fields including digital and social media marketing, legal practice, arts and cultural enterprise, business management facilities management, occupational hygiene, project management, real estate, safety, health and environment, cybersecurity, marketing, information studies, museum studies, electrical and electronic engineering, artificial intelligence, internet of things, design management, clinical pharmacy, dietics, human nutrition, risk management, professional accountancy and biomedical science, and global MBA, and tourism and hospitality management.

Postgraduate Diploma/Certificates: More than 100 diploma/certificate programs are offered in law, engineering, business, communications, media and popular culture, information technology, humanities, social sciences, arts, music, health care, languages, and nursing.

Bachelor: More than 30 degrees are offered in the fields of business, health care, pharmaceutical science, engineering, media, information technology, social sciences, aviation management, law, biological science, and food and nutrition.

Certificate and Diploma: Currently, over 400 are offered in the fields of business, arts, health and medical sciences and health studies, design, engineering, information technology, languages, pharmaceutical industries, psychology, legal studies, nutrition, nursing, communication, applied social sciences, architecture and smart building technologies, librarianship, politics, STEM, food science, expressive arts, nutrition, and sports.

Short Courses: Currently, more than 800 are listed covered all the areas mentioned above and many more. They are put in three categories, leisure and cultural, examination preparation, and career advancement.

Full-Time Programs

Masters: currently, one degree is offered Master of Science Tourism and Hospitality Management.

Bachelor: currently, 25 degree programs are offered in food nutrition, media cultures, communications, advertising & public relations, accounting and finance, banking and finance, business and management, economics and management, graphic design, media and cultural

production, multimedia journalism, marketing, marketing and management, aviation management, cybersecurity, cruise management, hospitality management, tourism management, interior architecture, accounting, sport coaching, sport management, architectural studies, social sciences, international festival & event management.

Sub-Degree: more than 80 higher diplomas and associate degrees offered in the fields of information technology, business, applied social sciences, languages, legal studies, media, cultural and creative studies, languages and humanities, biomedical sciences, engineering, nursing studies, environmental sciences, physics, chemistry, statistics, government and international studies, psychology, sociology, social welfare and social administration, medical and health sciences, sports, nutrition and food, aviation studies, and architectural studies.

C*ertificate & Diploma*: currently, 10 certificates and diplomas are offered in various fields including dental therapy, and medical lab science (the others are listed in Chinese).

Other Programs

Corporate Training
1. Business is becoming more global and increasingly competitive. Organizations today are faced with challenges in leadership, change management, talent retention, risk management and business ethics compliance. The executive education programs can help executives cope with these challenges by equipping them with the latest executive and soft skills leading to professional and personal enrichment.
2. The school has assembled an experienced faculty made up of an inspiring mix of entrepreneurs, change agents and innovators. All are expert in their fields with real-world, practical, hands-on experience of working with, and consulting for, sizable organizations in a wide variety of industries.
3. It offers more than 30 open-enrolment and customized programs in the key disciplines of Leadership and Management Practice, Business and Professional Development, Entrepreneurship and Business Innovation, Marketing and Brand Management, Accounting and Finance, Corporate Governance, Hospitality and Tourism as well as Executive Grooming.

Applied Learning Programs

1. Applied Learning (ApL) is an integral part of the elective subjects of the senior secondary curriculum to complete the senior secondary school subjects. ApL is designed to meet students' interest and inclination which aims to provide students with the opportunities to explore their lifelong learning and career aspirations.
2. Through ApL courses, students can develop their generic skills, interpersonal relationship, values and attitudes, vocational knowledge and skill, and understand workplace requirements. Students can obtain recognition for their further studies and career development.
3. To meet the different learning needs, abilities and orientations of students, the applied learning program covers six areas of study, including creative learning, media and communication, business, management and law, services, applied science, engineering and production.

HKU SPACE Business

1. The diverse and thoughtfully designed business education programs are geared to improving participants' academic qualifications and reshaping their career. The courses, which focus on accounting & finance, business & management, and marketing & hospitality, provide articulation pathways from advanced diploma, bachelor's degree and postgraduate diploma up to master's degree level programs.
2. Also offered are executive certificate programs and short courses to equip participants with the most up-to-date and in-demand skill sets. HKU SPACE partners with internationally-acclaimed universities and renowned professional bodies to provide state-of-the-art knowledge, cultivating business and financial talents for the fast-changing modern world.

HKU SPACE Senior Executive Academy (SEA)

Established in 2016, SEA focuses on lifelong learning for senior executives in Greater China.

Humanities, Languages & Law

1. Studying the humanities allows one to become familiar with the creative ideas from great minds outside the world of science and investigate the expressions of the human mind. Language, as a major part of humanities, is important to strengthen one's ability to communicate and understand others while legal knowledge prepares one to fulfill his civic responsibilities balancing passion and rationality.
2. Specific interest areas include law covering alternative dispute resolution, common law and professional courses and numerous law-related courses, architecture, environment & housing, and art, design & culture.

Life Sciences & Technology

1. A variety of high-quality educational and professional training programs at different academic levels, ranging from short courses to postgraduate programs, are designed to enhance students' personal and professional development and prepare graduates for employment, career advancement or further studies. Some programs are related to professional qualifications or recognized by the relevant professional bodies for registration or practice.
2. Specific interest areas in life & health sciences include Chinese medicine, dietics, food & nutrition, medical sciences, nursing studies & healthcare, smart wellness & sustainability, sports, exercise & recreation. In technology, aviation, engineering and sciences they include advanced technology & computing, aviation, data science, engineering, general & environmental sciences, library & information sciences, and statistics.

HKU SPACE Colleges

Community College
1. Associate Degrees are offered by the College in six fields
    a. Arts and Humanities: bilingual communication, Chinese language & literature, English studies, Japanese studies, humanities, and Korean studies.
    b. English: English language and literature.

      c. Economics & Business: business administration
      d. Mathematics & Science: Chinese medicine, nursing studies, biomedical sciences, environmental management, physics, biological sciences, earth and environmental sciences, chemistry, physics, and statistics.
      e. Engineering & Technology: computer engineering, computer science, electronic engineering.
      f. Social sciences: legal studies, geography, advertising and communications, media and cultural studies, government and international studies, creative media and industries, music, psychology and wellness.

2. Higher Diplomas are offered in the same six fields in similar fields.
3. Diploma in Foundation Studies: a one-year program for students who have marginally fallen short of the entrance requirements of associate Degree and Higher Diploma programs.
4. Applied Learning: Certificate Applied Learning (Vocational English/English for Professionals). Designed for senior secondary students to enhance their English communication skills in vocational and professional settings in general work contexts as well as specific industries.
5. Continuing Education Fund Course: Certificate for Module (Introduction to Modern Professional Deathcare). The course aims to give participants an overview of the development of the funeral industry in Hong Kong and other parts of the world.

International College
1. Courses are offered in 8 fields including culture, communication and media, socialsciences, art and design, accounting, business, finance and management, marketing management, tourism, hospitality and event management, sport management and sport coaching, aviation studies, food and nutrition, and information technology.
2. Some of the courses are offered with 13 British partner institutions.

HKU SPACE Po Leung Kuk Stanley Ho Community College (HPSHCC)
1. Founded in 2006, the College aims to equip young people with the necessary skills and knowledge for their academic and career advancements, as well as to prepare them to become well-rounded individuals capable of meeting the needs of this rapidly changing society. Since its inception, HPSHCC has been playing an important role in providing subdegree higher education in Hong Kong.
2. The College received a donation from businessman and philanthropist Dr. Stanley Ho, to support its teaching and learning activities, and the whole person development of our students. In appreciation, the College was officially renamed as "HKU SPACE Po Leung Kuk Stanley Ho Community College in 2015.
3. The Associate Degree (AD) and Higher Diploma (HD) programs offered by HPSHCC are planned and accredited by HKU SPACE in accordance with its stringent quality assurance process. Successful completion of any program offered by the College leads to an award within The University of Hong Kong (HKU) system through HKU SPACE.
4. The programs offered by the College cover a range of areas to cater for the diverse interests of young people. HKDSE candidates, HKALE holders or graduates of the Pre-AD / CGS / Foundation Programs enter the 2-year Associate Degree or Higher Diploma programs,

while HKDSE candidates or HKCEE holders can enter the Diploma in Foundation Studies programs to enhance their language and analytical skills, and to prepare them for studies in tertiary level.

5. Associate Degree (AD) programs are designed to provide broad-based education. The programs provide students with a solid foundation of general knowledge while allowing an in-depth study of a specialized area. Higher Diploma (HD) programs aim to provide secondary school graduates with a solid foundation in a specialized area as well as a wide range of compulsory General Skills subjects, which will give students an all-round capability as well as the specialized knowledge and skills that they need for career development and further studies.

Administrative Structure

Directorate Members
Deputy Director/College Principal
Deputy Director (Administration)
Deputy Director (Academic Services
Deputy Director (Business and China)
Deputy Director (Arts and Sciences)
Chief Information Officer

Academic Staff
1. Community College 12 college leadership team; 96 faculty; 5 counseling staff; 17 administrative staff; 1 technical staff
2. College of Business and Finance (21 people including administrators)
3. College of Humanities and Law (50 including administrators)
4. College of Life Sciences and Technology (34 including administrators)
5. Institute for China Business (23 including administrators)
6. International College (leadership 3; international faculty 15)

Academic Services Support
Directors of Center for Teaching and Learning; Quality Assurance and Enhancement; Registry Affairs.

Administrative and Services Support
Directors of Accommodation and Facilities; Finance; Chinese Medicine Clinics and Pharmacies; Human Resources; Information technology Services; Institutional Advancement; and Research and E-Learning.

Board of Directors
The school has two principal Boards, the HKU SPACE Board of Directors and Board for Continuing Education and Lifelong Learning (CPELL) through which its overall policy is determined, and the University's governance is exercised.

HKU SPACE Board of Directors

The Members of the Company, on behalf of the University are:

- The President & Vice-Chancellor
- The Provost and Deputy Vice-Chancellor or a Vice-President & Pro-Vice-Chancellor
- The University of Hong Kong, represented by the Registrar
- Director of Finance
- The Director of the HKU School of Professional and Continuing Education
- The Chairman of the Board of Directors of the HKU School of Professional and Continuing Education

These Members appoint the Board of Directors which sets overall policy on resources.

The CPELL Board has a chairman, secretary, and 12 members.

Seoul National University

Historical Background

The Extension College opened February 2010 as a dedicated lifelong education organization at Seoul National University (SNU). It was charged with providing high-quality liberal arts and technical education to the public and residents as part of the university's mission of giving back its rich research and expertise to society. This is seen as essential to prepare for the era of knowledge-based society and lifelong learning. In addition to offering liberal arts courses and professional qualifications, it was also allowed to introduce e-learning courses, and other continuing education programs. Mechanisms were put in place for the College to collaborate with the University's various schools, research centers, and facilities.

In the period 2011 to 2013 it signed several agreements with various colleges and research institutes at the Seoul National University and with external organizations to launch a series of programs and courses in educational professional leadership, enterprise education, Korean language teachers online, biotechnology, climate change, a youth knowledge sharing project, music education professional leadership, baseball academy, green leaders, youth finance leaders' forum, and art training.

In the period 2014-2017 additional courses were introduced in various fields including early childhood education, civic gardening, forest maintenance, beauty business, and launched a youth career camp, a parental communication camp, and lifelong learning special lectures. The Center also became a certified Department of Education lifelong learning account institution, joined the Korean University Lifelong Education Council, and was designated as a consignment agency for leading teacher training development, among several developments and initiatives.

Since 2018, the Center has launched a leadership academy of change and creation, professional music education instructor course, art college arts and teaching program, registered as a lifetime education voucher operator, operated a college career search consignment program, and received approval for designation as institute for special field training. Additionally, new courses were introduced in qualitative research theory and hands-on master course, agreements were signed for co-production and business cooperation of educational broadcasting, and to promote high schooluniversity-based local talent development.

Programs

World Citizenship Course

The course is intended to offer students intellectual journeys into world cultures, issues, and developments. Topics studied include world tour with a geographer, finding the lost world: a history search with archaeologists, thinking about philosophy in the age of artificial intelligence, understanding refugee issues, studying animal rights, history and philosophy of French literature, the language of yoga, writing and melody, studying fragrances for healing, etc.

Professional Training

Currently, the following 8 courses are offered.

1. Understanding the refugee issue: thirty years after joining the Refugee Convention, refugees are still unfamiliar or feared in Korean society. This course gives students the opportunity to listen to lectures from experts in the field and consider issues surrounding refugees.
2. Forest maintenance training: the course seeks to train professionals to develop and support effective forest management activities.
3. Quantitative research methodology: it trains students data collection and statistical analytical methods to analyze social phenomena.
4. Online Korean teacher training: the course trains Korean language education staff for learners whose Korean is not a first language.
5. Online Korean language education professional instructor training: the course is intended for Korean language instructors who teach Korean to foreigners.
6. Music education professional leadership: the course aims train professional instructors in music education in the creation of jobs for music artists and the financial viability of classical music.
7. Theory and practice of qualitative research: this is a hand-on course that seeks to train qualitative research experts to gain insights into various social phenomena and human behavior.
8. Deep learning in python: the course is a hand-on program that develops data analysis and deep learning skills for the general public including college students, job ready students, and non-graduates who have not majored in computer science.

Youth/Family

1. Pre-course college lectures for student from 3rd grade of junior high school to 3rd grade of high school to experience the lectures of various disciplines and majors of the university in advance. The program also helps students begin thinking about their future careers. The lectures are delivered by SNU faculty from various departments.
2. Parental communication camp at SNU featuring youth and parents who take special lectures and campuses.
3. College visit education program that provides opportunities for youth to design their futures and continuously develop their competencies and potential.

Convention Project

1. Asia Ming Knowledge School: this is an age-specific, customized continuing education program for middle-aged people in their 40s and older who are interested in Asian civilization knowledge. It aims to spread Asian knowledge information at home and abroad and is a course that not only Koreans but also domestic and foreign foreigners who can speak Korean can participate together.
2. Geumcheon professional programs: Geumcheon district in Seoul and SNU have prepared systematic and professional programs for everyone from junior high school students to adults to cultivate future talents. Different courses are designed for cohorts for different groups grades 5.6 to middle school students, high school students, and adults.
3. Parental communication camp with middle school children: a one-day communication program featuring youth and parents who also take special lectures and lectures with their

parents, as well as a one-day communication program that explores the campus. SNU faculty and student mentors share the entire course.

4. My dream for youth: a program for 100 high school students in the county of Pyeongchang in Gangwon-do province who are pre-selected by the Pyeongchang county office. It features career design programs that allow youth to explore and contemplate their futures. The curriculum is created by SNU faculty and involves SNU student mentors.

5. High school-university-based local rehabilitation project: the program aims to bridge the gap between local talents and education gaps by tailoring high school careers and aptitudes using the university's excellent resources and personnel. It is a student-centered education where students can become the subject of learning and design and learn for themselves, and it provides opportunities to explore a range of subjects that allow them to move away from passive learning and become creative.

6. Canada Program for Korean teachers: it is organized by the Canadian Institute of Korean Education in collaboration with the University of Toronto's Continuing Education Center and SNU' College of Continuing Education. It combines attendance classes at the University of Toronto's Continuing Education Center with online lectures (40 hours) offered by SNU's College of Continuing Education. The recruitment and selection of students is handled by the Canadian Institute of Korean Education.

Other Programs

While SNU has long been known for its focus on traditional academics, in recent years efforts have been made to expand its expertise to other areas and offer education to the greater public.

Advanced Fashion Business (AFB) Program

1. One of these efforts is the AFB program offered by the College of Human Ecology. This nine-month program, now in its 17th year, offers fashion industry leaders the opportunity to take classes with SNU's renowned professors. The program is composed of industry management courses such as management innovation, strategy, and leadership, and specialized case-oriented courses in fashion, marketing, retail, and management.

2. Upon completion of the program, participants are permitted to retake classes or enroll in new classes in the curriculum free of charge. An active alumni association facilitates knowledge sharing among graduates, and networking with influential leaders of the fashion and textile industry.

3. The program is composed of five modules: understanding the current state of the fashion industry, fashion textile industry and management strategies, global management of fashion textile, overseas training and benchmarking, and executive leadership. In addition to core courses which are delivered by the best faculty members of SNU, government officers, and industry experts, the program offers opportunities of oversea study tour, field visits, and cultural experiences.

Advanced CEO Program in Food & Nutrition

1. The advanced CEO program is to provide business management strategy including specific management techniques and e-business as well as nutrition-related expertise so that domestic food industry can flexibly respond to rapidly changing modern complex food marketplace.
2. This course is to provide general business management expertise and industry specific knowledge including practical application of innovative food processing techniques, restoring nutritional imbalance using more nutritious food, better understanding of health functional food, and ways to control and improve food quality.
3. Moreover, management challenges faced by CEOs in food industry, nutrition-related policies, sales management in response to consumer trend, global trend on food and nutrition, and advertisement techniques will be discussed in detail.

Advanced CEO Program in Well-Aging & Senior Business

1. Rapid population aging in Korean society has given rise to an interest in older people as a consumer in the expanding senior market and a challenge for improving their quality of life. The College of Human Ecology has led multi-disciplinary research, education, and practice associated with the middle-aged and elderly in a variety of contexts.
2. The program is highly specialized and targeted at CEOs, senior executives, and other top decision-maker who have interests in the aging and senior business. The program focuses on an overview of aging and older adults and offers knowledge and skill necessary to respond effectively to the diverse needs of an aging population. The program provides an opportunity to foster deeper insight, innovative ideas, and strategic abilities in the field of aging.

Administrative Structure

Director
Administrative Office
Department of Civil Education,
Department of Professional Qualifications
Department of Remote Education
Department of Planning and Cooperation.

Steering Committee

Six-members that deliberate on the important matters concerning the operation of the College including curriculum development and operation, business management and plans, and all matters relating to the evaluation and support for non-academic courses in the College.

Indian Institute of Science

Historical Background

The Centre for Continuing Education (CCE) was established in the year 1975-76 to meet the primary objectives of continuing education to the incumbents of Universities, Research & Development (R&D) Laboratories and Industries, by utilizing the resources of the Institute.

The courses are suitably designed to meet the requirements of different target groups, ranging from High School Teachers to Research Scientists/Engineers to enable graduate engineers/scientists to grow into competent and creative managers of technology intensive and data driven organizations. The CCE has rapidly grown in range and depth of its activities.

The CCE seeks to evolve appropriate teaching norms and methods, providing the facilities for educational services, conducting workshops, designing courses, organizing tests and examinations and issuing appropriate grading certificates to the participant in accordance with Institute norms.

Program

CCE-Profience Courses

1. This program, believed to be the first of its kind in the country, was started on an experimental basis in 1980 and has proved to be extremely popular and has attracted wide attention in academic and professional circles. It was established with the objective of providing a sustained and rigorous continuing education program offering courses on subjects of topical interest to scientists and engineers in and around Bengaluru.
2. CCE-Proficience courses are open to those holding a graduate degree in engineering or postgraduate degree in relevant discipline. Every year, there has been a steady increase in the number of students as well as the types of courses offered indicative of the growing popularity of this Program. About 1571 courses have been offered under this program hitherto spread over 77 terms. To date, nearly 80,502 applicants have been admitted and they have benefited through their participation in this program.
3. The program offers semester long courses in areas of topical interest. The courses are organized during evening hours so that working professionals can participate without affecting their normal work. Currently, 26 courses are offered in the areas of innovation and design, quantum theory, soil dynamics, applied linear algebra for engineers and researchers, service design thinking, vaccine and immunity, machine learning, artificial intelligence, data structures and graph analytics, project management, deep learning, data science and machine learning, intellectual property rights, NMR spectroscopy for chemists.
4. The participants in certain selected courses are provided practical training in computer and other laboratories, as appropriate. The course contents are regularly upgraded based on feedback from the faculty and the participants. Test and examinations are conducted according to IISc norms.

Short-term Courses

1. Quality Improvement Program (QIP) Courses: QIP was launched by the Government of India in 1970. The main objective is to upgrade the expertise and capabilities of teachers

of All India Council for Technical Education (AICTE) approved degree-level engineering institutions National Institutes of Technology of the country. In 2019-2020, 23 courses offered in various areas of engineering.

2. Global Initiative for Academic Networks (GIAN) Courses: GIAN was approved by the Government of India aimed at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutions of higher education in India to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence.

3. National Program on Technology Enhanced Learning (NEPTL) Courses
   a. As a project NPTEL originated from many deliberations between Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and Carnegie Mellon University (CMU) during the years 1999-2003. A proposal was jointly put forward by five IITs (Bombay, Delhi, Kanpur, Kharagpur and Madras) and IISc for creating contents for 100 courses as web-based supplements and 100 complete video courses, for forty hours of duration per course. Web supplements were expected to cover materials that could be delivered in approximately forty hours.
   b. Five engineering branches (Civil, Computer Science, Electrical, Electronics and Communication and Mechanical) and core science programs that all engineering students are required to take in their undergraduate engineering program in India were chosen initially. Contents for the above courses were based on the model curriculum suggested by AICTE and the syllabi of major affiliating Universities in India. In 2019, 45 courses were offered.

4. MOOC Courses: From IISc 22 MOOC courses are currently available.

5. Courses for Direct to Home (DTH) 11 are currently offered.

6. Courses for Indian Technical and Economic Cooperation Program (ITECH)

The Extension Lecture Series

1. The lecture series have been designed to motivate the young children from schools and colleges to go for higher studies of their choice. By attending these lectures, the students from different socio-economic background get a chance to know the past, present and the recent developments in Science, Engineering, Medicine and Technology. The resource persons, faculties from different departments go to different places and deliver the lectures. 2. Since 1990, the Institute, under the Continuing Education Program has been organizing Extension Lectures by its faculty in institutions of higher learning at the technical level, and at the popular level in engineering and science colleges and in schools, public/cultural organizations, Doordarshan, a public service broadcaster, and All India Radio.

3. The extension lectures are expected to be of great help in the transfer of information on the latest scientific developments in IISc and other organizations in India and abroad. They are intended to popularize science and through science bring about a transformation in the basic thinking from the traditional fatalistic attitude to a daring confidence in facing scientifically the challengers of the modern times.

4. The lectures are offered not only in Bengaluru but also in centers in the entire state of Karnataka and sometimes even outside the state. Even though the majority of these are in English, lectures are also arranged in regional languages like Kannada/Hindi, if specific requests are received. Many of these lectures are supported by demonstration, slides, transparencies and models.

Administrative Structure

CCE Leadership Team

Chairman
Office Supervisor
Senior Project Associate

CCE Proficience

Coordinator
Convener, CCE Extension Lecture Program
Coordinator, GIAN Courses
Coordinator, NPTEL courses

Advisory Committee

Chair
Members—Deans of the Faculty of Engineering, Faculty of Science, Division of Physics and Mathematical Sciences, Division of Chemical Sciences, Division of Mechanical Sciences, Division of Biological Sciences, Division of Electrical Electronic and Computer Science, Interdisciplinary Research Division, Coordinator, NPTEL, Registrar, Financial Controller, Chairman, Senate Curriculum Committee and Coordinator, GIAN, Coordinator, CCE-Proficience, and Convener, CCE-Extension Lecture Program.

University of Malaya

Historical Background

Universiti Malaya Centre for Continuing Education (UMCCed) was established in 1998, specifically to pioneer the concept of "Lifelong Education" by offering various educational and training programs for all levels of society. These programs include diploma, executive diploma, professional certificates, and short courses in various fields.

To promoting lifelong education among working adults, most programs offered are conducted on a part time basis and tailored according to individual and corporate needs. At the international arena, UMCCed also provides training opportunities to overseas participants through study tours and short courses tailored specifically to the needs of participants. These short-term training programs are also offered abroad including in the Philippines, Hong Kong, and Indonesia.

Programs

Executive Diploma

1. The Executive Diploma program is specially designed to enhance the skills and knowledge related to the client vocation for career advancement. The curriculum, which is developed and designed by professional lecturers from various faculties of the Universiti Malaya and professional practitioners, stresses both theoretical and practical aspects to cater to working adults' needs to enhance their knowledge and skills in related fields. All courses are carried out on a part-time basis and classes are held on weekends.
2. The learning and teaching methods comprise lectures, discussions, group presentations, exercises, videos, and case studies. All these methods are enhanced using various teaching aids. To maintain credibility in UMCCed certification, all examinations are conducted under strict university regulations. In accordance with the conferment of self-accreditation status, UMCCed has taken the step to progressively acquire accreditations for all its executive diploma programs which have been offered since 1998.
3. Beginning from 2021, Remote Learning (RL) was introduced as a new method of study for Executive Diploma. Now, students can choose either Blended Learning (the conventional method of study: physical + online class) or Remote Learning (full online class).
4. 9 diplomas offered in management, early childhood education, counseling, accounting, information technology. Shariah studies, and Usuluddin studies.

Diploma (Full-Time

1. The Diploma Program is offered full-time to school leavers with qualifications in Sijil Pelajaran Malaysia (SPM)/ Malaysian Certificate of Education (MCE). Through this program, students will acquire the skills and knowledge that will contribute towards their career development in related fields.
2. The curriculum developed by academics from the Universiti Malaya as well as industry practitioners, stresses on the balance of theoretical and practical aspects to ensure that the graduates fulfil the needs of the job market and are able to compete in the workplace of today.
3. 4 diplomas offered in management, human resource management, business management, and accounting.

Bachelor's Degree

Universiti Malaya's Bachelor's Degree programs are offered via Universiti Malaya's Open Channel (SATU), Open & Distance Learning (ODL) mode and Remote Learning (RL) mode. Currently, 7 Bachelor's Degree Programs are offered.

Universiti Malaya's Open Channel
1. This is a special channel for admission of Malaysian students into bachelor's degree programs. Through this channel, UM provides an opportunity for more qualified students to enroll in the quality and recognized programs offered by the faculties. The offer of quality programs through Saluran Terbuka Universiti Malaya (SATU) is part of fulfilling the university's purpose to channel its expertise and commitment in expanding knowledgeand skills to all levels of the society.
2. This initiative is also in tandem with the nation's aspiration to increase knowledge, creativity, and innovation, as well as to cultivate a first-class mindset as a main thrust to ensure the success of achieving the status of high-income nation through world class human capital development.
3. Student admission for each program through SATU is subject to a limited number of places. 77 programs will be offered in the 2021/2022 Academic Session.

Open & Distance Learning
1. ODL which emphasizes on self/independent learning enables students to manage their own learning time. Students can access learning materials in an easy and flexible way at any time in addition to the guidance of instructors and the support of other fellow students.
2. Various methods of communication, such as video conferencing, email, social media, discussion platforms as well as various technologies combined with face-to-face interaction as well as the use of physical and virtual resources.
3. As ODL learners, students can study at their own pace. This can be achieved through efficient and ideal time management to balance the commitment between study, family, and career. All programs offered are accredited by Malaysia Quality Assurance.

Remote Learning
1. This is a conventional program with study methods implemented in situations where students are not physically present in a traditional classroom environment but attending class remotely.
2. Teaching and learning are conducted remotely from home or off campus based on the lecture schedule set as students who study conventionally on campus.
3. Remote Learning uses the method as currently implemented during the pandemic and requires a dedicated electronic platform such as SPECTRUM, Google Meet, Zoom, Microsoft Teams & etc.

Master's Degree

1. Universiti Malaya's Master programs are offered via two learning modes: Open & Distance Learning (ODL) and Remote Learning (RL).
2. Currently, master's programs are offered in: Academy of Islamic Studies (9 degrees), Faculty of Arts (Linguistics 1 degree), Academy of Malay Studies (1 degree), Faculty of Education (1 degree), Faculty of Science (4 degrees), Faculty of Law (1 degree), Institute for Advanced Studies (1 degree), Faculty of Built Environment (3 degrees), Faculty of Arts and Social Sciences (1 degree), International Institute of Public Policy & Management(1 degree), and Asia Europe Institute (1 degree).

Islamic Studies

The courses are specially designed to enhance skills and knowledge related to the client vocation for career advancement. The curriculum, which is developed and designed by professional lecturers from Academy of Islamic Studies, Universiti Malaya and professional practitioners, stresses on both theoretical and practical aspects, to cater to working adults' needs to enhance their knowledge and skills in related fields. All courses are carried out on part-time basis and classes are held on weekends. Currently, 5 programs are offered.

Professional Certificates & Short Courses

1. UMCCed Certified program and professional certificate is an initiative to train and to produce high-caliber and highly trained professionals in a particular field of specialization. Through this program, participants are given intensive training through the modules offered and their performance evaluated according to predetermined criteria.
2. Currently, 10 professional certificates are offered in sports business management, oil & gas industrial technical skills, retail operations, sport massage, coaching for educators, and big data analytics. 12 short courses are offered in communications, coaching and mentoring skills, negotiation nd influencing skills, leadership skills, mindfulness, presentation skills, time management, corporate performance, finance, business acumen, and business analytics for managers.

Course Buffet

1. Course Buffet is a form of course offering or part of a course from an academic program offered at the diploma, executive diploma, bachelor, and master levels. The main objective of offering this Course Buffet program is to provide opportunities and options to the public, especially working adults to improve their skills and knowledge (upskilling) in specific fields according to their needs through participation in academic courses offered by UM.
2. Participants attend lecture sessions for the course they have registered with other UM students, either physical lectures on campus or online through Remote Learning (RL) or Open & Distance Learning (ODL) mode. In 2021-2022, 62 courses are offered in Akdemi Pengajian Islam Universiti Malaya (30) Faculty of Built Environment (8), Faculty of Creative Arts (4), Faculty of Languages and Linguistics (20).
3. There are 3 categories of Course Buffets offered as follows:
   a. Group of Courses: Consists of several courses offered in the same program as a form of certification of either a Professional Certificate or a Competency.
   b. Stand-alone Course: participants can follow the entire course with two options, first, with assessment which lead to the award of credit (Certificate of Achievement), or without assessment and no credit award (Certificate of Completion).
   c. Course Components (Selected Topics): participants may choose to follow only certain topics offered for a course. Participants will be given a Certificate of Attendance for each course session they have attended.

Administrative Structure

UMCCed Board of Management

Vice Chancellor
Deputy Vice-Chancellor (Academic & International)
Deputy Vice Chancellor (Development)
Deputy Vice Chancellor (Research & Innovation)
Deputy Vice-Chancellor (Student Affairs)
Director, UMCed
Registrar
Financial Controller/Bursar

UMCCed Management Team

Director
Deputy Director
Head, Academic Program Department
Manager, Academic Program Department
Manager, Program Development Department
Manager, Administration and Operations Department
Manager, Corporate Communications Department
Assistant Manager, Student Affairs Department
Assistant Manager, Financial Management Department

University of Tokyo

Historical Background

The Executive Management Program of the University of Tokyo (UTokyo EMP) was inaugurated in October 2008. It was founded in response to the massive changes taking place in the world including globalization accompanied by a dramatic increase in the complexity of every aspect of society, including politics, economics, technology, and culture. Moreover, the world has been undergoing huge transformation as it moves rapidly toward a multi-polar world order.

In this new dispensation, Japan as an economic region, with a population of only over 100 million, has become insufficient size when compared with other large economic regions. It has become clear that people with traditional capabilities are simply not well-equipped to seize the opportunities of the new moment. There is a need to nurture a new kind of human resources with high levels of general skills in addition to the leading-edge knowledge and thinking. Creating a "platform for learning" (*Ba*) to cultivate such future leaders is one of the most critical issues facing Japan's institutions of higher education.

The EMP program aims to nurture human resources with strong comprehensive expertise, who will absorb the University's advanced knowledge in various fields and will develop deep insight and learning as well as practical and flexible execution capability. It is designed to provide future organizational leaders, particularly outstanding individuals in their forties with the potential to become top managers.

The program is based on broad learning and the discipline of deep insight that lead to issue resolution and the acquisition of the latest knowledge in the variously expanding field of management. However, it also goes beyond these, and stresses developing discussions in line with the goal of fostering issue-setting capability. To this end, the program devotes energy to unresolved issues and those likely to arise in each cutting-edge field, as well as to lively debates about new issues, unconstrained by the vertical divides among fields.

The University of Tokyo is committed, through education, to ensuring that society benefits from the accumulated body of academic knowledge, and through both education and research, to strengthening the link between academia and society at large, as well as promoting research in cooperation with intellectual assets outside the university. The program is unlike anything that other institutions have offered to date.

The University also offers several special educational programs outside of the traditional classroom setting including the Massive Open Online Course (MOOC) platforms, UTokyo Open Course Ware, and UTokyo TV.

Programs

EMP Programs

The UTokyo EMP Method

1. The EMP is founded on the premise that "knowledge" fundamentally sets people free. A diverse and knowledge-rich environment is essential for people to resolve new issues without being constrained by legacy thinking and past approaches. The creation and use of

knowledge are crucial to the formation of a sustainable society moving forward. Further, it recognizes that culture is the foundation of thought and daily life that is based on longkept traditions and lore. Normative culture, cognitive culture and experiential culture all exist within the same cultural sphere. Future leaders are expected to possess at least the minimum knowledge and sympathy about these various cultures.

2. The EMP Method pursues training methods that cannot be used in regular programs, based on the assumption that participants exceed a certain standard based on years of experience from which they have gained knowledge, insight, and the capability to lead. Specifically, the program aims for the following:

   a. Go beyond the usual vertical structure of academics to fully leverage the University of Tokyo's broad intellectual property, making it available to participants while promoting horizontal collaboration.

   b. Build a lecture series that does not slip into routine or stick to educational principles but focuses on trying to structure the important issues we face today and offering a new perspective.

   c. Leverage moderators so that energy goes into discussions that are diverse and take new turns not anticipated by either lecturers or participants, rather than drawing a conclusion.

   d. Place greatest importance on gaining perspective not through knowledge already created, but by understanding the origin and background of knowledge, and the tacit boundary conditions that arise from these.

   e. Master the use of hypothesis, metaphor, illustration/example, symbol, axiom, deduction (analogism), proof (verification), and binomial manipulation, and gain the ability to build universal logic that goes beyond culture.

   f. Aim to improve participants' information processing capability in today's information-overloaded environment, including insight and learning that utilizes the sharp distinction between "primary information" and "secondary information".

   g. Offer direct, on-site experience at the University's facilities and as much contact as possible with important world figures in the belief that "a picture is worth not a thousand, but 10,000 words".

   h. Sustain, deepen, and mature thinking outside Friday and Saturday lectures through discussions among participants by leveraging the group network among participants

   i. Armed with the most advanced knowledge gained in the multifaceted and highly stimulating *Ba* provided by the UTokyo EMP, all participants will gain an overall self-awareness of what they knew and did not know. At the same time, they will deepen their recognition of their latent outstanding qualities and discover the catalyst needed to make them blossom even further.

3. "The UTokyo EMP Community" is a significant feature of the program.

   a. The community includes undergraduate and graduate students, program participants from corporations, government agencies, and nonprofit organizations, etc., foreign students, and faculty based the University of Tokyo and comprising management consultants, CPAs and other professionals, and the EMP alumni association and the University's alumni association.

   b. The University of Tokyo offers multi-faceted support even after the completion of its programs, so that participants can continue to share this important experience. UTokyo EMP alumni set up the "EMP Club" as an associative structure.

   c. It organizes all types of events, study groups and lectures as well as edits and publishes a voluntary newsletter, *"EMPower."* In addition, alumni can further broaden their intellect by participating in programs after graduation as moderators.

Program Outline and Structure

1. A non-degree program targeting working adults. All participants meeting the prescribed conditions are issued a course completion certificate. It is a practical management capability training program incorporating cutting-edge knowledge and based onhistorically refined and expansive learning.

2. Participants are mainly corporate employees and include bureaucrats and professionals, and other outstanding individuals in their forties. There are approximately 25 participants.

3. It is offered twice a year (Autumn term and Spring term), beginning in October and April, respectively. It is held twice weekly on Friday and Saturday (all day), for 20 weeks, excluding summer and winter holidays. Classes are held in both Japanese and English, with about 10 percent expected to be in English.

4. During the orientation period (the first five days, excluding Sunday and Tuesday), participants work to get to know each other very well and build deep relationships through team activities.

5. The UTokyo EMP faculty is formed around professors, mainly from the University of Tokyo, and professionals, such as management consultants and lawyers. It also includes managers active on the leading edge, world leaders who visit the University of Tokyo, and other appropriate individuals.

6. The program has a multifaceted structure including lectures, multifaceted discussion boosted by moderator facilitation, talks by specialists in the arts and culture, ad hoc lectures by world leaders visiting the University of Tokyo, discussions with professionals and managers from every field, as well as on-the-spot training with communication specialists, and tailor-made exercises by an external specialist organization.

Program Objectives and Courses

1. Deep Insight and Learning
   a. The program seeks to encourage participants to establish their own axes by thinking from a broad viewpoint beyond the values of their organizations and by expressing themselves in their own words. These lectures launch discussions that, while stemming from to today's central issues and the main issues surrounding them, as well as issues within those main issues, also go beyond the vertical confines of specific fields.
   b. It seeks to equip participants with understanding and skills for the management of a healthy and vibrant super-aging society, environmental conservation through the regulation of resources and energy uses, improvement in Japan's ability to resolve advanced issues, control and the contribution and impact of the economic and financial sectors, establishment of a shared behavior standard among differing religions, cultures, and nations, and verification of the utility and new worldview of advanced science and technology.

2. Management Knowledge
   a. As a field involved in the management of corporations and a variety of organizations, management knowledge focuses on the latest events about which it is necessary to possess fundamental knowledge.
   b. While gaining an overall perspective on themes in management, participants can learn about fields where they lacked understanding, and identify their blind spots.

3. Communication Skills
   a. The program reconfirms the importance of increasing multifaceted communication capability as a platform that supports the above and provides fundamental training.
   b. Regarding English, it offers, when required, individual training from an external provider that includes not only improvement in current ability, but also practical

training that enables participants to express approximately 70 percent of what they want to say using their present ability.

4. UTokyo EMP Salon

The UTokyo EMP Salon offers participants the opportunity to chat informally with specialists in the Arts, Culture, Education, and other fields not covered in the "Deep Insight and Learning" and "Management Knowledge" program. (Usually once a month on Friday evening)

Lecture Contents

1. Deep Insight and Learning: this is the focus of approximately 80% of lectures. Currently, the topics include:
   a. World religions, philosophy and thought (Buddhism, Chinese thought, western thought, Greek philosophy, the Islamic world, Judaism, Christianity, Indian society and culture, East Asia, life & ethics, etc.).
   b. Understanding and overview of economics (economic history, fiscal policy, macro/microeconomics, economic crisis, etc.).
   c. Production management and its thought.
   d. Law and politics (constitutionalism and the court).
   e. International society and Japan (politics and diplomacy in the United States, China and Europe, international political science, Arab world, etc.).
   f. Agriculture (GMO, food safety, agriculture and environment, forests & forestry, bionanomaterials and cellulose sciences, etc.).
   g. Medical and health sciences (medical care policy, medical care systems, regenerative medicine, nursing, autophagy, medical applications of VR, etc.).
   h. Drug development (life innovation industry, preemptive medication for dementia, etc.).
   i. Life sciences (human embryonic stem cells and induced pluripotent stem cells, from genome to life system, emerging viruses etc.).
   j. Brain science (language & brain science, molecular & cellular mechanism).
   k. Information science (data science, essence of Internet, big data era, AI, etc.).
   l. Media studies (media and "reflexive society").
   m. Systems engineering (electric power systems, mathematics that is useful to society, non-equilibrium physics, etc.).
   n. Materials science (solid-state science, the world of ultra-high pressure, organic molecule, soft matter, etc.).
   o. Material cycles and the environment (the global environmental problems, earthquakes, nuclear power, climate change, water, low-carbon society, etc.).
   p. Universe (the shape of Universe and the origin of matter, Higgs boson, black matter & energy, neutrino, etc.).
   q. Architecture (environmental design in architecture and cities, sustainable architecture, and innovation).
   r. Barrier-free, mathematics, gerontology, history of science, cognitive science, social psychology, organic device, education, disaster sociology, etc.
   s. Special lectures (topics include revitalization of Japan, knowledge collaboration, working life reform, etc.).
2. Management Knowledge covers

   a. Marketing
   b. Organizations (approaches to organizational design)
   c. Social system design
   d. Strategic thinking
   e. Finance
   f. Corporate legal issues
   g. Knowledge indispensable to international business (China, Russia, EU, India, etc.)
   h. Lectures by corporate executives and ambassadors
3. Communication Skills
   a. Practicing the ability to use personal expressions in English
   b. Communication skills workshops
4. EMP Salon
   a. Japanese traditional arts (Noh)
   b. Experiencing Zen meditation
   c. Other arts and culture

Other Continuing Education/Lifelong Learning Programs

World-leading Innovative Graduate Study Program (WINGS).

1. The University of Tokyo offers "WINGS" as a Master's-Doctoral (or Bachelor- Master's Doctoral) degree program created through collaboration among the university's graduate schools and research institutes, to foster doctorate-level researchers who contribute their high-level research abilities and expertise to human society.
2. The program seeks outstanding talent from home and abroad by utilizing the University of Tokyo's attractive world-leading research system and fosters superior doctorate-level researchers through cutting-edge educational and research guidance, by taking advantage of the characteristics of the respective graduate schools and research institutes.
3. Eighteen programs have been established and as of February 2020, in the areas of humanities and sociology, education, law and politics, economics, arts and sciences, science, engineering, agricultural and life sciences, medicine, pharmaceutical sciences, mathematical sciences, frontier sciences, and information science and technology. Three of these programs have been adopted by the Ministry of Education, Culture, Sports, Science and Technology-supported "Doctoral Program for World-leading Innovative & Smart Education" ("WISE Program").

Massive Open Online Courses (MOOCs)
1. They are free online courses that anybody can take, and those who complete the course can earn an official certificate for a fee. Top universities around the world offer MOOCs, and the total number of registered learners on the Coursera and edX platforms has reached more than 30 million. Along with self-improvement, learners are using MOOCs to improve their professional skills, and the individually validated certificates are helping learners advance in the workplace and make career changes.
2. UTokyo was the first Japanese university to offer MOOCs with two courses on the Coursera platform in September 2013. As of April 2021, UTokyo has 19 courses available

(nine via Coursera and ten via edX). More than 570,000 students from over 201 countries and regions have enrolled in these courses.

Hands-on Activity Programs

1. They started in 2012, are a specially designed project whose basic principle is to give UTokyo undergraduate students representing the next generation the opportunity to be exposed to lifestyles and sets of values different from their own. This project is one of the University's specific measures put into action to foster "tough" UTokyo students.
2. In 2013, the second year of the project, the new category of laboratory experiences was added to the previous year's five categories of social contributions, international interaction, short internships, local agriculture and nature experiences and field work experiences. A total of 78 programs (Japan: 34, overseas: 24, laboratories: 20) were implemented in 2013, recording a large increase from the previous year. The project is organized by the Student Support Group of the University's Administration Bureau in cooperation with relevant internal sections and external organizations.

Global Leadership Education Program

An innovative, transdisciplinary 4-year undergraduate program designed to equip talented UTokyo students with global competencies and skills. It is taught entirely in English.

East Asia Liberal Arts Initiative (EALAI)

1. From 1999 to 2014, the Graduate School of Arts and Sciences and the Department of Liberal Arts jointly hosted an annual forum known as BESETOHA with prestigious partners, Beijing University, Seoul National University and Vietnam National University, Hanoi. The deans from the four partner universities attended all 16 meetings.
2. Since it was initiated in 2005, EALAI was responsible for the administration of the forum. EALAI participated in the forum's conferences and workshops which addressed various issues on liberal arts education.
3. The program aims to share the University of Tokyo's extensive experience in liberal arts education with partners in other East Asian countries and to promote exchange programs and affiliation with East Asian universities in the field of liberal arts education and academic activities.

Open Courseware

A website featuring lecture materials and videos of regular lectures at the University of Tokyo available free of charge.

UTokyo TV

A website featuring videos of UTokyo lectures and events.

Administrative Structure

Executive Management Program

The program lists 108 University of Tokyo faculty and administrators in the program from various schools, institutes, and centers. The University's President Chairs the Program.

In addition, 18 external faculty members are listed including CEOs from leading corporations and a professor from the University of Bonn.

Global Leadership Program

Director
Vice Director (2)
Office Staff (7)
Expert mentors (6)
Associated Professors (5)
Headquarters Office Staff (3)

Historical Background

Continuing education at Tsinghua University started as "Night School" in the 1950s. To date, the University's continuing education has cultivated millions of talented people. The establishment of the School of Continuing Education, approved by the Ministry of Education (then the State Education Commission) in 1985, significantly promoted the continuing education of the University.

In 2002, the University reformed the management and administration structure of continuing education. The Administration Office of Professional Training (renamed "Office of Continuing Education" in 2016) was thus set up to oversee continuing and distance education at Tsinghua. The School of Continuing Education, shifted from administration to offering continuing education and training services to the public, has become the backbone of Tsinghua's continuing education. The school also holds the UNESCO Chair of Continuing Engineering Education.

Continuing education is an important part of Tsinghua's talent-cultivation initiative. With an outstanding faculty team, strong research capacity, and active international exchange and cooperation, the university gives participants unparalleled access to high-quality educational and training resources.

Programs

Continuing Education Offerings and Focus

Tsinghua University offers a broad range of continuing education and professional development programs covering science, engineering, liberty arts, law, medicine, economics, management, art, etc. These programs are in the form of short-term training courses, visiting scholar programs, professional certificate programs and so on. They are delivered either in the classroom with great flexibility or through the internet advanced by modern technology, or with the combination of both.

Under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, continuing education at Tsinghua University will unswervingly serves national strategies and the country's development demands, and actively promote the building of a learning society. In 2003, Tsinghua University initiated the project of education for poverty alleviation. With the aim of "disseminating knowledge and eradicating poverty", the project has targeted poverty alleviation and development work in key counties and concentrated contiguous poverty-stricken areas for the purpose of educating the poor.

Tsinghua cooperates closely with local organization departments and education authorities to establish modern distance learning centers for educational poverty alleviation. Satellite technology is applied to transfer Tsinghua's high-quality education and training resources to undeveloped areas for free. In more than ten years, a total of more than 1,100 county-level modern distance teaching stations have been established in 27 provinces, municipalities, and autonomous regions across the country, accumulatively training more than 2.6 million local Party cadres and government officials, primary and secondary school teachers and students in impoverished areas.

From 2004 to 2018, a total of 2333 students and 383 young teachers from Tsinghua, 1,149

university students from the United States, the United Kingdom, and Hong Kong, Macao and Taiwan joined this project and went to poverty-stricken areas across China to teach English, computer courses, and share their learning experiences. Since 2013, Tsinghua has been assigned by the Ministry of Education to help the poverty-stricken county of Nanjian, Yunnan Province and this has been listed by MOE among one of the ten exemplary programs of national universities' poverty alleviation initiative through education.

In 2018, Tsinghua University's education poverty alleviation team—the School of Continuing Education was awarded a national innovation prize by the State Council's Panel of Poverty Alleviation and Development. In 2019, the former Office of Continuing Education and Office of Online Education were reorganized as the Office of Lifelong Education Administration in order to better fulfill their functions.

Tsinghua Global Summer School (GSS)

Courses

For the 2021 GSS, 22 courses were offered on the Chinese economy, developing leaders in innovation, sustainable development, sustainable design and creative thinking, effective learners: insights on college student engagement research, global transition towards carbon neutrality, Beijing Winter Olympics 2022, childhood development, sustainable solutions for pollution, the adaptation and transformation of government governance in the era of new technologies, how to create a sustainable lifestyle, student success by developing global competence for all, situation and trends of global digital cultural and creative industries, future trends and development models of quality education, how AI can help us build intelligent and sustainable future, applications and challenges of synthetic biology and microbial cell factories, challenges and countermeasures of global myopia screening, prevention and development prediction, how can art & design make our meals greener, and introduction to the Tsinghua University 2021 GSS SDG (Sustainable Development Goals) hackathon.

MOOC—Tsinghua Global Summer School

GSS Students have the chance to earn an extra MOOC certificate if they complete the following MOOC components of the program GSS Students have the chance to earn an extra MOOC certificate if they complete the following MOOC components of the program before September: Chinese Landscape Painting Technique, Tsinghua Chinese: Start Talking with 1.3 Billion People, China, Perspective on Climate Change, Exploring Psychology's Core Concepts, Foundations of Logic, Drug discovery in prevention and treatment of COVID-19, New Horizons in Chinese Philosophy, and History of Chinese Architecture Part I.

Visiting/Exchange Programs
Partnerships

Tsinghua has established partnerships with more than 200 universities around the world, and student exchange has been implemented with more than 120 partner universities. The students exchanged from partner universities study in Tsinghua (take courses or do research) for one to two semesters and transfer back the credits to their home university. There are nearly 300 Englishtaught courses open to the exchange students. Meanwhile, Chinese Language courses are offered to help them to learn basic Chinese.

Scholarships

1. Visiting Students applying for admission to the Visiting Programs (rather than Student Exchange Programs) of Tsinghua University, may apply for Chinese Government Scholarship through the Chinese Embassy or Consulate in their home country.
2. Exchange Students applying for admission to the University-level Student Exchange Program and coming from a partner university of Tsinghua may have an opportunity to be nominated for the special Chinese Government Scholarships, which are established by Chinese Government to promote student exchange between Chinese universities and foreign partner universities.
3. Types of Scholarships
   a. Credit Student Scholarship for China-US Humanities Exchange: RMB 2500 per month. The partner universities in the United States that have signed university level student exchange agreements with Tsinghua, may recommend appropriate candidates to Academic Affairs Office of Tsinghua University.
   b. Credit Student Scholarship for China-Europe Exchange: RMB 2500 per month. The partner universities in Europe that have signed university-level student exchange agreements with Tsinghua, may recommend appropriate candidates to Academic Affairs Office of Tsinghua University.
   c. Scholarship for Campus Asia Program: full scholarship. The partner universities in Japan and Korea that have signed university-level student exchange agreements with Tsinghua, may recommend appropriate candidates to Academic Affairs Office of Tsinghua University.

Chinese Language Program

Tsinghua has established partnerships with more than 200 universities around the world, and student exchange has been implemented with more than 120 partner universities. The students exchanged from partner universities study in Tsinghua (take courses or do research) for one to two semesters and transfer back the credits to their home university.

There are nearly 300 English-taught courses open to the exchange students. Meanwhile, Chinese Language courses are offered to help them to learn basic Chinese.

Administrative Structure

The School of Continuing Education is headed by the Dean. It was not possible to get any more information on the school's administrative staffing.

Europe

Historical Background

One hundred and forty years ago, a movement called 'Oxford Extension' began at the University of Oxford - an initiative that sprang from general educational reforms in the mid-Victorian era, and from a growing national sense of social awareness.

The history of Oxford University's Department for Continuing Education is several stories in one: it's the story of a handful of dedicated Oxford tutors who felt that educational opportunity was essential to the nation's welfare and future; it's an account of ordinary citizens collaborating with Oxford to design a format of education that served their needs; and it's the story of adult education evolving as successive generations of students, from 1878 to the present day, participated in evergrowing numbers.

The name of the Department of Continuing Studies has changed a few times over the 140 years. Between 1878-1892 it was known as University of Oxford Standing Committee of the Delegacy of Local Examinations. From 1892-1924 it became the University of Oxford Delegacy for the Extension of Teaching Beyond the Limits of the University. From 1924-1970 it was renamed the University of Oxford Delegacy of Extra-Mural Studies. In 1971-1990, it assumed the name of the University of Oxford Department for External Studies. Since 1990 it has been known as the University of Oxford Department for Continuing Education

Although the name has changed, the overall mission has remained the same: to provide Oxford teaching to adult learners outside the traditional Oxford undergraduate community. Over the decades, the department has continuously refined and adapted the means of delivering education to suit the times. The nineteenth century was a period of profound transformation brought by the Industrial Revolution. Social reform was imminent, and educational reform was at the forefront of the debate.

At Oxford, the 'extension of university education' to those who were not Oxford's traditional students had been discussed since 1845 but it took another three decades before the idea was implemented. The first of the 'Oxford Extension Lectures' was delivered in September 1878. The format of this first lecture proved an excellent model for the future, and one which replicated easily in cities across the country. Lectures were set up in collaboration with local organizations. The fast-growing rail network offered an accessible means of transport for both lecturers and students. It was not long before 'Extension Centers were springing up all over England. By 1892 the University's 'Standing Committee in charge of Extension Lectures', was formalized into the 'Delegacy for the Extension of Teaching Beyond the Limits of the University.'

Women who were at that time largely excluded from attending Universities - were one of the primary audiences of the Extension movement. It was estimated that by 1889 two thirds of the

students attending Oxford Extension lectures were women. Many of the local bodies which arranged lectures were women's organizations. Another early and lasting development in Oxford's University Extension movement was the 'summer meeting', the ancestor of our present-day summer schools. The first summer meeting was held at Balliol College in 1888, and was such a success that over one thousand attendees came to the second meeting in 1889, and many stayed on for two to three weeks afterward, for supervised private study.

University Extension came to play a pivotal role in the lives of working adults. A specially selected group consisting of university figures and representatives of the working class was established in 1908 to devise a new and improved form of extramural education. The committee recommended that Oxford University extension should develop a new emphasis on class work; that each class should meet regularly for at least two years; and classes concentrate on advanced academic work with regular essays and final examinations.

In 1924, Oxford established its extramural department - the 'Delegacy for Extra-Mural Studies.' The number of teaching centers increased from 10 in 1911 to 28 teaching centers and 630 students in 1919. For a decade between 1945 and 1955, the Department sent tutors to Nigeria and Ghana. In West Africa as in Britain, Oxford felt that the introduction of liberal studies was a primary concern of university adult education, and a benefit to civic life.

The 1980s saw a major expansion of Rewley House where the extramural department was located. The W K Kellogg Foundation in America gave the department £3m to expand its facilities and activities. Kellogg College was created with a separate administrative entity from the Department, but with strong ties. Many of the Department's academic staff are Fellows of Kellogg College. The academic year 1992/3 was a milestone for the Department: it was the year we were first able to admit students to its own part-time Oxford degree programs.

Today, the department offers more than 60 programs and 1000+ courses at all levels—undergraduate certificates, diplomas, and advanced diplomas (equivalent to the first, second or third year of study at university level), postgraduate certificates and diplomas, Master's programs, and DPhils. It also offers world-class education for continuing professional development, partnering with experts from wider University, research councils, industry, and government agencies.

More than 15,000 students enroll on the Department's programs each year. They range in age from 18 to 98, and hail from more than 160 countries. The department's programs in and around Oxford, such as the weekly classes, day and weekend events, and summer schools now number some 600 courses per year.

Programs

Subject Areas

Short and Online Courses

Currently, there are 172 online courses in the fields of archaeology and anthropology, architectural history, business and management, computing and mathematics, diplomatic studies and law, economics and politics, education and study skills, environment and sustainability, history of art and architecture, history including local and social, languages and cultural studies, literature, creative writing and film, medical and health sciences, music, natural sciences, philosophy, psychology and counseling, religion and theology, technology and AI.

Undergraduate

1. The undergraduate award courses (certificates, diplomas, and advanced diplomas) are equivalent to, or taught at, first, second and third-year undergraduate level. All of these courses are taught on a part-time basis which means that many of the students study alongside work and family commitments.
2. The majority meet weekly and are taught in Oxford, others are made up of online components and short residencies in Oxford, and two of the advanced diplomas are taught entirely online. Most of the undergraduate courses are part-time and designed with flexibility in mind, with online study options available for some

Foundation Certificates
1. Foundation Certificate certificates are offered in English Literature, and in History. They are taught part-time over two years and are the equivalent to the first year of a full-time undergraduate English or History degree. They are taught mainly by members of the University's English Faculty.
2. The courses can be studied face-to-face mostly online. After completing the course, students can apply for a full-time second-year entry to an English Literature degree or a history degree at the University of Oxford and other institutions. Over half of the students who have successfully finished these courses have done so.

Undergraduate Certificates
1. Certificate in Archaeology: This two-year, part-time undergraduate course is designed for adult students with little or no previous experience of academic archaeology. This includes those who are new to archaeology and those who may have some practical experience, and/or have completed online or evening classes, but would now like to pursue a studybased subject qualification.
2. Certificate in Higher Education: Our students specialize in one of eight main subject areas. These are archaeology, art history, architectural history, English literature, creative writing, history, philosophy, and political economy. The course lasts between two and four years depending on how intensively you want to study.
3. Certificate in the History of Art: Taught at first-year undergraduate level, it offers an excellent introduction for students who want to develop their knowledge of art through structured study. Students learn more about how artworks are made and receive anoverview of the development of Western art from the classical period to the 20th century.
4. Certificate in Theological Studies: The Certificate introduces students to the study of theology as a subject discipline, bringing together cognate strands of theology, especially biblical studies, historical and systematic theology, practical theology, and religious

studies. The course is designed to equip students for further study in theology, including possible progression to the BTh or Diploma (depending on their results in the Certificate).

Diplomas
1. Diploma in British Archaeology: This two-year course provides a comprehensive introduction to British archaeology within the context of different chronological periods. You will increase your understanding of the skills and techniques needed to recover, process, and evaluate archaeological evidence for the particular periods under investigation.
2. Diploma in Creative Writing: The two-year, part-time Diploma allows students to strengthen their ability in four major areas of literary activity — prose, poetry, drama and analytical reading — as well as the chance to specialize in the genre of your choice.
3. Diploma in English Social and Local History: This course provides a stimulating introductory survey to the social history of England and the development of English local communities from the early medieval period to the late twentieth century.
4. Diploma in History of Art: The two-year Diploma is taught at second-year undergraduate level. Students study two modules from a choice of four, each of which allows them to immerse themselves in a specific period of art history, studying its developments in depth, and within the wider historical context.

Advanced Diplomas
1. Advanced Diploma in British Archaeology: it aims to give students a grounding in British archaeology within the context of the period under investigation. This course is taught at third-year undergraduate level.
2. Advanced Diploma in IT Systems Analysis and Design: Building on your existing knowledge, this course will help you upgrade your skills from those of an ordinary computer user to those required by an application analyst and designer. We cover the analysis of software systems in terms of their data requirements, function, performance, and usability.
3. Advanced Diploma in Local History: a one-year, online course to help you develop advanced skills in researching local, regional, and social history.

Pre-Master's
1. Pre-Sessional Course for Graduate Students: The Oxford Online Advanced Pre-sessional Course is a challenging and intensive 9-week program aimed at preparing for postgraduate degree programs in the UK. It combines courses in academic writing and research skills with courses in international relations, history, and philosophy. It comprises at least 15 hours of weekly classes and guided self-study and is suitable for graduate students from any discipline.
2. Pre-Master's Course in Diplomacy: The Foundations of Diplomacy Course offers a unique blend of academic and highly practical classes. It is aimed at students who are considering a career in diplomacy or intending to work for a government ministry, think tank, NGO, or international organization.

Postgraduate

1. More than 35 part-time graduate certificates, diplomas, master's programs and doctorates are available. The Department offers a range of part-time postgraduate study options in an array of subject areas. Program formats and delivery vary but most are taught as a blend of short residencies in Oxford and online components.
2. Certificates and Diplomas: they are offered in the fields of architectural history, cognitive behavioral studies, cognitive behavioral therapy, enhanced cognitive behavioral therapy, diplomatic studies, ecological survey techniques, health research, historical studies, international wildlife conservation practice, nanotechnology, pediatric infectious diseases, patient safety, psychodynamic counselling, psychodynamic practice, qualitative health research methods, and teaching evidence-based health care.
3. Master of Studies (MSt): these are often two-year, part-time master's degree courses mixing academic, and where applicable practical and vocational studies. Programs are offered in the fields of creative writing, diplomatic studies, historical studies, history of design, international human rights law, literature and the arts, mindfulness-based cognitive therapy, practical ethics, and psychodynamic practice.
4. Master of Science (MSc): designed for those who have completed postgraduate diploma and practitioners with a wealth of knowledge. The courses offered include applied landscape archaeology, cognitive behavioral therapy, English local history, evidence-based health care, evidence-based health care statistics, evidence-based health care systematic reviews, evidence-based health care teaching and education, experimental and translational therapeutics, nanotechnology for medicine and health care, pediatric infectious diseases, surgical science and practice, sustainable urban development, and translational health sciences.

Professional

1. Courses designed for professionals including managers, entrepreneurs, scientists, engineers, and anyone working in high-tech companies and organizations, especially those at the beginning of their managerial career, those who are relatively new to managerial roles and those in middle-management roles in companies and organizations of all sizes, from SMEs through to global multinationals. The offerings range from short courses and training to flexible postgraduate programs to update their skills, change career, or earn a qualification.
2. The fields include business and management, computing and mathematics, diplomatic studies, education, environment and sustainability, historic environment, law (international human rights law), medical and health sciences, nanotechnology and nanomedicine, philosophy and ethics, psychology and counselling, research methods and skills, technology and AI, and urban studies.

Research Degrees

1. The Department has an active interdisciplinary research community, particularly with respect to public engagement and practitioner-based initiatives which build on the research interests of the department's academic staff and over 80 research students.

2. The Department offers part-time DPhil program in archaeology, architectural history, art history and design, counselling and psychotherapy, history, human rights law, literature, mathematics, computing and data science, political economy and business research, and sustainable urban development.

3. The part-time D.Phil by Research normally takes students six years of study twice the fulltime length. It is assessed in exactly the same way as a full-time D.Phil, involving stages of transfer from probationary status to full D.Phil status, and confirmation of eligibility to submit your thesis, culminating in a viva-voce (oral) examination after submission, with one external and one internal examiner.

Summer Schools

The Oxford University Summer School for Adults (OUSSA)
1. This is a residential summer program offering sixty accredited courses for adult learners of one week's duration covering a wide range of topics held over five weeks at Rewley House in central Oxford.
2. Participants are taught in small seminar groups of up to 10 students and receive two oneon-one tutorials with their tutor.

Oxford Summer Schools Academics and Professionals.
1. Students spend one or more weeks studying their subject in small interactive seminar groups, led by specialist tutors. Students come from around the world: senior undergraduate students, graduates, teachers in schools and colleges, interested generalists looking to progress their learning, and working professionals.
2. In 2022 returning summer schools will include those for creative writing, English language teachers, English literature, history, politics & society, international politics, international human rights law, philosophy and psychiatry, and theology. All summer school participants who satisfactorily complete a program will be awarded an attendance certificate.

Format

Weekly Classes

The popular weekly classes offering now comes in two formats. Locals can join in person, in Oxford. Those who are not local or would prefer to take the course online can do so.
1. In-person weekly classes: courses of 5-, 10-, or 20-weeks duration.
2. Weekly Oxford Worldwide (WOW): These 'online – live' courses are taught completely online and have scheduled, live-time meetings to attend. Additionally, some courses may have recorded lectures to enjoy. Each WOW course has 6, 11 or 21 meetings.
3. The subject areas

Online Courses

1. The short 'online - flexible' courses are taught fully online and run asynchronously. Teaching takes place in a virtual learning environment, with students and tutors interacting in online text-based forums.
2. Most courses are 10 weeks in duration and class sizes are kept small to maximizeinteraction between students and their classmates and tutor in the online forums

Course Credit

1. Coursework is an integral part of all the flexible short online courses. Everyone enrolled will be expected to do coursework, but only those who have registered for credit will be awarded Credit Accumulation Transfer Scheme points for completing work at the required standard.
2. Credit earned from our short online courses is transferable towards the undergraduate award program, the Certificate in Higher Education.

Day and Weekend Events

1. Students explore a topic in-depth over one or two days with multiple speakers; hone their skills in small workshops and hands-on practical sessions; and extend their knowledge over several weeks with a lecture series.
2. The day and weekend courses are delivered in three formats:
   a. Hybrid teaching: these events consist of lectures and panel discussions, livestreamed from Rewley House in Oxford. You can opt to attend either in person or online.
   b. Online – live: delivered entirely online, these include live, interactive teaching with real-time discussion with tutors and other students.
   c. In-person: events will meet in Oxford or at another specified location for face-toface teaching. These have no online components.
3. Taught by lecturers and speakers who are noted authorities in their field of research, some Day and Weekend Events are offered in conjunction with national organisations. Most are non-assessed and involve no coursework.

Lecture Series

1. Structured as a series of 4, 6 or 8 lectures on a given topic, our lecture series offer a comprehensive introduction to your chosen subject. All lecture series may be attended online; some of them may also be attended in person. They are offered in the following two formats:
   a. Online-live lecture series are a blend of pre-recorded lectures and live Q&A sessions, held entirely online. Series are formed of either 8 pre-recorded lectures with 2 live Q&A sessions, or 4 pre-recorded lectures with 1 live Q&A session.
   b. Hybrid teaching lecture series consist of lectures and panel discussionslivestreamed from Rewley House in Oxford. Students can join in person or online.Each of these series is formed of 6 lectures.
2. No coursework is required for either format.

Administrative Structure

10 Directors of programs
42 other academic staff

Historical Background

The University of Cambridge is a confederation of Schools, Faculties, Departments and Colleges. The Colleges are governed by their own statutes and regulations but are integral to the make-up of the University of Cambridge. Each College selects its own students, subject to university regulations. There are six Schools, each of which constitutes an administrative grouping of Faculties and other institutions. They are Arts and Humanities, Biological Sciences, Clinical Medicine, Humanities and Social Sciences, Physical Sciences, and Technology.

Continuing Education at Cambridge one of a handful of principal non-school institutions. The others are Cambridge Enterprise, Cambridge University Library, Careers Services, Fitzwilliam Museum, Gates Trust, University Development and Alumni Relations, and University Information Services. Executive and professional programs are also offered by other schools and institutes as noted towards the end of this write-up. Cambridge's continuing education is reportedly the oldest such program in the world.

Situated alongside the University's rich assortment of academic departments, research institutes, museums and its associated colleges, the Institute of Continuing Education (ICE) has been a core constituent of Cambridge for almost 150 years. Its distinctive role is to act as an accessible provider of exceptional quality higher education for adults seeking to engage with flexible modes of learning throughout their lives.

Against the backdrop of a research-intensive and highly selective University, the Institute was founded by a group of progressive Victorian societal reformers and academics. Officially recognized by Cambridge in 1873 and believed to be the first ever provision of university-led extension education in the world, its radical purpose was to deliver wide-ranging, open-entry and affordable education and training to women and the working classes. It held clear aspirations to drive societal change towards universal suffrage and to promote opportunity and fairness as the second industrial revolution developed.

Fast forward to the present day and the Institute's central purpose remain the same. It provides a point of access to the educational resources of Cambridge for any motivated adult. This is achieved by leveraging the expertise held within ICE, the collegiate University, and its wider networks. ICE acts as an accessible gateway to the University for learners seeking to engage with higher education for the first time or return after an extended break, delivers cutting-edge work-relevant courses for

early- and mid-career professionals and career changers, or those studying simply for the joy of exploring new fields.

The Institute exists to support adults to flexibly gain qualifications, enhance their social mobility and employability during the fourth industrial revolution and, perhaps most importantly, exchange ideas and learn alongside peers drawn from all walks of life. ICE delivers its mission through affordable course provision; flexible modes of course delivery; inclusive and supportive education and a commitment to peer learning.

Whether a student enrolls on a day school, online course, summer program or a University of Cambridge undergraduate or postgraduate qualification, they will find a committed and welcoming team of academics, practitioner tutors and course administrators supporting our unique community of adult learners. These learning communities so often consist of mixtures of the young and old, those with no prior qualifications and those with many certifications, and people with extensive professional experience alongside others just setting out in the world of work. The variety of life experiences and diversity of backgrounds allow new perspectives to develop and a warm and shared approach to learning.

Currently, the Institute supports around 8,000 course enrolments in more than a dozen academic fields and over 250 different courses. To promote access, it endeavors to provide some of the most affordable like-for-like courses and offer one of the most generous bursary schemes in the sector. The Institute is committed to innovation in learning; it has been delivering fully online courses for over a decade, launched a new Apprenticeships agenda in 2019 and has formed partnerships with emerging platforms including edX.

So, as it looks in the post-pandemic context, where the levels of political, economic, societal and technological change seem set to accelerate in unpredictable ways, students will find one constant through the Institute of Continuing Education – adult students drawn together from across the United Kingdom and internationally seeking to ask questions, gain insights, expand horizons and learn together for individual and collective benefit within the setting of one of the world's most influential universities.

Programs

<u>Undergraduate Certificates and Diplomas</u>

1. Whether a student is taking their first steps in higher education, looking to boost their career, fill a gap in their knowledge or simply learn about a topic that fascinates them, an undergraduate course offers a structured way of achieving their goal.
2. Part-time undergraduate qualifications are an affordable and popular option for people who cannot commit to a full-time three-year bachelor's degree or who require more flexible ways of obtaining Credit Accumulation Transfer Scheme (CATS) credits. At ICE, students can either focus on one subject, or learn multiple subjects by stacking your qualifications. Undergraduate certificates and diplomas are formal qualifications that allow you to earn CATS credits, recognized by higher education institutions and employers.

3. The main difference between certificate and diploma courses relates to the level of learning involved. A certificate course is taught at a level equivalent to the first year of an undergraduate degree, while a diploma is taught at the level of second-year university study.
4. The undergraduate advanced diploma course at ICE is very much like a final university year, with research submitted for evaluation (like a traditional dissertation). This gives students the chance to work closely and collaboratively with qualified researchers in their chosen field. Most of our students start with a certificate before undertaking a diploma course, where depth of knowledge in their subject area can be built upon.
5. ICE provides part-time undergraduate study courses in three areas: Creative Writing and English Literature, Arts and Sciences, and Professional Studies.

Creative Writing and English Literature
1. Undergraduate certificates: in creative non-fiction, fiction and writing for performance, texts, and content.
2. Undergraduate Diplomas: in advanced fiction and writing for performance, advanced nonfiction, and literature and criticism.
3. Undergraduate Advanced Diplomas: in research in the arts/sciences, and research theory and practice.

Arts and Sciences Courses
1. Certificates: in archaeology of the ancient world, classical studies, evolutionary biology, genetics, history, history of art: classical to renaissance, immunology, infectious disease, landscape history and archaeology, philosophy: history of philosophy, history of mind, and political philosophy, medieval England.
2. Diplomas: archaeology: in conflict and heritage, creativity theory, history and philosophy, genetics, history of art: renaissance and baroque.
3. Advanced Diplomas: in research in the arts/sciences, research theory and practice.

Professional Studies
1. Undergraduate certificates: in coaching, cognitive psychology, international relations, operational business and management, and strategic business and management.
2. Undergraduate Diplomas: coaching, and international relations.

Part-time Master's Degrees

1. A part-time master's degree allows students to gain advanced knowledge in a field, conduct research and open professional opportunities or networks. Students can explore their identity as a professional, a learner and a person. Choosing a master's degree from the University of Cambridge means students gain a Cambridge Master's degree part-time over two years, learn from leading Cambridge lecturers and researchers, access state of the art facilities libraries and other resources, receive a degree from a globally recognized institution, and develop a strong network with your peers, professionally and socially.
2. The part-time courses typically run over a two-year period. Each course is different, but students usually receive instruction in several one or two-week blocks over the course of

the year, generally outside of the University full term. It is expected that students take up residence for these teaching blocks. During the master's degree there will be assignments and virtual learning to complete in a student's own time. Support is available within ICE and the University for students who are transitioning to master's level study.

Professional Studies

1. The part-time professional master's courses are tailored to people with relevant work experience who are looking to advance their careers.
2. Master's studies degrees are offered in applied criminology and police management, applied criminology, penology and management, artificial intelligence ethics and society, building in history, construction engineering, English language assessment, entrepreneurship, genomic medicine, healthcare data: informatics, innovation and commercialization, interdisciplinary design for the built environment, international relations, medical education, population health sciences, real estate, social innovation, and sustainability leadership.

Arts and Sciences

Creative writing: the creative writing courses allow students to complete a master's while working full-time. Taught by academics and professional writers who've worked in the industry, students learn from the best. Master's degrees are offered in three areas, creative writing, writing for performance, and crime and thriller writing.

Apprenticeships

Apprenticeship Master's programs are a new kind of degree that let students complete a master's while working for their employer. To undertake an apprenticeship, students can apply for funding using the employer's apprenticeship levy. Master's degrees are offered in architecture apprenticeship, applied criminology and police management.

Online Courses

1. Online courses have made distance learning more accessible than ever. ICE has established a strong reputation for quality online learning. Class sizes are kept small to maximize interaction between students and tutors, and students receive personal feedback on their work from leading Cambridge academics. ICE is a firm believer in the power of peer learning, too, so students can engage in stimulating discussion as part of ICE's global community of learners. What's more, the part-time courses are designed to flex around the demands of a student's life.
2. ICE offers a range of short, online courses that are open to everyone. Over seven weeks, students can indulge their interest in the wonders of the cosmos, reveal the real writer inside them, further their training in finance or even consider a career in coaching. ICE's everchanging portfolio of online classes provides both personal enrichment and professional development, combined with the quality of education one would expect from the University of Cambridge.

3. Professional development: currently 40 courses are offered in several areas including creative writing, academic writing, development reporting in science, blogging and writing for online audiences, learning, and learning in the brain, team coaching, executive coaching, understanding finance in organizations, law and genetics, user experience design, holocaust heritage, the big questions in archaeology, user experience design, forensic science, and the neuropsychology of decision making.
4. Personal interest: currently 46 courses are offered in several areas including ancient history (1), archaeology (5), astronomy (4), biological sciences (4), business (3), business and entrepreneurship (1), classics (1), coaching (4), creative writing (20), English literature (4), entrepreneurship (1), history (7), management studies (1), and psychology (3).

Short Courses

Designed for all audiences, with both residential and non-residential places available, the courses offer the opportunity to learn from some of our finest academics in the inspirational setting of Madingley Hall. Over the course of each weekend there will be plenty of opportunity to get to know your tutor and fellow students, take part in lively classroom discussion and explore the beautiful, landscaped gardens.

Virtual Summer Festival of Learning

1. The Virtual Summer Festival of Learning brings together participants from across the globe to study with ICE online. Currently, the Summer Festival includes over 85 courses and 60 talks delivered by leading Cambridge academics and invited subject specialists.
2. The one-week courses are designed to introduce students to new subjects or further their studies in familiar disciplines. Participants can combine a range of topics or select several in the same stream. Taught through pre-recorded sessions, each course also offers a daily discussion forum, giving participants the opportunity to share ideas with other participants, pose questions and explore the subject further.
3. The Summer Festival also includes a series of over 60 talks providing fascinating glimpses into a variety of subjects on offer at the University, and covering the latest research, global current affairs, and a range of other topics.

Virtual Pre-University Summer Program

1. ICE also runs a Virtual Pre-University Summer Program for high-school students from around the world. This program provides participants with an opportunity to explore a wide variety of subjects, while preparing for future undergraduate study at leading global universities. It provides high schools students with a taste of undergraduate study
2. The program combines subject specific talks with sessions on study and research skills, careers and how to apply to a UK University. There is also the opportunity to take part in live sessions hosted by current University of Cambridge students, as well as exchanging ideas with fellow participants via online forums.

International Pre-Master's Program (IPM)

1. This is a nine-month, full-time program for students wishing to prepare for study at master's degree level at a leading English-speaking university. The course aims to develop students' abilities in research methods and practices, their English language and academic literacy skills, and understanding of current and emerging themes in Business Management.
2. Called the Advanced Diploma in Research Theory and Practice in English - Business Management, the IPM program is designed develop students' skills as independent and critical researchers in preparation for master's level study in the UK or other English speaking countries.

Executive and Professional Programs

Executive and professional development courses at Cambridge University are delivered by academics and associated high caliber specialists and are underpinned by world-class research and pedagogical expertise and frameworks. A balance of theory and practice is key.

Open Programs
1. Courses for Individuals: The University offers many open courses for individuals in a range of different executive and professional fields. Courses can be counted towards a degree or diploma, but are mostly shorter, more intensive, non-award courses. Executive and professional education does not offer full degree programs. These programs run on a regular basis, and while some are designed for those professional fields, many deal with general executive themes that will be of value to a wide range of people.
2. Open programs fall in the following fields: business innovation, climate change, executive coaching, finance and investment, general leadership, general management, health care leadership, law, managing people, manufacturing, marketing, and branding, medical, dental, nursing, and physiotherapy, property investment, social and political science, surgery, sustainability, teaching, counselling, and mentoring, technology management, ultrasound, veterinary medicine.
3. There is also a wide range of degree, diploma, and certificate courses available elsewhere in the University, including: Cambridge Judge Business School that offers a full range of business, management, and leadership education; the Cambridge Institute for Sustainability Leadership offers accredited part-time master's level programs including a postgraduate diploma in sustainable business, practical residential workshops, and online tutor assisted programs, while in addition to the programs in ICE the Møller Institute offers a full range of open enrollment programs.

Endorsed Open Programs
1. Providers offering courses under the executive and professional education umbrella have the option of applying for endorsement by the Board of Executive and Professional Education. Endorsement is awarded to those providers that offer programs with the full support and commitment of the Department and the University, and that are fully resourced and quality assured, i.e., those of the highest quality. A selection of those programs includes the following:

2. The Cambridge Judge Business School Executive Education, including the advanced leadership program, general management program, making an organization innovative, finance and accounting for non-financial managers, financial management certificate of achievement, new leadership certificate of achievement, general management certificate of achievement.

3. The Cambridge Institute for Sustainability Leadership including the Prince of Wales's business and sustainability program, sustainability practitioner program, customized programs, earth on board program, sustainability leadership laboratories, and business sustainability managements online short course.

4. ICE programs including executive coaching online, life coaching, interpersonal dynamics executive coaching, English legal methods summer program.

5. The Institute for Manufacturing programs including customer experience: challenges and opportunities in the digital era, road mapping for strategy and innovation, business ecosystem strategy, digitalization of end-to-end supply chain capability, the internet of things, making the right things in the right places, sustainable value innovation, strategic intellectual property management, technology, and innovation management, and weathering the climate crisis.

6. The Møller Institute including the explorer mindset, business coaching program, advanced executive coaching program, leading innovation through program, design thinking with purpose, optimizing leadership through neuroscience, leading through narrative, advanced foreign direct investment leadership program, and how to build a super-resilient organization.

Custom Solutions

1. Bespoke offerings for organizations can be developed and delivered in a variety of fields and can take several forms. They could help develop your leaders to excel or could take the form of a consulting intervention. We will work closely with you to design and build a solution that fits your needs and maintain a productive relationship throughout.

2. One of the great strengths of a solution such as this is that interventions are often collaborative, and organizations can therefore expect the best of knowledge and expertise from all relevant providers. Apart from the immediate benefits of nurturing leaders, many organizations find that the networking and experience-sharing possibilities alone make the exercise valuable.

Providers

1. The executive and professional education expertise is located within a wide range of departments, institutes, and centers at Cambridge, in a variety of locations. Each provider represents a unique offer, and together, they add up to a comprehensive range of opportunities for executive and professional training.

2. Currently, the providers include Cambridge Assessment Network, Cambridge Judge Business School Executive Education, Cambridge Institute for Sustainability Leadership, Cambridge Health Partners, Faculty of Education, Institute of Continuing Education, Institute for Manufacturing, and Møller Institute, Churchill College.

Administrative Structure

Institute for Continuing Education

Director of Continuing Education
Academic Centers Division 11 including Director and Deputy Director
International Summer Programs and Lifelong Learning Division 3 including Director
Operations Division 11 including heads of Finance, Marketing, IT and Systems, and managers and
supervisors.
15 academic directors

Executive and Professional Education

There appears to be a Board that administers and coordinates the programs. Could not be accessed
as it is part of the University's intranet.

ETH Zurich - Swiss Federal Institute of Technology

Historical Background

ETH Zurich is a leader in the continuing education of specialists and managers with academic backgrounds. Its range of continuing education courses target the long-term development of society and the economy and strengthen the competitive capability of Switzerland. ETH's continuing education courses foster success in both the workplace and in participants' professional careers. Alumni and alumnae assume important leadership roles in government and business.

ETH Zurich is an important academic partner for Swiss firms active in knowledge and technology transfer. These firms are a central pillar of the innovation ecosystem in the greater Zurich area and in Switzerland. Scientific findings and innovation from ETH Zurich are utilized to the benefit of society, policy, and the economy.

ETH Zurich cultivates collaborative partnerships which enable straightforward, goal-oriented, and rapid knowledge and technology transfer from university to society and vice versa. A coherent and comprehensive system of knowledge and technology transfer ensures access to ETH Zurich technological expertise for enterprises of all sizes, from SMEs to large corporations. In this the independence of ETH Zurich research and teaching is always maintained. ETH Zurich continues to support the founding of ETH spinoffs.

Academic continuing education serves knowledge and technology transfer, and in turn society and the economy. ETH Zurich has established a range of continuing education courses in its core areas. These are oriented towards the needs of society, the individual requirements of participants, the demands of business and administration and – not least – the scientific interests and capacity of sponsors of continuing education at ETH Zurich.

Programs

General Features

1. ETH Zurich is a leader in the continuing education of specialists and managers with academic backgrounds. Its range of continuing education programs extends from MAS, DAS, CAS to short courses and focuses on technology, life sciences and engineering as well as the humanities, social and political sciences.
2. The School for Continuing Education is the central point of contact for all planning and administrative matters related to continuing education at ETH Zurich. It coordinates ETH's range of programs and courses and makes its expertise available to internal and external stakeholders.
3. Master of Advanced Studies (MAS), Master of Business Administration (MBA), Diploma of Advanced Studies (DAS) and Certificate of Advanced Studies (CAS) are university continuing education qualifications in line with the guidelines of the Qualifications for the Swiss Higher Education Area and the Rectors' Conference of the Swiss Universities. These

qualifications are fully and transparently integrated into the Swiss Higher Education System.

4. Admission to MAS, DAS and CAS programs usually presuppose an ETH Master's degree or the equivalent, plus professional experience. A university continuing education qualification does not entitle the holder to pursue doctoral studies. After completing their studies, ETH continuing education students can join the ETH Alumni Association.

Clusters of Master, Diploma and Certificate Programs

The Master, Diploma, and Certificate in Advanced Studies are offered in four separate clusters.

Infrastructure & Architecture
1. This cluster offers a wide variety of specializations and provides new stimuli for the construction sector. It provides insights into the branch for persons in other professions, and possibilities for career reorientation.
2. Currently, 10 Masters of Advanced Studies programs are offered for duration that ranges from 1-year full time, 4 semesters part-time, to 2 years part-time. One Diploma inAdvanced Studies with a duration of 280 contact hours.
3. Ten Certificate of Advanced Studies programs are offered lasting between 2 semesters part-time, 3 years part-time and 160 contact hours, and 5 months and 150 contact hours. There are 9 Continuing Education Course offered for 2.5 days. Finally, there are 10 ELearning MOOCs.

Health, Life and Natural Science
1. This cluster provides new professional perspectives in medical, pharmaceutical, and healthcare fields. Where applicable, these study programs comply with official guidelines on regulated or certified professions in Switzerland.
2. Two Master of Advanced Studies programs are offered for 4 semesters part-time or 2 semesters full-time. Three Diploma of Advanced Studies programs are offered for up to 2 years, while the diploma in hospital pharmacy lasts 3 years up to a maximum of 6 years.
3. Six Certificate of Advanced Studies are offered for 2 semesters, up to 12 months, and some for 2-4 years. Two Continuing Education Courses are offered and 4 MOOCs.

Technology, Management & Innovation
1. Knowledge transfer between universities and industrial partners is the focus here, and continuing education is an ideal platform for this mutual exchange. The target group is managers in leader-ship roles, and specialists.
2. Four Master of Advanced Studies programs are offered for 18 months, 2 years part-time, or 4 semesters part-time. Four Diploma of Advanced Studies programs are offered for 1 year, and up to 2 years part-time.
3. Fifteen Certificate of Advanced Studies are offered for 2 months full-time and up to 12 months part-time. Three are offered for up to 12 days and 7 E-Learning MOOCs.

Public Policy and Governance

1. These programs address political issues in a national and international context. International, interdisciplinary study groups foster international exchange. Interactive teaching methods link solid theoretical knowledge with political processes.
2. Two Master of Advanced Studies programs are offered for 2 semesters full-time and four semesters part-time. One Diploma of Advanced Studies program is offered for 2 semesters, 5 Certificate of Advanced Studies for 1 semester part-time, and 5 Continuing Education Courses for 2 to 5 days.

Short Courses

1. Short courses enable students to update, deepen and extend their knowledge in brief course formats. They last one or more days and are intended for specialists working in the respective discipline. Course content is application-oriented and based on the latest research findings.
2. Altogether, currently 20 short courses are available in the areas of finance and project management, decolonizing aid, private and development organizations: building successful alliances, fraud and corruption: prevent, detect, investigate and sanction, geoprocessing, GIS, geodata management, entrepreneurial investments and wealth management for family office and family businesses, crypto compact—introduction for professionals to bitcoin, blockchain, smart contracts and decentralized finance, and female innovation and career development in life sciences.

Non-Degree Courses

These courses are intended for students who are enrolled at a different university and want to do part of their studies at ETH Zurich or attend specific courses or projects at ETH Zurich.

1. Exchange and visiting studies
   a. Students from partner universities may apply as exchange students, while international students from a university that has no exchange agreement with ETH Zurich have the possibility of applying as visiting students. The Swiss Government Excellence Scholarship provides young researchers with the opportunity to pursue doctoral/postdoctoral research at ETH. Faculty and employees from European organizations can come to ETH Zurich for short term stays.
   b. Exchange and visiting students must register for and pass course units comprising at least 20 ECTS credits per semester. Two-thirds of these course units must stem from the same department. For lectures and courses, the 2nd year in a relevant field of study must be completed before the stay at ETH Zurich. Students must have reached at least level B2 in the language of instruction. The conditions set by the department must be met and the study plan must be approved by the home university.

2. Special Students: Certain students from those universities which have official cooperation agreements with ETH Zurich may register as special students. A person registered as a

special student is not entitled to an ETH Card and cannot acquire an ETH degree or Diploma Currently, the following universities and student groups fall into this category:

   a. ETH Lausanne: all undergraduate, graduate and PhD students
   b. University of Zurich: all undergraduate, graduate and PhD students
   c. Other Swiss Universities: all PhD students.
   d. University of Bern: only students of the master's degree program in Climate Science.
   e. University of Basel: only students attending courses of the ETH Department of Biosystems Science and Engineering or attending ETH courses within the program "PSC Master's Courses and Studies in Plant Sciences."

3. Research Project Programs: Several mobility programs offer the opportunity to conduct a research project or thesis at ETH.

   a. The Swiss-European Mobility Program offers best choice if a student is nominated by an European Partners University of ETH.
   b. Worldwide programs are open for students from our non-European partner universities who are nominated for an exchange at ETH Zurich. The HeyningRoelli Foundation supports talented but financially weak students from abroad who want to study for one or two exchange semesters within an exchange agreement at a Swiss university.
   c. Invited visiting student is the best option if they are studying at a non-Partner University or not nominated by a Partner University of ETH.
   d. Internships (paid: The authorities have defined internships very clearly. This may include an internship contract, a salary, and a work permit. For this reason, official internships at ETH Zurich are handled by Human Resources and the Administrative Structure.

4. Summer Offers: ETH Zurich offers students and researchers attractive opportunities during the summer.

   a. Summer schools: Different groups organize a number of summer schools and other opportunities for short-term study at ETH Zurich.
   b. Summer projects: During summer, students with a strong academic record have the possibility to apply for one of the fellowship programs taking place at ETH These programs offer the chance to gain hands-on research experience and join an attractive out-of-lab program.
      i. The Amgen Scholars Program offers summer research stays in science and biotechnology. ETH Zurich offers students 15 scholarships each summer.
      ii. The Computer Science Department at ETH Zurich offers the Student Summer Research Fellowship to allow students to obtain research experience.
      iii. The ETH initiative RobotX offers the Robotics Student Fellowship to carry out research projects in top robotics labs.

5. Auditors

a. Most of the course offerings at ETH Zurich is open to all interested persons. Restrictions on admission are listed in the Course Catalogue. There is, however, no automatic entitlement to admission.
b. A person registered as an auditor has no student status at ETH Zurich, is not entitled to an ETH Card, is not entitled to undergo performance assessments, or sit examinations, is not entitled to acquire credits (ECTS or otherwise), cannot acquire an ETH degree or Diploma, and cannot obtain confirmation of participation.
c. ETH Zurich currently differentiates between two types of auditors. Each has its own registration procedure.
    i. Non-ETH members, including in particular undergraduate and graduate students at those universities which have no official cooperationagreements with ETH Zurich, and all students at universities of applied sciences.
    ii. ETH domain employees and retired ETH Zurich employees.

Industry & Knowledge Transfer

Offers for Industry
1. ETH Industry Relations supports companies in finding partners, organizes visits and workshops and offers advice on funding opportunities.
2. It supports competence centers and initiatives that bring together researchers and companies across all disciplines.
3. It advises companies on funding opportunities for joint projects.
4. It hosts Industry Day that focuses on the latest developments in ETH research and network with researchers and young entrepreneurs at the largest ETH event for Industry.
5. It supports small and medium-sized enterprises in establishing co-operation with ETH Zurich.
6. The Career Center is the central platform between companies, students, doctoral students, and postdocs as they embark on their careers. Industry partners can showcase theircompany at ETH Zurich and make direct contact with up-and-coming talent.

Offers for Researchers
1. ETH Industry Relations supports researchers in finding partners, organizes visits, lab-tours, workshops, and events. It also offers advice on funding opportunities.
2. ETH transfer supports ETH researchers in relation to research contracts with third parties.

Offers for Entrepreneurs
1. Information for founders: Recognized ETH Zurich spin-offs will be supported during their incorporation and the initial years after incorporation.
2. Consulting and advice: ETH transfer will advise you about the first steps in founding a company. From the evaluation of the product to the decision about the form of the company, we will discuss your idea and seek a solution together.
3. Infrastructure: During the first two years, ETH spin-offs may hire premises or equipment from ETH Zurich for shared use where capacity is available. In addition to ETH's own

premises, we can also arrange the hire of premises and laboratories in Zurich's Technopark at discounted rates.

Discover Entrepreneurship
1. Pioneer Fellowships are awarded through a competitive process twice per year.
2. Entrepreneurial ecosystem: ETH Zurich offers its students, alumni, and aspiring entrepreneurs support at every level along their journey - from experimenting with creative ideas, to creating spin-off companies. The entrepreneurship ecosystem brings together the relevant entities, associated groups, and student organizations at ETH Zurich.
3. Innovation & Entrepreneurship Lab: includes events and education for entrepreneurs.
4. European Space Agency—Business Incubation Center: ESA BIC Switzerland is a start-up support program of the European Space Agency (ESA), operated by ETH Zurich. It supports Swiss start-ups that use space technologies: either technologies from space that are adapted for use on Earth or solutions from Earth that can be adapted for use in space.

Administrative Structure

Vice Rector for Continuing Education
Head of School of Continuing Education (SCE)
Deputy Manager, Deputy Head, SCE
Head of Communication and Marketing
Project Manager (2)
Continuing education specialist
Administration (2)
Business Apprentice

Lecturers
Master of Advanced Studies/Master of Business Administration 16 professors.
Diploma in Advanced Studies 8 professors.
Certificate in Advanced Studies 25 professors.

Background

Sorbonne University is a public university, created on 1 January 2018, by the merger of the Paris Sorbonne University and Pierre and Marie Curie University. It is structured by three faculties,in the fields of arts and humanities, science and engineering, and medicine. As a multidisciplinary research university in the heart of Paris, Sorbonne University is resolutely global. In cooperation with its partners, it creatively and innovatively fulfils its missions of teaching, research, innovation, mediation, and technology transfer for the benefit of the common good.

Sorbonne University promotes equal access to knowledge, from bachelor's degrees to doctorates and in life-long learning. At the end of high school, when returning to school or throughout a career, it provides demanding teaching based on the spirit and methods of research and allows students to develop their own multidisciplinary career path. On its campuses, in Paris and in its marine stations in the regions, it boasts state-of-the-art equipment conducive to successful work. Sorbonne University contributes to current public debates through a host of events open to everyone. On its campuses, all kinds of people have the chance to discover and share knowledge: courses, conferences, events, the discovery of unique collections, shows or concerts, etc.

To perform its missions and succeed in its projects, Sorbonne University is developing a dynamic partnership policy. Its laboratories are co-managed by national research organizations and leading academic partners. In 2018, it created the Sorbonne University Alliance, which among other things, defines the orientations of the Excellence Initiative for the implementation of the Sorbonne University Strategic Plan.

As a key player in the realm of public debate, Sorbonne University is at the forefront of knowledge and its dissemination to all its students. As a provider of expertise and flexible enough to respond to society's expectations and questions, it adapts its teaching methods, supports, and encourages entrepreneurship and stimulates innovation. It is thus able to support and enlighten society in the challenges it faces—globalization, mobility, digital revolution, demographic and health changes, environmental transition, etc.

Programs

Sorbonne University's programs in lifelong learning/continuing education/professional studies are provided through three vehicles outline below, the University for All Ages, Community Outreach, and Interdisciplinary Institutes and Initiatives.

University for All Ages

Summer University

Organized by the Faculty of Arts and Humanities, Sorbonne Summer University opens its doors to a broad public from all over the world, students or academic researchers wishing to discuss current research in the humanities and sciences, tourists wishing to make the most of their stay in Paris, and anyone with a desire to learn more. Sorbonne University offers multidisciplinary course cycles, French as a foreign language courses and lectures given by teacher-researchers from its community.

Inter-age University

Sorbonne University offers a series of lectures that address different themes and disciplinary fields, providing the public with the opportunity to cultivate their knowledge and understand current issues. These lectures are in French and are open to all without any conditions pertaining to age or educational level. The lecture series does not, however, lead to the awarding of any diploma or certificate, and does not offer preparation for any examination.

Community Outreach

The Science House

1. Conceived in 2012, the Science House was launched on October 16, 2019, on the Pierre and Marie Curie campus in the presence of Jean Chambaz, President of Sorbonne University, Gilles Pécout, Rector of the Academy of Paris, Pierre Corvol President of the Academy of Sciences and Daniel Rouan, President of the Foundation La main à la pâte. The fruits of a partnership between Sorbonne University and the Paris Rectorate, the Science House joins the existing network of 10 Regional Houses, supported by the Academy of Sciences and coordinated by the Fondation La main à la pâte.
2. Through these actions, The Science House helps bring together the educational, scientific, and industrial communities, made up of engineers, researchers, and academic researchers with teachers from the French National Education system to co-construct coherent actions that reflect current research and are in line with school curricula.
3. The Science House offers the primary and secondary school teachers in Paris, a series of professional development courses in science, bringing them closer to the science and technologies being developed in research laboratories. The courses are based on an investigative approach, questioning our daily lives dealing with scientific and interdisciplinary themes such as "Climate and me", "Teaching biodiversity in the city" or "Food and health", which are among the seven themes.
4. The originality of these courses, designed in collaboration with engineers by training, academics, researchers, and academic trainers of the rectorate, is to associate the living research of laboratories with the needs of teachers and school programs. After a presentation of a scientific theme by experts in the field, the trainees will be immersed in the laboratory to observe, experiment, reason. This will be followed by a time of reflection on the transposition into the classroom of what has been discussed. By offering teachers activities that put them in a situation of learning and implementing the experimental approach, it is hoped that they can then make it live to their own students.

5. In the 2019-2020 academic training subject focused on climate, robotics, acoustics, biodiversity, mathematics and natural sciences, food, and health. These courses primarily involve the Faculty of Science and Engineering, in future training will be enriched by offering other themes related to the Faculty of Medicine and the Faculty of Letters. In addition to professional development actions, the Science House Maison also aims to facilitate the implementation of local scientific projects in primary schools or pilot colleges of the La Main à la pâte foundation network, by intervening more directly with students.

The Patients' University

1. Founded by Professor Catherine Tourette-Turgis in 2009, the Patients' University aims at designing and running degree courses for people with a disease who wish to transform their lived experience of the disease into expertise at the service of the community. It is the first university in the world to train and graduate chronic patients, considering the validation of their experience acquired through their illness and their care. It is an innovative pedagogical system which consists of integrating patient-experts into university degree courses in therapeutic education.

2. Through the awarding of a diploma, the Patients' University enables patients to become more professional, but also to reduce their social isolation and improve their self-esteem: their skills are recognized and transferable to other areas of society and their sense of social usefulness is restored.
    a. The patient expert/partner, once graduated, often chooses to invest in the functions of care partnership, education, training, and consulting in health pathways.
    b. They bring to a team, a patient association, a care institution, a health agency, their expertise, and skills but also his experiential knowledge shaped at the end of his training.
    c. They can also lead workshops for the exchange of experiences, participate in the construction of advocacy, teach, and participate in the training of health professionals, conduct surveys from a patient perspective.
    d. They can participate in the governance of a hospital, a service, cross the patient experience and the care experience of care.

3. Diplomas (DU) are offered in three areas: mission patient partner and referent in recovery in oncology, therapeutic education training, and healthy democracy: equipping to build health expertise.
    a. The duration of the training is 120 hours. The courses take place over 14 days at the rate of 7 groupings of two days mixing face-to-face and remote. The DU usually opens in October and ends at the beginning of July each year. It takes about 30 hours of extra personal work.
    b. Students come from all over France and from other French-speaking countries (Belgium, Switzerland, Maghreb...)
    c. Each DU has its own training framework but the three diplomas share a vision of the patient thought as a co-producer of care and an operator in the division of medical labor. Another common point is to attach importance to the recognition and validation of the experience of the disease through a university degree course.

4. Master classes of are offered in a variety of fields including:

        a. Patient-partner in metastatic breast cancer: 60 hours face-to-face and remote.
        b. Patient partners and caregivers in therapeutic education: 6 days training.
        c. Training patient partners in vascular diseases: 40 hours remote instruction.
        d. Patients-experts and caregivers-experts in sickle cell disease: 42 hours.
        e. Training of patient partners in melanoma: 40 hours.
        f. Training of occasional patient trainers in caregiver training: 55 hours, 35+14 face to-face +6 intersessional self-employment.
        g. Partner patient training in short hail syndrome: 40 hours including 20 online.
        h. Access to care and markets: 50 hours including 8 hours of personal work.
        i. Advocacy for a reduction in exposure to infectious risk in care pathways: 50 hours including 10 hours of work on an internet platform and personal work.

5. After 10 years of experience in the training and graduation of patients, the Sorbonne Patients' University set up an educational chair to develop innovative teaching, research, and training on the theme of "skills and vulnerabilities". It is housed in the Faculty of Medicine of Sorbonne University. The Chair is dedicated to the creation of teaching, training standards and the implementation of capability devices.

The Participatory Science Portal

1. Faced with the growing number of such projects (nearly 40), the National Museum of Natural History and Sorbonne University decided to take action to give a greater presence to participatory science through the launch of Science Ensemble in November 2019.
2. Science Ensemble will increase the visibility and awareness of all the Sorbonne University Alliance's participatory science projects and will contribute to their development and visibility.

My life as a Researcher

1. Organized since 2017, this program is aimed at 1st and 12th year high school students in the Paris Region that are taking the Scientific and Science & Laboratory Technology (S/STL) sections in their schools.
2. Presented as a scientific police investigation and supervised by young doctoral students, students are called upon to apply an investigative approach just like real investigators and mobilize their knowledge to unmask the culprit.
3. This initiative, supported by the Île-de-France Region, the Rectorate, Paris City Council and the Academies of Versailles, Créteil and Paris has several objectives:
        a. To consolidate the concepts discussed in class throughout the year in an interactive and original way.
        b. To follow a rigorous scientific approach like real researchers.
        c. To introduce high-school students to the university and show that it is accessible to them.
        d. To present the biology courses and the different careers they can offer.

The Teddy Bear Hospital

1. Every year before the summer, students at the Faculty of Medicine introduce the youngest children to the world of hospitals through the Teddy Bear Hospital, a public health initiative set up by the French national association of medical students (ANEMF). About fifteen

classes from the kindergarten sections take part in the event and immerse themselves in the world of health in a fun and educational way.

2. A third-year medical student at Sorbonne University, is the project leader.
    a. "First, we meet the children in their classrooms in small groups of two or three students," she explains. There, we invite them to talk about how they see hospitals and medical fields, and for some of them, to share their experiences in the medical world.
    b. After this first introduction, the future doctors present the Teddy Bear Hospital. This scheme, run by student volunteers, allows the young children to experience an entire care pathway as a companion to their teddy bear, who plays the role of the patient. In class, they are given a list of basic illnesses, and the children choose one that they attribute to their teddy bear."
    c. A few days later, the classes are invited to spend a whole afternoon in a hospital created especially for them on the premises of the Sorbonne University Faculty of Medicine. About a hundred students are mobilized to welcome the pupils. "They set up fake stands for consultations, infirmary, physiotherapy, radiology and even surgery," explains the representative.
    d. The children wander between workshops to get their little stuffed animal treated: the doctor weighs, measures the teddy bear and listens to its heart, the nurses give it vaccinations and take blood samples, while the physiotherapist examines its mobility and other exams. Among a whole range of treatments, cuddly toys can even get X-rays and MRIs on cardboard machines made by the students.
    e. Two weeks after this immersive afternoon, students return to the kindergarten in their classrooms to check on the health of their stuffed animals and assess what the children have understood. For many, the experience helped them overcome their fear of the professionals in white coats. For the medical students, it will have taught them to adapt their explanations to a very young audience. "It's a good way to train ourselves to be teachers and to develop our listening skills," concludes the medical student.
    f. On a national level, the Teddy Bear Hospital is present in all 38 French medical schools and welcomes more than 10,000 children each year.

An Interdisciplinary Approach to Serve Society

Multidisciplinary Institutes and Initiatives
1. The deepening of knowledge enables Sorbonne University to extend the scope of its utilization and to ensure its presence in interdisciplinary research. Rather than making a distinction between a classical and disciplinary approach to research versus a contemporary and interdisciplinary one, Sorbonne University has learned that successful interdisciplinary research results in more innovative disciplinary research. Therefore, for the challenges facing today's society that do not fall within the remit of any science, Sorbonne University has set up various institutes.
2. The Sorbonne University Alliance brings together six higher education and research institutions covering all disciplinary fields of arts, humanities, medicine, science, engineering, technology, and management. The diversity of its members promotes a

comprehensive approach to teaching and research. It supports access to knowledge for all and develops numerous joint programs in lifelong learning across all disciplines, inresearch and innovation, and in the use and dissemination of their results.

3. The Sorbonne University Alliance currently boasts several multidisciplinary thematic institutes and initiatives. Bringing together several institutions, they seek to make a range of disciplines work together, freeing them from traditional divisions and thus providing researchers from different backgrounds with the opportunity to compare their knowledge and experience.

4. The institutes are financed partly by the Idex (the French Excellence Initiative) and partly by external project funding (ANR, European Commission, industrial partners, etc.)

The Institutes

1. The Collegium Musicæ is an institute that brings together musicians, researchers and academics around the creation, research, conservation and practice of music.

2. The Institute of Computing and Data Sciences (ISCD) is a research, expertise and educational center in scientific computing, based on high-performance computing and visualization resources.

3. The University Institute for Health Engineering (IUIS) is to encourage educational, scientific, and technological innovation in health by providing a structure to host multidisciplinary teams grouped around three themes to be approached in an interactive way: engineering, health, humanities and social sciences.

4. The Sorbonne University Institute for Environmental Transition (SU-ITE) aims to create innovative education and research dynamics in major issues of the environment, sustainable development, and the construction of a post-COP 21 society.

5. The Heritage Observatory (OPUS) promotes a broad, innovative and operational field through a synergy of scientific, pedagogical and heritage resources of the Sorbonne University Alliance.

6. The materials Science Institute brings together major players in the field of materials and encourages innovation, an interdisciplinary approach and both basic and applied research on materials to help meet the major societal and economic challenges.

7. The Quantum Information Centre Sorbonne (QICS) is an institute gathering the knowledge and skills in the Alliance Sorbonne Université on quantum information, mainly in computer science and physics, but also in mathematics and human sciences.

The Initiatives

1. Initiative for Biology: i-Bio, for interdisciplinary research in Biology. Its four-year program includes doctoral contracts, support for transdisciplinary research projects, the recruitment of new teams and active scientific animation through seminars, colloquia and summer school programs.

2. The Biodiversity, Evolution, Ecology and Society Initiative (IBEES) aims to stimulate and strengthen the organization of fundamental research activities and academic programs for the scientific community.

3. The Theater Initiative's role is to develop and maintain partnerships with academic and theatrical institutions dedicated to the performing arts, and to organize the cultural

dissemination of the project's themes in the form of symposiums, conferences, exhibitions, installations, performances, and publications.

4. The Health Economics initiative seeks to develop synergies between several Sorbonne University communities, in particular the Faculty of Medicine, the Pierre Louis Institute of Epidemiology and Public Health (iPLESP), the Compiègne University of Technology (UTC) and the European Business Institute (INSEAD).

5. The Gender Initiative seeks to contribute, from within Sorbonne University to the development of educational and scientific initiatives related to gender issues. The objectives of the Gender Initiative center on communication, education and research.

6. The Biomedical Humanities Initiative offers an interdisciplinary approach to issues related to medicine and health. It forms part of a long tradition of exchange between, on the one hand, disciplines relating to the humanities (philosophy, literature, sociology, cultural anthropology, history and art history) and, on the other, medicine, understood here as "art at the crossroads of several sciences"— anatomy, physiology, biology, or even chemistry.

7. Europe and Interculturality Initiative aims to explore over a long period time that is neither limited to the contemporary period nor European construction. The initiative will highlight foundational concepts on interculturality, in particular everything related to circulation, networks and transfers.

8. The initiative on 'Mastering safe and sustainable technology systems' is designed to build and animate a community around research on systems created by humans and intended for our own use.

9. The Physics of the infinite initiative has the goal to organize and promote top educational programs for Sorbonne students at the intersection between two flagship fields bringing together ten laboratories: high-energy physics (particle physics, cosmology) and plasma physics. It also carries out scientific dissemination actions (the development of MOOCs) and communication aimed at the public (conference cycles).

10. Sciences of Antiquity: This initiative assembles research and education strengths within the Sorbonne University Alliance that pertain to Sciences of Antiquity.

11. The Molecular Sciences and Engineering Initiative aims to strengthen the impact of Sorbonne University Alliance research by strengthening resources across a selection of projects that involve multiple molecular science and engineering skills,

Administrative Structure

1. The University for All Ages is in the Faculty of Arts and Humanities
2. The Science House is headed by a Director.
3. The Patients' University is headed by a Chair.
4. My Life as a Researcher currently has a seven-member organizing committee and a pedagogical team of 8 PhD students.
5. Each of the institutes and Initiatives is headed by a Director.

Ludwig-Maximilians University

Historical Background

Founded in 1472, LMU's history reflects the changing currents that determined the course of European history over the past 550 years. Over the course of five centuries, LMU has been at the center of religious and political transformations. It was a bulwark of the Counter Reformation. Jesuits, secular reformers, and Nobel Laureates all contributed to its fame. But its standing was gravely damaged during the 12 years of Nazi dictatorship, when fanatical adherents of Nazi ideology transformed the venerable institution into a pliant tool of the regime. Since then, its outstanding scholars and scientists, alert and eager students and dedicated support staff have all helped to restore and consolidate the excellent international reputation that LMU enjoys today.

The keywords 'Excellence' and 'Bologna' designate the two issues that have particularly marked the evolution of LMU in the early 21st century. In 2004 the Bavarian State Government decided on substantial cuts in the budgets of all ministries. To counteract the effects of the cutbacks on the University, LMU adopted the "LMUinnovativ" program, a strategy designed to create a distinctive profile for the institution by setting priorities, enhancing performance and boosting competitiveness.

In the context of the Bologna Process, which was intended to provide for greater mobility and integration of third-level courses in Europe by establishing agreed, cross-border standards for assessment, LMU reorganized most of its study courses in the Winter Term 2009/10, much to the dismay of many students and their teachers. The introduction of student fees in 2007 had already provoked widespread protests, and the implementation of the Bologna reform and tuition fees in late 2009 led to the occupation of LMU's Audimax for several weeks. However, the Bologna process now enjoys broad support, and the decision to impose student fees, with which new positions for teaching staff and tutors were funded, was revoked in time for the Winter Semester of 2013/14.

Apart from Bologna and the Excellence Initiative, there have been other notable changes at LMU over the past few years. The University has gained in international visibility, thanks to its cooperation agreements with leading American and Chinese universities. A significant proportion of LMU's student body now comes from abroad, while LMU students are among the most assiduous of German participants in the Erasmus program. A further innovation is already making life easier for students in the Bavarian capital: Beginning in the Winter Semester of 2013/14, students at LMU (and other third-level institutions in the Munich area) can purchase a semester ticket which is valid for travel on the entire MVV network for the whole term.

In 2019, in the context of the Excellence Strategy funded by Federal and State Governments, LMU was designated as a University of Excellence and was awarded a corresponding level of long-term funding. The latter innovation in the implementation of the Excellence Strategy will allow LMU to extend its successful approach to development. A new long-term program entitled "LMUexcellent: A New Perspective", which will enable LMU to consolidate its position as a leading international university.

Continuing education and lifelong learning at LMU are provided by multiple entities in a variety of ways.

Programs

A University for Everyone

From interfaculty lectures and the "Studium Generale," to visiting students in the study program for senior citizens and initiatives organized by the LMU Women's Representative — the program welcomes everyone both within and outside the University.

KI Lectures

As a self-learning technology, artificial intelligence is becoming increasingly important in all areas of society and science, LMU therefore welcomes participants to a digital, public lecture series with distinguished scholars from its faculties. Researchers from a variety of disciplines shed light on the many facets of artificial intelligence, its impacts, and potential applications across the breadth of sciences.

Studium Generale

Offers a combination of lectures covering general interest and interfaculty topics. These are available to students and LMU members. For students, this is a unique opportunity to broaden their knowledge beyond your specific subject area and get inspiration for their academic field by exploring neighboring ones.

Study Program for Senior Citizens

LMU offers anyone that is academically curious a comprehensive educational portfolio to promote and encourage life-long learning. The *Zentrum Seniorenstudium* specializes in offering a varied program each semester covering a constantly changing line up of lectures from all faculties.

Women's Studies and Gender Studies

The LMU Women's Representative initiative, develops and supports gender-specific projects. The scope of this is extensive and includes: the foundation of the research training group, the coordination of multiple projects in recognition of 100 years of academic education for women in Bavaria, the regular distribution of the "Gender Studies" course catalog as well as other publications, and the organization of colloquia and research projects.

Experience LMU

This program gives students a taste of university life and for them to find out more about their future field of study. Every year LMU hosts Campus Day — and during the semester there are plenty of trial lectures and events to help incoming students to make the right choice.

Trial Lectures at LMU

Designed for students who want to experience their subject "live" at LMU, and would like to get to know the University on their terms. Carefully selected, beginner-friendly lectures and seminars give prospective students an idea of what their dream subject is really like. Students can come once, twice or as often as they like.

Online Trial Sessions

Designed for students who are interested in studying at LMU, but not yet sure which subject they want to study. During LMU online trial sessions, students can arrange an interactive online meeting for a maximum of three prospective students and provide insight into their subject area.

Virtual Campus Days

Everyone, from lecturers to students, attends LMU's largest event — all presenting their disciplines to visitors. The LMU Service Centers provide information on application, registration, and financial support, studying abroad and studying under special circumstances (with a child or a disability, for example). Students can find specific information concerning their personal situation and learn more about a range of subjects by participating in the talks and trial lectures.

Study Orientation Week

Prospective students get a taste of university life, visit lectures, and meet lecturers and students during study orientation week. Visitors can attend regular courses, and in addition numerous departments and university institutions host information events and invite visitors to get to know what's on offer at LMU. The event usually takes place in fall.

University and Education Fairs

LMU regularly exhibits at university and education fairs organized by public, non-profit or commercial organizations in different locations. Prospective students are encouraged to join the university's stand or use the opportunity to find out about studying at LMU by attending presentations.

Group Coaching: The First Generation to go to College

This program specifically addresses the needs of (prospective) students whose parents did not receive a university education. Being the first one in the family to go to university often brings special challenges and may lead students to doubt their ability to see it through. Using a variety of interactive methods, this coaching identifies the resources that such students have that they can harness for a successful academic career.

*Consultation Appointments for Vocationally Qualified Applicant*s
Vocationally qualified applicants can participate in any of LMU's regular information sessions that provide information for applicants without the standard university entrance qualification and a vocational training or a master craftsman certificate instead. Attending a consultation is a necessary part of the application process for university admission for vocationally qualified applicants.

Programs for Visiting Students

LMU offers opportunities for study exchange for a few months through the Erasmus+, SEMP and LMU exchange programs. The university also provides a summer academy and German courses. And there's the Junior Year Program for North American students.

Munich International Summer University (MISU)

1. Every year, more than 950 students from no less than 80 countries make MISU a truly international experience. They immerse themselves in German through a wide array of language courses or choose a summer academy to deepen your knowledge. German is the second most used scientific language, and Germany is the most powerful European economy.
2. Taught in small groups by excellent and committed teachers, intensive instruction, and inspiring environment, MISU provides German language courses for all levels and purposes. Students can choose a Summer Academy from the entire spectrum of the natural sciences, social sciences, and the humanities. They gain credit towards their degree.
3. Each MISU course lasts for about 4 weeks and is usually offered in August. Students must be at least 18 years old to participate in the following courses: Summer German language courses, summer German courses—specialized for advanced learners, and Study preparation course.

MISU Summer Academies

1. These are exclusive courses or short-term research programs that cover the whole gamut of the natural sciences, social sciences, economics, and the humanities. MISU offers programs for all levels of study – for international bachelor's, master's, and doctoral students, and for young professionals as well.
2. All summer academies are conducted in English by distinguished faculty who are committed to excellence in research and teaching – a fantastic opportunity for students to grow as a future academic or professional, and as an individual.
3. The courses last between two and ten weeks, with intensive teaching in small groups to optimize their engagement with the subject. Learning in class is usually combined with a range of independent study activities such as reading, preparing for classes, and completing assignments which deepen your knowledge of the subject and foster your ability to work in a self-motivated way.

4. The Summer Academies are complemented by a cultural program designed to be enriching as well as great fun. A few of these courses may also include some German language instruction.

5. Currently, the summer courses cover the areas of economics and communication (5), law (2), natural science (practical research programs, 5), and social and political sciences. Currently, bachelor's students have access to 10 courses, master's students to 11 courses, doctoral students to 2 courses, and young professionals to 8 courses.

Services and Activities

MISU's friendly and professional support through a wide spectrum of services including detailed pre-arrival information by email, assistance with health insurance and visa application as needed, housing, generally in student dorms, library and internet access, a mensa card entitling students to inexpensive meals in student cafeterias, support by tutors and an emergency hotline during the program, and transcript of records for courses completed.

Social Activities Program

1. MISU programs open the door to a wealth of experiences far beyond the solely academic. Social activities provide a perfect setting for students to explore Germany, learn about its culture, meet, and mingle with other students from all over the world.

2. Students explore LMU's 530-year-old history and benefit from the rich leisure activities Munich has to offer, discover some of the fascinating historic castles, cities, and landscapes of Bavaria and Germany and participate in excursions which are generally organized on weekends.

Programs for LMU Students and Staff

Internships Abroad

1. Internships abroad for its students enhances their professional development, improves their chances of securing a job and broadens your horizons. By taking part in an internship abroad, students benefit from a first glimpse into business life, and get to apply what they've learnt to real-world situations — not to mention gain international experience. And you're not alone.

2. Internships abroad are financed through scholarship programs offered via LMU Career Services.
   a. The Erasmus+ Traineeship Program offers financial support to registered students and doctoral candidates as well as to graduates.
   b. The PROMOS scholarship program supports internships outside of Europe for a maximum of three months of financial support.
   c. The StMAS scholarship offers grants for short-term internships in Europe.

Training Programs for Staff

1. Students are not the only ones who can learn new skills at LMU! Nowadays, further education and lifelong learning are vital for university staff in all areas and at all levels. An extensive program of training programs specially designed for administrative, technical and laboratory staff helps to ensure that employees in this sector are always up to date.
2. On-the-job training, seminars and training courses that extend your expertise, enhance your social skills, or improve your English are among the many educational opportunities available, at both individual and team levels, to LMU staff.

Business, Culture, and Society

Knowledge Transfer

1. LMU is one of Europe's most research-intensive universities and translates the results into practice. Collaborations with trusted partners bridge the gap between exploratory science and marketable products, to the benefit of all.
2. LMU seeks to ensure that our know-how and research data benefit society by stimulating technological progress and cultural innovation. Each year our researchers and students transform experimental data into real applications, founding spin-offs and patenting discoveries – in cooperation with partners in industry and business.
3. Services for Firms
    a. LMU seeks to be the first point of contact for firms wishing to initiate joint research projects with the university. It assists firms find the appropriate partners at LMU, with whom they can plan and carry out their collaborative project.
    b. It organizes events designed to stimulate cooperation between academicresearchers and commercial firms, and we can arrange one-on-one meetings on request. We can also provide guidance on and offer solutions to administrative issues. Moreover, we will be happy to inform you about the various support mechanisms that are available for translational projects initiated at LMU.
    c. If a firm intends to make use of public funding in the context of a research collaboration with LMU, the university can help you to select the most suitable program.
4. Funding programs for translational projects**:** Several funding programs are designed specifically to support applied research projects and collaborations between industry and academia. LMU helps firms to decide which programs are best suited for their project.
5. Validation projects, feasibility studies and marketing surveys: Various funding opportunities are available specifically for research projects which must first be validated in an academic context, and further developed to improve their prospects considering prevailing market conditions.
6. Services for LMU Researchers
    a. If a faculty member's research is relevant to possible industrial applications, they may wish to develop this potential in cooperation with commercial firms. If so, the university can assist the researcher to identify the best partner among the network of firms that have previously cooperated with LMU.
    b. It can also arrange meetings in various formats with possible partners and offer guidance in relation to the financial aspects of translational projects.

    c. Researchers in the Humanities, Cultural and Social Sciences, can be assisted to translate socially relevant research findings into practical measures. The university is at their service from the planning stage to the implementation phase.

7. Cooperation with cultural and social bodies
    a. LMU specifically encourage dialog and collaboration between our researchers and partners in cultural and social organizations.
    b. If an educational or cultural institution, civic organization, or your communally oriented firm is interested in dialog with specialists in the Humanities, Cultural and Social Sciences with a view to initiating translational research projects and knowledge dtransfer, appropriate experts are identified for the project and discussions initiate aimed at designing a successful collaboration for all sides.

8. University-related startups
    a. Support is offered to qualified researchers, but also to students, doctoral candidates and recent graduates of LMU who wish to set up businesses based on their specialist knowledge.
    b. The support comes in the form of personal consultations, guidance during the initial phase and, if necessary, through the whole process from the initial idea to its realization by providing regular coaching sessions, advice on funding sources & project assistance, developing a business plan.

9. Inventions, patents, and exploitation rights
    a. LMU aids with all staff members of LMU and the University Hospital in all aspects of the protection and transfer of intellectual property.
    b. This includes guiding them through the process of evaluation of their innovation in terms of its novelty and commercial potential, and their inventive input, and its subsequent patenting and exploitation in cooperation with suitable commercial partners; and assisting in the selection and validation of various modes of commercial exploitation, such as licensing arrangements and option contracts or the transfer of exploitation rights to SMEs, spin-off firms or global players.

Teacher Training

1. The Munich Center for Teacher Education (MZL) currently offers the almost 8,000 teacher training students at LMU comprehensive and innovative consulting services on teacher training and the teaching profession as well as extensive additional offers that supplement the contents of the teacher training courses with events closely related to the professional field of school across school types and disciplines.
2. With the MZL, the 15 faculties involved in teacher training have a partner who initiates and promotes projects for the further development of science-based and career-oriented teacher training and who supports them in the complex study-coordinating tasks of teacher training.
3. The priority areas include consulting and professionalization, quality offensive for teacher training, internationalization, and digitization.

<u>Online Programs</u>

1. Online study programs: An "iatroduction to the practice of education," the "basics of marketing," and a "guide to the application of medical diagnostics" — these are only some of the subjects covered by LMU's online study program.
2. Massive Open Online Courses: since 2013, LMU has presented our MOOCs on Coursera — these are free and require no special qualifications. LMU makes digital content relating to research and teaching available for download on iTunes U. VideoOnline features digital teaching materials, mainly created by LMU's Faculty of Psychology and Education.

Administrative Structure

Research and Technology Transfer headed by 2 people
Office of the Munich Center for Teacher Education is headed by a Managing Director, assisted by a Deputy Managing Director, assistant to the management, a regular staff of 10, and auxiliary staff of 6.
Not able to determine staffing for the other programs.

University of Amsterdam

Historical Background

Located within the heart of Amsterdam, the UvA is an intellectual hub within the Netherlands. It consistently leads the local field in several international rankings and is globally respected for its multidisciplinary, pioneering research. The University was founded in 1632. In 1815, the Athenaeum Illustre was officially recognized as an institution of higher education, and in 1877 the City of Amsterdam, which provided its funding, elevated it to the status of University of Amsterdam. From that date, professors were appointed by the City Council, and it became possible for doctorates to be conferred. This attracted many renowned scientists (and future Nobel laureates) to Amsterdam.

The University was growing. New faculties, subjects and specialisms were added, and between 1917 and 1931 student numbers increased from 1100 to 2500. After WWII the UvA soon became the Netherlands' largest university, with 7100 students in the academic year 1950-1951. The 1960s saw another expansion in the number of people going to university, and by 1970 the UvA had 25,000 students.

The UvA's status of municipal university came to an end in 1961, and from then on funding was mainly provided by the national government. Professors were no longer appointed by the City, but by the Executive Board. Almost four centuries after its founding, the UvA has grown into a university with a leading reputation in the international world of science. The University is home to over 34,000 students, 3,000 PhD researchers, 6,000 staff and over a hundred different nationalities.

Many of the continuing education programs are offered through the Graduate School of Social Sciences that houses the Summer Programs Office. The team has been making innovative summer programs for over 25 years and welcomed thousands of students from across the globe. It also offers online winter and summer programs on a variety of topics.

The team is proud to bring together academics and professionals in its programs, creating a dynamic and inviting classroom environment that doesn't shy away from asking big questions, confronting norms, and seeking productive and creative responses to today's problems. That's because the summer programs are more than just lectures and assignments: they give participants the skills and viewpoints necessary to understand the diversity, complexity, and changing nature of the world today.

Each course takes an interdisciplinary approach to a field of research to dig deeper and ask broad questions from multiple perspectives. The subjects tackled range from urban studies to sexuality studies, from branding to game theory, from the migrant crisis to urban "flows", and beyond. Over the years, the reach of the Summer Programs Office has grown exponentially and has received numerous applications from every continent, corner, and region of the globe. Due to increased globalization, technological advancements, and the newfound and tenuous hybridity between the

local and the global, the program's students come from diverse backgrounds, and bring their academic and cultural traditions with them whether they're from Boston or Bangkok.

With over 20 years of experience in making programs for partner universities around the world, the Summer Programs Office can help institutions create the ideal program for their students. By providing faculty and staff in consultation, they ensure that students who come to the University of Amsterdam get the best cultural and educational experience to broaden their horizons and make the most of their time in our city. They can help create an entire program from scratch or facilitate a program based entirely on a partner's wishes. They organize everything from public transportation cards to onsite staff to get participants from A to B with a stop at that hidden gem in between.

Programs

UvA Summer School

Pre-University Programs

1. If a student would like to enroll in an elective course at the UvA, yet they are a student at another Dutch research university or university of applied sciences, they will first need to register as an elective course student and follow the outlined steps. As a UvA student, they can enroll directly in elective courses. If students meet the entry requirements, many courses can be taken as an elective course.
2. Pre-University Honors Program: Business & Entrepreneurship. This program is designed for high school students (16+) who are interested to learn the foundations and implications of the dynamics of innovation. Students learn about the process of effectively crafting, formulating, and implementing a strategic direction for a company.
3. Pre-University Honors Program: International Relations. The speed and scope with which international developments unfold is unprecedented. To make sense of the increased complexity of world politics, we need historical as well as theoretical perspectives. How can we understand contemporary international relations? How is globalization changing the practice of international politics? Is the world becoming less or more peaceful, and how can we understand and promote international cooperation to achieve common goals? These are some questions addressed in the course.
4. Pre-University Honors Program: Media, Journalism & Society. In this summer program, students will have the opportunity to participate in a thorough introduction to journalism and the role of media in contemporary societies from both theoretical and practical perspectives. This summer program brings together high school students from across the world to study an important topic at the university level.
5. Pre-University Honors Program: Politics & Identity. As our hyper-connected world draws closer together, it falls to present and future generations to understand how this affects the political climate. Every aspect of our lives is intertwined with political decisions, as is our identity. What implications does our own identity have on our political beliefs, and how does our identity have an impact on and change the interpretations of others, and to what extend do they change our political establishments and conversations?

Bachelor's Programs

UvA offers a wide range of summer programs, some in English and other in Dutch. For 2022, the program offered in English include the following:

1. Arcane World—New Frontiers in the Study of Esotericism: in this three-week summer advanced program, study in-person with some of the most respected academics in the fields of esotericism, alchemy, gnosticism, art and occultism, conspiracy theories, the New Age, and psychedelic culture.

2. Building Brands and Influencing Behavior: branding is at the heart of each organization. In this three-week course students learn how to build a brand strategy from the ground up, and apply relevant academic theories straightaway to practice, while working with a real client.

3. Comprehensive Introduction to Research Methodology and Design: This online program provides students with a deep-dive into qualitative and quantitative research methodologies, as well as the basics of (mixed-method) research design.

4. Digital Methods Summer School: During the Digital Methods Initiative (DMI) Summer School, participants actively engage in empirical research projects, employing webspecific software tools, such as scrapers and crawlers. The course concludes with an event at which the research projects are presented.

5. Epidemics and Social Science: A Holistic Approach. This two-week online summer course trains participants in the social aspects of epidemic preparedness and responses from global and local perspectives to enable them to develop research and expertise to help respond to outbreaks of epidemic threats.

6. Exploring (Non) Racial Amsterdam: protest movements like BlackLivesMatter have made racial injustice and institutional racism focal points for broad societal discussions. But racialized othering is not limited to the present, nor is it relegated to the past, but rather an ongoing process that involves us as individuals and society at large. This course delves into these intertwined dynamics offering students the chance to explore them both theoretically and through relevant excursions to organizations and locations throughout Amsterdam.

7. Introduction to Sexuality Studies: This three-week summer program provides an excellent interdisciplinary introduction to the important debates around sexuality and gender in the social sciences. Students will be equipped with the analytical tools to study these themes critically and reflexively.

8. Mindfulness and Compassion-based Interventions: this three-week summer program provides an in-depth interdisciplinary overview of mindfulness and compassion, demonstrating both their differing and interconnected elements.

9. Multilateralism, Globalization & Corporate Diplomacy: Does climate crisis spell the end of human civilization or a chance for a breakthrough in global cooperation and multilateralism? Is the resurgence of nativist attitudes a transient backlash or the dawn of the post-globalist era? Will mission-driven business dominate future markets or become yet another trite gimmick? With a focus on practice over theory, these are the types of questions participants in this three-week course will ponder and discuss.

10. Placemaking—Sense, Space & Strategy: this three-week program explores the web of relationships between people and place, with a special focus on the sensory experience of the city, and with the aim to plan for changes. This innovative course borrows from human geography, experimental and environmental-psychology, history, and sociology, problematizing the urban environments in which we live.

11. Planning the Cycling City: Throughout this three-week summer program, Amsterdam is used as a living lab to examine the impacts of history, policy, infrastructure, planning, and culture within the context of urban cycling in the Netherlands.
12. Power to the People—Activism and Grassroots Organizing: this course explores the citizen and group-led bottom-up initiatives, as they oppose existing institutional arrangements, and provide alternative perspectives. These initiatives range from protest movements (contentious politics) and self-organized communities (prefigurative politics) to informal security arrangements and advocacy work.
13. The Circular City—Towards a Sustainable Urban Ecosystem: students learn how to connect urban material, water, and energy flows to build a truly sustainable city. This three-week summer program is developed in collaboration with Metabolic, a consulting and venture building company that uses systems thinking to tackle major sustainability challenges. Due to their environmental impact, cities play a crucial role in the transition towards sustainable societies.
14. Urban Studies: Planning and Living in Cities: in this three-week program students explore the fundamental issues that are shaping the development and evolution of cities in the 21st century. With a focus on real urban places, set in both contemporary and historical contexts, the course examines subjects such as neighborhood development and regeneration, housing finance and policy, city planning and sustainability, and the impact of household and demographic change on urban lives and spaces.

Master's Programs

In addition to the above programs available for bachelor's students, the following are also offered to master's level students.

1. Advanced Summer Institute on Sexuality, Culture and Society: in this advanced program, participants build on their existing knowledge of sexuality as it intertwines with issues of ethnicity, nationality, class, and religion, deepening their familiarity with how sexuality is conceptualized and practiced.
2. Behavioral Macro and Complexity: this course provides a state-of-the-art overview of complex economic systems with boundedly rational heterogeneous agents. The leading paradigm in macroeconomics assumes that economic agents (households, firms, investors) are perfectly rational in making their decisions. Experimental and empirical evidence indicate that this assumption is too demanding.
3. Mental Health, You and Society: this course examines public health approaches including health promotion, prevention, and intervention, specific to mental health and addictive behaviors. Through interactive, multi-modal, and problem-based learning, it interrogates issues pertinent to our recovery from this global health crisis.
4. Musicality: Unravelling our capacity for music. This Summer School offers interdisciplinary perspectives on the capacity to perceive, appreciate, and make music. Scholars from biology, musicology, (cognitive) neuroscience, philosophy of science, genetics, computer science, psychology, and other fields consider what music is for and why every human culture has it; whether musicality is a uniquely human capacity; and what biological and cognitive mechanisms underlie it.

Online Summer Programs

1. UvA has organized courses in a variety of topics that are offered online so students can study from the comfort of their own home. Online courses can be taken for credit and offer a series of live and pre-recorded sessions. Participants join students and professional participants from across the world to learn about, debate, and ponder some of the key topics that help us make sense of the present.
2. Currently, the Online Summer Program offers the following areas: Behavioral Macro and Complexity; Comprehensive Introduction to Research Methodology and Design; Behavioral Macro and Complexity; and Musicality: Unravelling our capacity for music.

Winter Courses

1. A wide range of winter courses are also available. They are offered full-time or short-term. They include some of the following, Dutch for foreigners, epidemic threats and disasters, global mental health, materialities in practice, political economy, politics, identities, and inequalities, sex, reproduction and development, social science switch, and visions of the occult: introduction to (Western) esotericism.
2. Online Winter courses are offered in Anthropocene: ecologies, tensions and futures, bootcamp: ethnography and design, digital methods, key topics in urban studies, and migration and integration: refugees, rights & realities.

Open Programs

1. For students interested in continuing their education without enrolling in a full study program, the UvA allows them to follow one or more courses or modules if space is available. Currently, 87 open programs are offered in the humanities, social sciences, business, information technology, education, environmental studies, health, and other areas.
2. The courses range from those on sexuality, ecology, esotericism, data science, artificial intelligence for managers, asset management, banking and finance, business negotiation, big history, child development and education, climate crisis, communication science, digital warfare, epidemics, mental health, migration and integration, multilateralism, globalization and corporate diplomacy, political economy, rethinking sustainable societies, Russian geopolitics, science and life of Albert Einstein, Europe, China & geopolitical strategy, and urban studies.

Exchange Programs for International Students

1. Every year, the UvA welcomes hundreds of exchange students from around the globe who enroll in one of its numerous English-taught programs, some of which are rated as among the world's best. These span a wide range of disciplines, ranging from social sciences to law, humanities to science, medicine to business. As an integral part of Amsterdam - a place renowned for its tolerant, open, and multicultural character - the university shares its

host city's international outlook, which is evident from the widespread use of English, the UvA's unofficial second language.

2. Global Exchange Program
    a. The Office of International Student Affairs (BIS) oversees and coordinates incoming student exchange programs within the Global Exchange Program. Many services are offered to help students adjust to life in Amsterdam and make their stay at the UvA unforgettable.
    b. If a student's home university has a current formal agreement with the UvA, the student is eligible to apply to attend the UvA as an exchange student within the Global Exchange Program.
    c. If a student's home university does not have an agreement with the UvA, they will need to contact their university's international office and follow the procedures indicated by their home university.
    d. If a student's university does not have a formal exchange agreement with the University of Amsterdam, they may apply to study at the UvA as an independent visiting student (free mover). Free movers are non-degree seeking, fee-paying visiting students. They may attend the UvA for a maximum of two semesters (12 months).

3. Cultural Exchange Ambassadors Program
    a. The UvA Cultural Exchange Ambassadors Program is a team-based, extracurricular experience promoting equity in mobility, celebrating cultural diversity and inspiring students to engage with their community.
    b. Students are given the opportunity to use their student mobility experience (for example participating in an exchange, summer, conference, scholarships and/or virtual study abroad program) and collaborate in various teams to complete a list of challenging but fun projects.
    c. Students meet their fellow ambassadors during weekly sessions on Monday evening (except during and the week before exam week), spending a total of 30 hours of work on a variety of team.

Executive Education

The University of Amsterdam (UvA) has several Executive Master's programs taught in English by the Amsterdam Business School (ABS). The ABS offers an inspiring international learning community to study business and management, where both staff and students can develop their capacities to optimum effect.

1. Advanced Master's programs are intended for professionals with a master's degree seeking to extend their knowledge of a specific discipline. Executive Master's programs are designed for professionals holding a master's degree and having either experience in management or management potential.
2. The Amsterdam MBA: helps students develop their global mindset and become an independent leader with entrepreneurial spirit and skills. This program is offered full-time, part-time (EMBA) or hybrid (80% online, 20% on campus).

3. The MBA Big Data & Business Analytics: brings students a multidisciplinary learning experience, preparing them for the challenges and opportunities in big data. To succeed in an increasingly digitalized and globalized world, crucial knowledge and skills are necessary.
4. The Executive MSc in International Finance (MIF): offers students the skill set to excel in their international career as a finance professional. The 1- or 2-year program combines traditional finance with innovative developments, such as fintech, blockchain and behavioral finance. Students decide what field of finance they want to focus on, by choosing the General track or the Finance and Technology track. Both tracks can be followed part-time or full-time.
5. Executive Program in Management Studies: What makes companies successful? And how can a student improve the success of their company? Students can combine work and study and earn their MSc title in Business Administration in 1.5 years. Students can choose from the tracks Digital Business, Strategy and Leadership & Management.

Administrative Structure

UvA Summer School
The school is headed by the Program Director
Assisted by Program Coordinators (2)
Each of the academic programs is headed by a director, a faculty member who is responsible for academic content.

Karolinska Institutet

Karolinska Institutet

Historical Background

Karolinska Institutet is one of the world's leading medical universities. Our vision is to advance knowledge about life and strive towards better health for all. Karolinska Institutet accounts for the single largest share of all academic medical research conducted in Sweden and offers the country's broadest range of education in medicine and health sciences. The Nobel Assembly at Karolinska Institutet selects the Nobel laureates in Physiology or Medicine. Over the years, five researchers from Karolinska Institutet itself have been awarded the Nobel Prize in Physiology or Medicine.

The Instutet was founded in 1810. In 1861, it was awarded the right to grant degrees and given the status of a university. For more than 200 years Karolinska Institutet (KI) has educated students and conducted research in medicine, the life sciences and public health. The practice of medicine and scientific research interacts with and is shaped by the values and power relationships of their time. In the 19th century, the dominant colonial world order influenced KI's professors and researchers. Some of them committed acts or expressed opinions that, from our point of view today, would be regarded as unethical, unscientific, undemocratic, or racist. Those things are part of KI's history.

Historians and an osteo-archaeologist are now working to document KI's collection of human crania gathered by Anders Retzius and Gustaf Retzius in the nineteenth century that were stored in KI's Medical History Museum. The goal is to find out how each individual came to end up in KI's collection and how the collection was used in research and education. The university's top priority is to repatriate (return) remains to indigenous peoples. Repatriation of the remains is regarded as part of a process of restitution and reconciliation. In 2016 repatriation to French Polynesia was conducted, followed in 2017 to New Zealand and North America.

Today, KI is committed to an ethical approach that emphasises the importance of taking responsibility for and respecting the rights and dignity of all people equally. KI reflects critically on its operations, past and present, informed by historical research. KI has a complex legacy, one that can't be reduced to simplistic sagas of villains and heroes, or self-congratulatory celebrations of uninterrupted progress.

KI plans to approach the year 2030 as a pioneering, collaborative, and global university. The priorities in its 2019-2030 Strategic Plan are grouped into three strategic themes: KI will be a groundbreaking, engaged and global university.

Programs

The Institute offers competence development for health care professionals in areas such as global & public health, primary care, dentistry and management and organization. The courses are led by

leading experts, based on the latest research, and are designed to advance your practice of health care and improve your patient outcomes. The courses can be full-time or part-time, online, or onsite on campus in Sweden or elsewhere.

Karolinska Institutet, one of Europe's largest and most research-intensive medical universities, offers customised competence development for health care professionals in areas such as global & public health, primary care, dentistry management and organization

Customized Professional Education

1. KI's customized courses can only be commissioned and paid for by a legal entity, a company, organization, or the equivalent. Executive and professional education accommodates the needs for competence development within an organization. Customized courses give an organization's employees access to the latest advances in medical science and research, on the organization's own terms.
2. In Sweden competence development at higher education institutions is delivered in the form of "contract education." Contract education means that executive and professional education courses can only be commissioned and paid for by a legal entity, a company, organization, or the equivalent.
3. Karolinska Institutet regularly offers customized courses that are commissioned by an organization for its employees. Customized courses give an organization the opportunity to plan a program tailored for a group of employees. In close cooperation with the organization and the relevant department at KI, a program is put together that perfectly meets the organization's needs when it comes to content, level, pace, place, and mode of teaching. The employees will gain access to the latest research in a context that suits the organization.
4. The courses are designed to allow effective study alongside professional work. The studies are usually connected to the workplace to ensure that the new knowledge can be applied immediately and will benefit not only the employee but the organization as a whole. The employer can choose who in the organization will attend the course. KI has extensive experience in flexible learning; the training can be done fully or partially online, onsite on campus in Stockholm, or elsewhere.

Open Enrolment Courses

Karolinska Institutet offers several open enrollment courses for health care professionals. The range of courses is constantly changing. Currently, courses are offered in the following areas:

1. Global and public health: the courses include antimicrobial resistance and stewardship, health assistants in humanitarian crisis, infectious disease control and prevention in public health emergency response, bio-banking as a resource for medical research, from data to action—using national quality registers in quality improvement, core concepts in global health and global burden of disease, health, gender and human rights, and training programs for professionals promoting innovation and renewal within the public sector in Sub-Saharan Africa.

2. Primary care: courses are offered in community-based childcare and family, and diabetes practice for specialists.
3. Management & organization: courses are offered in management, professional role and clinical aspects for nurses, teaching and learning in higher education for health care professionals, emergency department—organization and best practice, and a healthcare executive summit.
4. Ageing: master's courses are offered in dementia care for physicians, dementia for physiotherapists and occupational therapists, and a course on Alzheimer's disease and other types of dementia.
5. Specialty courses for physicians: there is a clinical course in pediatric gastroenterology, hepatology and nutrition, courses in uro-oncology, tumors of the urinary track and male genitals, acute kidney injury and chronic kidney disease, dialysis treatment, immunemediated glomerular disease, kidney transplantation, and core concepts in palliative medicine—the dying patient.
6. Midwifery maternal care—antenatal care: course is provided in midwifery maternity—antenatal care, and there is a capacity building program training program for public health officials in the field of reproductive, maternal, newborn, child and adolescent and nutrition.
7. Cancer: student can take course in tumor biology and basic oncology.
8. Dentistry: master's courses and clinical specialization in orthodontics.
9. Translational medicine. Students gain knowledge and techniques in translational medicine to promote enhancements in the global healthcare system.
10. Medical technology and diagnostics. Students improve their capabilities and expertise to support the development of medical devices and diagnostics.

Exchange Studies

1. Students from partner universities with which there is an exchange agreement can take courses in virtually all programs offered at KI including will audiology, biomedical laboratory science, biomedicine/toxicology, bioentrepreneurship, dental hygiene, dentistry, health informatics, medicine, midwifery, nursing, occupational therapy, optometry, psychology, public and global health/health economics, radiography, and speech and language pathology.
2. Due to the high number of requests, Karolinska Institutet only accepts students from partner universities with which there is an agreement of exchange. It does not accept free movers. Exchange students should be nominated by their home institution, however the final decision on admission is made by Karolinska Institutet.
3. Exchange students seeking admission to courses offered in English must provide evidence of their proficiency in the English language which should also be confirmed by a representative of the student's home university. Exchange students seeking admission to courses offered in Swedish must provide evidence of their proficiency in the Swedish language or another Scandinavian language. Specific requirements may apply for courses, research-oriented projects, and clinical rotations.
4. Most courses are full-time courses and require at least 40 hours of study per week, even though exchange students only will have a few hours of lectures each week. Normally, students will only take one course at a time and when it's finished there is an exam. After

the exam, a new course starts. The structure of individual courses varies depending on what subject the student is taking.

5. Courses usually include lectures, seminars and in some courses also laboratory sessions. There is a lot of group work during a course; the idea is to encourage students to develop critical thinking and collaborative skills. Examinations vary and can take the form of written or oral tests, laboratory work, or group work.
6. Research-Oriented Projects. Projects can be combined with courses and/or run in parallel with courses. The performance is graded in accordance with the course's grading scale and based on the student's fulfillment of the learning outcomes stated in the course syllabus.
7. Clinical Rotations. Some study programs arrange full-time clinical rotations in English and in Swedish within different specialties. A clinical rotation requires at least 40 hours of work per week if run full-time and a student can, if needed be, only attend one rotation at a time. During a clinical rotation the student is assigned to a clinical supervisor is responsible for ongoing instructions and supervision.

Virtual Exchange for Students and Staff

As travelling is restricted due to the current global situation Karolinska Institutet would like to offer students and staff at our valued partner institutions the opportunity to get a feel for Karolinska Institutet. We have put together extra-curricular activities online – virtual exchange!

Freestanding Courses

1. There are several courses offered in English open for international students.
2. For 2021-202, they include advanced course in immune, infection and tumor biology, digital health from an entrepreneurial perspective, public health response in disasters, introduction to brain imaging in neuroscience: with a focus on MRI, PET, EEG, and MEG methods, medical technology in digital health transformation, implementing strategies for quality improvement in healthcare settings, and health care organization and management in the digital age.

Administrative Structure

It was not possible to establish the administrative structure of these programs on the website.