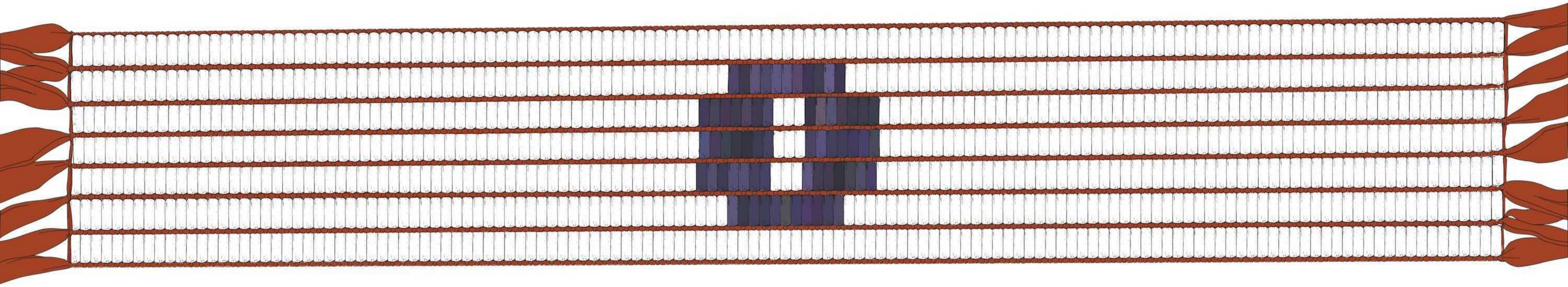




Aligning Institutional Approaches to Credit Recognition Work

May 12, 2026





Tkaronto is covered under Treaty #13 and the Williams Treaties. It is the traditional territories of many First Peoples, including the Mississaugas of the Credit, the Anishnaabe, the Chippewa, the Haudenosaunee, and the Wendat peoples.

This territory is part of 'the Dish with One Spoon' wampum, the most well-known inter-nation 'one-dish alliances. This one was made between the Anishinaabe and the Haudenosaunee, to protect the land and responsibly care for its resources together.

Upcoming!

 **oncat** **CONNECT + LEARN**



June 3, 2026 1-2 p.m.

**Building institutional capacity for PLAR: inside
the PLAR toolkit**



Agenda

Context

Challenges

Potential Solutions

IDEAL STATE

Unified Approach to Learner Mobility

SHARED UNDERSTANDING

SHARED PRINCIPLES



CENTRALIZED & SHARED TOOLS

COLLABORATION

ALIGNMENT

CONSISTENCY

COMMUNICATION

SHARED VOCABULARY

SHARED PRACTICES



Survey

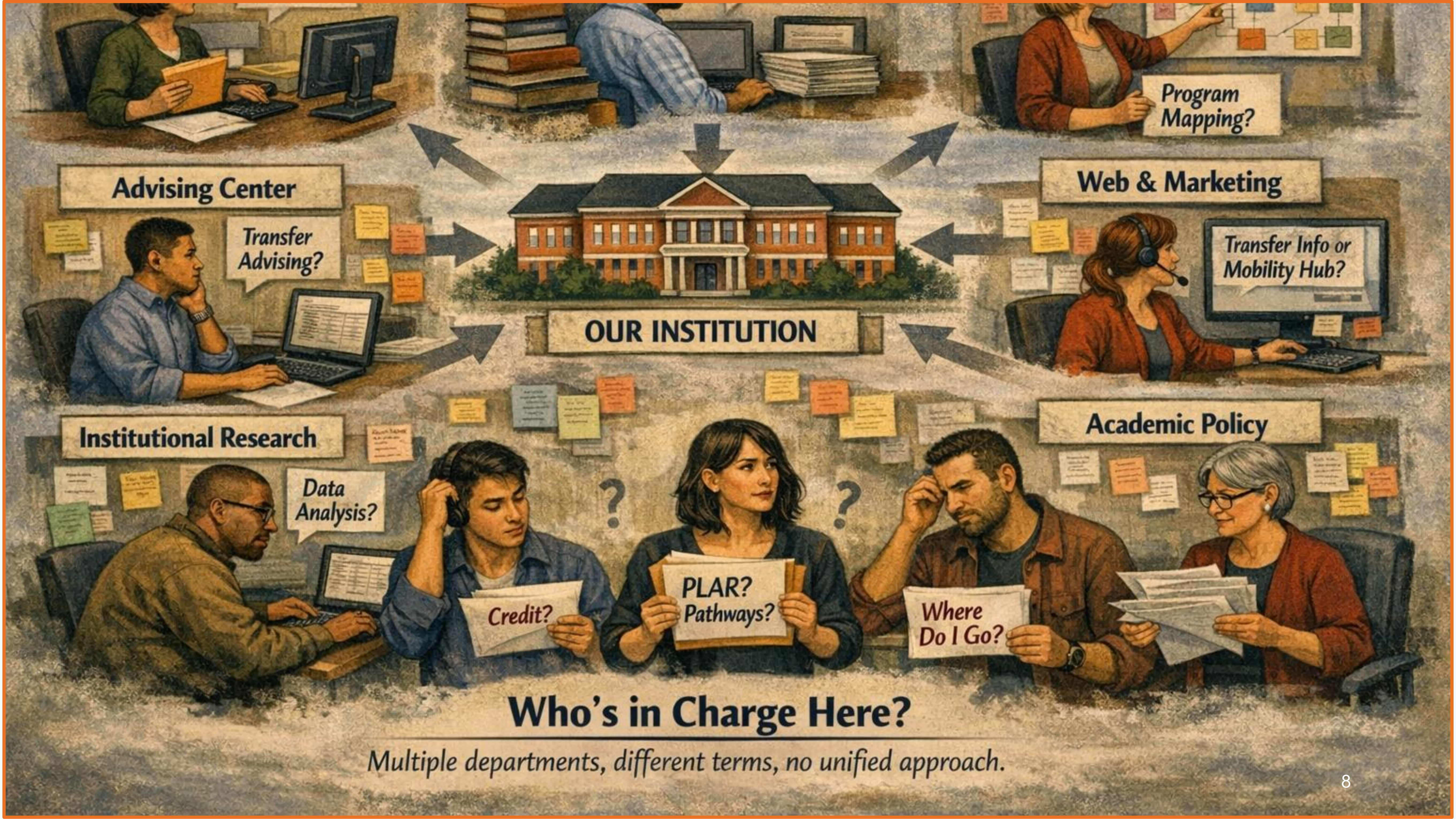
What obstacles stand in the way of an ideal state of learner mobility across Ontario postsecondary?





Context

- Interactions across nested systems
 - **Learners:**
 - navigating our websites
 - encountering our vocabulary and “rules”
 - in classrooms
 - in advising contexts
 - in between sending and receiving institutions
 - institutional policies and credit recognition practices
 - provincial frameworks and cultural norms



Program Mapping?

Web & Marketing

Transfer Info or Mobility Hub?

OUR INSTITUTION

Advising Center

Transfer Advising?

Academic Policy

Institutional Research

Data Analysis?

Credit?

PLAR? Pathways?

Where Do I Go?

Who's in Charge Here?

Multiple departments, different terms, no unified approach.



Context

- Interactions across nested systems
 - **Faculty and Staff:**
 - navigating our websites
 - encountering our vocabulary and “rules”
 - in meetings with leaders
 - in meetings with each other
 - in between sending and receiving institutions
 - institutional policies and credit recognition practices
 - provincial frameworks and cultural norms



Autonomy without shared frameworks creates inequity for learners.

Discussion Question



When you start working with another institution with the intention of developing any type of pathway

- a. what info do you wish **you** had?
- b. what info do you wish **they** had?
- c. does this vary based on program type, institution type, or discipline?

Discussion Question



When you are at the table together - what actually makes it hard to align and understand each other?

Discussion Question



What are some practical solutions you have used to surmount existing barriers or that you wish you had? Are there any that are scalable across the sector?

**Me, waiting for
everything to come together...**

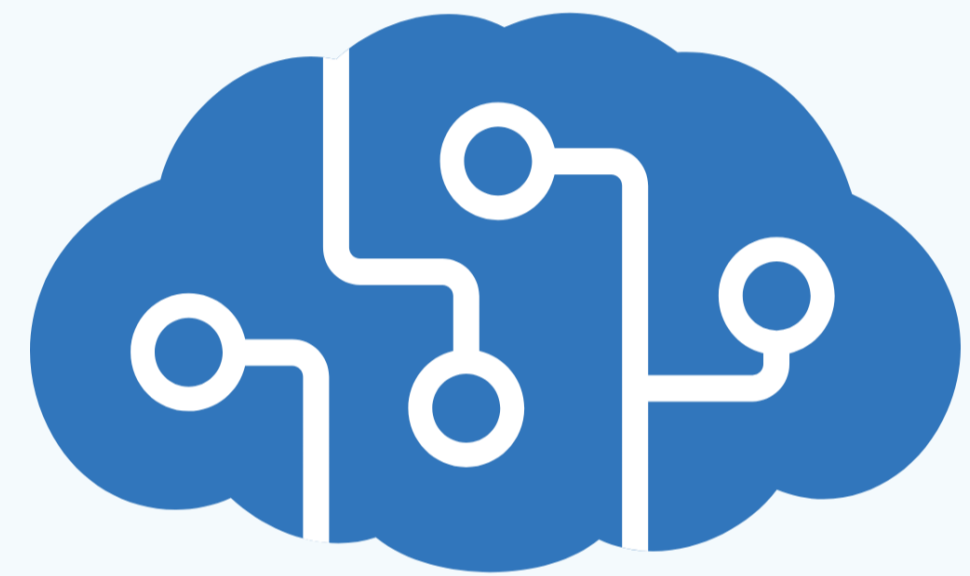


Survey

What does our future state look like? What are some other practical solutions that could get us there?



What if there were a starting point for us?



PathwAI



Common Language... Common Documents?

Current Challenges

- Work often relies on highly variable course outlines – when they are available at all
- Outcomes, terminology, and structure vary across the sector
- Many tools work best when inputs are already standardized and clearly articulated (e.g. PathwAI)

Lessons from Existing Models

- Erasmus
- British Columbia



Erasmus+

EU programme for education, training, youth and sport

- Erasmus doesn't standardize curricula — but it standardizes how they are described
- Builds a shared translation infrastructure
- Translates them into a common academic language first, and institutions compare within that language.



Report: McQuarrie, F. (2024). *Course Outlines in the BC Transfer System*.
<https://www.bccat.ca/reports/CourseOutlines2024.pdf>

- Identifies core areas of review for credit assessment: **content, outcomes, methods of evaluation, and applicability to credential completion**
- Provides transfer-friendly course outline template
- Suggests treatment of syllabus and course outline as different documents to serve different purposes



Common Language... Common Documents?

Possible Next Steps in Ontario

- Development of shorter documents derived from full syllabi
- Focus on the work of "translation" into a common language around key information
- Combined protection of IP with the accessibility of ideal state
- Would a tool requiring **minimal effort but allowing for quick translation between document types** fill this need?