



cmec

Council of
Ministers
of Education,
Canada

**Report of the CMEC Working
Group on
Credit Transfer**

2010

**Report of the CMEC Working
Group on
Credit Transfer**

2010

Prepared for the
Committee of Postsecondary Assistant Deputy Ministers (PSADM)

April 2010

By the
CMEC Working Group on Credit Transfer

Table of Contents

2010 CMEC Jurisdictional Updates on Activities Related to Credit Transfer	1
Introduction	1
Recommended Strategy	1
Current Status	1
Future Directions.....	2
Alberta	3
Communication of Ministerial Principles	3
Adoption of Ministerial Principles.....	3
Three-Year Framework for Action.....	3
Priority Action Areas	4
Research.....	5
Working Group.....	5
British Columbia.....	7
Overview	7
Communication and Adoption of Ministerial Principles	7
Key Projects and Activities Completed in 2009-10.....	8
Plan of Projects and Activities for 2010-11	13
Manitoba	14
Communication and Adoption of Ministerial Principles	14
Important Developments, 2009-2010.....	14
Priority Areas.....	15
Research.....	15
Working Group.....	15
New Brunswick	16
Communication of Ministerial Principles	16
Adoption of Ministerial Principles.....	16
Three-Year Framework for Action.....	16
Priority Action Areas	17
Research.....	17
Working Group.....	17
Newfoundland and Labrador	18
Communication of Ministerial Principles	18
Adoption of Ministerial Principles.....	18
Three-Year Framework for Action.....	18
Priority Action Areas	19
Research.....	19
Working Group.....	19
Northwest Territories	20
Communication of Ministerial Principles	20
Adoption of Ministerial Principles.....	20
Three-Year Framework for Action.....	20
Priority Action Areas	20
Working Group.....	20
Nova Scotia	21
Communication of Ministerial Principles	21

Adoption of Ministerial Principles.....	21
Three-Year Framework for Action.....	21
Priority Action Areas	21
Working Group.....	21
Nunavut	22
Communication of Ministerial Principles	22
Adoption of Ministerial Principles.....	22
Three-Year Framework for Action.....	22
Priority Action Areas	22
Research.....	23
Working Group.....	23
Ontario.....	24
Communication and Adoption of Ministerial Principles	24
Overview	24
Advances in Transfer and Articulation Projects	24
Priority Action Areas	26
Research.....	26
Working Group.....	27
Prince Edward Island.....	28
Communication of Ministerial Principles	28
Adoption of Ministerial Principles.....	28
Three-Year Framework for Action.....	28
Priority Action Areas	28
Working Group.....	28
Quebec.....	29
Communication of Ministerial Principles	29
Adoption of Ministerial Principles.....	29
Three-Year Framework for Action.....	29
Priority Action Areas	29
Working Group.....	30
Saskatchewan	32
Communication of Ministerial Principles	32
Adoption of Ministerial Principles.....	32
Three-Year Framework for Action.....	33
Priority Action Areas	33
Research.....	33
Working Group.....	33
Yukon.....	34
Communication of Ministerial Principles	34
Adoption of Ministerial Principles.....	34
Three-Year Framework for Action.....	34
Priority Action Areas	34
Research.....	34
Working Group.....	34

Appendix: CMEC Ministerial Statement on Credit Transfer in Canada

2010 CMEC Jurisdictional Updates on Activities Related to Credit Transfer

Introduction

In October 2001, the Council of Ministers of Education, Canada (CMEC), revisited the issue of credit transfer between colleges and universities and among provinces and territories. In April 2002, ministers established the CMEC Working Group on Credit Transfer to develop pan-Canadian strategies. This is the fourth update on jurisdictional activities related to credit transfer since the working group was established.

Recommended Strategy

In October 2002, CMEC approved a strategy to improve credit transfer across Canada. Given the substantial differences in credit-transfer systems and postsecondary structures among provinces and territories, it was agreed that a pan-Canadian system of credit transfer should be built up over time, through an initial focus on developing and enhancing strong provincial/territorial transfer systems. Each province/territory committed to reviewing its current transfer arrangements and to developing a framework for action to enhance its credit-transfer system according to its own priorities over the period from 2002 to 2005.

As part of the strategy, CMEC endorsed and released a Ministerial Statement on Credit Transfer in Canada that sets out expectations for credit transfers to guide institutions, students, and governments (Appendix I). On the recommendation of members of the Committee of Postsecondary Assistant Deputy Ministers, this statement was reviewed and revised, and received ministerial approval in July 2009.

This report provides a summary of the actions undertaken by member jurisdictions of the working group.

Current Status

A key attribute of the approved recommendations was the setting of provincial/territorial objectives built upon jurisdictional priorities, finances, and postsecondary system structures. While recognizing the right of each jurisdiction to determine the objectives of its postsecondary education systems, CMEC urged provinces and territories to consider giving priority to strategies to improve movement between postsecondary sectors and to expand clear pathways for students by providing timely and accurate information.

Each jurisdiction has reported making progress in its credit-transfer system and in mechanisms within its postsecondary sectors. Jurisdictions that had well-developed transfer systems when this initiative began have continued to expand and enhance those systems. Others, with less-developed credit-transfer strategies, have made either modest or significant progress, including such achievements as the implementation or expansion of on-line transfer guides, the establishment of provincial working groups and/or articulation

committees, increasing the number of agreements in targeted program areas, and broader acceptance of credit-transfer opportunities as a component of an accessible postsecondary education system.

Several members of the Working Group on Credit Transfer attended the Pan-Canadian Consortium on Admissions and Transfer's Fourth Annual Meeting, held from June 22 to 24, 2009, in Fredericton, New Brunswick. This meeting provided an appropriate forum to discuss credit-transfer issues and best practices on a national scale.

On September 24, 2009, in St. John's, Newfoundland and Labrador, an announcement was made that Atlantic Canada's universities and community colleges had signed a memorandum of understanding that allows for greater collaboration among institutions and improves completion times, enabling students to have a more seamless educational experience in attaining their postsecondary credentials.

Future Directions

All jurisdictions have indicated that their work will continue on the issue of credit transfer within the framework of their own priorities, resources, and structures over the next several years.

Alberta

Communication of Ministerial Principles

Since its inception in 1974, the role of the Alberta Council on Admissions and Transfer (ACAT) has been to facilitate collaborative agreements and promote cooperation among postsecondary institutions in order to improve the admissions process and enhance learner pathways.

Periodically, ACAT reviews its principles and makes appropriate adjustments to ensure that they are appropriate for the council and that they adhere to pan-Canadian principles. ACAT's principles were most recently reviewed in 2005, and again in 2008, to ensure a strong alignment with the council's governance model and to more closely align with the Campus Alberta vision. The revised principles were approved by the council and are published publicly in the "Policies, Principles and Procedures" document available at <http://www.acat.gov.ab.ca/pdfs/PPP.pdf>.

Adoption of Ministerial Principles

Postsecondary institutions that are members of the Alberta Transfer System commit to upholding the principles, policies, and procedures of ACAT, as outlined in the document mentioned above.

Three-Year Framework for Action

ACAT publishes an annual three-year business plan that highlights priority areas for action to improve the Alberta Transfer System. The council approved the 2009–2012 business plan and presented it to the Minister of Alberta Advanced Education and Technology. Some of the key strategies identified in the 2009–2012 ACAT business plan are to:

- ensure that ACAT is aligned with the *Public Agencies Governance Framework*;
- ensure that Albertans have access to quality information by enhancing communication mechanisms and modernizing tools;
- enhance ACAT's role in policy development and research to ensure continued improvement of the admissions and transfer system;
- continue the implementation of the provincial Prior Learning Assessment and Recognition (PLAR) Action Plan.

The complete business plan can be viewed at <http://www.transferalberta.ca/pdfs/BusinessPlan.pdf>.

ACAT is accountable to the Alberta Department of Advanced Education and Technology (AE&T) and publishes an annual report highlighting the results achieved in the previous fiscal year. The 2008-09 annual report is available at <http://www.transferalberta.ca/pdfs/AnnualReport.pdf>.

Highlights of recent results achieved:

- Work continued with Alberta Education to ensure that high-school students make smooth transitions from secondary to postsecondary studies and that there are improved opportunities for admission to postsecondary programs.
- The efforts of ACAT's network of postsecondary Contact Persons were recognized as the number of transfer agreements in Alberta increased. ACAT communication and training were provided.
- A business case was approved for a Learner Progressions Best Practices Research Project, and an advisory committee was struck to guide direction of this contracted work.
- Improvements were made to the ACAT Web site and the on-line transfer guide to make admissions and transfer information more user-friendly.
- Postsecondary site visits were conducted to some of the Alberta Transfer system members.
- Input was provided into the development of AE&T's action plan on PLAR.
- Sponsorship and participation was provided for the Canadian Association for Prior Learning Assessment's (CAPLA) annual national conference.

Priority Action Areas

Several key areas that will be priorities for ACAT include:

- implementing a new governance model aligned with the Alberta government's *Public Agencies Governance Framework*, as well AE&T's *Roles and Mandates Policy Framework*;
- expanding articulation work and considering the implementation of a revised articulation model within the Campus Alberta vision;
- implementing recommendations from the *Learner Progressions Best Practices Research Project Final Report*, including further work on block transfer;
- ensuring that learners and other stakeholders have timely and accurate information about admission requirements, course and program transfer opportunities, and transfer policies;
- focusing on system enhancement through research and communication; facilitating collaborative partnerships; and continuing to contribute to the work of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT);
- continuing the implementation of AE&T's *Advancing PLAR in Alberta: an Action Plan*, which was released in October 2008. Implementation of this plan began in April 2009, with the appointment of a manager dedicated to this work. As a first step, an

environmental scan was completed to determine existing PLAR practices and issues at 19 publicly funded postsecondary institutions. The results of this environmental scan were summarized in a report that will help to guide next steps. In addition, a PLAR Stakeholder Committee was established and has met a few times. The goal of the committee is to support the implementation of the PLAR action plan by providing expertise and guidance and by promoting the implementation of the plan within committee members' institutions/organizations.

ACAT also maintains the *Alberta Transfer Guide* (published annually) and the ACAT Web site, which provides learners with information on admissions and transfer. Included in the on-line and printed guides are all active transfer agreements dating back to 1993-94.

Research

ACAT has expanded research efforts by using data to inform and improve the system. This includes incorporating transfer-specific questions in the AE&T Graduate Outcomes Survey (see transfer student report at http://www.acat.gov.ab.ca/pdfs/grad_outcomes_survey_2003_04.pdf).

ACAT member institutions report annually on students at their institutions who previously attended other institutions. These annual reports on transfer patterns provide an overview of mobility trends within and into Alberta postsecondary institutions. The 2008 transfer-patterns report is available at http://www.transferralberta.ca/pdfs/Mobility_Tables_ReportNew.pdf. The 2009 transfer-patterns report will be posted in the fall of 2010.

Student focus groups have been organized to gather insights on students' transfer experiences.

Working Group

ACAT strongly recommends that the CMEC Working Group on Credit Transfer continue its efforts, as it provides a valuable forum through which jurisdictions can work together toward enhancing transfer opportunities across Canada.

ACAT is also a participating member of PCCAT. The purpose of this consortium is to facilitate the implementation of policies and practices that support student mobility both within and among provinces and territories and the granting of transfer credits in order to improve access to postsecondary education in Canada.

A close working relationship is maintained between ACAT and the British Columbia Council on Admissions and Transfer (BCCAT). Following the establishment of an interprovincial agreement between the governments of Alberta and British Columbia, a memorandum of understanding was developed and signed by both provinces' councils. In May 2009, ACAT approved a policy allowing degree-granting institutions in British Columbia to apply for

ACAT membership. The criteria that ACAT will use to assess proposals from British Columbian postsecondary institutions for inclusion in the Alberta Transfer System are available at www.transferalberta.ca, under Reports and Publications.

ACAT will also be working closely with its neighbouring province Saskatchewan to possibly explore the development of a protocol with respect to credit transfer and prior learning assessment and recognition systems, as well as to consider other mechanisms to help improve student transferability and mobility between the two provinces.

British Columbia

This report is a summary of projects and activities completed by the British Columbia Council on Admissions and Transfer (BCCAT) during the period from April 1, 2009, to March 31, 2010. The purpose of this report is to inform the Council of Ministers of Education, Canada (CMEC), of the steps taken in British Columbia to improve student mobility and credit transfer, in accordance with the principles outlined in CMEC's Ministerial Statement on Credit Transfer in Canada (2009).

Overview

The British Columbia Council on Admissions and Transfer was established by the provincial government in 1989. Its mandate is to facilitate admission, articulation, and transfer arrangements among BC postsecondary institutions. Specifically, the council (a) encourages institutions to develop policies and practices regarding the transferability of postsecondary credit courses so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues concerning capacity, demand, and student mobility, and recommends policies and practices related to the admissions process for direct-entry and transfer students. The council has no legislative or regulatory authority, and is funded annually by the ministry responsible for postsecondary institutions.

Council members are selected from the education system and appointed by the minister. They strive to achieve the council's mandate by serving the overall best interests of the education system, and do not formally represent any specific institution or constituency with which they are affiliated. The council carries out its work with the assistance of a number of standing committees whose members are drawn from the postsecondary system: the Transfer and Articulation Committee, the Admissions Committee, the Institutional Contact Persons Committee, the Research Committee, and the Education Planner Advisory Committee. Advisory and task-specific groups are established as needed. More information about the comprehensive work undertaken by BCCAT can be obtained on its three Web sites: bccat.ca, bctransferguide.ca, and educationplanner.ca. (For information about the roles and responsibilities of the council, see bccat.ca/pubs/activities.pdf.)

Communication and Adoption of Ministerial Principles

BCCAT's principles and guidelines for transfer are consistent with the CMEC principles on credit transfer. BCCAT's principles have been in effect in BC since 1975 (although modified over time) and have formed the basis of all credit-transfer arrangements in the BC Transfer System. They are available on-line at bccat.ca/articulation/principles.cfm.

Key Projects and Activities Completed in 2009-10

Each year, BCCAT prepares a detailed work plan and, at the end of the fiscal year, prepares an annual report that summarizes what was achieved. Each annual report includes reference to completed research reports, newsletters, and related publications.

The following is a brief outline of key projects and activities undertaken by the council in 2009-10. This information will be presented in detail in the 2009-10 Annual Report, which is due for publication in April 2010, and will be posted on the BCCAT Web site at that time.¹

1) Joint Annual Meeting (JAM)

This year, instead of holding two separate annual meetings for Articulation Chairs and System Liaison Persons (SLPs) and for Institutional Contact Persons (ICPs), we decided to bring these two groups together for a single Joint Annual Meeting (JAM) on November 6, 2009. The meeting was well attended, and presentations included:

- Chiring: An Olympic Event
- Building Commitment to Articulation: The Flexible Pre-Major
- Student Mobility: Who Goes Where?

The new format proved to be very successful, as participants were able to share and learn about roles and perspectives in the wider context of the BC Transfer System. For further information regarding this event, see bccat.ca/jam.

2) Degree Partnership Symposium

Following the success of the first symposium, hosted by BCCAT in 2007, we agreed to host this second event to encourage dialogue to identify best practices and pitfalls in developing and implementing degree partnerships in the BC postsecondary system. Degree partnerships are defined as arrangements that provide a guarantee to students who maintain adequate grades in a postsecondary program of continuation of degree studies at another institution. This “guarantee” that space would be available for degree completion at another institution separates degree partnerships from other models of transfer between institutions.

Senior administrators and faculty from across BC’s postsecondary system attended the symposium to learn about the mechanics of partnership agreements in a variety of program areas, challenges to anticipate when developing such agreements, benefits to students, lessons learned by colleagues, and more. See bccat.bc.ca/degree/ for details.

¹ Annual reports and other BCCAT publications are available on the BCCAT Web site, at bccat.ca/publications. For a comprehensive review of the projects and activities carried out last year, see the 2008-09 Annual Report, at bccat.ca/pubs/ar08-09.pdf.

3) Student-Mobility Research: Next Steps (Revisiting the Model)

Significant progress has been made in recent years in understanding the mobility of both traditional “transfer” students and the broader student population. The council’s work on student-mobility research is conducted in close partnership with the Student Transitions Project (STP), a collaborative effort between the Ministries of Education and of Advanced Education and Labour Market Development and BC’s public postsecondary institutions to link data about students in the K–12 and postsecondary systems to answer questions about student transitions.

Recent STP research (see bccat.ca/pubs/rr_mobility09.pdf and other reports at aved.gov.bc.ca/student_transitions) indicates that, while significant numbers of students still take the traditional transfer route to research universities in BC, the majority of student mobility in the BC postsecondary system is among institutions other than research universities. In light of the extent of this broader student movement and the considerable changes that have occurred in the BC postsecondary system regarding institutional designations and mandates, the council hosted a “visioning session” in fall 2009 to revisit the research framework and definitions used for transfer students, with a view to broadening the research to include the movement of all BC postsecondary students and the assessment of portability of credit and success of those students.

Following the session, BCCAT staff prepared a paper and engaged a broader audience in the discussion about the evolving nature of the transfer system and the need to alter how we conceive of and measure movement and student success within that system. The paper will be finalized after its presentation to the council in March 2010.

4) Student Success: Profile Reports

This year, BCCAT published five reports profiling students who transferred to BC universities during the period from 2003-04 to 2007-08. BCCAT contracted with the institutional research offices at Simon Fraser University, Thompson Rivers University, University of British Columbia, University of Northern British Columbia, and University of Victoria to carry out these studies (which are published every five years). These reports provide detailed demographic and performance information about students admitted as “transfer students,” and include some comparisons with findings from the previous five-year period.

The data indicate the number of transfer students, where they transferred from, the number of credits transferred, the programs entered, and performance measures after transfer. The academic performance of transfer students is compared to that of students entering directly from high school. A newsletter summarizing the findings of these five reports is due for publication in spring 2010.

The five profile reports are available at:

- bccat.ca/pubs/SFUProfile0708.pdf
- bccat.ca/pubs/TRUProfile0708.pdf
- bccat.ca/pubs/UBCProfile0708.pdf
- bccat.ca/pubs/UNBCProfile0708.pdf
- bccat.ca/pubs/UVICProfile0708.pdf

5) Other Publications and Resources

- ***Research Results: How Much Academic Instruction Occurs Outside Research Universities in BC?***
 - produced by Bob Cowin, December 2009
 - bccat.ca/pubs/rr_academic.pdf
- ***Research Results: A Fifteen-Year Portrayal of BC Young Adults***
 - produced by Lesley Andres, December 2009
 - bccat.ca/pubs/rr_dec09.pdf
- ***Inter-Provincial Post-Secondary Student Mobility***
 - produced by Jill Lawrance, November 2009
 - bccat.ca/pubs/interprovincial.pdf
- ***Engage — Fall 2009***
 - produced by BCCAT, November 2009
 - bccat.ca/pubs/engagefall09.pdf
- ***Special Report: Credit Transfer — Models and Systems in BC, North America and Beyond***
 - produced by Finola Finlay, Associate Director, BCCAT, October 2009
 - bccat.ca/pubs/sr_transfermodels.pdf
- ***The Articulation Committee Companion: 2009 Edition***
 - produced by BCCAT, August 2009
 - bccat.ca/pubs/companion.pdf

6) Communications and Web sites

The development and improvement of BCCAT web resources is an ongoing process. This year, a number of enhancements were made to improve the efficiency and usability of BCCAT Web sites.

These were the main priorities for 2009-10:

- Address the recommendations from the Education Planner External Review (see bccat.ca/pubs/EPreview.pdf) and from the Project Team.
- Refresh the designs (look and feel) of the three BCCAT Web sites: bccat.bc.ca, educationplanner.ca, and bctransferguide.ca.
- Integrate Industry Training Authority (ITA) trades and apprenticeship information into the Education Planner.
- Implement a one-year time limit for articulation requests on the Transfer Credit Evaluation System (TCES) to improve the processes and efficiency of articulation.

Meanwhile, BCCAT continued to work to increase awareness of BCCAT resources to assist and encourage students with their postsecondary planning. We ran a year-long bus and SkyTrain ad campaign, and are in the process of running a similar campaign through the Vancouver 2010 Olympic period. The ads feature educationplanner.ca and BCTransfGuide.ca as key planning tools for students. The ads are displayed on buses in every region of BC and on the SkyTrain and Canada Line systems, and posted at selected stations throughout the Lower Mainland.

In addition, we also undertook a number of other advertising initiatives, participated at career and education fairs, and delivered presentations and demonstrations to assist students, counsellors, and career practitioners in the use of BCCAT web resources.

7) System Collaboration

a) Activities within BC

BCCAT interacts with a number of organizations and committees serving the BC postsecondary system on joint projects, in consultation or in an advisory capacity on an “as needed” basis. BCCAT also consults with ministry staff and keeps them informed of council activities and projects, while keeping abreast of developments within government that intersect and impact upon its work.

b) National/Interprovincial Activities

BCCAT also participates in the broader transfer context, playing a leadership role in facilitating the improvement of student-friendly policies and practices to strengthen and support interprovincial transfer. Here are three examples:

- **Pan-Canadian Consortium on Admissions and Transfer (PCCAT)**
BCCAT staff members attended and presented at the 2009 meeting of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT), held in Fredericton, New Brunswick, in June. (See pccat.ca for details.) The 2010 PCCAT meeting will be hosted by BCCAT in Vancouver (June 23 to 25, 2010).

In June 2008, PCCAT formed a research subcommittee to develop and oversee a research agenda. The subcommittee includes members from BC, Alberta, Saskatchewan, Ontario, New Brunswick, and Nova Scotia. BCCAT provides secretariat support for and coordinates the project, and also chairs the subcommittee, whose first research project is to develop pan-Canadian transfer-student profile reports. The project will involve the analysis of institutional records at four or five Canadian universities over a multi-year period to determine the number of students enrolled who had previously completed credits at another public postsecondary institution in another province or territory, and how these students performed. The plan is to complete an individual profile report at each university as well as a summary report collating the results of the individual reports.

- **BC-Alberta Transfer Policies**

The council has finalized a policy, following extensive consultation with system stakeholders, which allows for the inclusion of Alberta postsecondary institutions in the BC Transfer System. (See bccat.ca/pubs/albertapolicy.pdf.) The policy states that only those Alberta institutions that can provide strong evidence of existing transfer activity and student traffic involving BC will be considered for admission. Meanwhile, the Alberta Council on Admissions and Transfer (ACAT) has approved a similar policy, available at acat.gov.ab.ca/pdfs/BCInstitutionMembAppPolicyandProcess.pdf. These policies build upon the transfer relationship established between the two provinces in the *BC/Alberta Transfer System Protocol* (bccat.ca/pubs/BC-ABprotocol.pdf) and are the result of ongoing cooperation between the two provinces to improve student transfer and mobility.

- **Tri-Council Collaboration**

In 2009, staff from the admissions and transfer councils of BC, Alberta, and Saskatchewan (BCCAT, ACAT, and SaskCAT) met on two occasions to share information, discuss items of mutual interest, and examine how the councils might collaborate to study or improve articulation, transfer, and student mobility within and among the three provinces.

This group has agreed to continue to meet to discuss priorities and has developed a work plan based on these priorities. Here are three examples of the projects included in the work plan:

- implementing the new BC and Alberta policies for inclusion of each other's postsecondary institutions in their respective transfer systems;
- exploring the feasibility of developing a transfer protocol between ACAT and SaskCAT, similar to or building upon the one already in place between ACAT and BCCAT; and
- conducting an environmental scan to determine the feasibility of each province developing a repository of interprovincial transfer agreements.

NOTE: The recent decision by the government of Saskatchewan to dissolve SaskCAT and Campus Saskatchewan raises questions regarding the future direction of some of these projects.

BCCAT will continue to play a key role on the national scene by promoting the importance of achieving a pan-Canadian system of student mobility and transfer. Our work will focus on providing advice and support to Canadian provinces that wish to develop and implement their own transfer systems and to encourage support for such activities at the ministerial level.

Plan of Projects and Activities for 2010-11

Each year, BCCAT completes a comprehensive work plan comprising projects and activities arising from the prior year and reflecting revised priorities to address emerging issues. The work plan for 2010-11 is currently in progress and will be presented to council for consideration at the May 2010 meeting.

Manitoba

The government agency with primary responsibility for coordinating the credit-transfer system is the Council on Post-Secondary Education (COPSE). The council acts as an intermediary between postsecondary institutions and the government, and is composed of 11 members, including a chair. Reporting to the council is a staff secretariat of nine civil servants, who undertake activities and projects designed to fulfill the mandate of the council and to meet the goals established by the council and by Manitoba Advanced Education and Literacy. The secretariat also works in consultation with universities and colleges to support council members in the development of policy and financial accountability.

The province's public postsecondary system includes the University of Manitoba, the University of Winnipeg, Brandon University, Red River College, Assiniboine Community College, University College of the North, and the *Collège universitaire de Saint-Boniface*, which includes the *École technique et professionnelle*.

According to its founding legislation, the COPSE mandate includes allocating funding to institutions “with a view to avoiding unnecessary duplication of effort and expense within the post-secondary education system” and “facilitating the implementation of appropriate credit transfer arrangements between universities and colleges.”

Communication and Adoption of Ministerial Principles

The ministerial principles have been endorsed by COPSE and informally adopted by the public postsecondary institutions.

Important Developments, 2009-2010

- Assiniboine Community College and Brandon University formalized Connect 20/20, an articulation agreement that allows for a more seamless transition of students between those institutions. In addition to facilitating credit transfer across a number of areas, Connect 20/20 also represents an important step in improving articulation between college and university programming.
- Winnipeg Technical College and the University of Winnipeg signed a memorandum of understanding whereby the institutions are developing new joint certificate-diploma/degree programs in a number of areas, including information technology, theatre and film, and business. While this is another important development in increasing college-university transfers, its greater significance lies in the fact that while Winnipeg Technical College offers some technical/vocational training, its key activity is high-school education. This agreement, therefore, represents an important opportunity to build on the continuum of high-school-trades-degree education.

- In connection with its Growing Through Immigration strategy, Manitoba continues to focus on facilitating recognition of professional education and credentials obtained in other countries. Examples of initiatives that provide credit-transfer and recognition opportunities to foreign-trained and internationally educated professionals include the Internationally Educated Engineers Qualification Program introduced at the University of Manitoba in 2003 and the Internationally Educated Nursing Program introduced at Red River College in 2007. Recently, the Labour Market-Driven Bridge Training Partnerships Initiative was introduced to further the goal of foreign-credential recognition.
- Under a recent initiative, Assiniboine Community College's Practical Nursing Diploma will include additional study and practicum hours to allow for advanced entry into baccalaureate nursing programs offered through Red River College, the University of Manitoba, and Brandon University. This is an important multi-institution arrangement to help meet the continuing labour-market need in this area.

Priority Areas

While college-university transfer and articulation, foreign-credential recognition, and general efforts to create a more seamless postsecondary continuum will remain priorities, Manitoba will also focus, over the next year or so, on creating a single-window, publicly accessible source of information about existing and evolving transfer and credit arrangements.

Research

Research on credit transfer and articulation, including best practices in other jurisdictions and the relationship between transfer and articulation and quality assurance, is ongoing, and Manitoba remains interested in partnering with other provinces on research in these areas.

Working Group

Manitoba supports the continuation of CMEC's Working Group on Credit Transfer and endorses the support and attention awarded by CMEC to credit transfer in postsecondary education. The working group should continue because there is much to be shared and learned among provinces and territories.

New Brunswick

Communication of Ministerial Principles

In June 2008, the government of New Brunswick released “Be Inspired. Be Ready. Be Better. – The Action Plan to Transform Post-Secondary Education in New Brunswick,” based on the belief that education is a key element of attaining self-sufficiency for New Brunswick. This action plan for change contains 33 recommendations and, as called for in the action plan, five priority areas for immediate action have been established, one of which is to make credit transfer easier between postsecondary institutions.

Although there has been progress over the years, it is felt by the New Brunswick government that the time has come to advance a more coordinated practice with regard to credit transfer, prior-learning assessment, and foreign-credential recognition.

Adoption of Ministerial Principles

In August 2009, a provincial working group composed of registrars from postsecondary institutions was established to explore the possibility of developing a common Web portal for credit transfer. Taking into consideration other recommended initiatives, the working group was transformed into a temporary committee, referred to as the New Brunswick Committee on Admissions and Transfer (NBCAT), to focus on the following key priorities for the 2009-10 fiscal year:

- develop a common Web portal;
- explore three potential transfer and articulation pilot projects between NB colleges and universities in the fields of business, engineering, and nursing;
- recommend a provincial coordination mechanism that will facilitate prior-learning assessment and recognition (PLAR) in New Brunswick;
- recommend a long-term NBCAT operational plan, to be implemented in 2010-11.

Three-Year Framework for Action

A proposed long-term operational plan for a New Brunswick Council on Articulations and Transfer (also NBCAT) has been developed. NBCAT will be a participatory council of the Department of Post-Secondary Education, Training and Labour.

NBCAT will serve as a body through which stakeholders will work cooperatively, province-wide, for the benefit of learners to ensure smooth inter-institutional transitions and effective transferability of courses and/or programs. In addition, NBCAT will promote the appropriate and effective use of PLAR, with a link to international credential and competency assessment to support learners in their postsecondary experiences and labour-market integration.

Priority Action Areas

An Atlantic credit-transfer memorandum of understanding (MOU) was signed in September 2009 by both the Association of Atlantic Universities (AAU) and the Atlantic Provinces Community College Consortium (APCCC).

The MOU is a commitment to ensure that students receive maximum benefits from postsecondary education. The MOU also recognizes that member institutions are responsible for overall evaluation and programming, and will make these decisions based on their institutional standards.

The NBCAT provincial Web portal, to be launched in 2010, will simplify the accessibility of credit-transfer information for institutions and New Brunswickers for the benefits of increased access to both credit transfer and recognition of prior learning. This portal will simplify service provision for institutions while ensuring timely service based on a quality-assurance model.

Three NBCAT subcommittees have been established to explore potential articulation agreements in the fields of business, engineering, and nursing.

Research

NBCAT will be undertaking research that will help inform and shape policy and practice.

New Brunswick fully supports the research-agenda strategy developed by the CMEC Working Group on Credit Transfer. New Brunswick remains committed to sharing best practices in credit transfer at the pan-Canadian level and supports and participates in the work of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

Working Group

New Brunswick supports the continuation of the CMEC Working Group on Credit Transfer and will continue to work to enhance and develop credit-transfer agreements in the province of New Brunswick.

Newfoundland and Labrador

Communication of Ministerial Principles

Newfoundland and Labrador has a credit-transfer mechanism between Memorial University (Memorial) and College of the North Atlantic (CNA) that has existed for more than 20 years.

New agreements are signed between our public postsecondary institutions and those in other parts of Canada and internationally on a regular basis. A number of transfer and partnership agreements have been established through the Qatar Campus of CNA in the Middle East. One of the recent agreements at CNA has been with Indiana University-Purdue University Indianapolis for engineering-technology programs. These transfer agreements are published annually in the *Transfer Guide*. The 16th edition of the *Transfer Guide* is now available in print and on-line (www.ed.gov.nl.ca/edu/postsecondary/transferguide/index.html) for the 2009-10 academic year.

The *Transfer Guide* provides students with an established course-by-course precedent guide, as well as program/block credit-transfer agreements. The guide also provides information about the public postsecondary system, institutional transfer policies, and programs and courses linked to high schools.

Memorial University and CNA recently joined with other Atlantic colleges and universities in the signing of a memorandum of understanding through the Atlantic Provinces Community College Consortium (APCCC) to strengthen transferability and mobility within Atlantic Canada and to ensure that students receive maximum benefits from postsecondary education in the region. The memorandum of understanding was signed by 22 institutions in Atlantic Canada.

Adoption of Ministerial Principles

Newfoundland and Labrador supports CMEC's Ministerial Statement on Credit Transfer in Canada, and has shared this statement of principles with Memorial University and College of the North Atlantic.

Three-Year Framework for Action

In 2005, the government released "Foundations for Success: White Paper on Public Post-Secondary Education." This policy document was commissioned as part of the government's continued commitment to provide affordable and accessible postsecondary education opportunities. This document has resulted in a number of areas of collaboration in the public postsecondary-education system focusing on shared program areas of Memorial University, College of the North Atlantic, and the Department of Education.

In 2007, the skills task force All the Skills to Succeed was mandated by government to identify future skills requirements and skills gaps, as well as their potential impact on the provincial economy, and to identify and develop strategies to respond to these training and educational needs by maximizing workforce development. This strategic direction has resulted in significant advances in postsecondary education in the province.

Priority Action Areas

Priority action areas will be identified by the Department of Education as part of its strategic planning process, and priority action items regarding credit transfer and articulation continue to be highlighted in the government's policy direction.

Research

Research directions will be determined by the Department of Education as part of its strategic planning process, and research initiatives are continuing at postsecondary institutions.

Working Group

Newfoundland and Labrador supports the continuation of the CMEC Working Group on Credit Transfer because it provides a valuable forum for jurisdictions to work together toward enhancing credit-transfer opportunities across Canada. NL supports CMEC's efforts in promoting and supporting a pan-Canadian approach to credit transfer and continues to participate in the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

Northwest Territories

Communication of Ministerial Principles

Although the Department of Education, Culture and Employment supports the principles outlined in the Ministerial Statement on Credit Transfer in Canada, the ministerial principles have not been formally communicated or adopted.

Adoption of Ministerial Principles

Aurora College, the only public postsecondary institution in Northwest Territories, is aware of the principles and agrees with their intent.

Three-Year Framework for Action

Northwest Territories and Aurora College continue to work toward the goal of increased partnerships and credit-transfer agreements with other jurisdictions. Aurora College will continue to articulate its programs as broadly as possible. The college is a member of the Alberta Council on Admissions and Transfer (ACAT) and attends pan-Canadian articulation meetings through the Association of Canadian Community Colleges. For degree programs, the college works directly with degree-granting institutions. At an international level, the college works with member institutions of the University of the Arctic for transfer credits.

Priority Action Areas

Aurora College's general priority is to ensure that its students are able to transfer to other postsecondary institutions in a seamless manner. The college has an ongoing process of working on articulation agreements. The college's small student population, relative to that of other Canadian jurisdictions, makes it challenging to provide the range of programming possible in larger jurisdictions; partnerships and transfer agreements are thus essential to meet the needs of Northwest Territories residents and employers for postsecondary education.

Working Group

Northwest Territories supports the efforts by CMEC, the provinces and territories, and postsecondary institutions to enhance credit transfer within and among jurisdictions. A pan-Canadian credit transfer system would benefit all concerned. The territorial jurisdictions would stand to benefit from a CMEC-sponsored pan-Canadian protocol on college-university transferability. Northwest Territories would benefit from continuing efforts by CMEC to undertake further research into the effectiveness and fairness of current systems of credit-transfer recognition.

Nova Scotia

Communication of Ministerial Principles

Public postsecondary institutions in Nova Scotia are aware of the Ministerial Statement on Credit Transfer in Canada.

Adoption of Ministerial Principles

The Ministerial Statement on Credit Transfer in Canada has been reviewed and Nova Scotia is in support of the adoption of the principles.

Three-Year Framework for Action

All Nova Scotian universities and the Nova Scotia Community College continue to increase the number of institutions recognized (both college and university) and number of credit equivalencies recognized and accepted. Some institutions have, and others are moving toward, an on-line equivalency list for prospective students to review. Others are developing articulation agreements with colleges with the intent to promote the credits offered for graduates of the respective diploma programs of such institutions. The Nova Scotia Community College continues to follow the *Guide to Block Transfer Agreements* prepared by the Atlantic Provinces Community College Consortium. The province supports any actions to increase credit-transfer arrangements/agreements between the university and the community-college systems and among institutions in this province and in other jurisdictions.

Priority Action Areas

The New Brunswick-Nova Scotia Partnership Agreement on Regulation and the Economy (PARE), signed by the premiers of New Brunswick and Nova Scotia in February 2009, recognizes the complete transferability of community-college and university credits as an initiative to promote in the two provinces. This agreement may expand to include partnerships with Prince Edward Island and Newfoundland and Labrador. Credit-transfer arrangements and articulated programs are expanding within the system and throughout the Maritime/Atlantic region. Opportunities for further initiatives are ongoing.

Working Group

Nova Scotia supports the continuation of the CMEC Working Group on Credit Transfer.

Nunavut

Communication of Ministerial Principles

Nunavut is implementing its Adult Learning Strategy, which was tabled in the legislature in November 2006 and jointly released with Nunavut Tunngavik Incorporated. The strategy contains principles and recommendations that focus on quality assurance and credit transfer. As part of the work, we are paying attention to ensure that Nunavut's strategies are consistent with the principles of CMEC. At this time, Nunavut does not have a credit-transfer agency, although terms of reference have been prepared for a territorial coordinating body that will consider, among other issues, credit transfer.

Adoption of Ministerial Principles

Nunavut, in its Adult Learning Strategy, has adopted the basic Inuit societal values of Inuit Qaujimajatuqangit, as well as basic tenets arising from the ministerial principles; however, as there is no credit-transfer agency, the principles have not been completely adopted in Nunavut. Furthermore, certain objectives are foundational to the Adult Learning Strategy and the development of a credit-transfer approach. These objectives include: promoting greater cooperation and collaboration among agencies involved in education and training in Nunavut (e.g., developing partnerships that are consistent with the goals established for Nunavut's development) and fostering and promoting the active involvement of Inuit in developing Nunavut's economy.

Three-Year Framework for Action

Nunavut has identified many issues associated with the Adult Learning Strategy. Strategies proposed to deal with those issues include developing a Nunavut program for prior learning assessment and recognition (PLAR), including a system of credit recognition and transfer, and introducing a mature high-school-graduation diploma, which would become the benchmark for entry into postsecondary and adult programs. This work is being undertaken within the general framework of the Adult Learning Strategy.

Priority Action Areas

Along with the items listed under the Three-Year Framework for Action above, Nunavut is reviewing the *Public Colleges Act*, and passed a new *Education Act* in 2008. Regulations and specific policies and protocols associated with the *Education Act* are being developed, and are expected to have an impact on quality assurance and credit transfer. Nunavut is also focusing on building a strong network and process to improve quality assurance and support credit transfer. Nunavut is involved in credit transfer as it relates to the University of the Arctic, a circumpolar institution involving Canada.

Research

Nunavut supports the research agenda for the working group, especially as we look toward developing our credit-transfer agency/mechanism.

Working Group

Nunavut supports the need for the CMEC Working Group on Credit Transfer. A senior staff for adult learning will be identified as the working group member. Nunavut is working toward an integrated system that supports credit recognition and transfer.

Ontario

Communication and Adoption of Ministerial Principles

Following ministers' endorsement of the Ministerial Statement on Credit Transfer in Canada in October 2002, the Deputy Minister of Training, Colleges and Universities distributed the principles to executive heads and presidents of all provincially assisted colleges and universities in Ontario. In his communication to postsecondary institutions in October 2002, the deputy minister asked that the statement be circulated widely within each postsecondary educational institution.

Overview

The College-University Consortium Council (CUCC) was established in 1996 to facilitate, promote, and coordinate joint education and training ventures that aid the transfer of students from sector to sector; facilitate the creation of joint programs between colleges and universities; and further the development of a more seamless continuum of postsecondary education in Ontario.

As part of its responsibilities, CUCC maintains the *Ontario College-University Transfer Guide (OCUTG)*, www.ocutg.on.ca, which provides an on-line searchable database describing credit-transfer agreements between Ontario's colleges and universities. CUCC maintains an up-to-date analysis of the over 300 transfer agreements in the OCUTG, identifying the nature of the partnership, type of credit granted, conditions for receiving credit, and application of credits to programs.

To assist Ontario residents in understanding the postsecondary-education system in the province, CUCC has developed a conceptual map designed to help stakeholders to understand the relationships and pathways among programs, institutions, and sectors. This map identifies both admissions and transfer pathways within credential levels, as identified in the Ontario Qualifications Framework for postsecondary education.

CUCC also engages in research related to transfer policies and practices in order to identify best practices that may assist institutions in the development of more seamless pathways between the two postsecondary-education sectors.

Advances in Transfer and Articulation Projects

The Ministry of Training, Colleges and Universities (MTCU) continues to fund pilot projects and other innovative strategies designed to further college-university collaboration and the establishment of a more seamless postsecondary-education system in the province. These projects are managed by CUCC.

- In 2006-07, MTCU awarded \$3 million to CUCC as part of the provincial Change Fund Initiative to develop new articulation agreements. Twelve projects, covering a range of initiatives from collaborative college-university program development to bilateral transfer agreements to multilateral direct-entry degree-completion agreements, were selected for funding in the first two phases of the initiative. Two significant advances in transfer practice in Ontario resulted from these projects:
 - Three pilot projects analyzed the content of provincial program standards for specific public college programs in order to establish block transfer credit for program graduates into high-affinity baccalaureate-degree programs. This strategy resulted in transfer pathways that could be extended to all college graduates of the relevant diploma programs offered at several colleges, providing significantly greater student access to these pathways.
 - Another project identified course equivalencies from college general-arts and science/liberal-arts programs to university degree programs in arts, social science, and science. This project also piloted strategies to support transfer students in their transition from college to university and explored the use of dual-credit delivery of courses to maximize the amount of transfer credit available to students in the project.

- Based on these advances in transfer pathways, in 2009, CUCC identified several college program areas from which a significant number of students go on to degree programs in universities. CUCC invited institutions to indicate their interest in developing block transfer agreements based on provincial program standards that would articulate system-wide transfer pathways between these college programs and high-affinity degree programs at participating universities. CUCC also invited institutions to indicate their interest in participating in the development of an efficient means by which to identify courses in arts and sciences that could be recognized by individual universities as established university transfer curriculum and that could be offered by colleges as part of general-arts and science/liberal-arts diploma programs, or as general-education electives.

- As a result, three projects were funded under the 2009 Change Fund Initiative. All projects involve multiple universities. Two focus on building transfer pathways from the provincial program standards established for college programs, with the result that newly developed diploma-to-degree pathways will apply to graduates of all programs that offer the respective diploma programs. The third project focuses on the development of university transfer curriculum to support the successful transition from college general-arts and science programs to related university degree programs.

CUCC is in the process of enhancing the OCUTG to include pathways from college diplomas to college degrees and to provide greater clarity on transfer pathways for students who are planning their postsecondary education.

Priority Action Areas

The 2010 Ontario budget confirmed Ontario's commitment to postsecondary education and student mobility through the announcement of the Open Ontario Plan. The budget announced that as part of this plan, commitments to postsecondary education include improving students' ability to navigate Ontario's postsecondary system by providing additional resources to support the implementation of a credit-transfer system.

Work to develop and design a made-in-Ontario credit-transfer system began in spring 2009, when a steering committee and a working group, both chaired by the Ministry of Training, Colleges and Universities, were established to support its policy development, design, and implementation.

Both the steering committee and the working group include representation from Colleges Ontario, the Council of Ontario Universities, and three student organizations. The working group also includes representation from CUCC.

Significant progress has been made to date, including the development of shared principles, a vision, and key features of the system, all of which have been supported by all stakeholder groups and will form the basis upon which the system will be built.

The 2010 Ontario budget supports work done to date by announcing Ontario's commitment to provide additional resources to support the successful implementation of the new credit-transfer system.

It is anticipated that the new credit-transfer system will be phased in on a multi-year basis, with a view to its full implementation within the context of Ontario's five-year Open Ontario Plan.

The ministry will continue to support province-wide projects in support of increased pathways between postsecondary credentials and institutions consistent with the new provincial credit-transfer system. The ministry will also support activities related to the articulation of transfer opportunities from college to college and from university to university.

Research

CUCC has undertaken an analysis of credit-transfer policies, practices, frameworks, and student resources in over 60 jurisdictions and a review of literature related to credit transfer between colleges and universities. Summaries of "best practices" and "barriers to transfer" were developed from the jurisdictional analysis and literature review, and key characteristics of various models were summarized.

CUCC also published two reports related to transfer students' success at York (2008) and Nipissing (2007) Universities; an evaluation of the implementation of the college-university collaborative nursing programs (2007); and an analysis of the mobility of college graduates into

university programs between 2002 and 2007 (2007). The council also developed a brochure highlighting examples of college-university partnership successes (2008). All documents can be found at <http://www.cuccontario.ca/bin/publications/reports.cfm>.

In February 2009, the Higher Education Quality Council of Ontario (HEQCO) released a report entitled “Degrees of Opportunity: Broadening Student Access by Increasing Institutional Differentiation in Ontario Higher Education” (<http://www.heqco.ca/SiteCollectionDocuments/Degrees%20of%20Opportunity.pdf>). The report examines various options to expand degree-granting opportunities in Ontario, including a discussion of options designed to facilitate inter-institutional transfer.

Another recently released HEQCO report is entitled “Making College-University Cooperation Work: Ontario in a National and International Context” (<http://www.heqco.ca/SiteCollectionDocuments/Making%20College-University%20Cooperation%20Work.pdf>). The report examines the conditions that support successful institutional cooperation, the level of success of college-university partnerships in Ontario to date, and how the results of Ontario’s approach to college-university relationships differ from those of jurisdictions with a system-wide approach to promoting student transfer.

Working Group

Ontario continues to fully participate in the CMEC Working Group on Credit Transfer and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

Prince Edward Island

Communication of Ministerial Principles

The ministerial principles have been distributed to the University of Prince Edward Island (UPEI) and Holland College (HC).

Adoption of Ministerial Principles

Both provincial postsecondary institutions are aware of the principles and agree with the intent.

Three-Year Framework for Action

We have ongoing meetings as a provincial working group to ensure that the institutions continue to develop processes and procedures to enhance the service between the University of Prince Edward Island, Holland College, and institutions across Canada and internationally.

Priority Action Areas

Since the last report, Holland College and UPEI have completed a *Transfer Credit Guide* to assist current and prospective students and institution staff in determining credit transfer. This document helps to provide seamless travel between the two institutions. This is a living document, updated on a continuing basis as course equivalents are determined.

Over the past year, Holland College and UPEI have added new articulation agreements in the following departments:

- HC Culinary Arts–UPEI Bachelor of Business in Tourism and Hospitality
- HC Business, Retail and Accounting–UPEI Bachelor of Business Studies
- HC Wildlife–UPEI Bachelor of Wildlife Conservation

Currently, there are 21 articulation agreements between Holland College and UPEI.

Holland College and UPEI will continue to explore partnerships locally, nationally, and internationally, with articulation agreements and memoranda of understanding for a wide variety of programs.

Working Group

Prince Edward Island is represented on the CMEC Working Group on Credit Transfer and is a member of the Pan-Canadian Consortium on Admissions and Transfer. This working group continues to meet on an ongoing basis.

Quebec

Communication of Ministerial Principles

Universities in Quebec have full jurisdiction over prior-learning assessment. This issue is also dealt with by the *Comité de liaison de l'enseignement supérieur* [postsecondary-education liaison committee], which brings together representatives from *cégeps*, universities, and the Ministry of Education, Recreation and Sports. The ministry has communicated the ministerial principles to the members of this committee.

Adoption of Ministerial Principles

Section 22 of the *College Education Regulations (General and Vocational Colleges Act)* governs prior-learning assessment by *cégeps*. The *Commission d'évaluation de l'enseignement collégial* [college-education evaluation committee] ensures that *cégeps* have and apply a prior-learning-assessment policy. Universities follow the Pan-Canadian Protocol on the Transferability of University Credits and enjoy full autonomy with respect to prior-learning assessment.

Three-Year Framework for Action

In May 2002, the Ministry of Education, Recreation and Sports released its Government Policy on Adult Education and Continuing Education and Training, which contains many measures to develop a culture of prior-learning assessment for all levels of education. The accompanying action plan encourages universities to establish policies for prior-learning assessment. The *Association canadienne d'éducation des adultes des universités de langue française* [Canadian association for adult education in French-language universities] has been given a mandate to report on practices in Quebec universities.

On April 6 and 7, 2005, the ministry organized a *Colloque national sur la reconnaissance des acquis et des compétences* [national symposium on prior-learning assessment] to facilitate and promote prior-learning assessment. The purpose of the symposium was to mobilize key stakeholders to further develop prior-learning assessment, to increase awareness of the efforts that are under way, and to give this large-scale endeavour a boost.

Priority Action Areas

Increasingly, *cégeps* and universities are developing bridges between technical programs and university undergraduate programs. While some universities recognize only three credits from a technical program, others recognize up to 36 credits for bachelor's-degree programs, through the Diploma of Collegial Studies–Bachelor's Degree Program (DEC-BAC) agreements. In 2007, 14 universities each had agreements with between 1 and 42 colleges for the transfer of between 3 and 36 credits. Since then, the number of agreements

between universities and colleges has continued to grow. For example, one university now has approximately 100 DEC–BAC agreements.

The ministry's strategy to internationalize higher learning has also given a boost to prior-learning assessment. For example, the joint doctoral program created in 1996 by France and Quebec enables doctoral students to study for three terms at a foreign university and earn a joint Ph.D. Thus, universities recognize doctoral training received at a foreign institution. This type of agreement is being expanded to include universities in other countries, such as Germany, Belgium, and Switzerland.

The ministry's short-stay grant program (\$10 million) enables students to pursue accredited training in their program of study at foreign universities or at universities elsewhere in Canada. In either case, students actively participate in choosing the institution. This requires Quebec universities to recognize credits issued by other institutions. The practice is based on each university's degree-granting rights and powers.

Quebec has also facilitated professional-mobility agreements with France and with other Canadian provinces. These agreements do not cover credit transfer between institutions per se, but rather, standard-setting for granting equivalencies for credentials or training. If required, individuals seeking mobility can undertake additional training to acquire the full range of competencies required to practice a profession. Professional governing bodies are therefore involved in adopting and implementing these types of recognition standards.

Lastly, the summary of the Action Plan for Prior Learning Assessment and Recognition in Canada, released by the Halifax-based Prior Learning Assessment Centre,² mentions three issues within the broad area of prior-learning recognition:

- credit transfer
- assessment of academic and professional credentials
- assessment and recognition of non-formal, informal, or experience-based learning (which can include university credits or credentials)

Quebec believes that the third issue is quite separate from the first two. It should be noted that the *Centre interdisciplinaire de recherche/développement sur l'éducation permanente* [interdisciplinary centre for research/development on lifelong education] of the *Université du Québec à Montréal* participated in drafting the summary.

Working Group

The Ministry of Education, Recreation and Sports considers (1) that the Working Group on Credit Transfer has performed substantial work on the six principles of the Ministerial Statement on Credit Transfer in Canada; (2) that credit transfer between institutions is

² <http://www.placentre.ns.ca/PDFS/CCL/2008-10-PLAR-Report-ExecSumEN.pdf>

primarily under the jurisdiction of postsecondary educational institutions; and (3) that the CMEC ministerial statement continues to provide effective guidance to stakeholders in the field.

Issues related to the assessment and recognition of experience-based learning are quite different from those related to credit transfer. If necessary, and if it is deemed that expanding the assessment of experience-based learning were a priority, it might be useful to undertake this work according to activities carried out in the college sector, which often touch on experience-based learning. Strategically, it might be advantageous to set out principles governing the recognition of experience-based learning in a ministerial statement separate from the one governing credit transfer.

Saskatchewan

Communication of Ministerial Principles

The Saskatchewan Council for Admissions and Transfer (SaskCAT) was created in fall 2004. The council's mission, guiding principles, and goals were established and approved by the Campus Saskatchewan Management Board, a partnership of the province's postsecondary education institutions, in May 2005. The council's initial focus was to complete the SaskCAT Web site (www.saskcat.ca) and the on-line *Transfer Credit Guide* in January 2006. Materials promoting the guide and the work of SaskCAT have been developed and distributed to institutions and the public. SaskCAT, which consists of institution officials responsible for credit transfer, meets regularly to further the work of the council. Recent efforts have focused on building a "culture of transfer" in the province through the establishment of articulation committees and the development of new articulation agreements. To date, seven articulation committees have been established.

Adoption of Ministerial Principles

The guiding principles governing SaskCAT's work have been consistent with CMEC principles:

- SaskCAT has worked to build a culture of transfer in which the practice would be to find reasons to grant rather than to deny transfer of credit, and to provide access to institutions and programs.
- Saskatchewan institutions recognize that while learning experiences are diverse, learning outcomes may be equivalent in terms of content and standards. Therefore, students should not be required to repeat previous learning.
- SaskCAT has provided easy access to accurate, clear, and timely information on credit transfer and processes, and this information continues to be available through a Web site and an on-line credit-transfer guide.
- Individual institutions retain the right to determine program and admission requirements.
- Articulation committees have continued their efforts, and several new agreements are in place or in development.
- SaskCAT hosted a meeting of WestCAT (British Columbia Council on Admissions and Transfer [BCCAT], Alberta Council on Admissions and Transfer [ACAT], and SaskCAT) in September of 2009, which provided a forum to discuss a number of interprovincial credit-transfer and student-mobility issues and potential initiatives.
- Saskatchewan's Minister of Advanced Education, Employment and Labour signed a letter of understanding with the Minister of Alberta Advanced Education and Technology for the purpose of establishing a cooperative relationship to facilitate initiatives on quality assurance, credit transfer, and research and innovation. Priority initiatives under the credit-transfer umbrella include sharing best practices in implementing a credit-transfer system and a prior-learning assessment and

recognition framework, as well as collaborating on research into interprovincial learner mobility.

Three-Year Framework for Action

In December 2009, the Campus Saskatchewan board of directors agreed that the partnership had fulfilled its mandate and decided to dissolve the partnership as of March 31, 2010. As a subcommittee of Campus Saskatchewan, SaskCAT will cease operations as of March 31, 2010. The board made recommendations to the Ministry of Advanced Education, Employment and Labour regarding ways to continue the development of Saskatchewan's credit-transfer system. The ministry is currently considering these recommendations along with other potential approaches.

Priority Action Areas

Along with ongoing articulation of courses and programs among institutions, Saskatchewan expects to continue to participate in interprovincial initiatives, including the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) and a new tri-council with BCCAT and ACAT.

Research

Through PCCAT, and with financial support from SaskCAT, the University of Saskatchewan is participating in an interprovincial research project on interprovincial student flow.

Working Group

Saskatchewan supports the continuation of the CMEC Working Group on Credit Transfer. Representatives are participating on the working group's subcommittee to look at possible updates to ministerial statements and strategies to reinforce the provinces' commitments.

Yukon

Communication of Ministerial Principles

The ministerial principles were communicated to the postsecondary institution.

Adoption of Ministerial Principles

The ministerial principles were adopted by the postsecondary institution.

Three-Year Framework for Action

Yukon College will continue to articulate its programs as broadly as possible. The college is included in the British Columbia Council on Admissions and Transfer (BCCAT), and college faculty regularly attend British Columbia provincial postsecondary articulation meetings. The college is an active member of the Association of Canadian Community Colleges. Yukon College is currently applying to become a member of the Alberta Council on Admissions and Transfer (ACAT).

Priority Action Areas

Yukon has only one postsecondary institution, Yukon College. Its continuing priority is to ensure that its students are able to transfer without difficulty to outside postsecondary institutions. Establishing articulation agreements is an ongoing process for the college.

Research

Yukon College participated in a national prior learning assessment and recognition (PLAR) research project funded by Human Resources and Skills Development Canada (HRSDC) and coordinated by Athabasca University. Recommendations from the report have been implemented by the college. PLAR is in place for early-childhood-development programs at the college.

Working Group

Yukon supports the continuation of the work being completed by the CMEC Working Group on Credit Transfer.

CMEC Ministerial Statement on Credit Transfer in Canada

Preamble

The primary purpose for establishing credit transfer agreements among institutions of higher education is to increase opportunities for students to access postsecondary education by facilitating student mobility between institutions and sectors.

Students need reasonable assurance that they will be able to continue their studies at other postsecondary institutions to complete their educational plans and be able to obtain appropriate credit transfer for work previously completed.

In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions, and governments. The ability for learners at all stages of their lives and careers to easily move into, between, and out of postsecondary education is a key component in building a postsecondary education system that makes lifelong learning a reality.

Credit transfer agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement including, but not limited to, establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant specified blocks of credit transfer for completed credentials, or the development of prior learning assessment and recognition processes.

The following statement of principles recognizes that credit transfer can occur between all different types of postsecondary institutions, public and private.

Principles

1. The effectiveness of transfer agreements in optimizing student mobility requires that students, prior to beginning their studies at another institution, have knowledge of, and current information about, available credit transfer opportunities and limitations. Institutions should be committed to providing current and reliable information about transfer of credit policies and the procedures to be followed to obtain credit transfer in a routine manner.
2. Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Postsecondary institutions should develop and maintain clearly stated policies and procedures for consideration of transfer of credit. Students should be able to obtain an institution's rationale for a refusal, and institutions should have clear procedures for students to appeal such decisions.

3. Postsecondary institutions within each province/territory should be committed to working with other postsecondary institutions, transfer agencies, and governments, as appropriate, to enhance and maintain credit transfer opportunities. Negotiations between institutions regarding equivalency of credit should recognize that the substance of learning experiences may be equivalent in terms of content, rigour, and outcomes although the learning has occurred in a variety of ways.
4. Ministers recognize that all credit transfer agreements should be consistent with the academic integrity of programs and the right of postsecondary institutions to determine program design and delivery, to determine academic prerequisites, and to establish admission criteria and certification requirements of academic achievement. Ministers also recognize that the academic integrity and autonomy of the individual institutions and programs must be protected and preserved.
5. Neither transfer students nor direct-entry students should be advantaged or disadvantaged as a result of the credit transfer process.
6. Transfer students should be made aware that program-specific criteria and other factors, in addition to academic performance, may be used as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not guarantee admission to a particular program.