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Council of
Ministers
of Education,
Canada

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

2009

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Prepared for
The Committee of Postsecondary ADMs (PSADM)
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By

The CMEC Working Group on Credit Transfer

Table of Contents

2009 CMEC Jurisdictional Update 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	4
Working Group	5
British Columbia	6
Overview	6
Communication and Adoption of Ministerial Principles	6
Projects and Activities Completed in 2008-09	7
Transfer and Articulation Projects	7
Admissions and Research Projects	8
Communications and Web sites	9
System Collaboration	10
Plan of Projects and Activities for 2009-10	11
Manitoba	13
Communication of Ministerial Principles	13
Adoption of Ministerial Principles	13
Three-Year Framework for Action	13
Priority Action Areas	13
Research	14
Working Group	14
New Brunswick	15
Communication of Ministerial Principles	15
Adoption of Ministerial Principles	15
Three-Year Framework for Action	15
Priority Action Areas	15
Research	16
Working Group	16
Newfoundland and Labrador	17
Communication of Ministerial Principles	17
Adoption of Ministerial Principles	17
Three-Year Framework for Action	17
Priority Action Areas	17
Research	17
Working Group	17
Northwest Territories	18
Communication and Adoption of Ministerial Principles	18
Three-Year Framework for Action	19
Priority Action Areas	21
Research	21
Working Group	23

- Nova Scotia 24
 - Communication of Ministerial Principles 24
 - Adoption of Ministerial Principles 24
 - Three-Year Framework for Action 24
 - Priority Action Areas 24
 - Working Group 24
- Nunavut 25
 - Communication of Ministerial Principles 25
 - Adoption of Ministerial Principles 25
 - Three-Year Framework for Action 25
 - Priority Action Areas 25
 - Research 26
 - Working Group 26
- Ontario 27
 - Communication of Ministerial Principles 27
 - Adoption of Ministerial Principles 27
 - Three-Year Framework for Action 27
 - Priority Action Areas 27
 - Research 28
 - Working Group 28
- Prince Edward Island 29
 - Communication of Ministerial Principles 29
 - Adoption of Ministerial Principles 29
 - Three-Year Framework for Action 29
 - Priority Action Areas 29
 - Working Group 29
- Quebec 30
 - Communication of Ministerial Principles 30
 - Adoption of Ministerial Principles 30
 - Three-Year Framework for Action 30
 - Priority Action Areas 30
 - Working Group 31
- Saskatchewan 32
 - Communication of Ministerial Principles 32
 - Adoption of Ministerial Principles 32
 - Three-Year Framework for Action 32
 - 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
- CMEC Ministerial Statement on Credit Transfer in Canada 35
 - Preamble 35
 - Principles 35

2009 CMEC Jurisdictional Update 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 third 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 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 ADMs, this statement has recently be reviewed and revised and will be resubmitted for ministerial approval.

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

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 systems and mechanisms within its postsecondary sectors. One jurisdiction was able to formalize its credit transfer mechanism. Those 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, 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.

Future Directions

All jurisdictions have indicated their work will continue on the credit transfer issue within 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.

In 2005, ACAT reviewed its principles and made appropriate adjustments to ensure that they adhere to the pan-Canadian principles. 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>. Another review of these principles was undertaken in 2008-09 to ensure a strong alignment with the council’s governance model and to more strongly align with the Campus Alberta vision.

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. Council approved the 2008–2011 business plan, which highlights six strategic priorities: reviewing ACAT’s governance structure and mandate; improving services to learners; rewarding collaboration; enhancing policy development and research; leading provincial strategies to increase prior learning assessment and recognition (PLAR); and participating with other jurisdictions to strengthen the credit-transfer systems across Canada and increase learner mobility. The complete business plan can be viewed at <http://www.transferralberta.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 2007-08 annual report is available at <http://www.transferralberta.ca/pdfs/AnnualReport.pdf>. The 2008-09 annual report will be posted in the near future.

Highlights of Recent Results Achieved

- streamlining the process whereby institutions exchange credit-transfer requests, developing a user manual and training sessions, and enhancing communication
- continually improving and enhancing the ACAT Web site and the on-line transfer guide

to make admission and transfer information more attractive and user-friendly; in 2008-09, there were approximately 6.1 million hits to the ACAT public Web site, an increase of 11.67 per cent from the previous year

- adding a First Nations postsecondary-institution representative to the council
- continuing with postsecondary-to-postsecondary articulation meetings in the areas of engineering, second languages, education, and biological sciences, and establishing articulation in computer science and Indigenous languages
- raising the profile of the transfer system and its benefits to learners by presenting at numerous conferences and workshops
- along with the department of AE&T, raising awareness of PLAR by sponsoring PLAR forums and by launching “Advancing PLAR in Alberta: An Action Plan” at the Canadian Association for Prior Learning Assessment (CAPLA) conference in November 2008
- revising the criteria and procedures for admission of new postsecondary-institution members to the Alberta Transfer System, as well as developing processes to promote continued active membership in the system

Priority Action Areas

Several key areas that will be priorities for ACAT include

- enhancing the work of ACAT regarding admissions, in partnership with institutions, and looking at opportunities for developing common admissions terminology, practices, and policies
- strengthening policies that will expand block transfer for the transfer system
- over the next two years, begin implementation of “Advancing PLAR in Alberta: An Action Plan”
- reconsidering the notion of defining institutions as “sending” or “receiving,” given the changing roles of postsecondary institutions and how they interact within the framework of Campus Alberta
- focusing on system enhancement through research, communication, facilitating collaborative partnerships, and establishing policies and models of best practices to guide educational institutions

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 another institution. These annual reports on transfer patterns provide an overview of mobility trends within and into Alberta postsecondary institutions. The 2007 transfer-patterns report is available at http://www.transferralberta.ca/pdfs/MobilityTables_ReportNew.pdf. The 2008 transfer-patterns report will be posted in the near future.

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 the Pan-Canadian Consortium on Admissions and Transfer (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 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, an memorandum of understanding was developed and signed by both provinces' councils.

ACAT is also interested in working more closely with its neighbour 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, 2008, to March 31, 2009. 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 stipulated in CMEC's Ministerial Statement on Credit Transfer in Canada (October 9, 2002).

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: <http://www.bccat.ca>, <http://www.bctransferguide.ca>, and <http://www.educationplanner.ca>. (For information on the roles and responsibilities of the council, see <http://www.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 <http://www.bccat.ca/articulation/principles.cfm>.

Projects and Activities Completed in 2008-09

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.¹ Annual reports and other BCCAT publications are available on the BCCAT Web site at <http://www.bccat.ca/publications>.

The following summary outlines key projects and activities undertaken by the council in 2008-09. This information will be presented in detail in the 2008-09 Annual Report, which is due for publication in April 2009, and will be posted to the BCCAT Web site (<http://www.bccat.ca/publications>) at that time.

Transfer and Articulation Projects

This year, BCCAT implemented a number of recommendations arising from a recent province-wide consultation that focused on the subject of “Recalibrating the BC Transfer System.”

The following three projects are examples of these implementations:

- **Designation as a Receiving Institution in the BC Transfer System**
Based on feedback from the “Recalibration” consultation, BCCAT developed a policy establishing a structure and process for institutions currently designated as “sending-only” and seeking to operate in the BC Transfer System as “receiving” institutions. See <http://www.bccat.ca/pubs/receivingpolicy.pdf> for details.
- **Beyond Course-to-Course Transfer**
BCCAT carried out a study to examine how courses are moving through the system as students switch institutions, to help identify whether certain institutions have a case for taking on the “receiver” designation. The research report is available at <http://www.bccat.ca/pubs/coursescarried.pdf>. The four-page summary is available at http://www.bccat.ca/pubs/rr_coursecarried08.pdf.
- **Best Practice Guide: A Resource for Receiving Institutions**
The “Recalibration” discussions clarified that BCCAT could provide a vital service to the system by developing a resource offering information on the best practices, processes, policies, and means required of receiving institutions to operate in the transfer system.

¹ Annual reports and other BCCAT publications are available on the BCCAT Web site at <http://www.bccat.ca/publications>. For a comprehensive review of the projects and activities carried out in 2007-08, see the 2007-08 Annual Report, at <http://www.bccat.ca/pubs/ar07-08.pdf>.

In response to this recommendation, BCCAT prepared a handbook for use as a guide by institutions seeking the “receiver” designation. The *Best Practice Guide* was released in conjunction with the designation policy. PDF and HTML versions of the guide are available at <http://www.bccat.ca/articulation/receiving>.

This year, the Transfer and Articulation Committee (TAC) also oversaw a major revision to the policy governing how new institutions join the BC Transfer System, the Policy for New Members of the Transfer System (<http://www.bccat.ca/pubs/newmember.pdf>). In addition, the TAC developed a new policy, Recording Block Transfer Agreements with PCTIA-Accredited Private Institutions (<http://www.bccat.ca/pubs/PCTIAblock.pdf>).

Admissions and Research Projects

The following items summarize advances made in admissions research this year, under the supervision of the Admissions Committee:

- **Student Mobility Research**

Significant progress has been made in recent years toward building a systematic approach to data collection and reporting on student mobility. The council’s work on student-mobility research occurred as part of the Admissions Committee Work Plan and in close partnership with the Student Transitions Project (STP).²

The Admissions Committee’s projects that focus on student mobility are now included in the STP Work Plan and are carried out under the auspices of the STP Steering Committee and its subcommittees, working closely with BCCAT staff and using BCCAT funding where required.

Here are some examples of student-mobility projects completed this year:

- *Mobility of Transfer Students*
two-page summary: <http://www.bccat.ca/pubs/mobilitysummary08.pdf>
eight-page newsletter: http://www.bccat.bc.ca/pubs/rr_mobility08.pdf
- *Student Mobility Among Post-Secondary Institutions*
two-page summary:
http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_nov08.pdf
Research report:
http://www.aved.gov.bc.ca/student_transitions/documents/STP-Movement-Among-Report_2008-10-20.pdf

² The STP is a collaborative effort between the Ministries of Education (MEd) and Advanced Education and Labour Market Development (ALMD) and BC public postsecondary institutions to link data about students in the province’s public postsecondary and K – 12 education systems, in order to answer research questions on student transitions. See www.aved.gov.bc.ca/student_transitions for information on other STP projects and reports.

two-page summary:

http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_feb09.pdf

- *ABE Student Mobility*
Research report: <http://bccat.ca/pubs/abestudentmobility2004-05.pdf>
- **Other admissions-related projects:**
BCCAT undertook an environmental scan through web-based surveys to determine if BCCAT should embark upon system-wide work to examine and recommend admissions processes and practices that would benefit students.

BCCAT conducted a survey, in partnership with the Canadian Council on Learning, of 2005–06 high-school graduates who did not pursue BC public postsecondary education by fall 2007. The purpose of the project was to determine students' other postsecondary destinations and the intentions of those who have not yet enrolled. (The full report is expected to be posted to the BCCAT Web site shortly.)

The following are examples of research projects completed under the supervision of the council's Research Committee this year:

- **BC College Transfer Student Profile Reports**
 - *Profile of BC College Transfer Students Admitted to Simon Fraser University, 2003/04 to 2007/08:* <http://www.bccat.ca/pubs/SFUProfile0708.pdf>
 - *Profile of BC College Transfer Students Admitted to the University of Northern British Columbia, 2003/04 to 2007/08:* <http://www.bccat.ca/pubs/UNBCProfile0708.pdf>
 - *Profile of BC College Transfer Students Admitted to the University of Victoria, 2003/04 to 2007/08:* <http://www.bccat.ca/pubs/UVICProfile0708.pdf>
- **2008 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia** (prepared by BC Stats):
<http://www.bccat.ca/pubs/bcstats08.pdf>
This report presents an assessment of student responses to an extensive set of questions related to admissions and transfer included in the spring 2008 Diploma, Associate Degree & Certificate Student Outcomes (DACSO) Survey of students.

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. One new development was the creation of a network of institutional contacts to act as advisors regarding the Education Planner (EP) site. The Education

Planner Institutional Contacts (EPIC) met in May 2008 to discuss alternative approaches to the management of the EP database. This year also saw the completion of an external review of EducationPlanner.ca. (See bccat.ca/pubs/EPreview.pdf for the full report.)

Meanwhile, BCCAT continued to work to increase awareness of BCCAT resources to inform and encourage students with their postsecondary planning. We ran two transit ad campaigns, in the spring and fall, featuring two key BCCAT Web sites (EducationPlanner.ca and BCTransferGuide.ca). BCCAT ads were displayed on buses in every region of BC and on the SkyTrain system, and posted in trains and at selected stations throughout the Lower Mainland.

Since launching our first campaign, back in 2006, our web statistics have indicated that usership of both sites has increased significantly (10–15%) year on year. We are also very encouraged to see notably high volumes of web visits during postsecondary registration periods.

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, counselors, and career practitioners in the use of BCCAT web resources.

System Collaboration

- **Ministries, Agencies, Groups, and Organizations in 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.
- **Out-of-Province, National, and International Organizations**
This year, the council continued to participate in the broader transfer context, playing a leadership role in facilitating the improvement of student-friendly policies and practices to enhance student mobility and transfer among institutions across the country.

The following are examples of activities carried out in 2008-09:

- *Alberta Council on Admissions and Transfer (ACAT):*
This year, the council consulted with ACAT regarding the development of a policy for the inclusion of Alberta institutions in the BC Transfer System. The policy has been approved by council, but implementation is pending until September 1, 2009, or until the development of a similar policy by ACAT, whichever comes first. The ACAT policy development is currently in progress.

- *Tri-Council Collaborative Initiatives:*
In September 2008, BCCAT staff members met with members from the Alberta Council on Admissions and Transfer (ACAT) and the Saskatchewan Council on Admissions and Transfer (SaskCAT) to discuss areas of common interest and possible future cooperation. As a result of that meeting, a letter and report were sent by the chairs of the three councils to the advanced-education ministers of the three provinces to describe collaborative initiatives agreed to by the three councils that will benefit the mobility of learners. A very positive response to the letter and report has been received from Doug Horner, Minister of Advanced Education and Technology in Alberta. (These tri-council discussions continue; the most recent meeting was held in February 2009.)

- *Pan-Canadian Consortium on Admissions and Transfer (PCCAT):*
PCCAT held its third annual meeting in Toronto in June 2008. The meeting was co-chaired by Frank Gelin (BCCAT Executive Director & Co-Chair) and David Hinton (Registrar of the University of New Brunswick). Representatives from regions across Canada shared best practices and transfer issues arising in their own jurisdictions. BCCAT staff took a lead role in organizing the event and in overseeing the transfer of administrative support to Campus Saskatchewan. A summary of the meeting and a list of participants are available on PCCAT.ca.

BCCAT also chairs and provides secretariat support for PCCAT's Research Subcommittee, which met by telephone numerous times in 2008-09 to design a project to assess the number of students transferring between postsecondary institutions across Canadian jurisdictions, whether these students received credit for previous learning, and the success of those students. The subcommittee prepares a proposal to CMEC for funding to coordinate the project and prepare a final report.

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 who 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 2009-10

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 2009-10 is currently in progress and will be presented to council for consideration at the June 2009 meeting.

Manitoba

Communication of Ministerial Principles

The ministerial principles have been communicated to and accepted by the Council on Post-Secondary Education (COPSE), an arm's-length body mandated with overseeing all aspects of the postsecondary-education system for the government of Manitoba. The ministerial principles have also been communicated to each of the seven public postsecondary institutions.

Adoption of Ministerial Principles

While the institutions have not yet formally adopted the principles, they have indicated their agreement with them. The principles have also been informally adopted by articulation committees that have been established to facilitate credit transfers and articulation agreements between the college and university sectors in certain areas of study.

Three-Year Framework for Action

As part of the Three-Year Framework for Action, in 2003, a Working Group on Credit Transfer with senior-level representation from each of the institutions was created, and articulation committees, based on areas of study, were established to enhance credit transfers and articulation agreements between the college and university sectors. Some articulation committees, such as nursing, have completed their activities, while the work of others, such as educational assistants, is ongoing. The framework for action also involved compiling and organizing information on existing credit transfers and articulation agreements for the purpose of developing a unified, accessible source of information for students, institutions, and others.

Priority Action Areas

The study areas being dealt with through the articulation committees remain priority areas, as does the more general issue of transfer between the college and university sectors. Providing quality information to students about credit transfer is also a priority. While there are over 150 transfer and articulation agreements in place and information is available, it is not provided in a consistent or coordinated manner across institutions. Institutions have identified this as an area requiring additional resources, and a system-wide on-line transfer guide is being considered. COPSE has recently acquired additional capacity to assist in establishing a more adequate and coordinated system, and in compiling information about the system in a way that is clear and accessible. Credit transfer and articulation are also key elements of a formal quality-assurance framework currently under development by COPSE, and it is expected that credit transfer and articulation will both contribute to and be facilitated by the quality-assurance framework.

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 early 2007, the government of New Brunswick launched a comprehensive Commission on Post-Secondary Education. After eight months of consultation and review, “Advantage New Brunswick: a Province Reaches to Fulfill Its Destiny” was released in September 2007. The report recommended establishing an “arm’s-length coordinating agency” with responsibility for, among other issues, credit transfer.

In response to the report, a Working Group on Postsecondary Education was struck in late 2007, consisting of university presidents and selected community-college principals, and chaired by the Deputy Minister of the Department of Post-Secondary Education, Training and Labour. The working group submitted their final recommendations to government in response to the “Report of the Commission on Post-Secondary Education” in May 2008.

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, one of which is to make credit transfer easier between postsecondary institutions. Both government and postsecondary institutions agree that easier credit transfer is a priority.

Adoption of Ministerial Principles

The November 2007 throne speech and subsequent speeches communicated the government’s expectation to move forward on key pieces of a model for an integrated postsecondary-education system, including credit transfer, over the next two years.

Three-Year Framework for Action

New Brunswick’s postsecondary institutions have increased the number of articulated agreements between and among universities and the New Brunswick Community College (NBCC) and the Collège Communautaire du Nouveau-Brunswick (CCNB) but, in the past, it has been largely a bilateral approach, accomplished one institution at a time, course by course, and program by program. The Department of Post-Secondary Education, Training and Labour will work with provincial postsecondary institutions to coordinate and facilitate agreements through a centralized coordinating body.

Priority Action Areas

Articulated programs with participating institutions have been established, as well as block transfers, individual transfers, and out-of-province agreements. NBCC and CCNB have

entered into a number of articulated agreements with universities since 2002. In other instances, block-transfer agreements have been negotiated. Accurate information is provided to students through the college calendar, college Web site, and other program documents.

The Atlantic Provinces Community College Consortium (APCCC) produces a CD annually, the *Guide to Block Transfer Agreements*. APCCC is an interprovincial mechanism with a mandate to collaborate, coordinate, and share resources to enhance college-level postsecondary education in the Atlantic provinces. This consortium reports annually to the Council of Atlantic Premiers through the Council of Atlantic Ministers of Education and Training. It is officially recognized through a memorandum of understanding signed by the provincial ministers responsible for community colleges and the presidents of the community colleges in New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island. One of the cornerstones of the consortium is to provide maximum mobility for students through the portability of learning and credits throughout the postsecondary-education system in Atlantic Canada. To advance this agenda, the Atlantic community colleges entered into a Memorandum of Understanding on Transfer of Credits in 2000. The *Guide to Block Transfer Agreements* builds on that memorandum.

Research

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

We support 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 over 20 years. New agreements are signed between our public postsecondary institutions and those in other parts of Canada and internationally on a regular basis. These transfer agreements are published annually in the *Transfer Guide*. The 15th edition is now available for the 2008-09 academic year. The *Transfer Guide* lists established course-by-course and program/block transfer-of-credit agreements available to students in the province. Information is also provided on the public postsecondary system, institutional transfer policies, and programs linked to high schools.

Adoption of Ministerial Principles

Newfoundland and Labrador supports CMEC's Ministerial Statement on Credit Transfer in Canada, and has shared this statement 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.

Priority Action Areas

Priority action areas will be identified by the Department of Education as part of its strategic planning process.

Research

Research directions will be determined by the Department of Education as part of its strategic planning process.

Working Group

Newfoundland and Labrador supports the continuation of the CMEC Working Group on Credit Transfer since it provides a valuable forum for jurisdictions to work together toward enhancing credit-transfer opportunities across Canada.

Northwest Territories

Communication and Adoption of Ministerial Principles

Although the Department of Education, Culture and Employment (ECE) supports the ministerial principles, the principles have not been formally communicated or adopted. Northwest Territories and Aurora College continue to work toward the goal of increased partnerships and credit-transfer agreements with other jurisdictions.

Aurora College is the primary delivery agent for adult and postsecondary education in Northwest Territories. Its programs are designed to meet the needs of the Northern workforce and economy, and include basic adult education, skills-based training, and certificate, diploma, and degree programming. These programs are offered at three campuses in Inuvik (Aurora Campus), Fort Smith (Thebacha Campus), and Yellowknife (Yellowknife Campus), as well as at Community Learning Centres (CLCs) in most NWT communities. Through its Aurora Research Institute (ARI), the college licenses research activities and supports science, technology, and research projects, in cooperation with the business and scientific communities. The college serves approximately 1,200 full-time-equivalent students annually. The college is directed by a board of governors appointed by the Minister of Education, Culture and Employment.¹

Northwest Territories is unique, in terms of its population of 43,283² and its college system. Aurora College serves a small, dispersed population in 33 communities across Northwest Territories' 1.3 million square kilometres. Aurora College responds to the challenges of serving a large Aboriginal student body, many of whom come from small, remote communities.

A responsive college in this environment has characteristics unlike those of an urban institution. Aurora College responds to the challenge of serving a student body that is largely Aboriginal. Many students come from families that are in transition from a traditional way of life to one that is based on the wage economy. The college's programs and services give students vocational and professional skills, as well as communication and life skills needed for success in their chosen careers.³

Although the ministerial principles are not explicitly stated in Aurora College's business plan or ECE's business plan, there are similarities. The overriding goal of *Building on Our Success Strategic Plan 2005–2015 Department of Education, Culture and Employment* is "to give Northerners increased opportunity to live fulfilled lives and contribute to a strong, healthy and vibrant Northern society."⁴

ECE's mandate is to ensure that residents of Northwest Territories have access to high-quality programs and services in early childhood, education, training and employment, and

the labour market, as well as certification and financial supports. ECE encourages Northerners to learn and grow by providing a range of programs and services that

1. Promote and support the enhancement and preservation of the languages, cultures, and heritage of Northwest Territories, including exercising responsibility for implementing the *Official Languages Act*
2. Promote and support childhood development, including the development of preschool children
3. Develop, monitor, and enforce standards for education achievement, including graduation requirements
4. Provide counselling, support services, and information resources to enable individuals to pursue education, training, and employment opportunities and to make productive choices
5. Provide quality assurance to the public through accrediting programs and services and through occupational and trades certification, including the licensing of teachers and child-care facilities
6. Analyze labour-force developments and implement responsive strategies designed to achieve meaningful employment for Northerners
7. Deliver statutory programs to ensure that supports are available to assist individuals in meeting their basic financial needs
8. Develop and enforce legislation, policies, and agreements that regulate and manage the integrity of Northwest Territories' education system
9. Represent the Government of the Northwest Territories and coordinate the government's involvement in territorial, national, and intergovernmental matters related to education, early-childhood education, training, official languages, culture, labour, and employment⁵

Approximately 40 per cent of Aurora College's work is related to the goals identified in ECE's *Towards Literacy: A Strategy Framework – 2008-2018*. Aurora College, in partnership with the University of Saskatchewan and the Indian Teacher Education Program (ITEP), is also working to accomplish goals set out in ECE's *Strategy for Teacher Education in the Northwest Territories: 2007-2015*. Additional programs, including the nursing program, in partnership with the University of Victoria, and a master of nursing program, in partnership with Dalhousie University's School of Nursing, are being delivered in Northwest Territories.

Three-Year Framework for Action

Aurora College will continue to articulate its programs as broadly as possible. The college sits on the Alberta Council on Admissions and Transfer (ACAT) and attends pan-Canadian articulation meetings through the Association of Canadian Community Colleges (ACCC). For degree-related programs, the college works directly with degree-granting institutions.

Northwest Territories is interested in both college-to-college and college-to-university transferability. Aurora College, and Northwest Territories, have benefited from credit-

transfer arrangements, reviewed on an ongoing basis, with other jurisdictions and organizations. Students applying for credit transfer are advised to use the Alberta Transfer Guide, which lists all the courses and program-transfer agreements between postsecondary institutions in Alberta, Northwest Territories, and Nunavut.

Listed below are the institutions and organizations with which Aurora College currently has transfer agreements. Some courses in the listed programs may not be transferable under existing agreements.⁶

College Program	Transferable Institution
Certificate in Adult Education	<ul style="list-style-type: none"> • University of Alberta • University of New Brunswick
Natural Resources Technology Programs	<ul style="list-style-type: none"> • North American Wildlife Technology Association (Thebacha Campus programs only) • Society of American Foresters, Forest Technology Program • University of Northern British Columbia • University of Alberta • University of Lethbridge • Lethbridge Community College
Management Studies	<ul style="list-style-type: none"> • Athabasca University • Trent University • Certified General Accountants (CGA) Association of Canada • Purchasing Management Association of Canada (PMAC) • Institute of Canadian Bankers (ICB) • University of Alberta • University of Calgary • University of Lethbridge • Community Economic Development (CED) stream of the Management Studies Diploma accredited by the Council for the Advancement of Native Development Officers (CANDO)
Social Work Programs	<ul style="list-style-type: none"> • University of Regina
Bachelor of Education	<ul style="list-style-type: none"> • University of Saskatchewan
Bachelor of Science in Nursing	<ul style="list-style-type: none"> • University of Victoria
Master of Nursing	<ul style="list-style-type: none"> • Dalhousie University

Most Programs	<ul style="list-style-type: none"> • Nunavut Arctic College
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Note: The Vice-President, Academic, is the contact for current program-transfer agreements between Aurora College and other institutions.

Priority Action Areas

Because there is only one postsecondary institution in Northwest Territories, Aurora College, the college's priority is to ensure that its students are able to transfer to other postsecondary institutions without difficulty. The college has an ongoing process of working on articulation agreements. As compared with larger jurisdictions, this is important to note. The populations of both Northwest Territories and of Aurora College make it challenging to provide the range of programming that is possible in larger jurisdictions; therefore, partnerships and transfer agreements are essential.

Research

The Aurora Research Institute (ARI) undertook a wide variety of projects and research activities in 2007–2008. By location, these included:

Head Office	Inuvik Research Centre	South Slave Research Centre
<ul style="list-style-type: none"> • ACUNS Board Membership • ACCC NRAP National Committee • Arctic Integrated Resource Management • Aurora College and ARI On-line Forum • C-CIARN Coastal Zone Research Network • Development of Aurora College Strategic Plan • Development of Interactive Display on NWT Research • DFO Ocean Management Research Network 	<ul style="list-style-type: none"> • Alternate Energy Technologies – Energy Conversion • Alternate Energy Technologies – Fuel Cells • Alternate Energy Technologies – Wind Power Assessment • Alternate Energy Technologies – River Turbines • ARI Internet & Web site Upgrades • Beaufort Community Ice Monitoring • Class Tours 	<ul style="list-style-type: none"> • ARC GIS Training • ARI Internet & Web site Upgrades • Aurora College Student Portal System • Cosmic Ray Monitoring Project – Bartol Research Institute • Digital Repository Utilizing a Linux Server Cluster (CA*NET4) • ENR Forest Web site

Head Office	Inuvik Research Centre	South Slave Research Centre
<ul style="list-style-type: none"> • EKONORTH Project • Gas Hydrates Program • Insect Collection Program • International Polar Year Northern Node • Inuvialuit Ethnobotany • James M. Harrison Bursary • Natural Dyes Research • Northern Research Agenda Survey (includes on-line) • Northern Resource Directory • Northern Scientific Training Program • NWT Environmental Contaminants Committee (NWTECC) • NWT Scientific Research Licenses On-line • PSCP Advisory Committee • Portal to On-line Licensing Application for Research (POLAR) • Promo Science • Qiviuq Collection • Research Compendiums • Research Licensing Program • Scientific Research Centres of Excellence Program 	<ul style="list-style-type: none"> • Commercialization of Wind Energy Meeting 2007 Planning • Cosmic Ray Monitoring Project – Bartol Research Institute • Data Monitoring – Snow surveys, permafrost, tree litter • Facilities Retrofit • GSC Oceanography Project • Internship Program • Library Informatics Development • Mackenzie Delta Water Quality Monitoring • Pipeline Reclamation/Revegetation • Regional Management Committee • Research Centre Tours • Researcher/Instructor Logistical Support • Researcher Support (on-line facility/equipment request form) • School Science Support • Science Fair Support • Scientists in the Schools • Social Economy – Northern Node Program • Summer Student Program • Themis Mission/Solar Wind Energy 	<ul style="list-style-type: none"> • GIS/GPS Course – Continuing Education • Interactive Research Display • Internship Program • Mackenzie River Basin Maps Project • Northern Research Agenda • Northern Research Agenda Survey (includes on-line) • Promo Science • Researcher Support (on-line facility/equipment request form) • School Science Support • Social Agenda Virtual Library • Social Economy – Northern Node Program • Solar Wall • Summer Student Program

In addition, ARI's director is a national representative on several committees.

Working Group

The Government of Northwest Territories supports efforts by CMEC, the provinces and territories, and postsecondary institutions to enhance credit transfer within and among jurisdictions. A national 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.

¹ Education, Culture and Employment. GNWT. *Building on Our Success Strategic Plan 2005–2015*

² GNWT, Bureau of Statistics, Quarterly NWT Population Estimate, 2008

³ Aurora College. *Strong Foundations – New Horizons: Continuity and Change at Aurora College 2006–2015*

⁴ Education, Culture and Employment. GNWT. *Building on Our Success Strategic Plan 2005–2015*

⁵ Education, Culture and Employment. GNWT. *Building on Our Success Strategic Plan 2005–2015*

⁶ 2008-2009 Aurora College Calendar

Nova Scotia

Communication of Ministerial Principles

Public postsecondary institutions in the jurisdiction 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 supports the adoption of the ministerial 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 colleges and universities) and the 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. Some institutions are developing articulation agreements with colleges in order to promote the credits offered for graduates of 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 in the Maritime/Atlantic region. Opportunities for further initiatives continue to be explored.

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 has passed a new *Education Act*. Nunavut is also focusing on building a strong network and process to build quality assurance and support credit transfer. Nunavut is also 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 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. The ministry will also circulate the revised ministerial statement to institutions once it is approved.

Adoption of Ministerial Principles

In his communication to postsecondary institutions in October 2002, the deputy minister asked that the statement be circulated widely within each postsecondary educational institution. Adaptation of the ministerial principles to an Ontario-focused set of principles may be part of new work currently being initiated within the postsecondary system.

Three-Year Framework for Action

Over the past several years, the ministry has been engaged with the college and university sectors in a consultation and strategy-development process to establish a plan to promote increased credit transfer and collaboration. The ministry has received government direction to proceed with the design and implementation of a "made in Ontario" credit system. The ministry has established a steering committee with representation from the Council of Ontario Universities, Colleges Ontario, and Ontario's three postsecondary student associations. The steering committee is expected to make its recommendations in summer 2009.

Priority Action Areas

The steering committee will focus on the structure, roles and responsibilities, accountability requirements, and expected outcomes for Ontario's credit-transfer system.

In 2007, the College University Consortium Council (CUCC) allocated \$2 million to 12 innovative projects involving 31 individual colleges and universities in a wide range of program areas. Based on the findings of these projects and future directions in Ontario, the remaining \$1 million will be allocated to additional projects.

CUCC has also made recommendations for the improvement of the *Ontario College-University Transfer Guide* (OCUTG) to ensure that learners have as much up-to-date and accurate information about collaborative and transfer opportunities as possible.

Research

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.

HEQCO also released a report 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 on the CMEC Working Group on Credit Transfer and the Pan-Canadian Consortium for 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.

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

Holland College and UPEI are working together to develop a credit-transfer guide to assist current and prospective students and institution staff in determining credit transfer. This should help provide seamless travel back and forth between the two institutions. Thus far, informal meetings with Holland College instructors have been held to determine which UPEI courses are most requested for credit transfer, and which UPEI courses are most often granted transfer. From this information, course equivalents between the two institutions will be explored. The anticipated publication date of the *UPEI/Holland College Transfer Credit Guide* is summer 2009.

Holland College and UPEI are also working together to update an existing articulation agreement between the Holland College Culinary Program and the UPEI Bachelor of Business in Tourism and Hospitality.

Holland College continues to explore partnerships locally, nationally, and internationally, with articulation agreements and memorandums of understanding for a wide variety of college programs. Currently, there are over 85 agreements in place, including 15 with UPEI.

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.

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 *Ministère de l'Éducation, du Loisir et du Sport* (Ministry of Education, Recreation and Sport). The ministry has communicated these principles to the members of this committee.

Adoption of Ministerial Principles

Section 22 of the *College Education Regulation (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 *Ministère de l'Éducation, du Loisir et du Sport* released its *Politique d'éducation des adultes et de formation continue* (Adult and Continuing Education Policy), which contains many measures to develop a culture of prior learning assessment for all levels of education. The 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 universities in Quebec.

On April 6 and 7, 2005, the *Ministère de l'Éducation, du Loisir et du Sport* organized the *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 wide-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 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, we reported that 14 universities 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 about 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 and will include universities in other countries, such as Germany, Belgium, and Switzerland. The ministry's short-stay grant program (\$10 M) enables students to pursue accredited training in their program of study at foreign universities. This requires Quebec universities to recognize credits issued by other institutions.

Working Group

The *Ministère de l'Éducation, du Loisir et du Sport* questions the advisability of extending the mandate of the CMEC Working Group on 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 are consistent with CMEC principles:

- SaskCAT will build a culture of transfer in which the practice will be to find reasons to grant rather than to deny transfer of credit, and to provide access to institutions and programs.
- SaskCAT recognizes 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 will operate with integrity, transparency, and consistency in order to instill confidence in the credit-transfer system.
- SaskCAT will provide easy access to accurate, clear, and timely information on credit transfer and processes.
- Members of SaskCAT are representatives from, and not of, their home institutions or organizations, and will work in the interest of the admissions and transfer system.
- SaskCAT recognizes that individual institutions retain the right to determine program and admission requirements.

Three-Year Framework for Action

The primary focus for SaskCAT is to continue to increase the number of articulation committees, and to work with those committees and member institutions to develop new articulation agreements. Building awareness among institution faculty and administrators is key to making progress in this area.

Priority Action Areas

Along with articulation of courses and programs, SaskCAT continues to participate in interprovincial initiatives, including the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) and a new tri-council project with the British Columbia Council on Admissions and Transfer (BCCAT) and the Alberta Council on Admissions and Transfer (ACAT).

Research

Through PCCAT, SaskCAT is participating in the planning for an interprovincial research project on interprovincial student flow. It is hoped that one of Saskatchewan's universities will participate in the study, with financial support from SaskCAT.

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.

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.