



PCCAT 2010 Annual Meeting
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From Polytechnic to University

Implications for Student Mobility

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Polytechnic Education

- **Programs focus on trades and practical work preparation**
- **Attention to liberal arts in context of program focus**
- **Accreditation to a different level**
- **Instructor qualifications are program dependent**
- **Admission requirements differ**
- **Greater range of credentials**

Mobility Issues That Arise

Once students experience success in their programs, they see degree completion as an option in their future, however...

- Expectations of the institutions, eg. procedures, instructor qualifications, accreditation, policies
- Discrepancy between transfer credit expected and awarded
- Differences in Admission requirements
- Variances in degree completion time
- Valuing of prior post-secondary learning



Scenario One

The faculty of Trust University is concerned about declining enrollment in their program. If they fail to attract a certain number of students and retain them to the end of their degree, they are in danger of losing their program. Looking around at the different institutions and their programs, they notice that Custom College offers a two year diploma program in the same area. TU faculty decides that they should approach CC's second year students to talk about degree completion at their university. They recognize that they can give some transfer credit to entice the college students into their program. Indeed, they do go to CC and much to their pleasure, CC graduates apply for their degree program, thereby boosting their enrollment.

In an effort to make this transfer arrangement transparent and inform others of this degree completion opportunity, the Contact Person from Custom College contacts the CP from Trust University to see if an ACAT agreement may be developed. The situation is explained that the faculty from TU has already evaluated the CC curriculum for that particular program and has determined what transfer credit it to be awarded. The CP from CC creates the proposal and lets the CP from TU know that is has been submitted. Shortly after, the proposal is denied for the reason that CC's instructor qualifications do not meet TU's minimum even though TU's faculty continue to visit CC's campus to recruit students.

What's working? What isn't? Why?



Next steps?

Working

- Faculty buy-in
- Communicating curriculum acceptance

Not Working

- Empty sales pitch
- No structured pathway or bridge
- Not flexible on instructor qualifications
- TU has approached CC and now creating a roadblock
- No quality investigation
- TU faculty not communicating internally re: university requirements
- Didn't know if program was accredited
- Shouldn't be going down to recruit

Next Steps?

- TU could offer team teaching



Scenario Two

Memento College and Resound University have a long history of working together. It started slowly many years ago as a 2+2 agreement for one discipline and gradually expanded to cover more disciplines. Each institution apprises the other of curriculum and program changes that could affect transferability and ACAT agreements are either revised or terminated and new ones developed.

Recently the instructors at MC from a program that has never been included in any ACAT agreements, approaches their CP to see if a degree completion agreement may be negotiated with RU for their program. The CP contacts the department head at RU and they discuss what RU would need in order to evaluate MC's program for transfer credit. The entire set of course outlines is sent to RU. After sometime, RU replies that they will give some transfer credit and it will be close to a 2+2 but MC's students will have to compete two bridging courses. The CP from MC reports this to the MC instructors and they agree that a transfer agreement like this would benefit their students. The MC CP contacts the RU CP and explains the situation, submits the email from the RU department head, and develops a proposal. The RU CP confers with the department head to check the wording of the proposal and footnotes, and approves the proposal. In the end, an ACAT agreement is activated and printed in the Annual Guide.

What's working? What isn't? Why?



Next steps?

Working

- Communication on curriculum changes
- Good mobility
- Good communication and very thorough

Not Working

- Need more dialogue
- Need faculty in discussion – trust building
- Curriculum development not collaborative
- Need to talk to each other to develop standards
- Time intensive = 2+2+2

Next Steps

- Co-developed programs
- Work bridging courses into new program

Facilitating Student Mobility

- **Recognizing the significance and value of program accreditation**
- **Developing a history of success**
- **Acknowledging the differences between the institutions**
- **Transparency and flexibility of the process of awarding transfer credit**
- **Collecting statistics**
- **PLAR**