

Update on provincial and territorial activities related to credit transfer

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cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



Overview



- Council of Ministers of Education, Canada (CMEC)
- Priorities in postsecondary education at CMEC
- Ministerial Statement on Credit Transfer (2009)
- Annual report: 2011 - Jurisdictional highlights

- Since 1967, CMEC has provided leadership in education at the pan-Canadian and international levels and contributed to the fulfilment of the constitutional responsibility for education conferred on provinces and territories.
- CMEC is the national voice for education in Canada and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at all education levels.
- The CMEC Secretariat has supported the work of the Council since 1967.

CMEC priorities for postsecondary education



- Postsecondary education (PSE) is a priority area for CMEC.
- In *Learn Canada 2020*, CMEC's vision for education in Canada, PSE is identified as one of the four pillars of lifelong learning, with a goal of increasing the number of students pursuing PSE by increasing the quality and accessibility to PSE.
- In September 2010, CMEC ministers further identified priority areas for action in PSE, which are: Access, success and transitions for students; quality of PSE; and the linkages between PSE and the economy.

Why establish pan-Canadian CT?

- Increase opportunities for students to access PSE
- Facilitate student mobility between institutions and sectors
- Efficiency for students, institutions and government

Credit transfer agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement.

Ministerial Statement (2009)



- Includes six statements of principle:
 - **Availability of current and reliable information about transfer of credit policies and procedures**
 - **Consistency in decision-making**
 - **Commitment to collaboration across institutional levels and jurisdictions**
 - **Recognition of academic integrity and autonomy of individual institutions and programs**
 - **Fairness in credit transfer process**
 - **Clarity regarding admission criteria**

- CMEC has agreed that a pan-Canadian system of credit transfer should be encouraged. The Working Group on Credit Transfer has been addressing the issue since 2002.
- The mandate of the WGCT is to develop pan-Canadian strategies regarding issues of credit transfer between colleges and universities and between provinces and territories, and to share information on jurisdictional activities and monitor progress on the *Ministerial Statement on Credit Transfer*.

Report of the CMEC WGCT



- Annual report since 2005
- Each jurisdiction reports on progress made within credit-transfer system and in mechanisms within PSE sectors.
- All jurisdictions have indicated that their work on credit transfer will continue, with due consideration to their priorities, resources, and structures over the next several years.
- The 2011 report will be published on the CMEC Web site this Fall.

- ACAT publishes an annual report, and a 3-year business plan highlighting priority areas for action.
- ACAT adopted a new governance model that is competency-based and provides representation from public PSE institutions, Aboriginal institutions, the public, and students.
- The Learner Progression Best Practices Research Project was conducted, tabled with council, shared with stakeholders, and is available online.
- Improvements made to ACAT Web site and the *On-Line Transfer Guide* to make them more user-friendly.

- This year, BCCAT carried out the first comprehensive revision of the Principles and Guidelines for Transfer since 1976, with a view to making them more streamlined and student-centred.
- BCCAT published several reports:
 - **students who leave research universities to attend other PSE institutions in BC**
 - **cohort of eligible transfer students from 2003-09**
 - **study comparing the number of credits undertaken toward degree completion**

- The University of Manitoba, the University of Winnipeg, Brandon University, University College of the North, and Inter-Universities Services (IUS) are collaborating on a credit-transfer project to find a transfer model that will protect existing credit-transfer agreements within IUS and that will be amenable to partner institutions.
- Continued efforts to promote recognition of credit between nursing programs.
 - **Ex. Working with *Collège universitaire de Saint-Boniface* to ensure that its proposed francophone Practical Nursing curriculum provides advanced standings in all Baccalaureate Nursing programs offered in MB.**

- Credit transfer portal was developed and will simplify the accessibility of credit-transfer information for institutions and the public for the benefits of increased access to both credit transfer and recognition of prior learning.
- Work continued on exploring articulation and transfer opportunities in the fields of nursing, business, and engineering.
- The NB PLAR Action Group was officially established in May 2010.

- The 2010-2011 edition of the *Transfer Guide for Newfoundland and Labrador* is available on-line.
- The skills task force *All the Skills to Succeed* which was mandated to indentify future skills requirements and gaps, as well as their potential impact on the provincial economy, and to indentify and develop strategies to respond to these training and educational needs, held a public forum on March 16, 2011.
- Currently developing its 2011-2014 strategic plan.

Northwest Territories



- Aurora College, the only public postsecondary institution in Northwest Territories, is aware of the principles and agrees with their intent.
- 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.
- Aurora College's general priority is to ensure that its students are able to transfer to other postsecondary institutions in a seamless manner.

- All NS universities and the NS Community College continue to increase the number of institutions recognized 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 consult.
- Issues such as recognition of prior learning, credit transfer, foreign credentials, and other innovations to enhance system integration and expand participation in higher education will be part of discussions between the universities and province during 2011.

- The Nunavut Adult Learning Strategy (NALS) identified multiple barriers to PSE as well as to vocational and apprenticeship training opportunities faced by Nunavummiut: the chief of which was the literacy levels reported in IALSS.
- NALS recommended the implementation of prior learning assessment and recognition (PLAR) to help increase access to PSE by addressing the literacy question.
- Steps have been taken for NU's PSE institution to implement PLAR.

- As of October 2010, formal arrangements among PSE institutions have increased to 519
- On January 17, 2011 the government of ON announced that it will invest almost \$74 million over five years to support the implementation of a province-wide credit-transfer system, which will be phased in beginning in 2011.
- CUCC's Student Mobility Report 2010-2011 can be found on the publications section of their Web site.
- HEQCO released a report entitled *The Transfer Experience of ON College Graduates who Further Their Education*, which can be found on their Web site.

Prince Edward Island



- There are 30 articulation agreements between Holland College and University of PEI, including new ones in: business, human services, hotel and restaurant management, marketing, sports and leisure management and tourism.
- Effective September 2011, UPEI and HC will be offering a joint Bachelor of Wildlife Conservation degree program.
- A research project, implemented in January 2011, and focusing on services for potential HC-to-UPEI transfer and articulating students, will be completed in September.

- CEGEPs and universities are developing bridges between technical programs and university undergraduate programs. The number of agreements between universities and CEGEPs continue to grow.
 - **Ex. One university now has nearly 100 DEC-BAC agreements.**
- Universities recognize doctoral training received at a foreign institution, including universities in France, Germany, Belgium and Switzerland.

- A formal, three-year credit-transfer framework has not been developed for SK, but the ministry continues to encourage PSE institutions to consider how to enhance student mobility and work toward a more seamless credit-transfer system.
- In planning phase; looking at best practices in other institutions for strategies to move forward.
- The Saskatchewan Post-secondary Online Transfer Guide is available online at <http://www.psotg.ca>

- Yukon College (YC) continues to articulate its programs as broadly as possible.
- With only one PSE institution, Yukon's continuing priority is to ensure that its students are able to transfer without difficulty to outside PSE institutions.
- YC participated in a national prior learning assessment and recognition (PLAR) research project funded by HRSDC and has implemented its recommendations.

Thank You



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The *Ministerial Statement on Credit Transfer* and the *Annual Report* can be downloaded from the publications section of our Web site:

<http://www.cmec.ca/Publications>