

## PCCAT/CPCAT Friday, June 25, 2010 Concurrent Session Abstracts

### Concurrent Session #1

- a) Towards a New Made-in-Ontario Credit Transfer System Room 825 (Atrium)  
(Ms. Susan Golets & Dr. Maureen Callahan)

*In spring 2009, Ontario began a collaborative process with colleges, universities and student organizations to design a new Made-in-Ontario credit transfer system to increase student mobility across and between its two postsecondary education sectors. Accomplishments to date include cross-sectoral endorsement for a new vision, founding principles and a new transfer model framework. This framework features novel approaches, building on transfer model approaches introduced at the 2009 PCCAT Conference as well as Ontario's provincial program standards for college programs. The framework considers partnerships, modes of curriculum analysis and mechanisms for transfer credit and suggests three models for student pathways from diploma programs to baccalaureate programs: course-by-course transfer, block transfer and specially designed degree programs for college graduates. The transfer model framework is currently being tested through pilot projects funded by the provincial government. Presenters will describe the collaboration between the government and its key stakeholders to develop the new system, founding elements, including the transfer model framework, and provide information on the pilot projects currently underway.*

- b) From Polytechnic to the University: Implications for Student Mobility Room 860  
(Dr. Karen McDaniel)

*Not all post-secondary transfers are created equal. For example, transfers from liberal arts college programs and polytechnic institutes to universities are different in many ways which can work against degree completion time. Since baccalaureate degrees have some liberal arts components, students from highly technical diploma programs are immediately disadvantaged. Furthermore, their advanced technical courses often do not receive transfer credit at a comparable level because universities grant credit primarily for first and second year courses. What about the implications of university accredited programs on transfer credit? Are the polytechnics graduates disadvantaged? These issues and others ultimately have an impact on student mobility from the polytechnics as well as expectations around completion time.*

- c) Northern Exposure: A Yukon College/Thompson Rivers University (TRU) Partnership Room 880  
(Dr. Katherine Sutherland)

*This session describes the process of creating a bilateral partnership between Yukon College in Whitehorse and Thompson Rivers University in Kamloops. There are several points of interest. First, unlike a traditional partnership between a college and a university, this partnership encourages the exchange of university students to Yukon College and into programs not offered at TRU, while also encouraging general transfer for Yukon College students to TRU. Second, the partnership also involves the Klondike Institute of Art and the University of the Arctic consortium (by virtue of existing relationships with Yukon College). Finally, the model allows for a growth phase and avoids over-commitment by either institution during a period of economic restraint.*

### Concurrent Session #2

- a) Seneca College's Liberal Arts Program: A Partnership Model for Ontario Room 825 (Atrium)  
(Dr. Henry Decock & Dr. Peter Meehan)

*In 1997 Seneca's General Arts and Science program signed an articulation agreement with York University's Faculty of Arts that was unique in its structure and continues to be unmatched by any other two year diploma program in the province. In 2009, the newly formulated Liberal Arts program signed a pilot agreement with the University of Toronto marking an evolution from a block credit arrangement to a course-for-course transfer partnership. The groundbreaking agreement has the potential to establish the framework for a provincial standard in the development of a two year transfer model as practiced in Alberta and British Columbia. The presenters will describe the new model, its evolution, early student success and its potential for the Ontario post secondary system.*

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- b) The Student Transitions Project: Lessons Learned from BC Student Mobility Research      Room 860  
(Dr. Devron Gaber & Ms. Joanne Heslop)

*The Student Transitions Project (STP), begun in 2005, is a collaborative research project in British Columbia that measures student movement from the K-12 to post-secondary education systems using a unique Personal Education Number. All public post-secondary institutions, both education ministries, and the BC Council on Admissions and Transfer are involved in the partnership, which has now collected seven years of transitions data. The presenters will show how the longitudinal nature of STP's research allows it to report out on the movement and success of students over time. The presenters will focus on the research methodology, key findings from the research, and lessons learned which might be applicable in other jurisdictions contemplating the development of a provincial student mobility research agenda.*

- c) The Making of the Stakeholder Driven Model for a New Brunswick Council on      Room 880  
Articulations and Transfer (Mr. Philip Belanger)

*The Government of New Brunswick has introduced numerous initiatives to assist with the transformation of post-secondary education, including a number of actions taken to create a more efficient province-wide cooperation in the areas of learner mobility. The department of Post-Secondary Education, Training and Labour (PETL) established a temporary committee on admissions and transfer referred to as New Brunswick Council on Articulations and Transfer (NBCAT), to carry out key priority activities for the fiscal year 2009-2010, including a recommended long-term NBCAT operational plan to be implemented in 2010-11. The proposed long-term operational plan for a NBCAT has been developed. The NBCAT model is tailored to meet the distinctive needs of the province based on a stakeholder driven collaborative approach. The purpose of this session is to share with the attendees the significant progress that has occurred in New Brunswick since the last PCCAT meeting with the making of the proposed stakeholder driven model for a long-term NBCAT.*