

Transferability and Post-secondary Pathways



The Role of Canadian Colleges and Institutes



Association of Canadian
Community Colleges

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Transferability and Post-secondary Pathways – The Role of Canadian Colleges and Institutes

Executive Summary

Across Canada, efforts have increased to improve student mobility within and between post-secondary education systems to simplify pathways for learners. Yet transferability of credits and credentials between post-secondary institutions is still complicated and often difficult for learners. In order to facilitate lifelong learning and be more responsive to changing labour market needs, Canada must streamline pathways between its educational institutions and systems.

Given the wide range of programs colleges offer, from literacy and adult basic education, to post-secondary certificates, diplomas and degrees, they have a key role in facilitating pathways.

The Association of Canadian Community Colleges (ACCC) identified post-secondary pathways as a priority in its 2009-2012 Strategic Plan and established a committee to guide its work. The Committee is examining the merits of a pan-Canadian framework that embraces transferability and student mobility within and between post-secondary education systems and is developing a coalition of stakeholders to recommend policies and practices to achieve this.

This paper describes the programs and services colleges have in place to facilitate student mobility, and documents the main regional and provincial/territorial mechanisms to facilitate transfer of post-secondary credits from one institution to another. Because there are many terms used to describe elements of post-secondary transferability and student mobility, we have included a list of definitions on page v.

ACCC developed a Pan-Canadian Protocol for the Transferability of Learning that was endorsed by 107 institutions across all provinces and territories, and has been involved in federally-funded initiatives to support domestic and international student mobility.

This paper draws on the results of the two Statistics Canada surveys that examined student pathways through post-secondary education at a national level to summarize the pathways of college students. The *Youth in Transition Survey (YITS)* found that the most common form of post-secondary education was college. The results of the *National Graduate Survey* found that a higher proportion of college graduates than university graduates had previous post-secondary education experience and a significant proportion of college graduates also went on to pursue further education. A survey conducted by ACCC and the Canadian Apprenticeship Forum (CAF) found that pathways into apprenticeship are not direct from high school, as most apprentices had been employed for some time before going on to post-secondary training. It also found that the majority of apprentices who had taken apprenticeship preparation programs at high school or college had received credit towards their current program.

The paper describes labour mobility provisions and programs that have effects on transfer of credits and credential recognition among post-secondary systems, notably the Agreement on Internal Trade, Chapter 7 on Labour Mobility and the Red Seal Program supporting interprovincial recognition for 50 trade credentials.

Pan-Canadian student mobility initiatives highlighted in this paper include efforts by the Council of Ministers of Education, Canada's (CMEC) Ministerial Statement on Credit Transfer in Canada, the Pan-Canadian Consortium on Admissions and Transfer (PCCAT), and the

Canadian Association for Prior Learning Assessment (CAPLA). These organizations are key players in actions to improve mobility and pathways for post-secondary students.

All provincial and territorial systems are striving to provide learners with mobility options. Colleges have a key role to play within these systems. This paper describes college involvement in provincial mechanisms to facilitate credit transfers from one institution to another and the role of provincial and regional bodies responsible for post-secondary education quality standards.

Colleges facilitate transferability and mobility for their students by offering a mix of program options and services that support pathways from high school into college post-secondary programs, among college certificate and diploma programs and from certificate and diploma programs to degree programs. These are achieved through agreements between institutions for collaborative or joint programs. Some of the partnerships and mechanisms that support transferability are summarized below:

Dual credit programs between colleges and school boards or secondary schools support the transition of learners from the secondary level to the post-secondary level.

Options to ladder into degree programs through articulation agreements for credit transfer, block transfer arrangements, university transfer or pre-university programs, as well as joint programs with universities. Joint programs facilitate learners' efficient progression towards one or two credentials for which courses have been completed at both partner institutions and ensure that learning that has already been achieved will be recognized by the receiving institution according to the terms outlined in the agreement. An increasing number of colleges have the provincial authority to grant degrees, in particular in British Columbia, Alberta, Manitoba, Ontario and Prince Edward Island.

Prior learning assessment and recognition (PLAR) services are widely offered by colleges. Some institutions report that increased resources for PLAR would enable them to offer these services more efficiently, in particular for learners from disadvantaged groups who often come to college with prior post-secondary education and work experience.

College partnerships with Aboriginal-controlled and private institutions, and with business and industry for the recognition of workplace learning.

Initiatives to support international mobility for students are an increasing priority for many institutions.

Online and e-learning as an option for learners, particularly important in rural and remote areas.

The processes used in the United States, Australia and the European Union to allow students to transfer credits from one institution to another are reviewed to identify approaches that could be considered for the development of a pan-Canadian framework for barrier-free student mobility across post-secondary education systems.

With advanced skills shortages in many sectors of the economy, the need for greater efficiency within and among post-secondary education systems in Canada has never been greater. Improved student mobility and post-secondary pathways will result in reduced costs for learners, institutions and governments, and will enable colleges and universities to be more responsive to the changing needs of employers and learners. Education stakeholders must come together to identify a national solution to address transferability and mobility challenges so that post-secondary systems can work cooperatively to put the needs of learners first.

Definitions

Articulation is a process of joining or interrelating sectors or branches of education to function as a system. Through the process of articulation, credentials from one institution are recognized by another to allow students advanced standing in a new post-secondary program.¹

An articulation agreement is an official agreement between two or more institutions - usually a college and a university - that authorizes studies undertaken in specific programs at one institution to be credited toward specific programs at another institution.²

Block Transfer is the process of granting credit for a group of completed courses, such as a certificate or diploma program, from one institution by another without requiring course-by-course assessment.

Credential is a certificate, diploma or degree awarded after a student has successfully completed all of the curricular requirements, normally including the accumulation of a minimum number of credits.

Credit transfer is the recognition of previous academic achievement including 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.³

Pathways are different routes that individuals take to progress through the education system – often referring to learners who do not follow the standard trajectory directly from high school to college or university.

Post-secondary credit is awarded to students who have demonstrated successful completion of a module or unit which represents a portion of an academic qualification. In order for this to occur, a student must meet a minimum standard, commonly known as a “pass,” in the assessment process.⁴

Prior Learning Assessment and Recognition (PLAR) is defined as a systematic process of identification, documentation, and recognition of formal and informal skills and knowledge. Recognition of prior learning can be used toward the requirements of education and training programs.⁵

Student mobility is academic mobility during a student’s program of study in post-secondary education. Mobility allows students to earn credits towards a diploma or degree at more than one institution.

Transferability is the ability to move easily between post-secondary institutions, among colleges and between colleges and universities.

¹ BCCAT: <http://www.bccat.ca/articulation/resources/handbook/appendixb/>

² Ontario College University Transfer Guide: <http://www.ocutg.on.ca/search/servlet/search?display=e-glossary>

³ CMEC *Ministerial Statement on Credit Transfer in Canada*.

⁴ Junor, S., Usher, A., *Student Mobility & Credit Transfer, A National and Global Survey*. Educational Policy Institute, 2008, page. 19.

⁵ Day, M. *Developing Benchmarks for Prior Learning Assessment and Recognition, Executive Summary*. Canadian Association of Prior Learning Assessment, 2000.

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Transferability and Post-secondary Pathways – The Role of Canadian Colleges and Institutes

1. Introduction

Across Canada and internationally, efforts have increased to improve transferability and student mobility within and between post-secondary education systems. However learners continue to face obstacles as they move from one institution to another often within the same jurisdiction. This results in higher costs for learners, institutions and governments, and lost productivity for Canada as learners delay entry into the employment market. Many sectors of our economy are reporting advanced skills shortages and this will increase as retirement rates rise. Canada needs to achieve greater efficiency within and between post-secondary education systems by improving transferability and mobility. This will result in post-secondary education systems that facilitate lifelong learning and are more responsive to changing labour market needs.

In Canada, colleges, institutes, polytechnics, cégeps and universities with a college mandate (hereafter referred to as colleges) are instrumental in facilitating pathways into and through post-secondary systems. The wide range of program options they offer include literacy and adult basic education, career-oriented certificate and diploma programs, university transfer, joint and collaborative degrees, and degrees.

The Council of the Federation has recognized the importance of facilitating pathways between high school, post-secondary education and employment, and identified this as a strategy for enhancing the quality of post-secondary education in Canada. Improving processes for transferring credits from one institution to another is a priority identified by the Council of Ministers of Education, Canada (CMEC) and at international levels through the Bologna and Copenhagen Processes and the Lisbon Strategy. In addition, the approval of Chapter 7 of the Agreement on Internal Trade, aimed at improving labour mobility in regulated occupations, provides impetus to eliminate barriers across Canadian jurisdictions.

ACCC identified post-secondary pathways as a priority in its 2009-2012 Strategic Plan and established a committee to guide the Association's work. ACCC is examining the merits of a pan-Canadian framework that embraces transferability and pathways within and between post-secondary education systems and is seeking to develop a coalition of stakeholders to recommend policies and practices to achieve this. The purpose of this background paper is to provide an overview of the state of transferability and mobility and describe how colleges are facilitating pathways for learners.

This background paper provides an overview of:

- how ACCC has engaged and supported member colleges on these issues in the past;
- highlights from pan-Canadian research on the pathways of college students;
- key labour mobility programs and provisions that have implications for transferability;
- pan-Canadian transfer bodies and mechanisms;
- college programs and services that provide transfer options, including credit transfer and articulation agreements, prior learning assessment and recognition, university transfer and joint and collaborative degree options;
- college involvement in provincial/territorial mechanisms and initiatives to facilitate recognition of credits and credentials between institutions; and,

approaches used in the United States, Australia and the European Union to support student mobility.

2. ACCC Support for College Transferability and Mobility Initiatives

ACCC has engaged and supported member colleges on these issues through the following initiatives:

- the first 1997-2000 ACCC Mobility and Transferability Task Group;
- the development of the ACCC Pan-Canadian Protocol for the Transferability of Learning;
- the ACCC Affinity Group for Prior Learning Assessment and Recognition;
- the delivery of the Pan-Canadian Student Mobility Program for Canadian Colleges and Institutes on a pilot basis;
- the Canadian Forces College Opportunities Program;
- the Trilateral Working Group on North American Mobility; and,
- the Canada Europe Forum on International Academic Mobility and Partnerships.

2.1 ACCC Mobility and Transferability Task Group - 1997-2000 and Pan-Canadian Protocol for the Transferability of Learning

In 1997, ACCC member institutions unanimously selected mobility and transferability as one of ACCC's advocacy priorities. A task group was established that included senior representatives from colleges, senior government officials at Human Resources and Skills Development Canada, sector councils and the British Columbia Council on Admissions and Transfer.

The task group considered issues related to the portability of learning, such as international standards, mobility patterns between institutions, mobility patterns between provinces, standardized assessment procedures, standardized accreditation and transcripts, and restricted its scope to the national perspective of mobility and transferability between colleges.

The primary focus of the task group was to develop and implement the ACCC Pan-Canadian Protocol for the Transferability of Learning, which was launched in Quebec City at the World Congress of Colleges and Polytechnics in May 1999. The protocol received attention and support from such groups as the Council of Ministers of Education, Canada; Human Resources and Skills Development Canada; the Deans of Technology and the Deans of Business for colleges; the Fédération des cégeps; the New Brunswick Ministry of Education; and the Open Learning Agency in BC.

The intent of the protocol was to allow colleges to identify common standards, encourage dialogue between institutions and college systems, set or target provincial and national standards, maximize the use of resources, and increase awareness of articulation goals and principles. The ability to transfer credits easily between institutions, and the ability to move easily from work to school and back, encourages increased college participation, and a more active, knowledgeable and skilled workforce.

Over 107 institutions endorsed the protocol with significant representation from all provinces and territories. The signatories agreed to maximize the recognition and transfer of learning acquired through formal education, workplace training, and work and life experience. A copy of the Protocol and the full list of signatories are provided in Appendix 1.

In addition to the protocol, the task group made the following recommendations:

- establish a Pan-Canadian Multipartite committee on Mobility and Transferability in recognition that colleges were increasingly entering into agreements with industry for employee training and with each other for program sharing and the transferability of learning;
- establish a national database of articulation agreements, transfer credits and accreditation;
- develop and implement training mechanisms for college staff to deal with issues of transferability and mobility;
- share best practices; and,
- develop a discussion paper to guide the review of institutional funding formulas and encourage the inclusion of credit transfer and prior learning assessment and recognition (PLAR) work as equal in importance to teaching.

2.2 Memorandum of Understanding between Royal Roads University and ACCC

A Memorandum of Understanding (MOU) was signed between ACCC and Royal Roads University in the mid 1990's and renewed on January 25, 2002, to be effective for a period of 10 years. Through this MOU, Royal Roads University (RRU) agrees to facilitate the block transfer and recognition of learning of students with appropriate prerequisite qualifications from Canadian colleges that are members of ACCC into the third year of its Bachelor Degree programs. The MOU identifies the requirements for applicants from ACCC member institutions. A copy of the MOU is provided in Appendix 2. Many such articulation agreements exist between individual colleges and universities.

2.3 ACCC Affinity Group on Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a key approach for facilitating transferability, credential recognition and mobility of learners. ACCC supports and promotes the work of the Recognition of Learning Affinity Group (ROL-AG) which is a national network (primarily Internet-based) through which college PLAR advocates and practitioners can collectively be more effective in advancing recognition of learning and PLAR services at the post-secondary level in Canada. The ROL-AG believes it can exert more influence on national issues and initiatives and share resources through regional collaboration. The objectives of the ROL-AG are to:

- Advocate for and mobilize college PLAR practitioners on the development of resources, tools, training, projects and PLAR information.
- Review national reports, research and information on PLAR and, where appropriate, make recommendations for action.
- Promote exchange and discussion on experiences, ideas, and best practices.
- Promote linkages and the sharing of resources among institutions offering PLAR services.
- In partnership with the Canadian Association for Prior Learning Assessment (CAPLA) and other national organizations, identify and share information on models for PLAR practitioner training that may be adapted and/or used in Canadian colleges.
- Identify and support national research efforts on innovative PLAR projects and programs.
- Advocate for and support the adoption of national standards of practice for PLAR practice and practitioners within the college system.

Act as an advisory group to ACCC on issues of ROL-PLAR implementation and advocacy.

ACCC is represented on the Coordination Committee of this affinity group. Some key accomplishments include:

- the organization of networking meetings and workshops on PLAR;
- the distribution of a PLAR Resource List;
- a linkage and discussion forum with CAPLA's Recognition of Learning online community of practice site. This site has current information on PLAR, including PLAR practitioner knowledge and skills for advisors, assessors, facilitators or administrators.

2.4 Pan-Canadian Student Mobility Program for Canadian Colleges and Institutes

From October 2003 to June 2006, ACCC and the Réseau des cégeps et des collèges francophones du Canada managed the *Pan-Canadian Student Mobility Program for Canadian Colleges and Institutes*, with funding from the Exchanges Canada and Official Languages Program of Canadian Heritage and the Learning Initiatives Program of Human Resources and Skills Development Canada. This program supported the development and implementation of pilot projects for student exchanges between different Canadian provinces and territories. The program funded institutional exchange agreements and the implementation of inter-institutional exchanges for students between the ages of 17 and 30 enrolled in Canadian colleges. The program provided college students with the opportunity to broaden their learning experiences and develop a better understanding of the diversity of Canada's post-secondary education system. Twenty-four colleges and 116 students participated in this program.

2.5 Canadian Forces College Opportunities Program

The ACCC-Canadian Forces College Opportunities Program is aimed at accrediting training programs offered by Canada's colleges so that they can be recognized as matching the learning requirements set by the Canadian Forces.

The intended outcomes of the ACCC-Canadian Forces College Opportunities Program are to:

- Identify programs and courses that meet Canadian Forces occupation training requirements and support the placement of Canadian Forces personnel in colleges.
- Ease the transition and provide advanced placement for college graduates in the Canadian Forces.

Colleges applying for program accreditation by the Canadian Forces must put training program information in the on-line [Canadian Forces College Opportunities Directory \(CFCOD\)](#) clearly demonstrating that the college programs and courses meet the training requirements expressed by the Canadian Forces. The CFCOD database could serve as a model of a tool for aligning college programs across jurisdictions to facilitate the transferability of credits and to meet the needs of other sectors and industries.

2.6 Trilateral Working Group on North American Academic Mobility

ACCC has been successful in engaging leaders from Mexico, Canada and the United States in a trilateral working group interested in increasing academic mobility and institutional collaboration at the college and technical university level. ACCC has engaged leaders and stakeholders from all three countries who are able to identify obstacles and success stories, and

who are committed to a trilateral action strategy. The two main objectives of this trilateral working group are:

The creation of a “common space” in North America that would nurture global citizenship and employability through the mobility of students and employees.

Stimulate greater college participation in the international academic mobility (IAM) program funded by the three governments.

The working group’s vision is to work towards:

increased international student mobility between Canada, USA and Mexico;

the development of a “trilateral North American education common space” serving as an overall framework for international mobility;

the adoption of a sectoral approach beginning with environment and renewable energy, engineering and manufacturing, and tourism and culinary arts;

the addition of a common dimension to all sectors by including entrepreneurship, commerce and global citizenship;

the development of a North American system for the recognition of post-secondary credits; and,

the exploration of mechanisms fostering joint specialty diplomas such as the existing “Renewable Energy Certification.”

2.7 Canada Europe Forum on International Academic Mobility and Partnerships

In May 2009, ACCC participated in the first ever Canada-Europe Forum on international academic mobility and partnerships for colleges. More than 60 representatives from eight European countries and six Canadian regions were in attendance. There were two main objectives to the meeting:

Provide an environment for exchanges and mutual learning on various education systems, interests of participants, opportunities for partnerships and mechanisms which could support their development.

Stimulate greater college participation in the International Academic Mobility (IAM) program funded by Human Resources and Skills Development Canada, under which the majority of funding was traditionally awarded to universities. A greater college participation in international academic mobility initiatives would benefit employers, colleges and students.

A five-year vision was outlined and goals include:

to send 1000 Canadian students offshore per year;

greater mobility between Canada and the European Union;

staff and students have a greater understanding of the importance of international education;

greater awareness of existing opportunities;

engaged and participating faculty;

greater appreciation of the value of multi-language skill acquisition;

reduced international bureaucracy;

easier recognition of post-secondary credits;

easier immigration procedures for student and faculty mobility;

increased diversity of opportunities available to students for global citizenship (learning several languages and how to do business in various countries);

a college equivalent of the University Student Exchange programs held by the Conférence des Recteurs et des Principaux des Universités du Québec (CRÉPUQ); and internationalization of curriculum through teacher mobility.

3. Overview of Canadian Research on Pathways of College Students

This section provides an overview of results of two Statistics Canada studies: the Youth in Transition Survey and the National Graduates Survey. These are key studies that examine post-secondary education pathways at a pan-Canadian level. The results that relate to pathways of college students are highlighted below to provide a profile of how college students are transitioning from high school to college post-secondary programs and on to further post-secondary education or into the labour market.

The key findings about pathways through apprenticeship are also presented from a joint study by ACCC and the Canadian Apprenticeship Forum – Forum Canadien sur l'apprentissage (CAF-FCA).

3.1 Youth in Transition Survey (YITS)

The Youth in Transition Survey (YITS) is a longitudinal survey that collects information on major transitions in the lives of young people, in particular, those between education, training and employment. This survey was designed by Human Resources and Skills Development Canada (HRSDC) and Statistics Canada. YITS tracks the pathways of two samples: the first cohort, a group of 15-year-olds and the second, a group of 18- to 20-year-olds. Results from the 18- to 20-year-old age group provide more immediate policy-relevant information related to transitions between school and employment. The survey began in 1999, and cohorts were interviewed four times: in 2000, 2002, 2004 and 2006.

As shown in Table 1, the proportion of participants who had undertaken post-secondary studies increased from 55 percent when the cohort was 18 to 20 years and to 81 percent when the cohort reached age 26 to 28 years. The most common form of post-secondary education for both males and females during the entire period was college, captured in the categories “College/CEGEP” (43 percent) and “Other post-secondary participation” (29 percent). The “Other post-secondary participation” category includes publicly-funded technical institutes, university colleges and other institutions with college-type programs.⁶

Looking more specifically at college studies, 26 percent attended college between the ages of 18 to 20 years and by the time the group reached 26 to 28 years the proportion had increased to 43 percent. A higher proportion of females than males chose the pathway to college immediately after completing their high school studies. Even though participation of both genders increased over the years of the survey, males never reached the proportion of college attendance of females. Participation at college was highest while the cohort was between the ages of 20 to 22 years and 22 to 24 years. By the time the cohort had reached 26 to 28 years, the majority had achieved their highest level of schooling.

⁶ The category “Other post-secondary participation” includes publicly-funded technical institutes, trade/vocational schools, private business schools, private training institutes or any other school above high school, e.g. police academy, firefighters training, etc. University colleges are also included in this category because the type of program attended was difficult to assess (university program or college program).

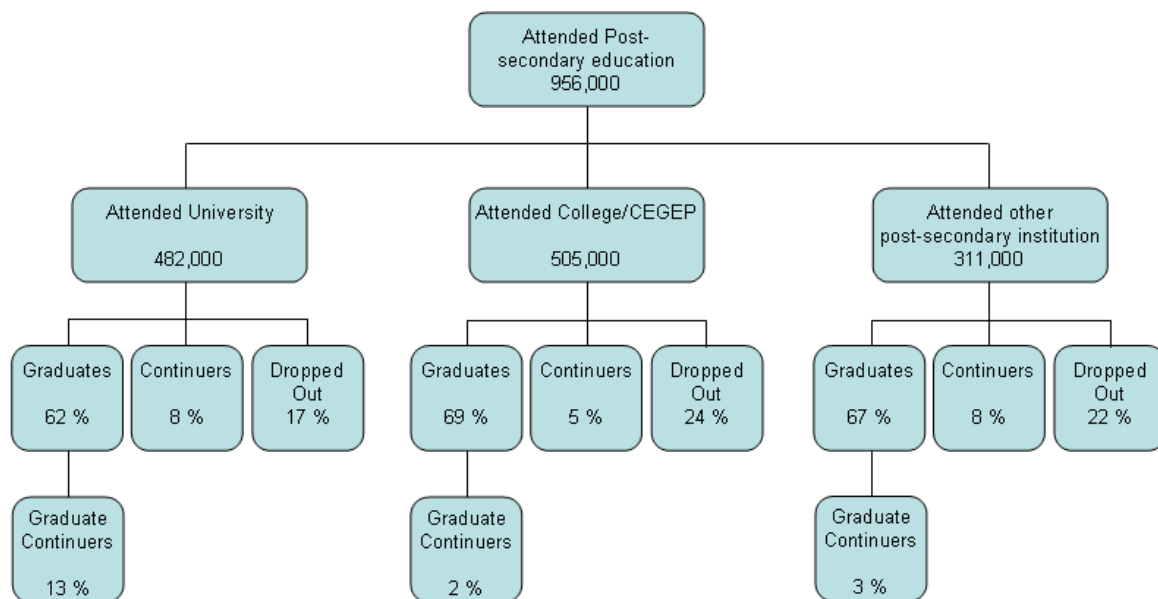
Table 1

Post-Secondary Participation Over Time	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
	18-20 yrs	20-22 yrs	22-24 yrs	24-26 yrs	26-28 yrs
Overall post-secondary participation	55%	72%	77%	79%	81%
College/CEGEP participation	26%	35%	39%	42%	43%
University participation	21%	33%	37%	40%	42%
Other post-secondary participation	11%	17%	22%	26%	29%
Male					
College/CEGEP participation	23%	32%	36%	38%	40%
University participation	19%	30%	34%	37%	38%
Other post-secondary participation	11%	16%	21%	25%	28%
Female					
College/CEGEP participation	29%	38%	41%	45%	47%
University participation	24%	37%	41%	44%	46%
Other post-secondary participation	12%	18%	23%	26%	29%
Source: Statistics Canada, Youth in Transition Survey, cycles 1-5.					

Figure 1 provides an overview of participation levels, graduation and dropout rates by the type of institution from YITS cycle 5. The chart provides a detailed overview of the pathways chosen by students who decided to pursue post-secondary education. The pathway options initially included three choices, university, college/cégep or attendance at another post-secondary institution. Students were then broken down into three more categories: the percentage that graduated, the percentage continuing studies and the percentage that dropped out. The figure also shows the percentage of graduates continuing with further studies. Definitions for each of these categories are provided in Table 2.

Figure 1

**Participation levels, graduation and dropout rates by type of institution
Youth in Transition Survey (Cycle 5, 2008 Cohort Age 26-28 years)**



Source: Statistics Canada Youth in Transition Survey, Cycle 5

Table 2

Definitions of Post-Secondary Status by Type of Institution

University Status Encompasses all the following groups	College Status	Other Post-Secondary Status
University Graduate - someone who graduated from a university and includes both graduate continuers and graduate non-continuers.	College Graduate - someone who graduated from a college/CEGEP and includes both graduate continuers and graduate non-continuers.	An Other Post-Secondary Graduate - is someone who graduated from another type of post-secondary institution and includes both graduate continuers and graduate non-continuers.
University Graduate Continuer - is someone who already graduated from a university and is still pursuing education at university.	College Graduate Continuer - is someone who has already graduated from college/CEGEP and is still pursuing education at this type of post-secondary institution.	An Other Post-Secondary Education Graduate Continuer - is someone who has already graduated from another type of post-secondary institution and is still pursuing education at the same type of post-secondary institution.
University Graduate Non-Continuer - is someone who has graduated from a university and is not pursuing education in a university.	College Graduate Non-Continuer - is someone who has graduated from a college/CEGEP and is not pursuing education at this type of post-secondary institution.	An Other Post-Secondary Education Graduate Non-Continuer - is someone who has graduated from another type of post-secondary institution and is not pursuing education in this type of post-secondary institution.
University Continuer - is someone who is attending a university but has not yet graduated.	College Continuer - is someone who is attending a college/CEGEP but has not yet graduated.	An Other Post-Secondary Education Continuer - is someone who is attending another post-secondary education institution but has not yet graduated.
University Dropout - is someone who has attended university, but is no longer pursuing it and has never graduated from their university program.	College Dropout - is someone who has attended post-secondary education but is not longer pursuing it and has never graduated from their college/CEGEP program.	An Other Post-Secondary Education Dropout - is someone who has attended another type of post-secondary education but is no longer pursuing it and has never graduated from their other post-secondary education institution program.

Source: Statistics Canada Youth in Transition Survey.

By the time students reached age 26-28 years, the majority were no longer in school. There were, however, some significant variations in pathways taken by males and females. A similar proportion of both (11 percent of males and 13 percent of females) were still pursuing a college diploma. More distinct pathways were observed between males and females in labour market participation.

Table 3 shows that among males 26-28 years with a college diploma, 80 percent were no longer attending school, but had a full time job. Among females, this figure was 66 percent. When asked about part-time employment, 4 percent of males and 8 percent of females reported working part-time. Among those no longer attending school and not participating in the labour force, there were more significant variations between males and females. Females were much more likely to report they were no longer in school and did not have a job, with 13 percent of females out of school and not employed compared to 5 percent of males.

Table 3

Highest Level of Education Attained by School/work Status and Gender				
College Diploma	In school	Not in school/had full-time job	Not in school had part-time job	Not in school did not have job
Male	11%	80%	4%	5%
Female	13%	66%	8%	13%

Source: Statistics Canada, Youth in Transition Survey, cycles 1-5.

Choosing the pathway of post-secondary education after secondary school is influenced by a variety of factors. Family characteristics appear to play a pivotal role in a student's decision to pursue post-secondary studies. Among those who had attained a college diploma, 25 percent came from families who felt post-secondary education was important, while only 18 percent had families who felt post-secondary education wasn't important.

Educational attainment of parents is another influential variable that may impact a student's decision to choose post-secondary studies. Among college graduates, 23 percent had parents with less than a high school diploma, 25 percent had a high school diploma, 28 percent some post-secondary and 23 percent had a post-secondary certificate or diploma.

3.2 National Graduates Survey

Student mobility can be examined from a variety of perspectives based on pathways taken after completing secondary school, upon graduation from college and transitioning into the labour market. The National Graduates Survey issued by Statistics Canada is another tool for studying the pathway of college students upon graduation from post-secondary studies.

The National Graduate Survey (NGS) examines the labour market experiences of graduates from Canadian publicly-funded universities and colleges. The main objective of the survey is to obtain information on the labour market experiences of graduates from various post-secondary institutions entering the labour market. The focus of this survey is on employment, occupations and the relationship between jobs and education. The NGS interviews graduates two and five

years after graduation. To date, six graduating classes have been surveyed: 1982, 1986, 1990, 1995, 2000 and 2005. Results from the 2007 NGS presents data from the class of 2005. These students have completed the requirements or graduated from a college or university bachelor's, master's or doctoral program in 2005.

3.2.1 College Profile – National Graduate Survey (NGS)

In 2005, approximately 305,000 students were graduates from Canadian public colleges and universities. Of those, 34 percent graduated with a college certificate or diploma. Table 4 shows that there were a higher percentage of female graduates than male: 58 percent versus 42 percent. The average age of college graduates was 26 years and approximately 61 percent of college graduates were under the age of 25. Based upon data from the NGS, the typical duration of a college program was 21 months.

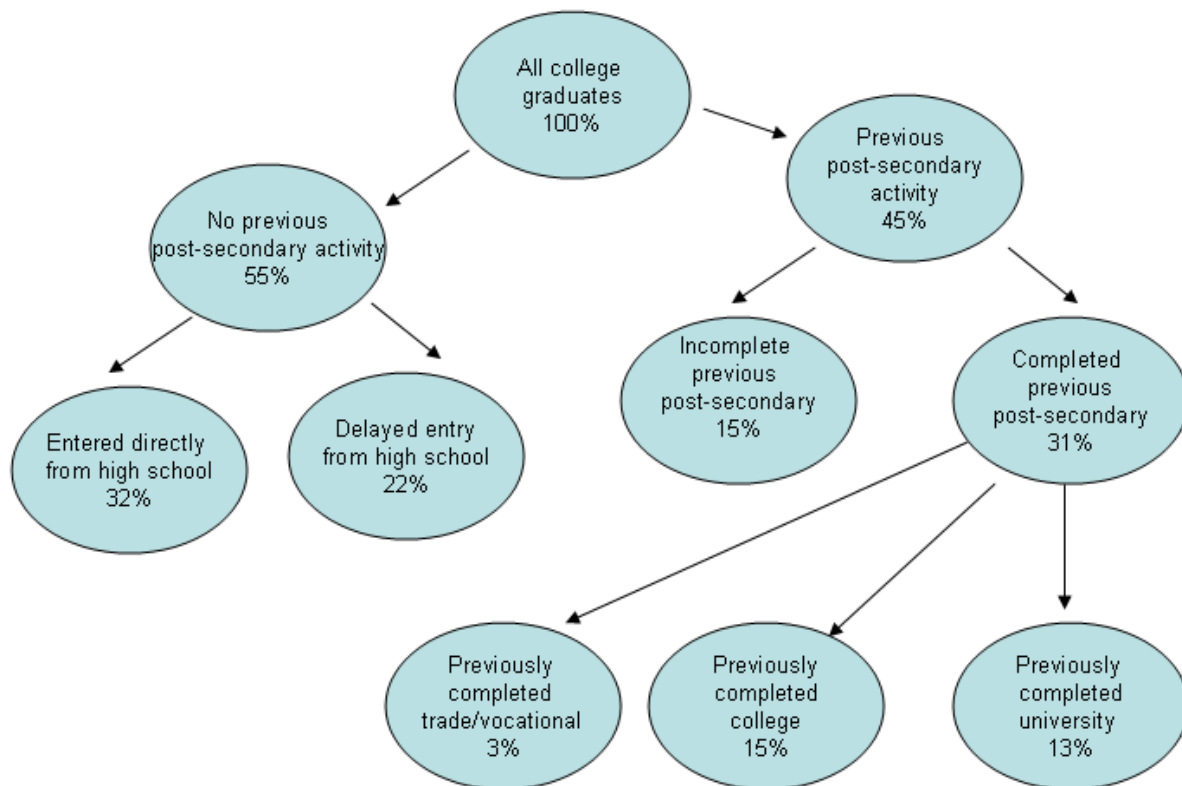
Table 4

Profile of 2005 Post-Secondary Graduates by Level of Study	
	College
Total number of graduates	103,900
Female	58%
Male	42%
Average age at time of graduation	26 years
% of graduates under age 25	61%
Average duration of the program taken (months)	21
Source: Statistics Canada National Graduate Survey (Class of 2005)	

N.B.: The total number of college graduates is underestimated. This number represents the total number of graduates only from institutions responding to the NGS, which under-represents the total number of graduates in 2005. Data could not be obtained from a few institutions, therefore, graduates from those institutions were not included. Consequently, it is estimated that approximately 10,000 college graduates in Ontario and 5,000 college graduates in Alberta are missing from the NGS population. While the NGS also surveyed graduates from trade/vocational programs, results for these graduates are not reported in this paper.

The pathways chosen by students pursuing a college education was varied, as shown in Figure 2. The traditional path of moving directly into post-secondary studies following secondary studies is not always the norm. Approximately 22 percent of college graduates delayed entry from secondary school into college post-secondary education and had been out of high school at least one year before entering their current program. A high proportion of college graduates had previous post-secondary education experience, 45 percent, with the highest proportion having completed a college certificate or diploma, or a university degree.

Figure 2
Educational Activity Prior to Entry into College Program



Source: National Graduates Survey, (Class of 2005)

3.2.2 Further Education after Graduation

Of the approximately 104,000 college graduates surveyed in 2005 through the NGS, 31 percent went on to pursue education beyond college. Table 5 provides the profile of 2005 college graduates by field of study. College graduates from humanities programs were the most likely to pursue further education with 77 percent doing some form of education program after graduating. Graduates from visual/performing arts programs, business and personal, protective and transportation services all reported rates between 35 and 37 percent. College graduates from other health professions and clinical services and mechanic and repair technologies were the least likely to pursue additional education beyond their college qualifications.

Table 5

Profile of 2005 College Graduates by Field of Specialty	
	Percentage of graduates who pursued further education after 2005 graduation
Total	31
Education	25
Visual and performing arts	36
Humanities	77
Social and behavioural sciences and law	28
Communications, journalism and related programs	26
Legal professions and studies	28
Business, management, public administration	34
Physical and life sciences	34
Mathematics, computer and information sciences	31
Computer information sciences	31
Architecture, engineering and related technologies	26
Engineering technologies/Technicians	30
Mechanic and repair technologies and conservation	19
Agriculture, natural resources and conservation	23
Agriculture, agricultural operations/related sciences	20
Natural resources and conservation	26
Health, parks, recreation and fitness	24
Nursing	28
Other health professions/clinical sciences	19
Personal, protective and transportation services	35
Personal and culinary services	34
Security and protective services	37

Source: Statistics Canada, Graduating in Canada, Profile Labour Market Outcomes and Student Debt, Class 2005 - National Graduate Survey

3.2.3 Movement into Employment

Table 6 shows the labour force activity among 2005 NGS college graduates and indicates that 90 percent were employed, 80 percent on a full-time basis and 10 percent on a part-time basis by 2007. Of the remaining 10 percent, 6 percent were unemployed and 4 percent were out of the labour force. Looking at differences by gender, 58 percent of the college graduates from the NGS in 2005 were female and 42 percent were male. Two years later, there was very little variation in employment rates between males and females. Both had employment rates around 90 percent. One variation that did exist was for part-time employment. Female graduates were more likely to be employed part-time, with 14 percent of women doing part time work compared to five percent among male graduates. For both male and female graduates six percent were unemployed in 2007.

Table 6

Labour Force Activity of 2005 Graduates in 2007, by Gender and Level of Study			
	College	Male	Female
Number of graduates	71,000	29,700	42,100
Employed	90%	91%	90%
Employed full-time	80%	87%	75%
Employed part-time	10%	5%	14%
Out of the labour force	4%	3%	4%
Unemployment rate	6%	6%	6%

Source: Statistics Canada, Graduating in Canada, Profile Labour Market Outcomes and Student Debt, Class 2005 - National Graduate Survey

3.3 Pathways of College Apprenticeship Students

In 2006, ACCC collaborated with the Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA) to survey apprenticeship students taking in-class training at colleges. Survey results provide some indication of the pathways of college apprenticeship students and help to provide a more complete picture of post-secondary pathways. In total, 1,664 apprenticeship students participated in the survey with statistically significant samples for each region of the country.

The educational attainment of apprenticeship students was very high, with 94 percent of respondents indicating that they had completed high school, well above the national average of 77 percent. This is not surprising since in most provinces and most trades, entry into an apprenticeship is no longer possible without a high-school diploma.

The results of this survey indicate that pathways into apprenticeship are not directly from high school. Most respondent apprentices reported they entered apprenticeship after a period of time in the labour market. About one-third of the respondents indicated apprenticeship was their first-choice after high school. Of those who said apprenticeship was not their first choice, college was the first choice for 34 percent, while 19 percent chose university. The remainder said “work” was their first choice. This was understood to be work that was not part of an apprenticeship.

The key factors that impact on decisions to become an apprentice appear to be those directly related to work and life experiences. The most commonly reported influence for apprentices was knowing other tradespeople who recommended the experience. In fact, more than 50 percent indicated that other tradespeople influenced their decision to enrol either “very much” or “considerably,” while less than a quarter said this source was not an influence. Knowledge gained through a prior job (likely in a related industry) was the next most important influence, followed by a personal hobby. In comparison, high-school preparation courses and school-related work experience had limited influence on survey respondents, as only 30 percent felt that high-school or vocational courses played *any* role in their decision to enrol. School-related

work experience and high-school co-op programs played an even smaller role at just over 20 percent. This survey also asked if respondents had taken or completed any apprenticeship preparation programs at high school or college. Results confirmed that the majority had not. Some key findings that show how apprentices transitioned through training programs are as follows:

Only about one-quarter of respondents had taken prior classroom training in the same trade area, though roughly two-thirds were previously involved in such trade-related work.

Of those who had completed pre-apprenticeship programs, most were at the high-school level: 20 percent had completed a trade, vocational, or technical high-school program, and 19 percent had completed a high-school co-op program or work-experience program.

Just over 10 percent of respondent apprentices had completed a college trade program.

However, it is encouraging to note that 56 percent of respondents who had taken this type of training had received credit towards their current apprenticeship program.

4. Labour Mobility Provisions and Programs

There are two labour mobility provisions and programs which can affect post-secondary education transferability and mobility initiatives, in particular the implications of Chapter 7 of the Agreement on Internal Trade (AIT) on Labour Mobility and the Red Seal Program.

According to Human Resources and Skills Development Canada (HRSDC), labour mobility refers to the freedom of workers to practice their occupation wherever opportunities exist. Every year, approximately 200,000 Canadians relocate to a different province or territory and look for work. There are clear benefits for Canadians and employers in encouraging the recognition of qualifications across the country. Those looking for employment have more opportunities and employers have a broader selection of candidates.

4.1 Agreement on Internal Trade – Chapter 7 Labour Mobility

Chapter 7 of the Agreement on Internal Trade (AIT) was introduced to improve and achieve full labour mobility in Canada. The AIT Labour Mobility Chapter indicates that any qualified worker in an occupation in one province or territory must be granted access to similar employment opportunities in any other Canadian jurisdiction.

Chapter 7 targets three main barriers that prevent or limit the interprovincial movement of workers:

- residency requirements;
- practices related to occupational licensing, certification and registration; and
- differences in occupational standards.

This is particularly significant to the approximately 20 percent of Canadians employed in regulated occupations or trades. It means qualifications from one part of the country are to be recognized and accommodated in other parts of Canada, and differences in occupational standards are to be reconciled as much as possible. The goal is to see people licensed and

registered based primarily on their competency to do the job, not on where they come from.⁷ This is particularly relevant for colleges, given the close alignment of college program competencies with occupational standards for regulated professions. An increased alignment with occupational standards could also encourage more alignment of program competencies, and in the long term support transferability for students.

4.2 Red Seal Program

The Interprovincial Standards Red Seal Program was established over 50 years ago to provide greater mobility across Canada for skilled workers. Interprovincial Red Seal examinations are used to determine whether apprentices and experienced tradespeople meet national standards in a particular Red Seal trade.

Through this program, tradespeople are able to obtain Red Seal endorsement on their provincial/territorial certificates by successfully completing an interprovincial Red Seal examination. The interprovincial standards of this program acknowledges their specialization in a trade and ensures recognition of their certification throughout Canada, without any further examinations.

This program encourages the harmonization of provincial and territorial apprenticeship training, as well as certification programs through the development and maintenance of interprovincial standards of qualifications for Red Seal trades, in partnership with apprenticeship and certification stakeholders. At this time there are 50 trades included in the Red Seal program on a national level. (see Appendix 3)

5. Pan-Canadian Transferability and Credential Recognition Bodies and Mechanisms

This section describes pan-Canadian post-secondary transfer mechanisms and credential recognition bodies. The Council of Ministers of Education, Canada (CMEC) Ministerial Statement on Credit Transfer in Canada and Working Group and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) recognize the differences that exist among provincial and territorial transfer systems and foster discussion about the need for consistency in transfer policies and mechanisms. The Canadian Association for Prior Learning Assessment (CAPLA) provides leadership in prior learning assessment and credential recognition.

5.1 CMEC Ministerial Statement on Credit Transfer in Canada

The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body founded in 1967 by provincial and territorial ministers of education to serve as a forum for discussing policy issues. It is also a means by which consultation and cooperation could take place with education organizations and the federal government. CMEC is the body that represents the educational interests of the provinces and territories on an international level. In 2002, ministers established the CMEC Working Group on Credit Transfer to develop pan-Canadian strategies.

⁷ http://www.hrsdc.gc.ca/eng/workplaceskills/labour_mobility/index.shtml

In 2009, the CMEC approved a strategy to improve credit transfer in Canada. Because there were differences in credit transfer systems and post-secondary structures across the country, the initial priority was to develop and enhance provincial and territorial transfer systems. During the summer of 2009, the *Ministerial Statement on Credit Transfer in Canada* was updated and approved by all ministers.

The primary aim for establishing credit transfer agreements among post-secondary institutions is to increase opportunities and access for students, and to facilitate student mobility between educational institutions and sectors. It is important that students know they will be able to continue and complete their studies at another post-secondary institution, as well as receive the appropriate credit transfers for work they have already completed. This process will also create efficiencies by saving time and money for students, institutions and governments.

Allowing learners at various stages of their lives and careers to move in and out of post-secondary studies is critical to constructing a post-secondary education system that facilitates lifelong learning.

The Ministerial Statement on credit transfer recognizes that there will be variation in credit transfer agreements between provinces and territories. Some of these variations may include different approaches to recognition of previous academic achievement, but not be limited to establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant-specific blocks of credit transfer for completed credentials, or the development of previous learning assessment and recognition processes.

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

Main Principles

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.

Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Post-secondary 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.

Post-secondary institutions within each province/territory should be committed to working with other post-secondary 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.

Ministers recognize that all credit transfer agreements should be consistent with the academic integrity of programs and the right of post-secondary 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.

Neither transfer students nor direct-entry students should be advantaged or disadvantaged as a result of the credit transfer process.

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.⁸

5.2 Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

The Pan-Canadian Consortium on Admissions and Transfer (PCCAT) is a membership-based organization composed of representatives from colleges, universities, provincial and territorial ministries, federal government departments and post-secondary education associations and organizations, including ACCC.

The purpose of the Pan-Canadian Consortium on Admissions and Transfer is to facilitate the implementation of policies and practices that support student mobility both within and among provinces and territories, and granting of transfer credits. The inability to transfer credits between post-secondary institutions is a barrier to student mobility. Creating a fluid path for students to transfer credits will create a simpler pathway, improve the learning process and potentially increase post-secondary participation and completion rates.

The annual PCCAT meeting brings together experts in the field of student mobility. The last meeting entitled *Best Practices in Student Mobility: Transforming Higher Education in Canada* took place in Vancouver in June 2010, and brought together speakers from post-secondary institutions and provincial governments. The PCCAT website provides jurisdictional reports after each meeting.

In addition to its annual meeting, PCCAT shares updated information with its members via a listserv which also facilitates ongoing dialogue. PCCAT provides a variety of materials on their website including links to all provincial transfer guides, and information on comparable transfer systems within the United States and Europe.

5.3 The Canadian Association for Prior Learning Assessment (CAPLA)

The Canadian Association for Prior Learning Assessment (CAPLA) is Canada's national membership organization for PLAR/RPL providing expertise, resources, advocacy and support for practitioners, colleges, universities, sector councils, professional bodies, business, industry and other institutions and organizations. CAPLA is committed to advancing the awareness, acceptance and quality practice of PLAR in Canada and internationally. CAPLA provides extensive information on its Recognition for Learning site (www.recognitionforlearning.ca); hosts an annual conference, discussion forums, webcasts; conducts research; and offers the opportunity for involvement in pan-Canadian and international CAPLA committees. The ACCC Affinity Group on Prior Learning Assessment and Recognition is an active participant in the CAPLA conference and its online community of practice site.

⁸ CMEC Ministerial Statement on Credit Transfer in Canada:
<http://www.cmec.ca/Publications/Lists/Publications/Attachments/216/ministerial-statement-credit-transfer-2009.pdf>

In 2009, CAPLA established Canada's first Strategic Advisory Panel on PRL with representatives appointed from all provincial and territorial governments, the federal government and other key non-government organizations (i.e. ACCC and The Alliance of Sector Councils), to collaborate on an effective and systematic approach to recognize all learning. The Strategic Advisory Panel for RPL supports collaboration, provides a forum for dialogue and coordinates activities to strengthen effective recognition of all learning for all Canadians.

6. College Programs and Services that Provide Transferability Options for College Students

Colleges facilitate transferability and mobility for their students by offering a mix of program options and services that facilitate transferability and transitions from high school into college post-secondary programs, among college certificate and diploma programs and from certificate and diploma programs to degree programs. This is achieved through agreements established between institutions and collaborative or joint programs. Jurisdictions across the country use different terms for post-secondary programs which have been developed cooperatively by partner post-secondary institutions, colleges, universities or Aboriginal-controlled institutes. These programs facilitate learners' progression towards one or two credentials when courses have been completed at both partner institutions and ensure that learning that has already been achieved will be recognized by the receiving institution. These different program options include:

- dual credit programs between colleges and school boards or secondary schools;
- prior learning assessment and recognition (PLAR) services;
- block transfer arrangements and agreements;
- joint and collaborative programs, university transfer and pre-university programs;
- applied and bachelor degrees;
- joint program delivery with Aboriginal-controlled institutes; and
- agreements with private institutions.

This section describes these programs and services and describes how colleges are involved in provincial and territorial transferability mechanisms.

6.1 Dual Credit Programs

Traditionally, learners have had to follow a fixed educational pathway. In recent years, educators and policy makers have been developing new programming that meets the multiple needs of high school, college and university students. The innovative concept of dual credit courses facilitates the transition of learners from the secondary level to the post-secondary level. Dual credit courses provide the opportunity for students working towards a high school diploma to take post-secondary courses and use them for credit at both secondary and post-secondary levels. Canada has been lagging behind the United States on this front, however increasingly more provinces are moving toward providing dual credit programming.

Dual credit approaches vary across the country and include agreements and partnerships between colleges and school boards, as well as dual credit options within institutions allowing students in adult upgrading or basic education to gain high school equivalency credits and post-secondary program credits at the same time. Examples of dual credit programs are provided below.

6.1.1 Dual Credit Programs at Colleges in the Atlantic Region

New Brunswick Community College

A pilot project was launched in 2008 that provided students in the Woodstock area with an opportunity to experience college life prior to entering a post-secondary institution. New Brunswick Community College (NBCC) and the Woodstock School board partnered to create a dual enrolment program where students attending high school in Woodstock could take courses at NBCC at the same time. Courses are available in a variety of subjects.

Nova Scotia Community College

Nova Scotia Community College (NSCC) offers a College Prep program which links high school and college programs to ensure student success. College Prep is a partnership with regional, district, and First Nations' school boards outlined by memoranda of understanding. College Prep works closely with the Department of Education on the initiatives Options and Opportunities (O2), Youth Pathways and Transitions and with the Skills Nova Scotia Framework on portfolio, articulation, youth apprenticeship and skills education.

6.1.2 Ontario College Partnerships with School Boards for Dual Credit

The province of Ontario has a Dual Credit program run through the Ontario Ministry of Education and the Ministry of Training, Colleges and Universities through the School-College-Work Initiative. The program allows students to participate in apprenticeship training and post-secondary courses, earning dual credits that count towards their high school diploma, as well as their post-secondary diploma or apprenticeship certification.

There are presently 66 public, Catholic and French school boards across the province of Ontario participating in the dual credit program with all 24 publicly-funded colleges.

Examples

Confederation College

Confederation College offers three types of Dual Credit Programs:

Advanced Standing programs are delivered by a secondary school teacher and involve matching secondary school credit courses and college credit courses, including an apprenticeship focus based on advanced standing agreements. Successful students receive a course exemption on their college transcript.

Team Taught programs are delivered by a secondary school teacher and a college instructor. Dual credit is offered based on matched college and secondary curriculum and may also include an apprenticeship focus based on team-teaching of matched Level 1 Apprenticeship and secondary curriculum. Successful students receive a course mark on a college transcript and a mark on their high school transcript with the matched high school course.

College Delivered programs are offered by a college instructor involving the dedicated role of secondary school teachers. Dual credit is based on a college-delivered college course and may include college-delivered level 1 apprenticeship in-school training. Successful students receive a course mark on a college transcript and a mark on their high school transcript with a new coding developed from the college course.

6.1.3 Dual Credit Courses in Manitoba

As of September 2001, selected courses of post-secondary institutions in Manitoba, mainly at the foundation level, may be registered with the Department of Education and designated as dual credit courses. As a result, students can earn credits towards a high school diploma, while gaining credits towards a degree, diploma or certificate at a post-secondary institution.

Dual credit courses are currently offered by University College of the North, Assiniboine Community College, Red River College, Steinbach Bible College and Yellowquill College, as well as the University of Manitoba and University of Winnipeg.

6.1.4 Alberta Dual Accreditation Pilot Project

During the spring of 2009, Chinook's Edge School Division received funding to explore the concept of dual accreditation programming. This system allows students to earn credit toward both college and secondary school diploma/certificate requirements. The pilot program comes to a close in 2011, at which time a model for dual accreditation for Alberta high schools and post-secondary institutions will be developed based on learner pathways. This model will include recommendations for funding, program structure and delivery, instructional models, infrastructure considerations and governance.

Currently, Olds College and Chinook's Edge School Division have partnered to provide students with a variety of dual credit opportunities. Students can earn high school credit in various Career and Technology Studies (CTS) courses, as well as earning Olds College course credits. Courses are delivered both on-site at Olds College and in a blended model, using video-conferencing suites in community engagement sites.

6.1.5 British Columbia Dual Credit Agreements

The British Columbia Ministry of Education has agreements with a number of colleges and universities which allow students to achieve dual credits. Students may select from a variety of post-secondary courses. When these post-secondary courses lead to a credential, they also count towards secondary school graduation. All post-secondary courses are counted as elective courses at the grade 12 level.

Examples

Camosun College

Camosun College has a partnership with Sooke School District and offers courses in arts and science at the WestShore Centre for Learning and Training, and is planning to establish a satellite campus in this school district. Five courses will be available to high school students this year including creative writing, criminology, psychology and indigenous studio art. Based on the success of the initial offerings in January 2011, Camosun College and the school district will offer a full roster of first-year college subjects to a class of district high school graduates in September 2011.

North Island College

The dual credit program at North Island College provides motivated trades-, college- or university-bound students with the opportunity to start earning college credit before graduating from secondary school. Students also receive credit towards their high school graduation requirements.

The dual credit program at North Island College is open to any students under the age of 19. Programming includes: Applied Business Technology, Bachelor of Science in Nursing Prep., Trades and Technology and University Transfer.

Vancouver Community College

Vancouver Community College (VCC) has partnered with a variety of lower mainland school districts to offer skills training programs to secondary school students. Upon graduation, students are skilled in a trade and ready to begin an apprenticeship. VCC offers programs in Automotive Collision Repair, Automotive Refinishing Prep, Baking Foundation, Cooking Foundation and Hair Design.

6.2 Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR), also known as Recognition of Prior Learning (RPL), is defined as a systematic process that involves the identification, documentation, assessment and recognition of learning (i.e. skills, knowledge and values). This learning may be acquired through formal and informal study including work and life experience, training, independent study, volunteer work, travel, hobbies and family experiences. Recognition of prior learning can be used toward the requirements of education and training programs; occupational and/or professional certification, labour market entry, and organizational and human resource capacity building.⁹

PLAR is a key service to facilitate transferability and mobility for learners to be admitted to college programs, receive recognition for their prior learning in college courses or programs or for graduates to transition to programs at other post-secondary institutions. The results of the 2005 Pan-Canadian Inventory of Exemplary Practices in Learning at Colleges and Institutes showed that PLAR is widely offered at colleges. More than 80 percent of institutions reported they have implemented a PLAR program.¹⁰

The report *Taking Account: A Report on the Number of PLAR Assessments Conducted by Public Post-Secondary Institutions in Canada* (Van Kleef, J. 2009) provided statistics on the number of PLAR assessments conducted between 2004 and 2007 based on data from 128 institutions, 110 of which were colleges. Table 7 summarizes the total number of PLAR assessments by province or territory. For the year 2006/07, 115 institutions were able to provide PLAR statistics, 12 could not provide data and one declined to release data. The total number of institutions for which data were available for 2006/07 is significantly higher than for previous reporting periods because data on Quebec cégeps was not available for 2004/05 and 2005/06.

⁹ Day, M. *Developing Benchmarks for Prior Learning Assessment and Recognition, Executive Summary*. 2000. Canadian Association of Prior Learning Assessment.

¹⁰ Dietsche, P. *Final Report of the Pan-Canadian Inventory of Exemplary Practices in College Student Learning*. ACCC, 2005.

Table 7

Number of PLAR Assessments by Province/Territory			
Province	2004/05	2005/06	2006/07
Alberta	882	1,032	1,007
British Columbia	2,133	2,201	2,179
Manitoba	1,512	1,522	1,419
New Brunswick	114	75	888
Newfoundland and Labrador	n/a	334	382
Northwest Territories	n/a	n/a	n/a
Nova Scotia	1,501	1,677	2,673
Nunavut	n/a	n/a	n/a
Ontario	n/a	5,336	8,699
Prince Edward Island	5,428	n/a	n/a
Quebec	n/a	n/a	6,829
Saskatchewan	804	932	936
Yukon	n/a	n/a	n/a
Total	12,374	13,109	25,012

n/a - no data available.

Source: Van Kleef 2009

Past surveys of colleges about immigrant programs and services indicated that the demand for PLAR services has increased and has resulted in the appointment of PLAR coordinators at a number of colleges. The results of a 2006 survey of first-year college students indicate that a very high proportion of students are not aware that they may apply for academic credit based on experiences prior to college. This is most significant for students from disadvantaged groups such as immigrants and Aboriginal people, many of whom come to college with prior work experience, and in many cases, previous post-secondary education.¹¹ Colleges indicated that the high resource requirements and costs associated with PLAR can limit the extent to which they offer these services. However, with increased resources and financial allocations, colleges could afford to offer these services more effectively and this resistance could be broken down.

6.3 Block Transfer Arrangements and Agreements

Provincial and territorial transfer systems across the country have block transfer arrangements and agreements in place. Block transfer is defined consistently across the country as being the granting of transfer credit for a group of completed courses, such as a certificate or diploma program, from one institution by another without requiring course-by-course assessment. In most systems, block transfer agreements are negotiated between institutions, resulting in a learner receiving substantial credit toward a university degree program or other credential. The transfer systems in B.C., Alberta, Saskatchewan, Ontario and the Atlantic document the block transfer agreements that exist between colleges and universities.

¹¹ Dietsche, P. *Pan-Canadian Study of First Year College Students, Report 1 – Student Characteristics and the College Experience*. Association of Canadian Community Colleges and Human Resources and Skills Development Canada, 2006.

6.4 Joint and Collaborative Programs

Joint or collaborative programs leading to one or two credentials are offered by colleges with partner institutions, usually universities. These are related programs offered by partner institutions that enable students to complete a diploma from a college and a degree from a university. Partner institutions ensure that the curriculum for both programs addresses the academic requirements for both credentials and establish administrative functions for the delivery and funding of the program. The Saskatchewan transfer system also allows a joint program to be developed and delivered by two different departments within the same institution.

Different delivery models exist, allowing learners to pursue both credentials simultaneously or to complete a diploma program and then receive credit for transfer into a degree program. Learners pursuing both credentials simultaneously sometimes take the first two years at a college and then move to a university to complete the degree requirements, or transfer to the university for third year and return to the college for the fourth year.

The Ontario College University Transfer Guide defines a joint/integrated program as: *“one that integrates two or more distinct, approved “free-standing” programs in two or more institutions into one program for enrolment, curricula, examination, and administrative purposes and reports the eligible enrollment on the basis of the institution-of-registration. The program is planned, maintained and delivered by one or more institutions from each sector throughout the duration of the program and culminate in one credential, normally a degree. Some adjustment may be made to the curriculum of each free-standing program in order to avoid repetition and recognize learning already achieved. Joint/integrated programs may offer courses at two or more institutions during one term or they may offer courses at one institution during one term, then at the institution in the other sector in a subsequent term.”*¹²

6.5 University Transfer Programs

University transfer programs are offered primarily in Alberta and British Columbia, however the approaches are somewhat different.

In Alberta, university transfer programs enable students to take the first two years of a degree-level program at a college before transferring to a university or private college with an accredited degree program. Colleges typically offer up to two years of university-level courses. When transferring, students must meet all the admission requirements of the receiving institution. This may mean having the appropriate high school courses and marks. University transfer programs are offered at 10 public colleges in Alberta.

In British Columbia, students in first and/or second year in Arts, Science, Business, Commerce, or Education at a college are taking university transfer courses. The goal is to have all courses transferred to a university in line with the university's admission and program requirements. B.C. colleges, institutes and universities also offer Associate of Arts and Science degrees. The associate degree consists of two years of prescribed study in arts or science. Universities will guarantee 60 transfer credits to holders of an associate degree, even if all the courses taken towards the degree do not transfer individually to that institution. However, students must still complete all outstanding requirements of their Bachelor's degree program not already completed within the courses taken for the associate degree.

¹² <http://www.ocutg.on.ca/search/servlet/search?display=e-glossary>

6.6 Pre-university in Quebec

In Quebec, cégeps offer a two-year pre-university program. Unlike other jurisdictions, this program is mandatory for all students wanting to attend university. As in the rest of Canada, it takes 16 years to obtain a Bachelor degree in Quebec, however the pathway is somewhat different with students spending 11 years in primary and secondary school, 2 years in cégep and 3 years in university.

6.7 Degree Programs

Many colleges across Canada offer bachelor's programs in addition to the traditional one-, two- and three-year diplomas and certificates. As of January 2011, 48 colleges, polytechnics, institutes and universities with a college mandate offer up to 311 bachelor's degrees in a diverse range of fields. Provincial ministries confirmed that although degree options have been introduced in colleges, the primary mandate of these institutions will continue to be the offer of certificate and diploma programs. By offering degrees, colleges have responded to a need for expanded opportunities for learners due to increased certification requirements for many occupations and needs identified by employers. Currently colleges in the following provinces are authorized to offer degree programs:

In British Columbia, 12 colleges and institutes offer 57 bachelor degrees, and four ACCC members with university status - Capilano University, University of the Fraser Valley, Kwantlen Polytechnic University and Vancouver Island University – offer 94 bachelor degrees.

In Alberta, 22 degree programs are offered by seven public colleges. One ACCC member with university status, Grant MacEwan University offers 24 degree programs for a total of 46 degree programs.

In Manitoba, Red River College introduced an applied Bachelor of Technology in Construction Management degree and a Nursing Baccalaureate degree in 2010.

In Ontario, 69 degree programs are offered by 16 of the province's 24 colleges.

In Prince Edward Island, Holland College offers an Applied Degree in Culinary Operations.

In Nova Scotia, three institutions, Cape Breton University, Nova Scotia Agricultural College and Université Sainte-Anne offer 39 degree programs.

In Newfoundland and Labrador, Marine Institute offers three degree programs.

The list of degree programs offered by colleges is provided as Appendix 4. In March 2011, the Government of Saskatchewan announced that a review is underway to consider expanding degree granting status to include the Saskatchewan Institute of Applied Science and Technology.

The Statistics Canada Post-secondary Student Information System Working Group has agreed that the “applied degree” is an undergraduate program that requires a secondary school diploma for entry (diploma of college studies in Quebec), and although more applied in focus with the intention of mastering a field of practice, it is considered preparation for entry into a professional degree or a graduate program. The “applied” aspect is seen more as the program orientation, rather than as indicative of a type of credential. It is seen as equal to other undergraduate degrees, and the distinction between “Applied degree” and “Bachelor's degree” is no longer considered in Statistics Canada reporting.

6.8 Joint Programs with Aboriginal-Controlled Institutes

Aboriginal-controlled institutions were created by First Nations to provide culturally-appropriate and relevant curriculum and to address the low recruitment, retention and success rates of Aboriginal peoples in mainstream post-secondary institutions.

There are two types of Aboriginal institutions in Canada, those supported by provincial policy and legislation, such as Nicola Valley Institute of Technology and Saskatchewan Indian Institute of Technologies, and those which lack provincial-recognition, such as Aboriginal-controlled institutions in Ontario, British Columbia, Alberta, Saskatchewan, Manitoba, and Nova Scotia.

In order to fully understand Aboriginal post-secondary issues, it is important to understand how Aboriginal-controlled institutions address the needs of Aboriginal learners. The range of programs offered by Aboriginal-controlled institutions is diverse and includes:

- literacy;
- adult basic education and upgrading;
- secondary school completion;
- post-secondary certificate and diploma programs and degrees offered in partnership with mainstream colleges and universities;
- apprenticeship and skills training;
- culture, language and history programs;
- employee/employer training; and,
- community workshops.

Aboriginal-controlled institutions are focused on providing student support and community-based programming and delivery. Aboriginal institutes which do not have provincial authority to grant post-secondary credentials partner with mainstream institutions to offer joint programs so that learners receive provincially-recognized credentials and thus facilitate their transferability within post-secondary education systems.

There are 23 Aboriginal-controlled institutes offering college programming in partnership with mainstream institutions: eight in Ontario, six in British Columbia, six in Alberta, two in Saskatchewan, and one in Manitoba. The results of the ACCC 2010 Survey of Aboriginal Programs and Services indicate that over one third of mainstream institutions offer programs in partnership with Aboriginal-controlled institutes. A list of programs offered by Aboriginal-controlled institutes in partnership with mainstream institutions can be found at: http://www.accc.ca/english/publications/studies_reports_papers.htm.

6.9 Agreements and Partnerships with Private Institutions

Some transferability is also occurring between publicly-funded colleges and private institutions. In British Columbia, all public post-secondary institutions are members of the BC Transfer System. Several private institutions have transfer agreements, either because they have been admitted historically or they offer programs with Minister's Consent. The situation is the same in Alberta, as some private institutions are registered with the Alberta Council on Admissions and Transfer and there are articulation agreements between publicly-funded colleges and private university colleges. New Brunswick Community College has also entered into a partnership with a private university in Bangor, Maine to provide degree laddering opportunities for students.

6.10 College Involvement in Regional and Provincial/Territorial Transferability Mechanisms

This section outlines, by region, province or territory, transferability mechanisms and initiatives that exist, explains how colleges are involved, and provides some examples of programs and articulation agreements currently in place. Many provinces have web-based databases that provide details on post-secondary provincial and territorial transfer guides (see Appendix 5).

The descriptions of provincial and territorial transferability initiatives are drawn from the jurisdictional updates provided in the CMEC Work Group Report for 2009, as well as from the websites of regional or provincial transferability initiatives where they exist. The college examples are not representative of all the program options that exist but serve to illustrate how these programs are structured and function.

6.10.1 Atlantic Provinces

The Atlantic Provinces Community College Consortium (APCCC) is an interprovincial mechanism with a mandate to collaborate, coordinate and share resources to enhance post-secondary education in Atlantic Canada. This consortium reports to the Council of Atlantic Premiers via the Council of Atlantic Ministers of Education and Training. This consortium has official recognition through a memorandum of understanding signed by the provincial ministers responsible for community colleges and the presidents of community colleges in Newfoundland and Labrador, New Brunswick, Nova Scotia and Prince Edward Island. The overall aim of this consortium is to provide maximum mobility to students through the portability of learning and credits throughout the post-secondary education system in Atlantic Canada.

On June 9, 2009, the Atlantic Provinces Community College Consortium (APCCC) and the Association of Atlantic Universities (AAU) entered into a Memorandum of Understanding (MOU) for the encouragement of transfer agreements¹³ between and among public universities and colleges in Atlantic Canada.

Under the MOU, individual institutions retain primary responsibility for instructional programs, including design, content, delivery, admission and evaluation, as well as decision-making their institutional standards. The MOU further recognizes that academic integrity is of the utmost importance for all institutions and must be protected and preserved.

In addition, institutions have the right to make a determination of an applicant's preparation for admission and appropriate transfer credit to be awarded. The MOU demonstrates the commitment of institutions to maximize students' learning experiences so they do not have to repeat post-secondary courses. Admission of transfer students is typically based upon the applicant's prior post-secondary studies, rather than the institution's basic admission requirements.

Colleges that signed the MOU include: Cape Breton University, Nova Scotia Agricultural College, Holland College, Nova Scotia Community College, New Brunswick Community College, Collège Communautaire du Nouveau-Brunswick and the College of the North Atlantic.

¹³ Memorandum of Understanding between Atlantic Canadian Universities and Community Colleges for the Encouragement of Transfer Agreements. <http://www.apccc.ca/agreements/2009%20Transfer%20MOU.pdf>

The Newfoundland and Labrador Department of Education offers an online transfer guide that lists established course-by-course and program/block transfer of credit precedents available to students in the province. In addition, information is provided on the public post-secondary system, institutional transfer policies, and programs linked to high school. The transfer database displays updated course-by-course transfer information for various academic years. Credit transfer arrangements are based on a sending-to-receiving institution basis. Individuals select the academic year in which they completed or will complete their course/program. The database enables students, faculty, and administrators to view transfer information on a course-by-course basis in an interactive format.

The APCCC publishes the Guide to Block Transfer Agreements. This document lists programs available at colleges and corresponding institutions that agree to recognize those programs for block transfer towards a new educational credential. The guide provides information on a significant number of individual course transfer arrangements available to students and graduates of the public college system in Atlantic Canada.

Examples

College of the North Atlantic – Newfoundland and Labrador

College of the North Atlantic (CNA) has formal articulation agreements in place with several colleges and universities in Canada and abroad that enable graduates from participating programs to transfer CNA credits to other diploma and university degree programs with advanced standing. CNA has agreements with Memorial University, Cape Breton University, Athabasca University, Royal Roads University, University of New Brunswick, Northwood University in Michigan and Jilin University-Lambton College in China.

An example of this type of transfer program is the Comprehensive Arts and Science Transfer, that provides students with an opportunity to complete a series of courses for which they will gain credit from College of the North Atlantic, as well as from Memorial University of Newfoundland.

Holland College – Prince Edward Island

Holland College has developed more than 80 articulation agreements with universities and institutes all over the world. These agreements allow students to acquire additional credentials without starting from scratch.

Several departments at Holland College offer articulation agreements with other post-secondary institutions. For example, in the tourism and travel management program, there are agreements that allow for up to two years of credit towards a Bachelor of Commerce Degree in Hospitality at Ryerson and a Bachelor of Applied Business Administration in Tourism Hospitality at the University of Prince Edward Island.

The Bioscience Technology Program at Holland College also offers articulation agreements. Graduates from Holland's Bioscience Technology Diploma Program who meet entrance requirements may enter into the third year Bachelor of Science Degree program at Royal Roads University. At the University of New Brunswick, graduates from Holland College in Bioscience receive up to two years credit towards a Bachelor of Applied Management.

Nova Scotia Community College – Nova Scotia

Nova Scotia Community College (NSCC) has established articulation agreements with post-secondary institutions in Canada and the United States that allow graduates from NSCC to gain advanced standing for university programs and vice versa. One of the more popular programs offered by NSCC is the two + two agreement which recognizes a two-year NSCC Diploma as the equivalent of two years of a four-year university degree. For example:

Graduates from NSCC with a Business Administration Diploma may apply for admission with advanced standing to university degree programs at Acadia University, Athabasca University, Mount Saint Vincent University, Okanagan College and Royal Roads University.

NSCC graduates with a diploma in Geomatics Engineering Technology are eligible to apply for admission with advanced standing to Bachelor of Science (Engineering) degree programs at the University of Calgary, the University of Maine and the University of New Brunswick.

New Brunswick Community College – New Brunswick

New Brunswick Community College (NBCC) has partnerships which allow students to apply directly to university programs after obtaining their diplomas from NBCC. NBCC has general partnerships with Maine Community College and the University of New Brunswick. NBCC also has program-specific partnerships in Business with Athabasca University, Atlantic Baptist University, Cape Breton University and the University of New Brunswick enabling NBCC graduates from the two-year Business Administration Program to transfer 60 credits over towards a Bachelor of Commerce.

NBCC also has university partnerships in programs such as health and human services, information technology and engineering technology with Memorial University, Cape Breton University, Athabasca University, Royal Roads University, Holland College, Lakehead University and the University of Michigan.

6.10.2 Quebec

In Quebec, cégeps offer two-year pre-university programs and three-year technical programs leading to a Diploma of College Studies (DCS). The nature of the Quebec post-secondary education system is different from other provinces and territories, as cégep pre-university programs constitute a compulsory intermediary level between secondary school and university.

In order to give cégep students enrolled in the three-year technical programs more transferability and mobility options, cégeps and universities are developing bridges between technical programs and university undergraduate programs through DCS and Bachelor's Degree program agreements, referred to as DEC-BAC agreements. Through these agreements, the partner university recognizes the competencies of the college program. The duration of DEC-BAC programs varies from four years (including a summer session) for an integrated program and generally five to six years for a harmonized program. Generally students enter university in the second year of a bachelor's program and finish with two credentials: the college technical diploma and a bachelor's degree.

An on-line guide profiles the current DEC-BAC agreements that exist between cégeps and universities. An analysis of the information on this site indicates that all 48 cégeps are involved in more than 270 agreements, in approximately 54 different disciplines, with 13 universities. The universities include 12 from Quebec and the University of Moncton in New Brunswick.¹⁴

Examples of DEC-BAC Programs:

Cégep de la Pocatière, Cégep régional de Lanaudière and Cégep de Sainte-Foy have agreements with Université de Québec à Trois-Rivières for a program linking a Technical Diploma in Special Education with Education Psychology (Techniques d'éducation spécialisée / Psychoéducation).

Cégep d'Alma, Cégep de Chicoutimi, Cégep de Jonquière and Cégep de Sept-Îles have agreements with the Université de Québec à Chicoutimi for a DEC-BAC program linking a Technical Diploma in Information Technology with video game development (Techniques de l'informatique / Conception de jeux vidéo).

Cégep Limoilou and Cégep Beauce-Appalaches have agreements with Université Laval linking the Civil Engineering Technology programs with the civil engineering degree program.

6.10.3 Ontario

The College University Consortium Council (CUCC) established a guide in April 1996 under the direction of the Ministry of Education and Training to facilitate, promote and co-ordinate joint education and training ventures that would facilitate the transfer of students from sector to sector, as well as the creation of joint programs between colleges and universities, and provide a seamless continuum of post-secondary education in Ontario.

The Ontario College-University Transfer Guide (OCUTG)¹⁵ is the credit transfer website that provides information to college and university students, institutional officials, high school students, counselors, and the general public. It allows them to plan and make choices from a growing array of collaborative post-secondary learning opportunities and describes agreements and collaborative programs that ensure a continuum in learning from college to university and university to college in Ontario. The central database is linked to post-secondary institutional websites, which include information about agreements and programs with institutional partners outside the province. This guide also provides links to similar databases in other Canadian provinces.

Principles:

The OCUTG informs users of the pathways, i.e. credit transfer/articulation agreements and collaborative programs available to them in Ontario by encouraging optimum disclosure of helpful, dependable information.

The OCUTG should be a useful tool that facilitates lifelong learning opportunities and pathways from colleges to universities and universities to colleges, with flexibility to meet future needs.

In January 2011, the government of Ontario announced that it will make the process of transferring credits among Ontario colleges and universities easier. The new credit transfer system will reduce the need for students to repeat courses or years at different institutions and allow them to complete their studies more quickly.

¹⁴ <http://ch.monemploi.com/default.html>

¹⁵ <http://www.ocutg.on.ca/search/servlet/search?display=e-searchIndex>

Under a new system, colleges and universities will work together to develop more opportunities to transfer credits between institutions. The establishment of on-campus advisors, coupled with orientation programs will assist students to transfer credits. There are also plans for a centralized website that will help students identify which credits can be transferred.

The province of Ontario will also introduce a new Credit Transfer Innovation Fund which will help colleges and universities develop more credit transfer options for students. The provincial government will contribute \$73.7 million over a five-year period to develop the new credit transfer system.

Examples

There are numerous articulation agreements in place between colleges and universities in Ontario. There are also several colleges and universities that have developed joint programs.

Algonquin College

Algonquin College has a variety of collaborative partnerships with universities. The college has partnered with Carleton University and the University of Ottawa to offer collaborative degrees. One partnership is the Bachelor of Technology-Interactive Multimedia Design program at Algonquin and Carleton University which allows students to earn both an Ontario College Advanced Diploma and a Bachelor of Information Technology in four years. Algonquin College offers similar certification with Carleton University and University of Ottawa through the Bachelor of Sciences in Nursing and the Bachelor of Information Technology - Network Technology.

Algonquin College also has several articulation agreements with Canadian and international universities. One example of an international partnership is the Electronics Engineering Technology program. Students enrolled in this program at Algonquin can put two years toward a four-year degree in Bachelor of Engineering (Electrical and Computing Engineering) with Griffith University in Australia.

Centennial College

Centennial offers five joint programs with the University of Toronto. They include four-year programs in Journalism, New Media Studies, Paramedicine, Environmental Science and Technology and Industrial Microbiology. Upon successful completion, graduates receive a degree from the University of Toronto and a diploma or certificate from Centennial College.

Humber College Institute of Technology and Advanced Learning

Humber College Institute of Technology and Advanced Learning has articulation agreements with post-secondary institutions in Canada and the United States. Humber College and the University of Guelph have an articulation agreement which allows students graduating from the two-year Tourism Management to be considered for admission to the Tourism Management major of the Bachelor of Commerce program with up to a maximum of six advanced standing credits.

Students graduating from the Civil Engineering Technology program have a variety of options for continuing their post-secondary studies. Humber College has articulation agreements with several Canadian universities including Athabasca University, Brock University and Carleton University, as well as Ferris State University in Michigan and Griffith University and University of Western Sydney in Australia. Graduates in the civil engineering technology program can transfer credits from Humber College towards degree-based programs at the institutions.

Seneca College

Seneca College offers a joint Bachelor of Science Nursing program in partnership with York University. Students who successfully complete the first two years of the nursing program at Seneca College are eligible to continue studying at York University for two years to earn a Bachelor of Science in Nursing degree.

Conestoga College Institute of Technology and Advanced Learning

Conestoga College Institute of Technology and Advanced Learning is partnering with Wilfrid Laurier University to offer joint programs in computer science and biochemistry/biotechnology. The computer science program combines Conestoga's software engineering diploma with Wilfrid Laurier's Honours Bachelor of Science in computer science. The second program in biochemistry/biotechnology combines the biotechnology technician diploma and the Honours Bachelor of Science in biochemistry and biotechnology.

6.10.4 Manitoba

The government agency responsible for credit transfer in Manitoba is the Council on Post-Secondary Education (COPSE). The council acts as a intermediary between post-secondary institutions and the government. The post-secondary institutions that fall under this system include: Assiniboine Community College, Collège Universitaire de Saint-Boniface (includes École technique et professionnelle), Red River College, University College of the North, University of Manitoba and University of Winnipeg.

Institutions are relatively active in the domain of credit transfer. At this time, there are seven public institutions involved and over 150 credit transfer agreements are in place. Individual institutions supply information on established agreements and there is no central source to provide consistent information across the various post-secondary institutions.

A relatively recent development which will affect the credit transfer system is legislation passed to grant public colleges the ability to offer four-year Bachelor's degrees. The first two of these proposed degrees are the Applied Bachelor of Technology in Construction Management and the Bachelor in Nursing to be offered by Red River College.

Examples

Red River College

Red River College provides joint programs or credit transfers with the University of Manitoba in American Sign Language, Business Administration, Engineering, Management, Nursing, Social work and Transportation and Logistics.

Red River College, in cooperation with the University of Winnipeg, offers students the opportunity to pursue a combined diploma/degree in Communications. Students must apply to both institutions and meet the entrance requirements of the Red River College Creative Communications program and the entrance requirements of the Bachelor of Arts in Communication. Students in the joint program can take two years of university credits (60 credits) at the University of Winnipeg, followed by the two-year diploma program (equivalent to 48 university credits) at Red River College. The balance of the university degree requirements (12 credits) can be completed at the University of Winnipeg either part-time or full-time. Students who successfully complete all the requirements will receive a college Diploma in Creative Communications and a Bachelor of Arts in Communication.

6.10.5 Saskatchewan

The Saskatchewan Council for Admissions and Transfer (SaskCAT) was created in the fall of 2004. In January 2006, the online SaskCAT guide was launched. The database allowed users to search for credits transferable from one Saskatchewan institution to another. There were over 3,000 course equivalencies from participating post-secondary institutions that included the Apprenticeship and Trade Certification Commission, Briercrest College, Lakeland College, Saskatchewan Institute of Applied Science and Technology (SIAST), Saskatchewan Indian Institute of Technologies, (SIIT), University of Regina and University of Saskatchewan.

On March 31, 2010, SaskCAT was discontinued and it is uncertain if a similar organization will be created to continue promoting credit transfer in Saskatchewan. Currently, transfer credit information is available from the Saskatchewan Post-secondary Online Transfer Guide www.spotg.ca. This website provides search tools by institution and allows the user to search by sending and receiving institution based on program agreements.

Examples

SIAST

The First Nations University of Canada and the University of Regina have partnered with SIAST to launch a joint Bachelor of Arts program in Resource and Environmental studies which begins with the first two years of study at SIAST Woodland Campus in Prince Albert. At the end of the two years, students earn a diploma in Resource and Environmental Law. Students then transfer to the First Nations University of Canada/University of Regina for the next two-and-a-half years to obtain a degree in Resource and Environmental Studies.

Students graduating from SIAST with a diploma in Computer Systems Technology are able to transfer their diploma and continue in a degree program in Bachelor of Science, through the University of Saskatchewan. Graduates from SIAST with a diploma in Computer Systems Technology can complete the degree program at the university in two years.

6.10.6. Alberta

The Alberta Council on Admissions and Transfer (ACAT) maintains the Alberta On-Line Transfer Guide. ACAT was established in 1974 and serves as an independent body with 16 Council members from the post-secondary system. ACAT operates through the support of the Ministry of Advanced Education and Technology. There are currently 36 member post-secondary institutions, representing Alberta's colleges, universities, public colleges, technical institutes and private colleges with accredited degrees.

There are 29,259 current course transfer agreements and 813 program transfer agreements in Alberta. A variety of articulation committees have been set up to improve access and mobility within Alberta's post-secondary system.

Examples

Grant MacEwan University and Grande Prairie Regional College

Both institutions have articulation agreements with the Emily Carr University of Art + Design that allow students enrolled in Visual Arts at these colleges the opportunity to transfer into a Bachelor's degree at Emily Carr University of Art + Design.

Lethbridge College

Agreements are in place between Lethbridge College and Athabasca University, University of Lethbridge, University of Alberta, University of Calgary and Mount Royal University that extend to over 20 different diploma-based programs, including Agricultural Technology, where graduates with a diploma can apply their credits towards a Bachelor of Science at Athabasca University or partial credit towards a Bachelor of Arts or Bachelor of Science at the University of Lethbridge.

Graduates with a Criminal Justice Diploma may put 60 credits towards a Bachelor of Professional Arts at Athabasca University or credits towards a Bachelor of Arts in Criminal Justice at Mount Royal University.

6.10.7 British Columbia

In 1989, the province of British Columbia established the British Columbia Council on Admissions and Transfer (BCCAT). The mandate of this council is to simplify the process of admission, articulation and transfer arrangements among post-secondary institutions in British Columbia. BCCAT encourages institutions to:

Develop policies regarding transferability of post-secondary credit courses, so that credit can be granted at one institution and applied toward credentials at other institutions.
Examine issues concerning capacity, demand and student mobility and recommend policies and practices related to the admissions process for direct entry and transfer students.

The BC transfer system is comprised of 25 post-secondary institutions including 11 universities, 11 colleges and 3 institutes. In addition, there are 10 private institutions and two out-of-province institutions (Athabasca University and Yukon College). As of March 31, 2010, the BC transfer guide system includes 69,460 transfer agreements for 10,633 courses, 49,193 archived agreements and 899 block transfer agreements.

Examples

North Island College

North Island College has a variety of block transfer agreements in place with colleges and universities. Graduates from programs such as nursing have the option of applying anywhere from 30 to 60 credits towards a Bachelor of Arts or Bachelor of General Studies at Thompson Rivers University, or a Bachelor of Science in Nursing at the University of Victoria.

For graduates from the Tourism and Hospitality Management Diploma, North Island College has agreements for further studies in the field of tourism and hospitality management ranging from Bachelor of Arts to Bachelor of Commerce degrees with Capilano University, Royal Roads University, University of Victoria, Vancouver Community College, Vancouver Island University and University of Northern British Columbia. For example at Capilano University, 60 credits may be applied towards a Bachelor of Tourism Management.

In February 2010, North Island College announced its partnership with Université Paris 13 providing a dual degree program for Business Administration students. In selecting this program, students from North Island College complete three of four years of the Bachelor of Business Administration (BBA) degree at North Island College. They take two semesters either in third or fourth year at the Université Paris 13. Students graduate with both a BBA degree from North Island College, and an Économie et Gestion Licence from the Paris university.

Vancouver Community College

Vancouver Community College offers several programs in the dental field, including dental hygiene, dental technology and denturist diplomas and has transfer agreements with Thompson Rivers University for these. Transfers between 60 and 90 credits may be used toward Bachelor's degrees in General Studies and Health Science at the university.

College of New Caledonia

College of New Caledonia has transfer agreements in place with Okanagan College, Royal Roads University, Thompson Rivers University, University of Northern British Columbia, University of Victoria and Capilano University. The largest number of agreements is in business administration, and graduates from the College of New Caledonia business administration program may apply a varying number of credits towards degree-based programs in Bachelor of Commerce, Bachelor of Business Administration, Bachelor of Arts or Bachelor of General Studies programs.

6.10.8 Northwest Territories

The Northwest Territories Department of Education, Culture and Employment and Aurora College, the primary provider of post-secondary education in the territory, are working towards increasing partnerships and credit-transfer agreements with other jurisdictions to articulate Aurora's programs as broadly as possible. A representative of the college sits on the Alberta Council on Admission and Transfer (ACAT). The college works directly with degree-granting institutions and has in place a number of articulation agreements with universities in Alberta and Saskatchewan.

Students interested in credit transfers are advised to refer to the Alberta Transfer Guide, which provides listings of courses and program transfer agreements between post-secondary institutions in Alberta, Northwest Territories and Nunavut.

Some examples of collaborative programs offered by Aurora College include:

The Social Work program offers two years of general university studies and social work curriculum leading to a Diploma in Social Work (Certificate in Social Work from the University of Regina). Graduates may apply to have their two years of credits applied toward the Bachelor of Social Work degree at the University of Regina.

Athabasca University provides degree completion opportunities on-site at Aurora College that allow Management Studies diploma holders to complete most or all of the necessary requirements for a Bachelor of Administration degree without leaving the college in Yellowknife.

6.10.9 Yukon

Similar to the process currently utilized by the Northwest Territories, students from the Yukon interested in student credit transfer process are advised to refer to the British Columbia Transfer Guide as Yukon College is a formal member of BCCAT. Representatives from Yukon College regularly attend British Columbia provincial post-secondary articulation meetings.

Yukon College has transfer agreements in place with various universities and colleges in British Columbia and Alberta. One example of a program-based transfer agreement is within the department of Business Administration. Graduates with a Business Diploma from Yukon College receive a credit of two years towards a Bachelor of Commerce at Royal Roads University. Yukon College also has agreements in place with Thompson Rivers University and the University of Northern British Columbia towards Bachelor of Commerce degrees. Yukon College also has transfer agreements for graduates in Early Childhood Development, Renewal Resource Management and Tourism Studies and Management.

6.10.10 Nunavut

Nunavut is implementing an Adult Learning Strategy which includes recommendations focusing on quality assurance and credit transfer. As a member of the Alberta Council on Admissions and Transfer (ACAT) Nunavut Arctic College has agreements with many Alberta institutions, as well as Aurora College.

Nunavut Arctic College has agreements with several universities in Alberta, Saskatchewan and Nova Scotia whereby the first two years of college programs can be taken and accredited by the universities. Graduates from the Environmental Technology program may be awarded 60 credits towards Bachelor of Science Diploma at both Athabasca University and the University of Lethbridge. Agreements are also in place for graduates from the Human Services program. Students who receive their diploma in this program may receive a block credit in five unassigned social work half courses and five required social work half courses and up to 10 general half courses at the University of Calgary. Graduates from the Management Studies diploma may be admitted to the University of Lethbridge Bachelor of Management program and receive 24 course credits.

Nunavut Arctic College also offers two joint degree programs:

The Nunavut Teacher Education Program (NTEP) is offered in partnership with the University of Regina. This is a campus- and community-based program which prepares Inuit to become classroom teachers in Nunavut schools. The emphasis is on training primary and elementary teachers, but students may choose to practice at the junior high and high school levels. The program has a strong focus on practice, and theory learned in courses is applied in classroom situations through observation and teaching. Students receive: a University of Regina Certificate in Education for First Nations and Inuit (60 Credits); a Nunavut Arctic College Teaching Diploma (90 Credits) and a University of Regina Bachelor of Education Degree (120 Credits).

The Arctic Nursing Program, developed collaboratively between Nunavut Arctic College and Dalhousie University, is a four-year program that focuses on nursing in Nunavut. The degree is conferred by Dalhousie University. The program is designed to prepare graduates to work as entry-level practitioners in a variety of settings including hospitals, long-term care facilities and community-based agencies. The curriculum emphasizes awareness and respect for Inuit culture and prepares nurses to be leaders in the territory's health care system. Graduates of the Bachelor of Science in Nursing (Arctic Nursing) program have the necessary knowledge, judgment and skills to write the Canadian Registered Nurse Examination, and are eligible for registration in any province or territory.

6.10.11 University of the Arctic - Canada

The University of the Arctic (UArctic) is a cooperative network of universities, colleges, and other organizations from around the world committed to higher education and research in the North. The three territorial colleges, are members of UArctic, along with other Canadian colleges and universities.

The federal government-commissioned 2008 Jago Report¹⁶ recommended a strategy “for the development of university programs, university research, and eventually a distributed university in Canada’s North.” In response, Aurora College, Nunavut Arctic College and Yukon College created a partnership to lobby the Canadian government to establish University of the Arctic Canada (UArctic Canada). The presidents of the three colleges committed themselves to lead the development of this institution.

The Government of Canada has recently made significant investments in Arctic research and, with the creation of the High Arctic Research Station, there is the promise of more. Over the past two decades, the northern colleges have made major investments in delivering university degree programs, and through their territorial research institutes they support and promote northern research in partnership with southern universities.

6.11 Agreements and Partnerships with Business, Industry and Other Organizations for Recognition of Workplace Training/Courses

Colleges have policies to review and assess courses offered through business, industry, and other organizations to determine if the training is equivalent to required learning in college courses. These policies, standard processes and practices are in place to ensure quality. For example, Red River College has a policy entitled *Assessment of External Courses from Non*

¹⁶ Jago, C. J., (February 28, 2008) *Government of Canada Approach Toward a Sustainable University of the Arctic (Canada)*.

Post Secondary Institutions. Often this falls under PLAR/RPL methods but does not involve the assessment of an individual's prior learning. Rather it is an assessment of an organization's training or courses, so it offers one evaluation process to assess many individuals. Some examples may include trade-specific training, leadership, human resource management training offered by large companies such as Boeing, Hudson Bay, Great West Life, etc. For example, as part of the Tourism Qualifications Framework, the Canadian Tourism Human Resource Council has training courses for which colleges recognize credits for acceptance into college programs.

6.12 Internationalization of Canadian Colleges

Colleges are increasingly paying attention to the importance of the internationalization of their institutions. In 2009, ACCC, in collaboration with Human Resources and Skills Development Canada (HRSDC) conducted a survey on international education and mobility of Canadian college students. Results from the ACCC survey found that over 60 percent of colleges are involved in internationalization activities and 70 to 80 percent intend to become more engaged in the international mobility of Canadian students in the future.

The most common internationalization activity at Canadian colleges is student mobility, since it involves both Canadian and international students. Data from the ACCC survey found that 80 percent of colleges surveyed were providing Canadian students with learning opportunities outside of Canada and three-quarters of colleges stated they were recruiting international students.

The survey examined student mobility from a variety of perspectives, including exchanges and study and work abroad experiences, for credit or not-for-credit. These could include work placements, co-ops, internships and training periods in partner institutions, and language training. Seventy percent of survey respondents reported they had protocol agreements in place with institutions outside of Canada. However, only one percent of full-time college students in Canada had participated in an out-of-country learning experience for credit or not. Canada falls behind other OECD countries on this front, which report rates from three to eight percent.

6.13 Distance, Online and E-Learning

Online learning is another pathway for individuals to pursue post-secondary studies. In many cases, online learning is the only option available to individuals living in remote areas of Canada. Online learning or e-learning is a form of distance education that is conducted through the Internet and supported by audio and video conferencing software, email and other technologies that allow for interactive discussions between students and instructors. In Quebec, Ontario, Alberta and British Columbia, e-learning networks are well established and provide an alternate pathway to post-secondary studies for many Canadian students.

Alberta North

The Northern Alberta Post-secondary Institutions Society (Alberta-North) partnership began in 1994 to increase and improve access to education and training opportunities for learners in northern Alberta communities. The partners pooled resources to create a network of educational services. Over 87 Community Access Points offer distance education programs and on-site facilitators offer learning support services to learners in 60 percent of Alberta's geographic area, representing nine per cent of the province's total population and 51 percent of its Aboriginal population.

The members of Alberta-North are: Athabasca University, Grande Prairie Regional College, Keyano College, NorQuest College, Northern Lakes College, Portage College, and Aurora College serving the Northwest Territories.

Cégep@distance

Cégep@distance is part of the Quebec college network and offers programs recognized as equivalent to the classroom training offered in Quebec's 48 CEGEPs. Cégep@distance offers programs that lead to a DCS/DEC (diploma of college studies) or an ACS/AEC (attestation of college studies). The teaching materials are offered in print or multimedia format, either by correspondence or using the Internet. All courses end with an invigilated final exam taken in-person at an authorized exam site, generally in an affiliate college. Every year, approximately 18,000 people enrol in one or more of our 280 courses, for a total of nearly 27,000 course enrolments.

Previously known as the *Centre collégial de formation à distance*, Cégep@distance was founded in 1991 following an agreement between Quebec's *Ministère de l'Éducation, du Loisir et du Sport* and the *Collège de Rosemont*. In 2002, Cégep@distance adopted its new name and reaffirmed its mission:

To make quality college-level education available in a distance format.

To design and develop distance education materials to teach, support and evaluate student learning.

To experiment with the integration of information and communication technologies (ICT) into its activities.

To promote partnerships with CEGEPs, particularly through association with CEGEP professors as tutors for students and subject matter experts for the development of its courses.¹⁷

Contact North

The Contact North program, with headquarters in Sudbury and Thunder Bay, has operated for 25 years providing access to education and training opportunities for learners. Contact North is the world's largest long distance education and training network. It had become an important partner for Northern Ontario colleges delivering education courses and programs across the North. This program provides opportunities to thousands of residents of Northern Ontario and may be one of their only options to get education and training without having to leave their homes.

Contact North provides access to education and training through a network of 94 access centres in Northern Ontario. Students are linked to colleges and universities (primarily located in Northern Ontario) via computer imaging which is used to display diagrams and offers screen and audio interaction between the instructor and students. Currently six colleges and seven universities are working with Contact North including Cambrian College, Canadore College, Collège Boréal, Confederation College, Northern College, and Sault College. Thirty-three programs leading to certificates, diplomas and degrees are being offered for the 2010-2011 academic year.

¹⁷ <http://www.cegepadistance.ca/en/apropos/default.asp>

eCampus Alberta

eCampus Alberta was established in 2002 and is a consortium of 15 post-secondary institutions in the province. eCampus Alberta enables students to participate in high-calibre online education and allows students to choose from more than 50 provincially-accredited programs, certificates, diplomas, applied degrees and over 400 online courses.

Online learning at eCampus Alberta is a new form of distance education and has become increasingly popular in Alberta. eCampus Alberta also allows international students to register for courses. Both students and faculty have access to live technical support 24 hours a day, seven days a week. Some eCampus Alberta colleges also offer non-credit continuing education, as well as adult upgrading programs and courses online.

The following colleges are eCampus members, Bow Valley College, Grant MacEwan University, Keyano College, Lakeland College, Lethbridge College, Medicine Hat College, Mount Royal University, Northern Alberta Institute of Technology, NorQuest College, Northern Lakes College, Olds College, Portage College, Red Deer College and SAIT Polytechnic.

BC Campus

BCcampus is a collaborative online learning initiative established to assist public post-secondary institutions in British Columbia to meet their students' online learning needs.

BCcampus serves the entire public post-secondary system in British Columbia, including students, educators, and institutions, by identifying, acquiring, developing, and implementing technologies and services that enhance online learning. This includes flexible learning for trades training strategy (E-PPRENTICE), and building on established student services such as an online application service (PASBC).

BCcampus also administers an online program development fund (OPDF), explores and develops shared services, facilitates the dissemination of best practice knowledge, provides professional development and training, and manages a repository of shareable online instructional resources and tools for educators. BCcampus provides services and leadership to support the online learning goals of British Columbia's public post-secondary institutions by:

- creating a connected network of BC's public post-secondary institutions to allow immediate student information data transfers;
- providing a unified online information gateway for student services, and links to online learning resources and information provided by post-secondary system partners;
- exploring and implementing shared instructional services and tools to leverage knowledge and costs between post-secondary partners; and,
- providing educator support through online communities of practice, reusable tools and resources, professional development, technology training, and online program development and applied research funding.

BCcampus has partnered with 25 public post-secondary institutions in British Columbia including: British Columbia Institute of Technology, Camosun College, College of New Caledonia, College of the Rockies, Langara College, Nicola Valley Institute of Technology, North Island College, Northern Lights College, Northwest Community College, Okanagan College, Selkirk College, Vancouver Community College, as well as 11 universities.

7. Provincial and Regional Bodies Responsible for PSE Quality Standards

Some provincial governments have created arms-length bodies which aim to enhance the quality of post-secondary education and the effectiveness of PSE systems, including improving transfer and articulation. This section describes the roles and main activities of seven provincial and regional bodies.

7.1 Maritime Provinces Higher Education Commission

Established in 1974, the Maritime Provinces Higher Education Commission (MPHEC) is an agency of the Council of Maritime Premiers. The commission aims to assist institutions and governments in enhancing the post-secondary learning environment.

The mandate of the Commission is:

- Taking measures intended to ensure that programs of study are of optimum length and best quality.

- Stressing prior learning assessment and recognition, and credit transfer, to implement the principle that duplication of effort is not required in order to gain credit for learning which has been successfully accomplished.

- Promoting smooth transitions between learning and work.

- Promoting equitable and adequate access to learning opportunities, including making opportunities available at times and places convenient to the student.

- Taking measures intended to ensure teaching quality.

The main functions of MPHEC are: quality assurance, data and information collection, cooperative action, regional programs and providing specific services to one or more provinces or institutions as agreed to by the Ministers. There are currently 18 post-secondary institutions within the scope of the MPHEC, 16 of which are publicly-funded universities. Of these 16, three (Cape Breton University, Nova Scotia Agricultural College and Université Sainte-Anne) also offer college-level or technology-based certificate and diploma programs in addition to degree programs. Holland College in Prince Edward Island and the Maritime College of Forest Technology in New Brunswick offer primarily college-level programs.

7.2 Commission d'évaluation de l'enseignement collégial du Québec

The Commission d'évaluation de l'enseignement collégial (CEEC) du Québec is responsible for quality assurance of college programs and evaluation practices. The CEEC is an autonomous governmental organization with the mandate to evaluate the quality of education programs delivered by the CÉGEPs, in terms of learning outcomes, and college policies and their application.¹⁸

The CEEC employs a self-evaluation model that is widely used by post-secondary education evaluation agencies in Canada, the United States and Europe. Self-evaluation enables institutions to examine a program in depth, including its strengths and weaknesses, and to identify areas for improvement. This also enables colleges to describe the context within which they operate, enabling the CEEC to conduct program evaluation based on real-life situations.

¹⁸ <http://www.ceec.gouv.qc.ca/fr/commission/mandat.htm>

7.3 Higher Education Quality Council of Ontario

The Higher Education Quality Council of Ontario (HEQCO) is an independent agency funded by the Government of Ontario through the Ministry of Training, Colleges and Universities.

Under the direction of the Ontario government the mandate of HEQCO is to provide leadership in creating a quality framework for the post-secondary education sector, to monitor and report on accessibility to the government and Ontarians, to encourage inter-institutional transfer and advise on system planning and inter-jurisdictional competitiveness.

7.4 Ontario College Quality Assurance Service (OCQAS)

The OCQAS was established to provide effective mechanisms that ensure program quality and consistency standards are met by the Colleges of Applied Arts and Technology (CAAT) in Ontario.

OCQAS operates within the structure of Colleges Ontario and is responsible to a separate management board that operates independently of government, individual colleges or the Ministry of Training, Colleges and Universities. The board develops policy and oversees the implementation of processes within its mandate.¹⁹

7.5 Campus Alberta Quality Council

The Campus Alberta Quality Council is an arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education and Technology on applications from post-secondary institutions seeking to offer new degree programs in Alberta under the terms of the Post-secondary Learning Act, 2003 and the Programs of Study Regulation (91/2009).²⁰ All degree programs, except degrees in divinity, offered in Alberta, including degrees offered by non-resident institutions, must be approved by the Minister. The Council also conducts periodic evaluations of approved degree programs to ensure that quality standards are met.

The Council is committed to ensuring national and international recognition of Alberta's degrees, and works closely with other provinces in pan-Canadian quality assurance initiatives. One of the council's initiatives through the Council of Ministers of Education, Canada (CMEC) resulted in a Ministerial Statement on Quality Assurance of Degree Education in Canada, which all provinces and territories in Canada have endorsed. The Council's processes and assessment standards are consistent with those in the statement and the Council has adopted the statement's Canadian Degree Qualifications Framework for use when assessing the level of proposed degree programs.

7.6 Manitoba Council on Post-Secondary Education

The Council on Post-Secondary Education is a provincial agency that promotes excellence and cooperation in the post-secondary education sector to meet the diverse educational needs of Manitobans. The Council was created by an act of the Manitoba legislature in November 1996 and commenced in April 1997. The Council is responsible for:

coordination and integration of post-secondary services;

¹⁹ <http://www.ocqas.org/index-en.html>

²⁰ <http://www.caqc.gov.ab.ca/>

review and approval of university and college programming;
policy development; and,
fiscal responsibility and accountability of the post-secondary system.

A major responsibility of the Council has to do with allocating funds to the seven public post-secondary institutions, including the following colleges: Red River College, Assiniboine Community College, University College of the North and Collège universitaire de Saint-Boniface.²¹

7.7 British Columbia Education Quality Assurance

British Columbia's Education Quality Assurance (EQA) designation is Canada's only provincial brand of quality for post-secondary education. EQA provides one standard provincial seal that can be recognized internationally as a symbol of quality education and consumer protection.²²

EQA is a voluntary quality assurance designation that identifies and promotes public and private post-secondary institutions that have met or exceeded government-recognized quality assurance standards and offer consumer protection mechanisms.

British Columbia's post-secondary system is diverse and has different quality assurance processes for the different types of institutions in the system. EQA creates one standard and reduces confusion for students by allowing them to see which provincial institutions the government of British Columbia recognizes as having met quality assurance standards.

The role of the British Columbia Council for International Education is to administer the EQA program in accordance with ministry policy, and to manage and promote the EQA brand to international learners around the world.

8. International Transferability Processes

When considering pan-Canadian transfer and mobility options, it is important to be aware of international transferability approaches and processes. This section begins with a description of transfer and articulation in the United States and Australia. Then an overview is provided of the three European transferability processes: the **Bologna Process** which is focused on structuring and aligning the Bachelor-Master-PhD levels of higher education in Europe with international standards; the **Copenhagen Process** which aims to enhance cooperation in vocational education and training in Europe; and the **Lisbon Strategy** which sets the strategic education goals for Europe with significant emphasis on the need for systems to facilitate mobility and recognition of qualifications, knowledge and skills. The implications of the experiences in the U.S. and Europe are also examined to identify key aspects that should be considered when looking at the Canadian context and how to improve opportunities for transfer and mobility for Canadians.

²¹ <http://www.copse.mb.ca/>

²² <http://bceqa.ca/about>

8.1 United States – Transfer and Articulation Process

The system in the United States is complex, with a high percentage of students laddering from community college to university. As such, it is worth examining how credit transfer and articulation are handled there.

In 2009, President Obama declared that community colleges will be critical in achieving his desired goal for the U.S. to have the highest college attainment rate in the world by 2020. A recent initiative by President Obama, the American Graduation Initiative, recognizes that community colleges are the main entry point into post-secondary education for millions of traditionally under-represented populations. For community college students who want to obtain a bachelor's degree, the process of effective transfer from a two-year to a four-year institution is critical.

The Education Commission of the United States reports that more than half of students participating in post-secondary studies in the U.S. are enrolled in community colleges.²³ Table 8 shows the number of community colleges in the U.S. and the 2009 enrolment profile.

Table 8
Snapshot of American Community Colleges

	2009
Number and Type of Colleges	
Total	1,177
Public	988
Independent	158
Tribal	31
Enrollment	
Total	11.7 million
Credit	6.7 million
Non-Credit	5 million
Enrolled full-time	40%
Enrolled part-time	60%

Source: American Association of Community Colleges

Students pursuing a bachelor's degree often have to rely upon transfer to a university from a community college. Increasing attention is being paid to the articulation and transfer with the new American Graduation Initiative.

Transfer is a matter of national interest. The American Council on Education has issued a major policy statement – *Setting the National Agenda: Academic Achievement and Transfer*. The premise is that qualified community-college students should be able to transfer easily to senior colleges and universities. Entry to senior colleges or universities by community college students is central to realizing equal opportunity in education.

²³ State Notes Transfer and Articulation Policies, Education Commission of the United States, February 2001.

However, many states still have no legislated transfer agreements. States, such as Florida and Washington have programs that mandate that associate and bachelor degree granting institutions are equal partners in providing the first two years of degree programs. Table 9 provides an overview of state transfer policies and the number of states with such policies. A more detailed view for 50 states is provided in Appendix 6.

Table 9

Two- and Four-Year State Transfer Policies

Category	Definition	Number of States
Legislation	Some states have written transfer and articulation policy into legislation through statutes, bills or resolutions	30
Cooperative Agreements	Statewide cooperative agreements between institutions of higher learning can sometimes take the place of legislation if there is no official policy regarding transfer and articulation. Commonly, these agreements are formulated on course by course, department to department or institution to institution basis.	40
Transfer Data Reporting	For states to monitor the progress/success of articulation programs, it is imperative that transfer data be collected and reported on a regular basis by commissions or departments of higher education.	33
Incentives & Rewards	In an effort to encourage transfer between community colleges and four-year universities, some states provide extra incentive by offering financial aid, guaranteed transfer of credit and priority admission to transfer students.	18
Statewide Articulation Guide	Prospective transfer students need to understand any and all requirements for transfer. Statewide articulation guides provide concrete descriptions of these requirements and attempt to answer questions students may have regarding the transfer process.	26
Common Core	A common core streamlines the articulation process by eliminating the confusion that can arise when separate institutions require different core courses to fulfill graduation requirements.	23
Common Course Numbering	A student at a community college will be assured of taking the proper requirements if there is a common course numbering system. If course numbers at community colleges and four-year universities are identical, the possibility of a student taking non-transferable credits is greatly reduced.	8

Source: Education Commission of the United States.StateNotes - Transfer and Articulation.

8.1.1 Sample State Transfer/Articulation Systems

The following are examples of state transfer articulation systems from Alabama, California, Florida, Virginia and Washington.

Alabama

Alabama has been nationally recognized as a leader in articulation of coursework from one institution to another. The Articulation and General Studies Committee (AGSC) was created in March 1994 to simplify the transfer of course credits between public institutions of higher education. To accomplish this task, the AGSC has developed and implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities.

The AGSC continues to serve as a monitoring committee to oversee and maintain the articulation program and resolve student appeals related to transfer of coursework under the articulation program.

AGSC also works with the Statewide Transfer Articulation Reporting System (STARS), which is a web-based database that allows students, advisors, faculty and administrators to obtain the most current Alabama State Department of Education approved transfer information. Prospective transfer students can log onto the STARS system and obtain a transfer guide for their major that prescribes the course work needs for a program. If a student follows the guide, he/she should receive credit upon transfer to the receiving institution.

Since 1998, STARS has been offering department of education approved transfer guides for prospective transfer students in Alabama. Since that time, 625,000 transfer guides have been viewed or printed through the articulation website. Because of this collaboration, transfer students in Alabama no longer face many of the obstacles and hurdles once faced when transferring from one of Alabama's public institutions of higher education to another. Through the collaboration with AGSC and STARS program, the loss of course credit upon transfer between public institutions of higher education in the state has drastically been reduced.

California

In 1960, California established the Master Plan for Higher Education. California has been at the forefront of progressive education and policy because it has a commitment to open access and system fluidity. The Master Plan for Higher Education transformed an uncoordinated and competing collection of colleges and universities into one coherent system. This system was created by assigning each public segment, the University Of California (UC), the California State University (CSU) and the California Community Colleges (CCC) with its own distinctive mission and pool of students, while maintaining the principle of universal access and choice.

Four Key Elements – California Master Plan

1. Differentiation of functions.
2. Governance of structure.
3. Access and admission pools.
4. Transfer Policy.

The California differentiation of degree-granting authority is prescribed in state law to promote efficient allocation of state resources by minimizing duplication across the segments – UC, CSU and CCC. California uses a segmented system governance model. Separate boards govern distinct types of institutions, for example, research universities, state colleges and community colleges. The master plan also has an established principle regarding admission to four-year institutions. California residents in the top one-eighth or top one-third of the statewide high school graduating class who apply on time are guaranteed a place somewhere within the UC or CSU system. Open access is also provided to two-year public higher educational institutions.

The California Master Plan makes the transfer function an essential component of its commitment to access for all. Eligible community college transfer students are to be provided a place in the upper division of US and CSU and are to be given priority over freshmen in the admissions process.

California has established common requirements for transfer of general education coursework only, allowing governing boards at four-year institutions to develop articulation agreements with two-year institutions on a case-by-case basis.

One of the long-standing issues with regards to student transfer has been the requirements for transfer. There has been great variation in transfer requirements from campus to campus. Less than one quarter of degree-seeking community college students successfully transfer or obtain an associate degree, based on estimates from California State University in Sacramento.

Currently law-makers in California are set to approve major changes in the transfer process for community college students that would standardize the requirements for transferring from a two-year college to a California State University campus. Under a new proposal, community colleges would offer a redesigned associate degree, starting in the fall of 2011. Students who earn the degree would be promised admission to a California State University campus, where they could complete a bachelor's degree by earning 60 units or less. This proposal is modeled after programs in Texas and Florida and reflects a national movement in the U.S. to standardize transfer pathways to increase the rate at which two-year college students go on to complete four-year degree.

Florida

In Florida, there is an articulation agreement in place that states, Associate in Arts degree graduates from state-approved Florida community colleges, must be admitted as a junior (third-year student) to any state university, as long as the university has space, funding and the curriculum to meet the student's needs.

Florida has created a seamless system that facilitates the effective transfer of students between and within public post-secondary institutions. Florida's post-secondary system is made up of 11 state universities, 28 community colleges and 40 career education centres. The evolution of the articulation system in Florida was pushed forward during the 1960s and 1970s, when there was a rapid expansion of universities and community colleges. The statewide articulation agreement was reached in 1971 and is considered the most comprehensive articulation agreement in the U.S. Critical components of the statewide articulation agreement include:

- defining the Associate Arts Degree as the transfer degree;
- guaranteeing transfer of the general education block of credit (reconfirming a policy established in 1959);
- establishing a common college transcript;

providing the articulation of research studies;
calling for a common academic calendar; and,
creating an Articulation Coordinating Committee.

Students who graduate from a community college in Florida with an Associate Arts degree are guaranteed the following rights under the articulation agreement:

admission to one of the 11 state universities, except to limited access programs;
acceptance to at least 60 semester hours by the state universities;
adherence to the university requirements and policies, based on the catalogue in effect at the time the student enters the community college, provided the student maintains continuous enrolment;
transfer of equivalent courses under a Statewide Course Numbering System; and,
acceptance of credits earned in accelerated program (e.g. Dual enrolment, CLEP, Advanced Placement, International Baccalaureate and Advanced International Certificate of Education).

Virginia – State Policy on Transfer

The state of Virginia has a system which provides students with ready access to college and enables students to choose among the many two- and four-year institutions.

Many students begin at a community college and eventually transfer to a senior college or university in order to achieve their educational goals. These students require fair access to a four-year education and reasonable credit for their community college courses and program towards a bachelor's degree. Transfer needs to be easy and orderly.

The State Policy on Transfer tries to enhance cooperation and consistency among institutions of higher education in Virginia with the goal of improving transfer for Virginia's students. The process is to be smooth and achieved by as many community colleges and senior institutions. Ideally students should be able to move through Virginia's public education system as a continuum, rather than a system of distinct levels and separate stages.

The State Policy on Transfer has been guided by the following assumptions:

All capable students in the Commonwealth should have access to all levels of higher education.

The institutional autonomy and diversity of Virginia colleges and universities are valuable and must be assured.

Every senior institution should take significant responsibility for enrolling community college students.

Transfer students and native students should be assured equitable treatment by senior college and university.

Students should be encouraged to advance as far through the educational system as they are able.

Students should not have to repeat coursework they have completed satisfactorily at a community college.

A coherent statewide policy on transfer is required that encourages continuing cooperation and can be sustained over time.

Through the system-wide agreements, students who graduate from one of Virginia's 23 community colleges with an associate degree and a minimum grade point average may obtain a guaranteed admission to more than 20 senior colleges and universities.

Washington State

The Washington Board of Higher Education reported in 2009²⁴ that over the previous 17 years, the number of students who have successfully transferred from a two-year college to a four-year college has steadily increased. By 2006/07, the number of transfer students had reached 15,000 per year.

Students who transfer from two-year institutions to four-year institutions comprise more than 40 percent of those earning bachelor's degrees in Washington state each year. More than 70 percent of the students who pursue post-secondary education in Washington start at two-year institutions.

Transfer agreements allow for the transition from college course work taken at one college to another. These courses are generally intended to move a student towards a bachelor's degree.

The community and technical college system in Washington state provides educational course work, as well as degree programs which transfer to upper level institutions, both public and private. Over the years, these transfer agreements have evolved and include a variety of degrees and articulation agreements. In 2009, technical colleges were also allowed to offer transfer degrees in selected fields in support of bachelor's degree work.

Students planning to transfer in Washington may follow a variety of pathways including:

- The Direct Transfer Agreement associate degree (also known as DTA) which focuses on meeting lower division general education requirements.

- The Associate Science Transfer (AS-T) focusing on preparation for science and engineering majors.

- Major Related Programs which prepare students for majors that require careful selection of elective and general education courses.

In 2007/08, more than 13,000 transfer degrees were awarded in the state of Washington.

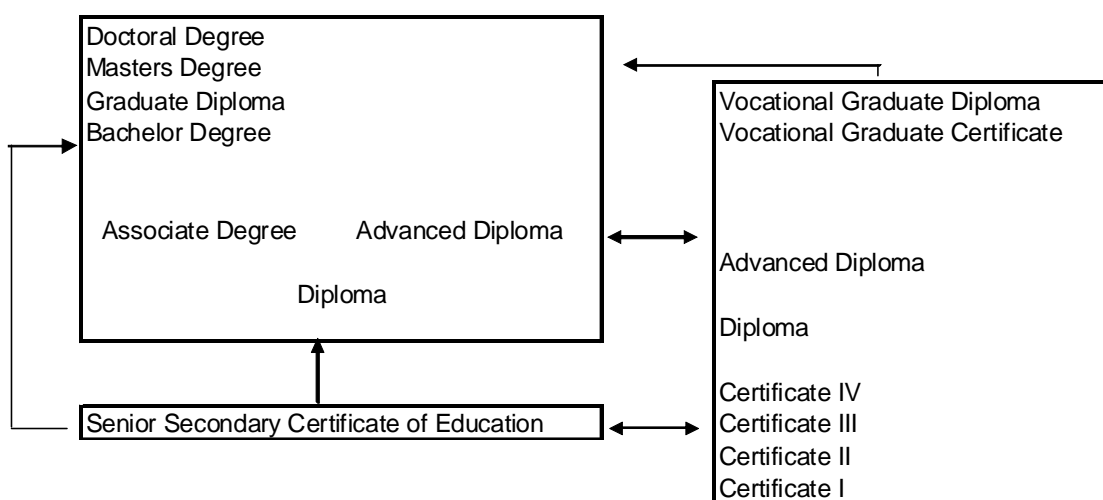
8.2 The Australian Qualifications Framework

Over the past decade, Australia has had an innovative approach to the development and delivery of education. The quality of Australian education is assured through the development of the national quality assurance framework, which covers key areas of institutions' operations including courses and qualifications, teaching, governance and client service protection. The Australian Qualifications Framework (AQF) is a foundation which links 15 school, vocational and university education qualifications in one national system.

²⁴ Transfer and Articulation in Higher Education February 2009, Washington Higher Education Coordinating Board.

Figure 3 illustrates the structure of the AQF, and typical learning pathways. The AQF allows students to move easily from one level of study to the next, from one institution to another and to have choice and flexibility in career planning. All qualifications in the AQF help students prepare for both further study and life in the workforce.

Figure 3
Australian Qualifications Framework – Learning Pathways



When students are studying an AQF qualification, there is an assurance that the institution is government-authorized and nationally accredited, and that the degree or other AQF qualification will be genuine. The AQF makes it easy for employers and overseas governments to recognize qualifications.

Recognition of prior learning (RPL) is an important part of the AQF. It means that if a student has the skills or knowledge required for entry to, or credit towards, a qualification, but no papers as proof, it is possible to undertake a personal assessment. If successful, students will be granted credit toward qualification. All individual institutions recognize the AQF, however each has its own policy.

8.3 Bologna Process

The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world. It aims to do this by facilitating greater comparability and compatibility between the diverse higher education systems and institutions across Europe and by enhancing their quality.

What are the reforms all about?

The Bologna Process is most noted for its objective to structure higher education along three cycles, Bachelor's, Master's and PhD by bringing together diverse higher education structures in Europe and bringing them in line with international standards.

In 2005, Ministers began adopting an overarching Framework for Qualifications in the European Higher Education Area made up of three cycles and agreed that a series of national qualification frameworks would be developed that would be compatible with this overarching framework.

Background

The Bologna Process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on June 19, 1999 by ministers in charge of higher education from 29 European countries. The envisaged European Higher Education Area will:

- facilitate mobility of students, graduates and higher education staff;
- prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development; and
- offer broad access to high-quality higher education, based on democratic principles and academic freedom.

There are 47 member countries participating in the Bologna Process. These countries are all part of the European Cultural Convention and committed to the goals of the European Higher Education arena.

Countries participating in Bologna Process

Albania	Germany	Norway
Andorra	Greece	Poland
Armenia	Holy See	Portugal
Austria	Hungary	Republic of Macedonia
Azerbaijan	Iceland	Romania
Belgium	Ireland	Russian Federation
Bosnia Herzegovina	Italy	Serbia
Bulgaria	Kazakhstan	Slovak Republic
Croatia	Latvia	Slovenia
Cyprus	Liechtenstein	Spain
Czech Republic	Lithuania	Sweden
Denmark	Luxembourg	Switzerland
Estonia	Malta	Turkey
Finland	Moldova	Ukraine
France	Montenegro	United Kingdom
Georgia	Netherlands	

The key to success within the Bologna Process is close cooperation between governments, higher education institutions, students, staff, employers and quality assurance agencies, supported by relevant international organizations.

An important characteristic of the Bologna Process and the key to its success is the involvement of the European Commission, Council of Europe and UNESCO European Centre for Higher Education, as well as representatives from higher educational institutes, students, staff, employers and quality assurance agencies.

Lifelong Learning

Lifelong learning has been recognized as an essential element of the European Higher Education Area since 2001. It is inherent in all aspects of the Bologna Process and is furthered by:

- improving the recognition of prior learning, including non-formal and informal learning;
- creating more flexible, student-centred modes of delivery;
- developing flexible learning paths, allowing learners, for instance, to alternate between work and study; and,
- widening access to higher education.

European Higher Education in a Global Context

The development of the European Higher Education Area is of growing interest in other parts of the world and has initiated conversations between European and international partners on a variety of policy issues. In 2007, Ministers adopted the strategy “The European Higher Education Area in a Global Setting” to develop a framework for cooperation at European, national and institutional level. This strategy includes the following five priorities:

- improving information on the European Higher Education Area;
- promoting European Higher Education to enhance its worldwide attractiveness and competitiveness;
- intensifying policy dialogue;
- strengthening cooperation based on partnership; and
- furthering the recognition of qualifications.

These five priorities provide a common strategic framework which enables higher education stakeholders to contribute and build on a wide variety of new and existing initiatives.

The European Higher Education Area aims to provide learners with equal opportunities in higher education, embrace social cohesion and increase the potential of individuals to make full contribution to a sustainable and knowledge-based society.

Employability

As defined in the Bologna Process, employability means the ability to gain initial employment, sustain employment and have the ability to move within the labour market. Employability has been one of the cornerstones of the Bologna Process. As progression is made through the cycles of education, the relevance to the labour market should increase. There is a need for increased communication between employers, students, academics, higher education institutions and governments particularly in relation to the first cycle of education (the Bachelor's level)

Joint Degrees

The Bologna Process has made cross-border study programs more cooperative and an increasing number of joint degree programs have been developed across Europe.

The following key elements are usually associated with qualifications described as joint degrees:

- the programs leading to them are developed or approved jointly by several institutions;
- students spend significant periods of time at partner institutions;
- periods of study and exams passed at the partner institution;

devise curriculum together, form joint admissions and examinations, bodies and participate in mobility for teaching purposes; and, students who have completed the full program should obtain a degree which is awarded jointly by the participating institutions and fully recognized in all countries.

Mobility

One of the key objectives of the European Higher Education Area is to increase mobility. Progress has been made, however further work is being done to remove challenges such as visas, residence and work permit requirements and to provide financial incentives. There are more than 500 institutions in Europe offering programs to domestic and international students.

Recognition Qualifications

The intent of recognition is to make it possible for learners to use their qualifications in another education system or country without losing the full value of those qualifications. Each country that is part of the European Higher Education Area has a national information centre which provides students, academics, and employers with information about recognition.

The European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement are the tools for recognition used by the EHEA. The ECTS balances a program's average workload with the learning outcomes and competences to be achieved. The Diploma Supplement describes the qualification in a simple way and relates it to the higher education system in which it was earned and to the qualifications of the framework.

8.4 Copenhagen Process

The Bruges-Copenhagen Process aims to enhance cooperation in vocational education and training (VET) in Europe.

Education Ministers from 31 European countries and the European Commission signed a declaration in Copenhagen in 2002 to work towards creating a knowledge-based Europe and making the European labour market open to everyone. This was preceded in 2001 by the Bruges meeting of Directors General in Education which laid the political foundations for transparency and cooperation in VET.

The Copenhagen Process aimed to help Europeans meet the demands of the European labour market by allowing them to pursue their training needs between differing levels of education, and different occupations, sectors and countries. It also played a key role in achieving the Lisbon Strategy goal of making the EU the world's most dynamic, knowledge-based economy by 2010.

The work of the Copenhagen Process is currently focusing on quality assurance and transparency and recognition of qualifications. Cooperation has begun on a number of practical projects including:

- The development of a single framework for transparency of competences and qualifications - Europass.

- A public consultation on the development of a system of credit transfer for vocational education and training, the European Credit Transfer System for Vocational Education and Training (ECVET).

Common criteria and principles for quality in VET to serve as a basis for European-level initiatives in quality assurance.

Common principles for the validation of non-formal and informal learning to ensure greater compatibility between approaches in different countries.

Offering lifelong guidance with a European dimension.

A proposal on ECVET was adopted by the Commission in April 2008. While the United Kingdom higher education sector welcomes the aims of the ECVET proposal, it stresses that the ECVET system must be compatible with ECTS and that both systems should be based on learning outcomes.

In 2008, the EU institutions approved a Recommendation for a European Qualifications Framework for Lifelong Learning (EQF) which is being established across Europe. The EQF encompasses general and adult education, vocational education and training, as well as higher education. It is based on learning outcomes and has eight 'reference levels'. Work is underway on linking the UK's national qualifications frameworks to the EQF. It encourages countries to relate their national systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level.²⁵

8.5 Lisbon Strategy

On March 23, 2000 in Lisbon, heads of state from European Union member countries set a strategic goal that by 2010 the European Union would “become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and increased social cohesion.”

In 2004, a mid-term report was issued to evaluate the progress reached towards the Lisbon objectives. The report found the European Union had failed to reach its objectives and required further focus and contribution from different parts of society, including education.

Strategic Goals for Education

The Council of Ministers responsible for education set five strategic goals to be reached by 2010:

The highest quality will be achieved in education and training and Europe will be recognized as a worldwide reference for the quality and relevance of its education and training systems and institutions.

Education and training systems in Europe will be compatible enough to allow citizens to move between them and take advantage of their diversity.

Holders of qualifications, knowledge and skills acquired anywhere in the European Union will be able to get them effectively validated throughout the Union for the purpose of career and further learning.

Europeans at all ages will have access to lifelong learning.

Europe will be open to cooperation for mutual benefits with all other regions and should be the most favoured destination of students, scholars and researchers from other world regions.

²⁵ http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm

The renewed Lisbon Strategy includes the Lisbon Action Plan which is based upon three priorities set out in ten intervention areas:

- (1) Europe is a more attractive place to invest and work:
 - extend and deepen the internal market;
 - ensuring open and competitive markets inside;
 - expand and improve European infrastructure.
- (2) Knowledge and innovation are the beating heart of European growth:
 - increase and improve investment in Research and Development;
 - facilitate innovation, the uptake of ICT and the sustainable use of resources;
 - contribute to a strong European industrial base.
- (3) We shape the policies allowing our businesses to create more and better jobs:
 - attract more people into employment and modernize social protection systems;
 - improve adaptability of workers and enterprises and the flexibility of labour markets;
 - investing more in human capital through better education and skills.

8.6 Implications of International Processes for Canadian Colleges

The international transferability systems and processes described above provide some useful perspectives on options for a pan-Canadian approach to transferability and mobility.

The emphasis the Obama administration has put on the role of community colleges as the key vehicles for increasing participation in post-secondary education must be noted and examined further. Although there is no national transfer mechanism in the U.S., the high participation rate in community college programs and the introduction of the American Graduation Initiative should be monitored for lessons learned and best practices that could be adapted to the Canadian context.

The European processes emphasize the importance of having a learner-centred approach which promotes and supports lifelong learning, and creating a zone of mutual trust and transparency. There is also a strong emphasis on creating opportunities for disadvantaged learners and adults.

Although the Bologna Process is focused on degree-level programs, some of the mechanisms and approaches are worth examining, in particular the emphasis on serving disadvantaged and adult learners – key client groups for colleges in Canada. The student-centered credit currency and the diploma supplements which provide a comprehensive documentation of students' attainment are interesting tools to consider. The Bologna Process also emphasizes the importance of providing shorter education programs for adults seeking to retrain and establishing a more systematic approach for the recognition of prior learning.

The Copenhagen Process provides some interesting approaches that could be adapted to the Canadian context, in particular the development of the *Europass* as a single framework for transparency of competencies and qualifications and a framework for quality assurance through the development of common criteria and principles for quality in VET. With a significant number of institutions also involved in PLAR, the project which is focused on common principles for the validation of non-formal and informal learning would also be worth following.

9. Conclusions

This paper describes how colleges are providing transferability and mobility opportunities for students within and across regional and provincial/territorial systems. There are different programs, services and mechanisms in place across Canada to facilitate student transfer and mobility. All provincial and territorial systems are striving to provide learners with transfer and mobility options and colleges have a key role within these systems.

Transferability of post-secondary credits or credentials in Canada remains fragmented and often based on individual institutional agreements for articulation or block transfer arrangements. Colleges are involved in a diverse range of partnerships aimed at supporting transfer and mobility. Dual credit agreements between colleges and school boards support the transition of learners from the secondary level to the post-secondary level. In order to provide laddering opportunities to degree programs for their students, colleges have articulation agreements for credit transfer, block transfer arrangements and joint programs with universities.

Credit transfer websites in some provinces show that there are thousands of articulation agreements between colleges and universities. Colleges widely offer prior learning assessment and credential recognition services, and as a result of their strong partnerships with industry have developed approaches for recognizing learning that has occurred in the workplace. Although some jurisdictions have province-wide, or in the case of the Atlantic, region-wide initiatives, efforts at a pan-Canadian level to date have largely consisted of studies and dialogue.

The experience in the U.S. affirms the pivotal role colleges have in post-secondary education systems and the importance of strengthening their capacity to be more responsive to learners' needs. The European transferability processes show us where discussions on student mobility can lead. Further analysis and discussion are needed to determine what elements of the U.S. and European experiences can be considered as options to adapt and develop in Canada.

ACCC has supported colleges in the past most notably through the 1997 - 2000 development of the Pan-Canadian Protocol for the Transferability of Learning. The ACCC Protocol received attention from key bodies such as CMEC and PCCAT, and it would be useful to garner the perspectives of college signatories on how the protocol impacted on transferability practices and procedures at their institutions and within their province or region.

With increasing advanced skills shortages in many sectors of the Canadian economy, the need for greater efficiency within and between post-secondary education systems in Canada has never been greater. Improved transferability and mobility will result in reduced costs for learners, institutions and governments, and will enable colleges and universities to be more responsive to the changing needs of employers and learners. Post-secondary education stakeholders must come together to identify a national solution. To this end, ACCC is working with key education stakeholders to build a coalition to examine the merits of a pan-Canadian framework that addresses transferability and mobility challenges so that post-secondary systems can work cooperatively to put the needs of learners first.

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Appendix 1: ACCC Pan-Canadian Protocol for the Transferability of Learning

The signatory to this protocol agrees to maximize the recognition and transfer of learning acquired through formal education, workplace training and work and life experience.

The signatory further agrees to the following Operating Principles:

1. Transfer credit will be awarded in accordance with the policies and regulations of the governing bodies of the institutions concerned. It is the prerogative of each institution to set admission requirements and prerequisites, to determine program design and delivery, to establish all requirements for credentials, and to limit admission to programs based on availability of resources. Transfer credit shall be awarded to students for credits earned that are related to the program of study in which the transfer student will register.
2. Course or program transfer credit shall be based on an equivalency of educational achievement and of knowledge, skills, abilities, and outcomes recognizing that effective learning can occur under a variety of arrangements and conditions. This includes all forms of formal and informal learning such as self-study, work place education, training and experience. Various methods of demonstrating or achieving equivalency may be employed such as program reviews of work place training, competency tests, challenge examinations, and other forms of prior learning assessment.
3. Transfer credit not deemed to satisfy specific program requirements should be awarded whenever possible to fulfill other general requirements.
4. An institution that denies the transfer of credit shall state the reasons for the refusal.
5. If formal transfer arrangements are to be effective, current information must be readily available that accurately describes course equivalencies, program prerequisites, and levels of achievement on which admission to awarding of transfer credit at receiving institutions will be based. Receiving institutions should not make changes in these arrangements without providing adequate notice and lead-time to other institutions. Each institution should identify an office that is responsible for distribution of information on transfer policies and practices.

Signature _____ *Date:* _____

Name

Title

Institution



ACCC Pan-Canadian Protocol for the Transferability of Learning List of Signatories

British Columbia

Camosun College
Capilano University
Douglas College
University of the Fraser Valley
Institute of Indigenous Government
Kwantlen Polytechnic University
Langara College
College of New Caledonia
Nicola Valley Institute of Technology
North Island College
Northern Lights College
College of the Rockies
Selkirk College
Vancouver Community College
Vancouver Island University

Saskatchewan

Northlands College
Parkland Regional College
Saskatchewan Indian Institute of
Technologies
Saskatchewan Institute of Applied Science
and Technology

Ontario

Algonquin College
Collège Boréal
Cambrian College
Canadore College
Conestoga College Institute of Technology and Advanced Learning
Confederation College
Fanshawe College
Fleming College
Humber College Institute of Technology and Advanced Learning
Lambton College
Loyalist College
The Michener Institute for Applied Health Sciences
Mohawk College
Niagara College
St. Clair College
Sault College
Seneca College

Alberta

Bow Valley College
Grande Prairie Regional College
Grant MacEwan University
Keyano College
Lakeland College
Lethbridge College
Medicine Hat College
Mount Royal University
NorQuest College
Northern Alberta Institute of Technology
Northern Lakes College
Olds College
Portage College
Red Deer College

Manitoba

Assiniboine Community College
Keewatin Community College
Red River College
Collège Universitaire de Saint-Boniface
Winnipeg Technical College

Québec

Cégep André-Laurendeau
Cégep de Baie-Comeau
Collège de Bois-de-Boulogne
Champlain Regional College
Cégep de Chicoutimi
Collège Édouard-Montpetit
Cégep François-Xavier-Garneau
Cégep de la Gaspésie et des Îles
Cégep Heritage College
Cégep John Abbott College
Collège Laflèche
Collège LaSalle
Collège Lionel-Groulx
Collège Mérici
Collège de l'Outaouais
Cégep de Rimouski
Cégep de Rivière-du-Loup
Collège de Rosemont
Cégep de Sainte-Foy
Cégep de Saint-Félicien
Cégep de Saint-Hyacinthe
Cégep de Saint-Jérôme
Collège de Sherbrooke
Cégep de Sorel-Tracy
Cégep de Thetford
Cégep de Valleyfield
Vanier College

Newfoundland

The Fisheries and Marine Institute
College of the North Atlantic

Prince Edward Island

Holland College

Nova Scotia

Université Sainte-Anne - Collège de l'Acadie
Nova Scotia Community College
University College of Cape Breton

New Brunswick

New Brunswick Community College
Collège Communautaire du Nouveau-Brunswick

Yukon

Yukon College

Appendix 2: Memorandum of Understanding between Royal Roads University and ACCC

MEMORANDUM OF UNDERSTANDING

between the

Association of Canadian Community Colleges

and

Royal Roads University

This Memorandum of Understanding constitutes an agreement between Royal Roads University (RRU) and the Association of Canadian Community Colleges (ACCC). Royal Roads University agrees to facilitate the block transfer of students with appropriate prerequisite qualifications from Canadian community colleges that are members of ACCC into the third year of the Bachelor Degree programs at RRU. By this agreement, applicants from member colleges who meet the requirements outlined below will be eligible to apply for admission to Royal Roads University with full block transfer credit.

As a partner to this agreement, the Association of Canadian Community Colleges agrees:

- › to make information about this agreement and the RRU Bachelor degrees' options available to students enrolled in member colleges
- › to provide opportunity for representatives of the RRU faculty to visit appropriate forums hosted by ACCC to disseminate information about the RRU Bachelor programs
- › to request member colleges to provide RRU with updated program information on an annual basis
- › to request member colleges to inform RRU, with as much lead time as possible, about any program and curriculum changes for the relevant Bachelor Diploma Programs.

As a partner to this agreement, Royal Roads University agrees:

- › to provide students holding appropriate prerequisite qualifications with academic acceptance into the third year of the requested Bachelor program at RRU
- › whenever possible, to review any undefined transfer credits towards the requested Bachelor requirement in order to avoid students having to unnecessarily take additional courses to qualify for graduation
- › to provide updated information about the RRU Bachelor programs on an annual basis to member colleges
- › to notify member colleges, with as much lead time as possible, about any changes to the Bachelor requirements that are anticipated or approved
- › to make information available to RRU students about ACCC and its member colleges.

Implementation of this agreement will occur through the Registrar's Office at each institution, in consultation with the appropriate authorities in the respective programs.

This agreement shall be in place for a period of 10 years commencing January 25, 2002. At the end of this time, Royal Roads University and the Association of Canadian Community Colleges may extend the agreement for an additional period of time subject to their review and approval.


Gerald Brown, President
Association of Canadian Community Colleges




Gerald Kelly, President
Royal Roads University



Appendix 3: List of Red Seal Trades

Agricultural Equipment Technician	Landscape-Horticulturist
Appliance Service Technician	Lather (Interior Systems Mechanic)
Automotive Painter	Machinist
Automotive Service Technician	Metal Fabricator (Fitter)
Baker	Mobile Crane Operator
Boilermaker	Motor Vehicle Body Repairer (Metal and Paint)
Bricklayer	Motorcycle Mechanic
Cabinetmaker	Oil Heat System Technician
Carpenter	Painter and Decorator
Concrete Finisher	Partsperson
Construction Craft Worker	Plumber
Construction Electrician	Powerline Technician
Cook	Recreation Vehicle Service Technician
Electric Motor System Technician	Refrigeration and Air Conditioning Mechanic
Electronics Technician (Consumer Products)	Rig Technician
Floorcovering Installer	Roofer
Glazier	Sheet Metal Worker
Hairstylist	Sprinkler System Installer
Heavy Duty Equipment Technician	Steamfitter/Pipefitter
Industrial Electrician	Tilesetter
Industrial Mechanic (Millwright)	Tool and Die Maker
Instrumentation and Control Technician	Transport Trailer Technician
Insulator (Heat and Frost)	Truck and Transport Mechanic
Ironworker (Generalist)	Welder
Ironworker (Reinforcing)	
Ironworker (Structural/Ornamental)	

Appendix 4: List of Degrees Awarded by Colleges, Institutes, Polytechnics and Universities with a College Mandate

Revised as of January 2011

For errors or omissions please email: agibson-kierstead@accc.ca

Province	College/Institute	Program
AB	Grant MacEwan University	Bachelor of Applied Business Administration - Accounting
AB	Grant MacEwan University	Bachelor of Applied Human Service Administration
AB	Grant MacEwan University	Bachelor of Applied International Business and Supply Chain Management
AB	Grant MacEwan University	Bachelor of Arts Major in Anthropology
AB	Grant MacEwan University	Bachelor of Arts Major in Economics
AB	Grant MacEwan University	Bachelor of Arts Major in English
AB	Grant MacEwan University	Bachelor of Arts Major in History
AB	Grant MacEwan University	Bachelor of Arts Major in Philosophy
AB	Grant MacEwan University	Bachelor of Arts Major in Political Science
AB	Grant MacEwan University	Bachelor of Arts Major in Psychology
AB	Grant MacEwan University	Bachelor of Arts Major in Sociology
AB	Grant MacEwan University	Bachelor of Child and Youth Care
AB	Grant MacEwan University	Bachelor of Commerce Major in Management
AB	Grant MacEwan University	Bachelor of Commerce Major in International Business
AB	Grant MacEwan University	Bachelor of Commerce Major in Supply Chain Management
AB	Grant MacEwan University	Bachelor of Communications Studies
AB	Grant MacEwan University	Bachelor of Music in Jazz and Contemporary Popular Major in General
AB	Grant MacEwan University	Bachelor of Music in Jazz and Contemporary Popular Major in Performance
AB	Grant MacEwan University	Bachelor of Music in Jazz and Contemporary Popular Major in Composition
AB	Grant MacEwan University	Bachelor of Science Major in Biological Sciences
AB	Grant MacEwan University	Bachelor of Science Major in Mathematics
AB	Grant MacEwan University	Bachelor of Science Major in Physical Sciences
AB	Grant MacEwan University	Bachelor of Science Major in Psychology
AB	Grant MacEwan University	Bachelor of Science in Nursing Degree
AB	Lakeland College	Bachelor of Applied Business: Emergency Services
AB	Lakeland College	Bachelor of Applied Science: Environmental Management
AB	Lethbridge College	Bachelor of Applied Arts in Correctional Studies
AB	Lethbridge College	Bachelor of Applied Science in Conservation Enforcement
AB	Medicine Hat College	Baccalaureate Nursing - Transitioning Program (BNTP)
AB	Medicine Hat College	Bachelor of Applied Arts (Visual Communications)
AB	Medicine Hat College	Bachelor of Applied Science (Ecotourism and Outdoor Leadership)
AB	Medicine Hat College	Bachelor of Applied Health Science (Paramedic)
AB	Northern Alberta Institute of Technology	Bachelor of Applied Business Administration - Accounting
AB	Northern Alberta Institute of Technology	Bachelor of Applied Business Administration - Finance
AB	Northern Alberta Institute of Technology	Bachelor of Applied Information Systems Technology
AB	Northern Alberta Institute of Technology	Bachelor of Business Administration

Province	College/Institute	Program
AB	Northern Alberta Institute of Technology	Bachelor of Technology in Technology Management
AB	Olds College	Bachelor of Applied Science Degree in Agribusiness
AB	Olds College	Bachelor of Applied Science (B.App.Sc.) Horticulture Degree (Majors: Landscape Management, Production, Golf Course Management)
AB	Red Deer College	Bachelor Of Applied Motion Picture Arts
AB	SAIT Polytechnic	Bachelor of Business Administration (fall 2011)
AB	SAIT Polytechnic	Bachelor of Applied Business Administration
AB	SAIT Polytechnic	Bachelor of Applied Technology Geographic Information Systems
AB	SAIT Polytechnic	Bachelor of Applied Technology Information Systems
AB	SAIT Polytechnic	Bachelor of Applied Technology Petroleum Engineering
AB	SAIT Polytechnic	Bachelor of Science Construction Management
BC	British Columbia Institute of Technology	Bachelor of Business Administration Degree
BC	British Columbia Institute of Technology	Bachelor of Engineering in Civil Engineering Degree/Civil Engineering Diploma
BC	British Columbia Institute of Technology	Bachelor of Engineering in Mechanical Engineering
BC	British Columbia Institute of Technology	Bachelor of Engineering in Electrical Engineering
BC	British Columbia Institute of Technology	Bachelor of Science in Biotechnology (Honours) Degree
BC	British Columbia Institute of Technology	Bachelor of Science in Nursing Degree
BC	British Columbia Institute of Technology	Bachelor of Technology (Environmental Engineering Technology) Degree
BC	British Columbia Institute of Technology	Bachelor of Technology Environmental Health (Public Health Inspection) Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Accounting Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Architectural Science Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Computer Systems Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Construction Management Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Ecological Restoration
BC	British Columbia Institute of Technology	Bachelor of Technology in Electronics Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Environmental Health (Public Health Inspection)
BC	British Columbia Institute of Technology	Bachelor of Technology in Forensic Investigation Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Geographic Information Systems Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Geomatics Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Management or Management/Health Specialty Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Manufacturing Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Medical Imaging Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Radiation Therapy Degree
BC	British Columbia Institute of Technology	Bachelor of Technology in Specialty Nursing Degree
BC	British Columbia Institute of Technology	Bachelor of Technology Management Degree
BC	Camosun College	Bachelor of Athletic and Exercise Therapy
BC	Camosun College	Bachelor of Business Administration Degree - Accounting
BC	Camosun College	Bachelor of Business Administration Degree - Human Resources Management
BC	Camosun College	Bachelor of Business Administration Degree - Marketing and Communications Management
BC	Camosun College	Bachelor of Sport and Fitness Leadership Degree
BC	Capilano University	Bachelor of Business Administration (BBA) Degree
BC	Capilano University	Bachelor of Music in Jazz Studies Degree

Province	College/Institute	Program
BC	Capilano University	Bachelor of Tourism Management Degree
BC	Capilano University	Music Therapy Program (Bachelor of Music Therapy Degree)
BC	Capilano University	Bachelor Applied Behaviour Analysis - Autism Degree
BC	Capilano University	Bachelor of Early Childhood Care and Education Degree
BC	Capilano University	Bachelor of Legal Studies (Paralegal)
BC	Capilano University	Bachelor of Motion Pictures Arts
BC	College of the Rockies	Bachelor of Business Administration Degree - Sustainable Business Practices
BC	Douglas College	Bachelor in Therapeutic Recreation Degree
BC	Douglas College	Bachelor of Community Rehabilitation
BC	Douglas College	Bachelor of Arts (Child and Youth Care)
BC	Douglas College	Bachelor of Business Administration Degree
BC	Douglas College	Bachelor of Physical Education and Coaching Degree
BC	Douglas College	Bachelor of Science in Nursing Degree
BC	Douglas College	Bachelor of Science in Psychiatric Nursing Degree (including diploma option)
BC	Justice Institute of British Columbia	Bachelor of Fire & Safety Studies Degree
BC	Kwantlen Polytechnic University	Bachelor of Applied Arts (Psychology) Honours Degree
BC	Kwantlen Polytechnic University	Bachelor of Design, Fashion and Technology
BC	Kwantlen Polytechnic University	Bachelor of Design Graphic Design for Marketing
BC	Kwantlen Polytechnic University	Bachelor of Fine Arts, Visual Arts
BC	Kwantlen Polytechnic University	Bachelor of Interior Design
BC	Kwantlen Polytechnic University	Bachelor of Journalism
BC	Kwantlen Polytechnic University	Bachelor of Arts in Community Criminal Justice
BC	Kwantlen Polytechnic University	Bachelor of Arts, Major in Criminology
BC	Kwantlen Polytechnic University	Bachelor of Arts, Major in English
BC	Kwantlen Polytechnic University	Bachelor of Arts, Major in General Studies
BC	Kwantlen Polytechnic University	Bachelor of Arts, Major in History
BC	Kwantlen Polytechnic University	Bachelor of Arts, Major in Psychology
BC	Kwantlen Polytechnic University	Bachelor of Business Administration in Accounting
BC	Kwantlen Polytechnic University	Bachelor of Business Administration in Entrepreneurial Leadership
BC	Kwantlen Polytechnic University	Bachelor of Business Administration in Human Resource Management
BC	Kwantlen Polytechnic University	Bachelor of Business Administration in Marketing Management
BC	Kwantlen Polytechnic University	Bachelor of Psychiatric Nursing
BC	Kwantlen Polytechnic University	Bachelor of Science, Major in Applied Psychology
BC	Kwantlen Polytechnic University	Bachelor of Science in Nursing
BC	Langara College	Bachelor of Business Administration Degree
BC	Langara College	Bachelor of Recreation Management
BC	Langara College	Bachelor of Science in Nursing
BC	Nicola Valley Institute of Technology	Bachelor of Social Work Degree
BC	North Island College	Bachelor of Arts (Liberal Studies) Degree
BC	North Island College	Bachelor of Business Administration - General Management Major

Province	College/Institute	Program
BC	North Island College	Bachelor of Business Administration - Accounting Major Degree
BC	North Island College	Bachelor of Business Administration - Marketing Major
BC	North Island College	Bachelor of Fine Art External Degree
BC	North Island College	Collaboration for Academic Education in Nursing (CAEN) Program
BC	Northwest Community College	Bachelor of Science in Nursing Degree
BC	Okanagan College	Bachelor of Business Administration (BBA) Degree
BC	Okanagan College	Bachelor of Computer Information Systems Degree
BC	Selkirk College	Bachelor of Education
BC	Selkirk College	Bachelor of Geographic Information Systems
BC	Selkirk College	Bachelor of Science in Nursing
BC	University of the Fraser Valley	Bachelor of Arts (Adult Education) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Criminal Justice) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major in History) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major in Mathematics) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major in Sociology/Anthropology) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major or Honours in English) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major or Honours in Geography) Degree
BC	University of the Fraser Valley	Bachelor of Arts (Major or Honours in Psychology) Degree
BC	University of the Fraser Valley	Bachelor of Arts in Child and Youth Care Degree
BC	University of the Fraser Valley	Bachelor of Business Administration Degree
BC	University of the Fraser Valley	Bachelor of Business Administration Degree (Honours)
BC	University of the Fraser Valley	Bachelor of Business Administration (Major in Agriculture Management) Degree
BC	University of the Fraser Valley	Bachelor of Business Administration (Major or Honours in Aviation) Degree
BC	University of the Fraser Valley	Bachelor of Business Administration (Major in Trades Management) Degree
BC	University of the Fraser Valley	Bachelor of Computer Information Systems Degree
BC	University of the Fraser Valley	Bachelor of Fine Arts Degree
BC	University of the Fraser Valley	Bachelor of General Studies Degree
BC	University of the Fraser Valley	Bachelor of Kinesiology Degree
BC	University of the Fraser Valley	Bachelor of Science in Nursing Degree
BC	University of the Fraser Valley	Bachelor of Science in Nursing Degree (LPN Access)
BC	University of the Fraser Valley	Bachelor of Science (Major in Biology) Degree
BC	University of the Fraser Valley	Bachelor of Science (Major in Chemistry) Degree
BC	University of the Fraser Valley	Bachelor of Science (Major in Mathematics) Degree
BC	University of the Fraser Valley	Bachelor of Science (Major or Honours in Physics) Degree
BC	University of the Fraser Valley	Bachelor of Science (Major or Honours in Geography) Degree
BC	University of the Fraser Valley	Bachelor of Science in Nursing Degree
BC	University of the Fraser Valley	Bachelor of Social Work Degree
BC	Vancouver Community College	Bachelor of Applied Music Degree
BC	Vancouver Community College	Bachelor of Hospitality Management Degree
BC	Vancouver Community College	Bachelor of Science in Nursing
BC	Vancouver Island University	Bachelor of Arts (Major in Anthropology) Degree
BC	Vancouver Island University	Bachelor of Arts (Major or Minor in Biology) Degree

Province	College/Institute	Program
BC	Vancouver Island University	Bachelor of Arts (Minor in Business) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Chemistry) Degree
BC	Vancouver Island University	Bachelor of Arts (Major or Minor in Creative Writing) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Criminology) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Computer Science) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Earth Science) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Economics) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in English) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in First Nations Studies) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Geography) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Global Studies) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Graphic Design) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in History) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Languages and Culture) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Liberal Studies) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Political Science) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Physical Education) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Psychology) Degree
BC	Vancouver Island University	Bachelor of Arts (Major or Minor in Philosophy) Degree
BC	Vancouver Island University	Bachelor of Arts (Minor in Theatre) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Sociology) Degree
BC	Vancouver Island University	Bachelor of Arts (Major in Women's Studies) Degree
BC	Vancouver Island University	Bachelor of Arts in Child and Youth Care Degree
BC	Vancouver Island University	Bachelor of Education-Aboriginal Focus Degree
BC	Vancouver Island University	Bachelor of Education-Post Baccalaureate Degree
BC	Vancouver Island University	Bachelor of Hospitality Management Degree
BC	Vancouver Island University	Bachelor of Interior Design Degree
BC	Vancouver Island University	Bachelor of Natural Resource Protection Degree
BC	Vancouver Island University	Bachelor of Science (Major in Biology) Degree
BC	Vancouver Island University	Bachelor of Science (Minor in Chemistry) Degree
BC	Vancouver Island University	Bachelor of Science (Major in Computing Science) Degree
BC	Vancouver Island University	Bachelor of Science (Minor in Earth Science) Degree
BC	Vancouver Island University	Bachelor of Science (Major in Psychology) Degree
BC	Vancouver Island University	Bachelor of Science in Fisheries and Aquaculture Degree
BC	Vancouver Island University	Bachelor of Science in Nursing Degree
BC	Vancouver Island University	Bachelor of Tourism Management (Major in Recreation) Degree
BC	Vancouver Island University	Business Administration Diploma/Bachelor of Business Administration Degree
BC	Vancouver Island University	Jazz Studies Diploma/Bachelor of Music in Jazz Studies Degree
NS	Cape Breton University	Bachelor of Arts in Community Studies
NS	Cape Breton University	Bachelor of Arts in Community Studies (Sports Management & Human Kinetics)
NS	Cape Breton University	Bachelor of Arts in Community Studies and Policing
NS	Cape Breton University	Bachelor of Arts Degree, concentration or major/minor in Mi'kmaq Studies
NS	Cape Breton University	Bachelor of Arts Community Studies concentration or major/minor in Anthropology/Sociology
NS	Cape Breton University	Bachelor of Arts Community Studies concentration or major/minor in (Political Science)
NS	Cape Breton University	Bachelor of Arts Community Studies concentration or major/minor in English
NS	Cape Breton University	Bachelor of Arts Community Studies concentration or major/minor in History

Province	College/Institute	Program
NS	Cape Breton University	Bachelor of Arts Community Studies concentration or major/minor in Ethnomusicology
NS	Cape Breton University	Bachelor of Business Administration
NS	Cape Breton University	Bachelor of Tourism and Hospitality Management
NS	Cape Breton University	Bachelor of Science Community Studies Integrative Science
NS	Cape Breton University	Bachelor of Science
NS	Cape Breton University	Bachelor of Engineering Technology
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Animal Science)
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Agriculture Business)
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Aquaculture)
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Integrated Environmental Management)
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Environmental Sciences)
NS	Nova Scotia Agricultural College	Bachelor of Science Agriculture (Plant Science)
NS	Nova Scotia Agricultural College	Bachelor of Technology in Applied Science
NS	Nova Scotia Agricultural College	Bachelor of Technology (Environmental Landscape Horticulture)
NS	Université Sainte-Anne	Baccalauréat en administration des affaires (B.A.A.)
NS	Université Sainte-Anne	Baccalauréat en administration des affaires (B.A.A.), commerce international
NS	Université Sainte-Anne	Baccalauréat en administration des affaires (B.A.A.), programme d'éducation coopérative
NS	Université Sainte-Anne	Baccalauréat en administration des affaires (B.A.A.) en informatique de gestion
NS	Université Sainte-Anne	Baccalauréat en éducation (B.Éd)
NS	Université Sainte-Anne	Baccalauréat en Services Sociaux (B.S.S.)
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.) avec double majeure en français et en anglais
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.) avec majeure en études canadiennes et mineure en anglais
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.) avec majeure en études canadiennes et mineure en français
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.) avec majeure en études canadiennes et mineure en histoire
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.) avec spécialisation en français
NS	Université Sainte-Anne	Baccalauréat ès arts (B.A.), avec majeure en français, en anglais, en histoire, ou en commerce
NS	Université Sainte-Anne	Baccalauréat ès arts et Baccalauréat en éducation (B.A./B.Éd)
NS	Université Sainte-Anne	Baccalauréat ès arts sans majeure (B.A.)
NS	Université Sainte-Anne	Baccalauréat ès sciences (B.Sc.) sans majeure
NS	Université Sainte-Anne	Baccalauréat ès sciences et Baccalauréat en éducation (B.Sc./B.Éd)
PE	Holland College	Applied Degree in Culinary Operations
NL	Marine Institute	Bachelor of Maritime Studies
NL	Marine Institute	Bachelor of Technology
NL	Marine Institute	Joint Diploma of Technology/Bachelor of Technology - Ocean Instrumentation
ON	Algonquin College	Bachelor of Applied Arts (Interior Design)
ON	Algonquin College	Bachelor of Applied Business (E-Business Supply Chain Management)
ON	Algonquin College	Bachelor of Applied Technology (Photonics) with Niagara
ON	Algonquin College	Bachelor of Hospitality and Tourism Management (Fall 2011)
ON	Cambrian College	Bachelor of Applied Technology (Science and Technology Education)

Province	College/Institute	Program
ON	Centennial College	Bachelor of Applied Information Sciences (Computer and Communication Networking)
ON	Centennial College	Bachelor of Applied Information Sciences (Software Systems - Design, Development and Management)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Public Relations
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Business (Accounting, Audit and Information Technology)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Business (International Business Management)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Health Sciences (Health Informatics Management)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Human Services (Community and Criminal Justice)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Technology (Architecture – Project and Facility Management)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies)
ON	Conestoga College Institute of Technology and Advanced Learning	Bachelor of Applied Technology (Mechanical Systems Engineering)
ON	Fanshawe College	Bachelor of Applied Arts (Early Childhood Leadership)
ON	Fanshawe College	Bachelor of Applied Arts (Integrated Land Planning Technologies)
ON	Fanshawe College	Bachelor of Applied Technology (Biotechnology)
ON	Fleming College	Bachelor of Applied Technology (Environmental Assessment and Management)
ON	George Brown College	Bachelor of Applied Arts (Early Childhood Leadership)
ON	George Brown College	Bachelor of Applied Business (Financial Services)
ON	George Brown College	Bachelor of Applied Business (Hospitality Operations Management) with Niagara
ON	George Brown College	Bachelor of Applied Technology (Construction Science and Management)
ON	Georgian College	Bachelor of Applied Business (Automotive Management)
ON	Georgian College	Bachelor of Applied Business (Golf Management)
ON	Georgian College	Bachelor of Applied Human Services (Police Studies)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Arts (Creative Advertising)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Arts (Criminology and Corrections)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Arts (Film and Media Production)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Arts (Interior Design)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Arts (Paralegal Studies)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Business (Electronic Business)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Business (Fashion Management)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Business (Human Resources Management)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Business (International Business)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Business (Tourism Management)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Music (Contemporary Music)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Applied Technology (Industrial Design)

Province	College/Institute	Program
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Child and Youth Care
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Commerce (Accounting)
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Journalism
ON	Humber College Institute of Technology & Advanced Learning	Bachelor of Public Relations
ON	La Cité collégiale	Baccalauréat en technologie appliquée (Biotechnologie)
ON	Loyalist College	Bachelor of Applied Arts (Human Services Management)
ON	Niagara College	Bachelor of Applied Business (Hospitality Operations Management) with George Brown
ON	Niagara College	Bachelor of Applied Business (International Commerce and Global Development)
ON	Seneca College	Bachelor of Applied Arts (Child Development)
ON	Seneca College	Bachelor of Applied Arts (Therapeutic Recreation)
ON	Seneca College	Bachelor of Applied Business (Financial Services Management)
ON	Seneca College	Bachelor of Applied Business (Human Resources Strategy and Technology)
ON	Seneca College	Bachelor of Applied Business (International Accounting and Finance)
ON	Seneca College	Bachelor of Applied Business (Municipal and Corporate Administration)
ON	Seneca College	Bachelor of Applied Technology (Control Systems Technology)
ON	Seneca College	Bachelor of Applied Technology (Flight Program)
ON	Seneca College	Bachelor of Applied Technology (Integrated Environmental Site Remediation)
ON	Seneca College	Bachelor of Applied Technology (Software Development)
ON	Seneca College	Bachelor of Technology (Informatics and Security)
ON	Seneca College	Bachelor of Therapeutic Recreation
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Arts (Animation)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Arts (Early Childhood Leadership)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Arts (Illustration)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Arts (Interior Design)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Arts (Photography)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Business (Global Business Management)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Health Sciences (Athletic Therapy)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Health Sciences (Exercise Science and Health Promotion)
ON	Sheridan College Institute of Technology and Advanced Learning	Bachelor of Applied Information Sciences (Information Systems Security)
ON	St. Clair College	Bachelor of Applied Technology (Industrial Management)
ON	St. Lawrence College	Bachelor of Applied Arts (Behavioural Psychology)
MB	Red River College	Bachelor of Construction Management
MB	Red River College	Bachelor of Nursing
Total	311 - Degree programs	

Appendix 5: Post-Secondary Provincial/Territorial Transfer Guides

Province	Website
Newfoundland and Labrador (Online Transfer Guide)	http://www.edu.gov.nf.ca/council/trans98.htm
Atlantic Canada (Block Transfer Guide)	http://www.nsc.ca/News_Events/Publications/BlockTransferAgreements_APCC_CGuide_2010.pdf
Ontario (College - University Transfer Guide)	http://www.ocutg.on.ca/search/servlet/ucSearch?lang=e&RIType=U
Saskatchewan (Council for Admissions and Transfer)	http://www.saskcat.ca/
Alberta (Alberta Council on Admission and Transfer)	http://www.acat.gov.ab.ca/new_transfer_search/new_transfer_search_main.asp
British Columbia (British Columbia Admissions and Transfer)	http://www.bccat.bc.ca/transfer/index.cfm

Appendix 6: Overview of Seven Key Elements of Credit Transfer in 50 U.S. States

State	Legislation	Cooperative Agreements	Transfer Data Reporting	Incentives & Rewards	State-Wide Articulation Guide	Common Core	Common Course Numbering
Alabama	Y	Y	Y	Y	Y	Y	N
Alaska	N	Y	N	Y	N	N	Y
Arizona	N	N	N	Y	Y	N	N
Arkansas	Y	N	Y	N	N	N	N
California	Y	Y	Y	N	Y	Yes Community Colleges Only	- N
Colorado	Y	Y	Y	N	Y	Yes Community Colleges Only	- N
Connecticut	Y	N	Y	N	N	Y	N
Delaware	N	Y	N	N	N	N	N
Florida	Y	N	Y	N	Y	Y	Y
Georgia	N	Y	Y	Y	Y	Y	N
Hawaii	N	N	Y	N	Y	N	N
Idaho	N	N	Y	N	N	Y	Y
Illinois	Y	N	Y	Y	Y	Y	N
Indiana	Y	N	N	N	N	N	N
Iowa	N	N	Y	Y	N	N	N
Kansas	Y	Y	Y	N	N	N	N
Kentucky	Y	N	Y	Y	Y	N	N
Louisiana	Y	Y	Y	N	N	Y	N
Maine	N	N	N	N	N	N	N
Maryland	Y	N	Y	Y	Y	Y	N
Massachusetts	Y	N	Y	Y	N	N	N
Michigan	Y	N	N	N	N	N	N
Minnesota				N/A			
Mississippi	N	N	Y	N	N	N	Y
Missouri	N	Y	Y	N	N	Y	N
Montana				N/A			
Nebraska	Y	N	N	N	Y	Yes, A.A. degree only	N
New Hampshire	N	N	N	N	N/A	N	N
New Jersey	N	N	Y	N	N/A	N	N
New Mexico	Y	N	N	N	N	Y	N
New York	N	N	Y	N	N	N	N
North Carolina	Y	Y	Y	Y	Y	Y	N
North Dakota	N	N	N	Y	Y	Y	Y
Ohio	Y	N	Y	Y	Y	Y	N
Oklahoma	Y	N	Y	Y	Y	Y	N
Oregon	Y	N	Y	N	N	Yes Community Colleges Only	- Y
Pennsylvania	N	N	N	N	Y	N	N
Rhode Island	Y	N	Y	N	Y	N	N
South Carolina	Y	N	Y	Y	Y	N	N

State	Legislation	Cooperative Agreements	Transfer Data Reporting	Incentives & Rewards	State-Wide Articulation Guide	Common Core	Common Course Numbering
South Dakota	Y	N	N	Y	N	N	N
Tennessee	Y	N	Y	N	N	N	N
Texas	Y	Y	Y	N	N	Y	Y
Utah	Y	N	N	N	N	Y	N
						Yes Community Colleges Only	- N
Vermont	N	N	N	N	N	N	N
Virginia	Y	Y	Y	Y	Y	N	N
						Yes Community Colleges Only	- N
Washington	Y	N	Y	Y	N	N	N
West Virginia	Y	Y	N	N	N	N	N
						Yes Community Colleges Only	- N
Wisconsin	N	N	Y	N	Y	N	Y
Wyoming	Y	N	Y	Y	Y	N	Y

Source: Education Commission of States