2016

HoB Transfer Agreement
Steering Committee

Cookson, Jeannine MA

DEVELOPING & IMPLEMENTING SYSTEM-WIDE TRANSFER AGREEMENTS IN ONTARIO COLLEGES

The Lessons Learned

Table of Contents

EXECUTIVE SUMMARY 3
PROJECT TEAM 4
BACKGROUND 5
PURPOSE: 5
Definitions: 6
GUIDING PRINCIPLES 7
PRINCIPLES OF TRANSFERABILITY 7
Heads Group Transfer Agreement Steering Committee (TASC) 8
THE AGREEMENT PROCESS AND CONTENT 9
Program Pathway Agreement Committee (PPAC) 9
Agreement Content 10
Process of Communicating – System Wide College Agreements 10
THE ISSUE OF IMPLEMENTING 11
Curriculum Pathway Guides 12
The Road to Implementation in Ontario 13
MANAGING/SUSTAINING THE AGREEMENTS 13
Alignment of Curriculum 13
The Impact of External Associations on Curriculum 14
Planning for the Future 14
Coming Together On Common Ground 15
IN CONCLUSION 15
Works Cited 17
Appendix A - Terms of Reference Transfer Agreement Steering Committee 18
Appendix B - System wide Transfer Agreement Template 23
Appendix C - Process Flow – System-Wide College Transfer Agreements 30
Appendix D - Frequently Asked Questions (FAQs) 31
Appendix E - Curriculum Pathway Guide - Core Course Comparison 33
Appendix F – CPG Changes template 34

HoB Transfer Agreement Steering Committee

Developing & Implementing System-wide Transfer Agreements in Ontario Colleges

The Lessons Learned

Cookson, Jeannine MA

EXECUTIVE SUMMARY

In September of 2013 the 24 Ontario Colleges delivering Business programs had agreed to four, System- level Transfer Agreements. These agreements would allow students in specific programming areas, the ability to seamlessly transfer from one college to another college within the same program. Transfers could occur at the completion of year 1 or at the completion of year 2, without academic penalty or impact to completion time.

As this was the first of such agreements in Ontario, this project would serve to implement the 4 college-to-college Business Transfer agreements, engage participating stakeholders and provide a road map for other agreements of this nature.

The original goal of the project was to achieve the implementation through three key milestones, Management, Integration and establishing a method to Maintain/Sustain these agreements.

Management
The primary focus under management of the Pilot Implementation Project was ensuring the equitable, timely implementation of the agreements across the province. It should be well noted, the ONTransfer.ca site at the beginning of this project was in its infancy as it related to Transfer Agreements of this magnitude. At the same time, the Heads of Business HoB, agreements were being forged and signed, ONCAT was developing the ONTransfer.ca Pathways site. Since both were crafted independently of each other, the first goal was to ensure there would be a template for the crafting of future agreements. In addition, the communication of these agreements had been sporadic and required a defined communication framework to ensure all stakeholders were informed of agreements during their development.

Integration
The implementation project, spear headed by the Heads of Business needed to ensure a broad outreach to all stake holders, from Chairs, to Admissions Officers to Pathway Advisors to Program Coordinators. Through college workshops and the development of specific tools like; Curriculum Pathway guides, Presentations, Word documents and ongoing updates, each college began to explore their specific internal processes. Essentially ensuring each college had the tools necessary to interpret and implement the agreements as written.

Maintain/Sustainability
The ultimate goal for these and other agreements is their long term sustainability. It should be noted that had it not been for the reciprocity and enthusiasm of the Heads of Business, agreements of this nature may not have been forged. It will be that same commitment that will continue to ensure every effort will be taken so that no student will be disadvantaged, should they chose to transfer now and in the future.

HoB Transfer Agreement Steering Committee

In August 2014, a project manager was secured to provide the colleges with a single point of contact, to help ensure consistency in interpretation and implementation of the agreements across all 24 colleges, simultaneously.

However, prior to the colleges' complete understanding of the nuances of the agreements and the implementation hurdles facing them when admitting students, Colleges Ontario and ONCAT announced the signing of these exemplary agreements on November 24th, 2014. This early announcement, necessitated a "Pilot" implementation process that would not be the ideal example for other system –wide pathways.

Throughout the implementation journey, a number of success were achieved; a Communication Framework for College-to-College pathways and the Terms of Reference for the Transfer Agreement Steering Committee were developed and approved. All 24 Business Schools in the Ontario Colleges have greater curriculum transparency. In addition the colleges in general, are better prepared to recognize and implement these and other agreements.

In addition to the successes, a number of hurdles were also uncovered, which if unaddressed will negatively impact the sustainability of these agreements in the long term. Many of these hurdles are beyond the scope of the Heads of Business. Through the documenting of this journey and the Lesson's Learned along the way, recommendations have been made, that if addressed, could serve to assist in the sustainability of these agreements and future development of other agreements.

PROJECT TEAM

Senior Project Manager

Jeannine Cookson, Cookson Consulting Group Inc.

HoB - Transfer Agreement Steering Committee

Mary Pierce; Co-Chair	Chair Lawrence Kinlin School of Business, Fanshawe College
Helene Vukovich; Co-Chair	Associate Dean, School of Business, George Brown College
Joan Campbell;	Dean, School of Business, Media Studies, Creative Arts & Design, IT, & Culinary Arts, Cambrian College (from October 2015)
Alvina Cassiani	Dean, School of Business Humber College
Doug Clark	Director of Business, Justice and Science Programs, Northern College (to December 2014)
John Conrad	Associate Dean School of Business St. Lawrence College
Gary Hallam	Executive Dean, School of Business & Hospitality, Conestoga College
Sharon Kinasz	Registrar, Seneca College (from January 2016)
Janice Lamoureux	Registrar, Fanshawe College (from January 2016)
Marianne Marando	Director of Marketing, Seneca College (from January 2016)
Tina Montgomery	Dean of Business, Community Services & School of the Arts, College Boreal
Amy Morrell	Chair, Marketing and Entrepreneurship School of Business, Centennial College (from May 2015)
Karen Murkar	Chair, School of Accounting and Financial Services, Seneca College

HoB Transfer Agreement Steering Committee

BACKGROUND

The Ontario Colleges Heads of Business (HoB) has worked for several years to develop pathways for students in business-related postsecondary programs. In 2010, the Heads of Business (HoB) received support from the College University Consortium Council (CUCC) to develop province-wide college to college transfer protocols for Accounting programs and Human Resources programs. This work expanded in 2011 to include the development of Business Administration and Marketing transfer protocols.

HOB SUCCESSFULLY COLLABORATES WITH THE MTCU AND CUCC/ONCAT TO DEVELOP (4) FOUR TRANSFER AGREEMENTS

Agreement Date	Ontario College Heads of Business Transfer Agreements
October 2011	1. Student Transfer Within Accounting Diploma and Advanced Diploma Programs: MTCU # 50100 & 60100
February 2013	2. Student Transfer Within Business Diploma and Advanced Diploma Programs MTCU # 50200 & 60200
February 2013	3. Student Transfer Within Human Resources Diploma and Advanced Diploma Programs MTCU #50223 & 60223
February 2013	4. Student Transfer Within Business – Marketing Diploma and Advanced Diploma Programs MTCU #52900 & 62900

The agreements recognized that each college was satisfying the Provincial Standard Learning Outcomes within their curriculums. HoB was confident, that they could support a transfer of grouping credits from the first year, to the second year and second year, to the third year of the identified programs. However, only 60% of the courses were completely aligned as equivalent across the system. This presented implementation challenges within each of the community colleges, in particular as it relates to the function of the Registrar's office. Despite the fact that the principles of most of the ONCAT projects are based on the concept of common learning outcome delivery, the implementation systems and processes of the participating colleges are largely course based.

In August of 2014, a project manager was hired to assist with the implementation of the four agreements. With only two months into the project, ONCAT and Colleges Ontario announced their desire for a public announcement of the agreements. This required an expedited posting of the agreements to ONTransfer.ca. In addition and more importantly, they were posted without all implementation challenges facing the colleges being addressed and without an established method of sustaining the agreements.

PURPOSE:

The purpose of this document is to share the experiences of the Heads of Business and assist other Heads Groups, in the creation and implementation of system –wide program transfer agreements. It will assist in opening doors for students to transfer from one college to another, supporting barrier free mobility and student success. It will also provide some narrative based on the experiences of the Heads of Business (HoB) through the implementation of the 4 HoB system–wide transfer agreements.

HoB Transfer Agreement Steering Committee

Definitions: The following definitions are for the purpose of this document and are subject to change.

ACCC:	Association of Canadian Community Colleges
Articulation Agreements:	Formal agreements (or some would call a partnership) between two or more Colleges and Universities documenting the transfer policies for a specific academic program or degree in general.
Credit Transfer:	The recognition of achieved academic standing in a course or multiple courses, which can be applied towards the achievement of another credential
CCVPA:	Coordinating Committee of Vice Presidents Academic
CRALO:	Committee of Registrars and Associate Leaders Ontario
Block Credit:	For the purpose of these agreements, a group of credits, earned over one or two years, at the sending institution and applied to the same program as a credit or exemption at the receiving institution.
Draft Pathway:	An ONTransfer.ca pathway, under development, awaiting approval of the Project Lead
Exemption:	A course which a student is not required to take in order to satisfy a particular credential.
ONTransfer.ca:	The searchable Web site for all Ontario Academic transfer/pathway agreements
Pathway Template:	The framework for communicating transfer agreements for posting to the ONTransfer.ca web site.
PLAR Credit:	Prior Learning Assessment and Recognition (PLAR) is a process that helps adult learners to identify, articulate and demonstrate relevant learning acquired through life and work experiences and translate this learning into college credit.
Receiving Institution:	The college or university to which a student is transferring into
Sending Institution:	The originating college, university or high school from which a student is transferring from.
Staged Agreement:	A system- pathway posted to the ONTransfer site, awaiting confirmation of acceptance by the individual college(s)
System-wide Pathway:	An agreement that has been posted to the ONTransfer.ca site for the purpose of communicating transfer/articulation opportunities for students between multiple like institutions. I.e. College to college

HoB Transfer Agreement Steering Committee

System-wide Transfer Agreement: A formal contract between institutions to facilitate a student's ease of transfer within the same program(s)

Lessons Learned-Definitions

During the process of transferring the HoB agreements to the ONTransfer.ca site it became evident that common terminology was necessary and missing. Without a basis for definitions, the above list was created to assist the implementation process. We understand there is work currently being done through ONCAT to align terminology for not only the ONCAT transfer projects but with potential Pan Canadian pathway agreements. As a result this list will continue to evolve.

GUIDING PRINCIPLES

The Transfer Agreement Steering Committee for the Heads of Business were asked, 6 months into the implementation of these agreements, what their thought process was during the negotiations and implementation. They were asked, what was the primary motivator that helped to keep them on track and what helped to guide their decision making?

The following is that list:

- Ensuring that students do not lose credits
- Ensure students can complete their programs on time
- Do not lose sight of diploma and credential completion (for higher education)
- Focus on student success/satisfaction
- Ensure transparency
- Promote openness and sharing
- To provide students fair, easy and timely responses
- To focus on output rather than input

Lessons Learned – An issue of Trust

Negotiations for the HoB agreements occurred following significant curriculum mapping among participating colleges. Once it was evident that Learning Outcomes were being met among all institutions, it then became a ***matter of trust*** *that allowed the forging of these agreements. Each college must trust their colleagues are meeting the Learning Outcomes as mapped.*

PRINCIPLES OF TRANSFERABILITY

The ultimate goal of a transfer agreement is to remove barriers and allow for mobility of students from institution to institution in the province of Ontario or among participating colleges. The principles listed below stem from the work of the Dental Hygiene Project and ACCC. These same principles were used in the negotiation and ultimate writing of the four (4) Business transfer agreements;

HoB Transfer Agreement Steering Committee

1. Transfer opportunities are transparent and communicated to students through the Ontario Transfer System. ONTransfer.ca
2. Block transfer arrangements are based on the agreement of curriculum among colleges utilizing a learning outcomes approach.
3. Where block transfer is not possible, courses eligible for transfer and any assessments and student success strategies are identified by the individual colleges
4. Students must be in good standing at the original college to be considered for transfer credit
5. All credits successfully completed in the pathways document for a particular program at the sending college will be accepted by the receiving college.
6. All credits awarded through Prior Learning Assessment and Recognition (PLAR) at the sending college will be accepted at the receiving college.
7. All colleges participating in a transfer pathway will advise other colleges when curriculum changes have been made that will affect transferability
8. Colleges will flag in their registration systems students who request transfer credit.
9. College Heads Groups will provide an annual report to CCVPA on transfer activity.[1]

Heads Group Transfer Agreement Steering Committee (TASC)

In order to more effectively support the work required by these agreements, a Steering Committee was appointed by the Heads of Business to facilitate the agreement and implementation process for the programs within their portfolio. The role of the Steering Committee was defined within each of the agreements. Over the course of the implementation, a more formalized "Terms of Reference" **Appendix A** was developed and approved by the Heads of Business membership in October 2015.

The (TASC) as appointed by the Heads of Business Ontario (HoB), report as a sub-committee of that group and are answerable to the Coordinating Committee of Vice Presidents Academic (CCVPA). The Heads of Business (TASC) within its mandate are responsible for overseeing the development, communication process, ongoing sustainability and maintenance of all approved transfer agreements within their portfolio of programs in Ontario's Colleges.

Specific functions of the HoB Transfer Steering committee include:

- Collect and review, all data and issues pertaining to the implementation of all HoB Transfer Agreements on an annual basis.
- Provide an annual update to the HoB membership during the implementation period of the agreements.
- Any significant problems that fall within the mandate of the Steering Committee, the HoB or its members will be addressed in a timely fashion: those beyond their mandate will be forwarded to those responsible for appropriate action. Issues related to application, admission, and information will be forwarded through the registrar representative to the provincial college Registrars Committee.

[1] Page: 5 Donovan, R. (10/18/2013) *Framework for Implementation of ONCAT PROJECTS.* London, ON.

HoB Transfer Agreement Steering Committee

- Create opportunities for faculty to review the "Core" Learning Outcomes as defined by the agreements and sustained through the program teams.
- Update annually any shared documentation for the purpose of facilitating the long term success of the various HoB transfer agreements. I.e. Course Exemplars and Curriculum Pathway Guides
- Review annually, required course sequencing for all colleges associated with the various agreements.
- Assume oversight responsibilities within its mandate for additional business transfer initiatives as they are implemented. In this context, they will recommend adjustment to the committee's membership, mandate, scope and continuation as needed.
- Promptly address any urgent concerns within its mandate. Critical issues requiring ongoing monitoring include any non-compliance with the established program requirements, concerns expressed by the professional organizations or any changes to the external rules governing college programs.
- Table at the end of the initial seven year term, a Summative Report recommending any further changes in the overall transfer agreement and its renewal. This report will be finalized in consultation with the HoB and subsequently forwarded to the Provincial College CCVPA and the Registrar's Group.

Lessons Learned-Terms of Reference

The above functions of the TASC were crafted prior to the authors of the agreements having a complete understanding of the implementation process, potential issues that could surface, or the full role of ONCAT as it relates to the signed agreements.

*The Terms of Reference **(Appendix A**) has been finalized and approved by the Ontario Heads of Business. The committee will continue as a Sub-committee of the Heads of Business.*

THE AGREEMENT PROCESS AND CONTENT

Program Pathway Agreement Committee (PPAC)

Under the direction of the Transfer Agreement Steering Committee (TASC), each of the 4 agreements were negotiated through a Program Pathway Agreement Committee (PPAC). This group conducted the curriculum mapping and determined the best method of ensuring transferability between colleges and programs. Each PPAC was comprised of; at least one TASC member plus Faculty, Coordinators, Program Managers, Chairs or Deans from participating colleges (one per institution), who were familiar with the MTCU Program standards for the program(s) under discussion and the courses delivered within the program(s).

- A TASC Member acted as Chair for the committee
- All committee members agreed to work in accordance with the Principles of Transferability and although not documented at the time, the Guiding Principles above were pivotal in achieving a resolution.

Lessons Learned –Crafting the agreement

The crafting of the 4 HoB agreements was done prior to the ONCAT work creating the ONTransfer.ca pathways template. As a result, the process of moving the agreements into the ONTransfer.ca site posed some significant challenges and issues around interpretation.

It is recommended that future agreements be written using the template provided in this document. It will assist in the crafting of a Transfer Agreement, ensure the content is communicated in a consistent manner to all Stakeholders and assist the transition to the ONTransfer.ca site.

HoB Transfer Agreement Steering Committee

Agreement Content

Utilizing the System-Wide Transfer Agreement Template - **Appendix B.** Future Program Pathway committees can work through the following specific sections to reach consensus among participants.

1. Basic Information
   - Implementation and expiration dates
2. Pathway Information
   - Title of the pathway
   - Terms for renewal/cancellation
   - Eligibility and grades needed
   - Credit transfer details
   - Credential to be earned
3. Receiving Institution Information
   - Program title, area of study, discipline
   - Approving authority
   - College Specific details
4. College's Administration and Maintenance of the Agreements
   - Participating colleges identified
   - Specific curriculum/learning outcome requirements of the agreement
   - Steering Committee purview

Food for thought

Although not all colleges will participate in these agreements, it is still beneficial for all colleges to be aware of the transfer agreements and their status.

In order to ensure all colleges are made aware of any potential system-wide transfer/pathway agreements. Each should be presented to the respective Heads Group for endorsement and subsequent submission to the Coordinating Committee of Vice President Academics CCVPA.

Lessons Learned- Assign a Project Lead

The HoB Transfer Agreement, as a pilot project, benefited from a dedicated Project Manager. For other system –wide transfer agreements it is recommended a Project Lead be identified. This should be an individual involved with /close to the development of the agreement(s). This can be a TSC member or other designate. Their role would be:

- *As a primary contact for ONCAT through the posting and approval stages of the pathway.*
- *A source of information, interpretation and counsel to all parties: CCVPA, Academic Heads, Registrar's and ONCAT.*
- *A consistent source of communication and support to all colleges as the pathway is implemented*

Process of Communicating – System Wide College Agreements

Once an agreement by the PPAC has been achieved the recommended process for introduction, communication and implementation to the colleges is defined in The Process Flow – System-Wide College Transfer Agreements - **Appendix C.** This process has been approved by the CCVPA in April of 2013 for immediate implementation.

Lessons Learned – The Process of Communicating the Agreements

It should be noted, that the Heads of Business had no communication plan or process to follow, as they shared the agreements with key stakeholders. The process employed was somewhat ad hoc and is not recommended.

*The Process Flow **Appendix C** is based on the experiences of the HoB, discussions with CCVPA, Council of Registrars and Associate Leaders Ontario (CRALO) and ONCAT.*

THE ISSUE OF IMPLEMENTING

The greatest implementation challenge facing the colleges rests in their internal processes. The existing internal process, which requires each completed course be recognized, in order to ensure the student has suitably mastered the credential and validate the issuance of that credential, has not been fully satisfied by the HoB transfer agreements as they exist today.

All academic institutions on individual student transcripts, record successful achievement in "course(s)". The Registrar traditionally relies on the academic schools to assess external course content or Prior Learning (PLAR) in order to apply credit. The HoB transfer agreements recognize all credits earned at any sending institution. However, other than the defined "Core Courses" of each agreement, the remaining credits/courses earned, do not necessarily align with the receiving institution's courses or course sequencing. The desired end state, as expressed by the academic leadership, is that these agreements will serve to automate this process at the point of admission and thereby eliminate the need for academic review and approval prior to admitting a student.

Lessons Learned – Frequently Asked Questions (FAQs)

*As the colleges began accepting students through the ONCAT pathways, it became necessary to share managed hurdles through a FAQs document, see **Appendix – D.** This was posted originally in a shared Dropbox and was subsequently moved to the ONCAT web site for ease of access by all stake holders within Ontario Colleges.*

In addition, a number of desired transcript changes have been identified that if implemented could tremendously help simply this process. A shift at the college level to include the following on every college transcript will greatly assist the transfer process;

- Identify the program of study
- Identify the MTCU# for program of study
- All General Education courses identified
- Program completion status, at the end of each semester/year. i.e. "First year Complete"

Lessons Learned – Transcript Alignment

It has been identified and acknowledged that there is significant disparity between transcripts at the various Post-Secondary institutions across Canada. Ease of transfer within Ontario will only be achieved when the information shared on a Transcript is consistent from college to college

HoB Transfer Agreement Steering Committee

CRALO has withheld making any Provincial recommendations around transcript alignment until the completion of the ARUCC/ PCCAT project. The research conducted in 2014 for **ARUCC/PCCAT** by J. Duklas et al, served to define the similarities and diversity of transcript information across the country. [2]

The original study led to the development of the **ARUCC/PCCAT National Practice Standards Guide and Glossary.** This guide does not define the necessary components of a transcript but aids interpretation of transcript information in Canadian Colleges and Universities. http://guide.pccat.arucc.ca/en/

Curriculum Pathway Guides

Currently, given the lack of automation in many college system data bases, the process of applying credit to a student's transcript continues to be a manual endeavor. A significant amount of work has been funded to develop the ONTransfer Course Credit Transfer System. This data base can be utilized by both students and college administration alike, to inform of credit equivalencies, however it is still a manual process within the colleges.

The Heads of Business Transfer Agreements housed in the Program Transfer System also recognizes "Core Courses" as equivalent, however these core courses may or may not be housed in the Course Credit Transfer System and again, requires the colleges to manually apply the necessary Credits to a student's transcript.

With this in mind and considering the additional implementation challenges listed above, it became imperative to create a solution that could be immediately implemented and utilized.

Curriculum Pathway Guides (CPG), were created, for each of the four agreements and originally posted to a centralized Dropbox. These guides, written in Excel, compare each college's program, mapped to the framework of the respective agreement. Colour coding of courses was used to ease comparison of various college curricula (Core Course Comparison - **Appendix E**). The colour coding was also used to compare all courses including those not defined as "core".

With no electronic link from the Program Transfer System to the Course Credit Transfer System, the colleges will be dependent upon the on-going maintenance of the Curriculum Pathway Guides.

Currently this and other resources pertaining to these agreements are housed on the Project page of the ***ONCAT*** *Web site. A more suitable and accessible location for this material is necessary to support these and other agreements.*

Many colleges are beginning to use these Curriculum Pathway Guides to update their own systems, however that process is again a manual process. It will take a considerable amount of time and potentially additional funding to achieve.

[2] Duklas, et al ARUCC/PCCAT TRANSCRIPT AND TRANSFER CREDIT NOMENCLATURE STUDY AN EXAMINATION OF CURRENT PRACTICES AT CANADIAN POSTSECONDARY ORGANIZATIONS

HoB Transfer Agreement Steering Committee

The Heads of Business believe it is critical for ONCAT to take a leadership role in creating a more intuitive data base that will:

1. *Integrate the Course Transfer Credit System to the Program Transfer data base.*
2. *Work with the individual colleges to develop their internal data base(s) to interface with the ONTransfer.ca content.*

In February of 2016 one month prior to the conclusion of the project, all participating colleges were asked to review the Curriculum Pathway Guides as posted to the ONCAT web site and verify accuracy of posted information. Each college was asked to either confirm accuracy or report any changes using a standardized form. **(Appendix F).** The hope was to have accurate data at the conclusion of the implementation project to sustain through the 2016/17 Academic year and test the method of receiving changes.

Lesson Learned
As of March 17, 2016, less than 50% of the colleges had responded to the request for curriculum changes. It should be noted, in order for the colleges to be able to provide a response in a timely fashion, an annual date for curriculum updates be established, preferably in the spring or fall.

The Road to Implementation in Ontario

During the implementation process, a number of methods were employed to share knowledge of the agreements and provide tools to share information with front line faculty and advisors.

- Power Point created and shared
- An FAQs document created and shared
- By-monthly updates were posted and mailed to all Heads of Business members.
- Transfer Agreements implementation workshops were conducted.
    - **As of March 2016;**
        - 13 Colleges were visited
        - 3 Colleges Part of Northern Collaborative and deferred
        - 6 Colleges TASC members facilitated the implementation
        - 2 Colleges limited contact or response

A recent survey of the 24 colleges in Ontario, conducted in February/March 2016, indicated that the vast majority of the survey respondents were aware of the Heads of Business (HoB) transfer agreements with 82.05% responding that they were either moderately, very or extremely familiar with the agreements.[3]

[3] Walker, S. D; March 2016, ONCAT Diploma to Diploma Business Transfer Agreement Process Survey Responses

MANAGING/SUSTAINING THE AGREEMENTS

Alignment of Curriculum

The Heads of Business, through the Transfer Agreements, very clearly defined the "Core (mandatory) Courses" required within each agreement and the approved sequencing. Upon signing of the final agreements in April 2013, all colleges agreed to align their programs to match the framework of each of the agreements by September of 2013. Should a college be unable to completely align, they needed to provide assurance that a transfer student could achieve the necessary core courses and would not be disadvantaged.

It was not until the creation of the Curriculum Pathway Guides did the misalignments to the framework of the agreements come to light. With the exception of only a very small number of colleges, between November 1, 2014 and January 2015, the required changes had not materialized. It took a considerable amount of discussion and work with the various Chairs, Deans, Program Coordinators and Pathway advisors to assist each college achieve the desired goal.

Lessons Learned: Curriculum Alignment and Processing of Transfer Students

Each of the HoB Transfer Agreements is centered upon a set of Core Courses, with a larger number of non-prescribed ancillary courses. However there is still some flexibility in which year/term these Core Courses are delivered. This flexibility along with a significant number of ancillary courses, will continue to force a manually generated, specialized timetable for transfer students.

The Impact of External Associations on Curriculum

At the same time as the Colleges were shifting curriculum to align with the agreement, the curriculum mapping originally completed in 2010 for the Accounting Programs had lost its alignment with its professional association. Every college delivering Accounting had been accredited by the Certified General Accountants (CGA) Association. The CGA was now in the process of being dissolved. This change had significant impact on all the colleges, who were very dependent upon this relationship. It then became the goal of the HoB to see if the various college curricula could align, in some way, to the remaining Certified Professional Accountants (CPA) Education Certification.

Ongoing talks with the CPA continued over the 2014/15 academic year and as of March 23, 2015, still no direction had been ascertained. Many colleges were then reluctant to change curriculum until a more clear direction had been forged with the CPA. Thereby impacting the college's ability to align with the Accounting Agreement as originally intended.

The curriculum for the new CPA designation, the Advanced Certificate in Accounting & Finance ACAF was finally defined in June of 2015. At which time, the colleges began the task of remapping their program Learning Outcomes to ensure alignment and accreditation with the CPA's curriculum guidelines.

Lessons Learned: Affinity Groups and Curriculum Alignment Long Term

Individual college's must have the ability to modify their respective program's Vocational Outcomes in order to meet the needs of their Local Business Community and as discussed, their various partnering associations. Beyond March 2016 there will be no mechanism in place to capture localized curriculum changes or to address provincial issues impacting curriculum.

The concept of Affinity Groups, comprised of Coordinators/Faculty has been raised. There has been no discussion pertaining to composition of these groups, mandate or reporting structure. This may be the avenue for the Heads of Business to ensure the continuity of provincial dialogue around curriculum.

Planning for the Future

As the implementation of the agreements throughout the college system unfolded, a number of questions continued to arise as did some desired outcomes.

- How do we keep information current?
- What happens when a college changes their program?
- Will the Curriculum Pathway guides be needed long term?
- Who will be responsible for keeping shared data, up-to-date?
- Should we have common "Course Outlines" (Course Exemplars)?
- Can we view Learning Outcomes by semester/year?
- How does this work impact the Provincial Standards?
- How does the College Verification System CVS, support/augment this process?
- How can we use this opportunity to engage faculty better?
- How do we promote this opportunity?
- Can this work help to leverage a student's ability to articulate to a degree program, in colleges and universities?

It was the hope of TASC to begin addressing these issues through a gathering of Coordinators, and Pathways Advisors.

Coming Together On Common Ground

In May 2015 at Guelph/Humber University and Humber College. The HoB TASC hosted its first gathering of Coordinators, Registrars, and Pathways Advisors. With the following goals:

1. Create an opportunity for Program Coordinators to network and learn from one another
2. Plant the seed for evolving the agreed to Vocational Learning Outcomes/courses to a more seamless alignment.
3. Set the foundation for year to year review of Vocational outcomes.
4. Work to answer the questions identified in "Planning for the Future" above

This first gathering proved extremely successful and generated a significant amount of synergy among the Academic Coordinators as they shared common interests and goals within their specific programs. The gathering also helped to define the common implementation issues facing the college community as well as establish recommendations to help solve the issues.

Unfortunately TASC unable to capitalize on the enthusiasm of the first Forum with a Phase II as follow up. It will be left for discussion with the Heads of Business to determine the palate for continuing on an annual basis.

IN CONCLUSION

The agreements forged by the Heads of Business was the first step in what will be a lengthy process. The merging of outcomes and learning has given all the colleges pause to reflect and license to take the next step towards a more seamless alignment of curriculum.

The implementation has certainly not been without its bumps and hurdles, largely due to the lack of a defined communication process. In hind sight, had the role of the Project Manager included more direct communication with CRALO much of the implementation struggles may have been mitigated.

HoB Transfer Agreement Steering Committee

Currently the common theme of reciprocity and shared belief in the spirit of transferability is pervasive among all the Heads of Business and the colleges in general. It will take some additional work among the educators to improve the alignment of Learning Outcomes while ensuring the Registrars ability to adequately reflect that achievement on a transcript. Some opportunities for closer alignment of curriculum could be achieved with:

- Agreement on Core Course nomenclature. Currently equivalent courses most often do not share a common name e.g. Financial Accounting I, Introduction to Accounting I, Accounting Fundamentals etc. This alignment would not only enforce the alignment of curriculum but provide visible evidence of that alignment.
- More tightly prescribed sequencing of core courses in the agreements. This would eliminate the current flexibility in delivery at each college which is creating complications for transfer students when the 'sending' college has a different course sequencing than the 'receiving' college.
- Perhaps exploring the option of yearly course learning outcomes, which would help to address the alignment of courses outside of the core complement. Courses which may be equivalent but also fall outside of a prescribed course sequencing

In addition, it is important to ensure the colleges do not lose ground with their current degree articulation partners but expand their reach into even more degree opportunities.

Works Cited

Donovan, R. (10/18/2013) *Framework for Implementation of ONCAT PROJECTS.* London, ON.

Duklas, J. et al (May 2014) *ARUCC/PCCAT Transcript and Transfer Credit Nomenclature Study, An examination of Current Practices at Canadian Postsecondary Organizations.*

H.O.B Steering Committee (2013) *Ontario College Agreement Regarding Student Transfer Within Business Programs.* Toronto, ON.

HoB Agreement for Business/Business Administration **MTCU# 50200 and 60200**

HoB Agreement for Business- Accounting/Business Administration- Accounting **MTCU# 50100 and 60100**

HoB Agreement for Business- HR/Business Administration- HR **MTCU# 50223 and 60223**

HoB Agreement for Business- Marketing/Business Administration- Marketing **MTCU# 52900 and 62900**

Walker S. D. (March 2016) ONCAT Diploma to Diploma Business Transfer Agreement Process Survey Responses

Appendix – A – Terms of Reference Transfer Agreement Steering Committee

Ontario Heads of Business

System-wide Transfer Agreement

TERMS OF REFERENCE
TRANSFER AGREEMENT STEERING COMMITTEE

EFFECTIVE: March 2014
APPROVED: October 2015
NEXT REVIEW: March 2019

Facilitating Ease of Transfer for Business students in Ontario Colleges.

1.0 FUNCTION

The Heads of Business Transfer Agreement Steering Committee (TASC) as appointed by the Heads of Business Ontario (HoB). Report as a sub-committee of that group and are answerable to the Coordinating Committee of Vice Presidents Academic (CCVPA)

1.2 The HoB Transfer Agreement Steering Committee within its mandate is responsible for overseeing the:

- development
- communication process
- ongoing sustainability and
- maintenance

of all approved transfer agreements within the Business portfolio of programs in Ontario's Colleges.

1.3 Specific functions include:

1.3.1 Collect and review all data and issues pertaining to the implementation of all HoB Transfer Agreements on an annual basis.

1.3.2 Provide an annual update to the HoB membership during the implementation period of the agreements. Any significant issues that fall within the mandate of the Steering Committee, the HoB or its members will be addressed in a timely fashion. Issues or concerns beyond the mandate of the Transfer Agreement Steering Committee will be

forwarded to the individuals responsible for appropriate action. Issues related to application, admission, and information will be forwarded through the Registrar representative to the provincial college Registrars Committee.

1.3.3 Create an annual opportunity for faculty to review the "Core" Learning Outcomes as defined by the agreement and sustained through the program teams.

1.3.4 Update annually any shared documentation for the purpose of facilitating the long term success of the various HoB transfer agreements. I.e. Course Exemplars and Curriculum Pathway Guides

1.3.5 Review annually, required course sequencing for all colleges associated with the various agreements.

1.3.6 Assume oversight responsibilities within its mandate for additional business transfer initiatives as they are implemented. In this context, they will recommend adjustment to the committee's membership, mandate, scope and continuation as needed.

1.3.7 Promptly address any urgent concerns within its mandate. Critical issues requiring ongoing monitoring include any non-compliance with the established program requirements, concerns expressed by the professional organizations or any changes to the external rules governing college programs.

1.3.8 Table at the end of the initial seven year term, a Summative Report recommending any further changes in the overall transfer agreement and its renewal. This report will be finalized in consultation with the HoB and subsequently forwarded to the Provincial College CCVPA and the Registrar's Group.

2.0 MEMBERSHIP AND TERMS OF OFFICE

2.1 This committee is comprised of members from the HoB. Ideally one representative for each of the 4 geographic jurisdictions for Ontario colleges.

Voting Membership:

- 1 Rep - Northern Colleges
- 1 Rep - Central Colleges
- 1 Rep - Eastern Colleges
- 1 Rep - Western Colleges
- 1 Rep - Francophone college, if not represented above.

Ex Officio:

- 1 Rep Council of Registrars and Admissions Liaison Officers (CRALO)
- 1 Rep Heads of Marketing (HoM)

2.2 **Terms of office:**
Each member shall serve a term of no less than 3 years with an opportunity to sit for a second term. In order to ensure the knowledge base of this committee, steps should be taken to ensure a rotation of membership including the introduction of only one new member per year.

2.3 **Chair:**
The Chair/Co-Chairs will be voted upon by the sitting committee members serving a term of no less than 2 years.

3.0 GUIDING PRINCIPLES

In the execution of their responsibilities, the Transfer Agreement Steering Committee will work to sustain the following Guiding Principles and ensure that any additional pathways created are done so, within the spirit of these Guiding principles:

3.1 The Transfer Agreement Steering Committee for the HoB including any sub committees creating pathway opportunities for students, will strive to ensure:

- 3.1.1 All discussions/actions maintain confidentiality of personal and individual college information
- 3.1.2 Students can complete their programs on time
- 3.1.3 All decisions will support a student's ability to achieve credential completion without jeopardizing their opportunity for additional higher education
- 3.1.4 The focus will be on student success/satisfaction
- 3.1.5 Transparency of pathway opportunities for students
- 3.1.6 All meetings are conducted within an environment among committee members and partnering colleges that promotes openness and sharing
- 3.1.7 Students receive fair, easy and timely responses
- 3.1.8 Colleges shift their focus on output rather than input
- 3.1.9 A collaborative and collegial working environment for all Colleges

4. MEETINGS AND CONDUCT OF BUSINESS

The Transfer Agreement Steering committee shall meet a minimum of once per month during the initial implementation phase of an agreement. At the discretion of the committee this can be reduced as implementation progresses.

5. ANNUAL REPORTING

An annual report containing key success measures will be prepared for, reviewed by and reported through the Business Transfer Agreement Steering Committee for the purpose of:

- 5.0.1 The early identification and correction of any confusion or problems in the overall agreement and its administration,

5.0.2 The early identification of any significant problems with student preparation and the timely and confidential communication of those too the originating college,

5.0.3 The provision of data to support ongoing professional associations' and accrediting agencies' recognition, and

5.0.4 Academic planning.

5.1 Without limiting any future reporting requirements of the CCVPA, CoP, related government agencies or MTCU, relevant data and reports containing only system aggregate data will be shared with the Business Transfer Agreement Steering Committee, the Heads of Business, the Committee of Registrars and with the college signatories to the agreement.

5.2 Working with the College Registrars, the Transfer Agreements Steering Committee will facilitate the preparation of the following reports:

5.2.1 A report of the application, registration and graduation data for transfer students provided in chart form by program, semester, originating and receiving college, will be made available to the Steering Committee,

5.2.2 A report on the GPA of transferring students by program, semester and receiving college, will be made available to the Steering Committee,

5.2.3. Reports on the GPA of transferring students by program, semester and originating and receiving college will be made available confidentially to only the authorized representatives of the originating college.

5.3 Additionally, the college Schools of Business and their Registrars will collect information and report to the Steering Committee on:

5.3.1 Transfer student satisfaction and

5.3.2 Any anecdotal issues with the transfer process.

5.4 To deal in a timely fashion with critical issues that may emerge during the life of the agreement, the Steering Committee may be requested to provide, or require additional information.

6. REFERENCES

HoB -Transfer Agreement for Business/Business Administration **MTCU# 50200 and 60200**
HoB -Transfer Agreement for Business- Accounting/Business Administration- Accounting **MTCU# 50100 and 60100**
HoB -Transfer Agreement for Business- HR/Business Administration- HR **MTCU# 50223 and 60223**
HoB -Transfer Agreement for Business- Marketing/Business Administration- Marketing **MTCU# 52900 and 62900**

7. ATTACHMENTS

The Transfer Agreement Steering Committee as of January 2016

Voting Membership		
Joan Campbell	Cambrian College	joan.campbell@cambriancollege.ca
Alvina Cassiani	Humber College	alvinacassiani@humberc.ca
John Conrad	St. Lawrence College	jconrad@sl.on.ca
Gary Hallam	Conestoga College	ghallam@conestogac.on.ca
Tina Montgomery	College Boreal	tina.montgomery@collegeboreal.ca
Amy Morrell	Centennial College	AMorrell@centennialcollege.ca
Karen Murkar	Seneca College	Karen.murkar@senecacollege.ca
Mary Pierce; CO - CHAIR	Fanshawe College	mpierce@fanshawec.ca
Helene Vukovich CO-CHAIR	George Brown College	hvukovic@georgebrown.ca
Ex Officio		
HoM		
Marianne Marrando	Seneca College	kwiley@sl.on.ca
CRALO		
Sharon Kinasz	Seneca College	Sharon.kinasz@senecacollege.ca
Janice Lamoureux	Fanshawe College	jlamoureux@fanshawec.ca
Project Mgr.		
Jeannine Cookson	Cookson Consulting Group Inc.	jeanninecookson@rogers.com

Appendix B – System wide Transfer Agreement Template

ONTransfer Ontario Council on Articulation and Transfer

SYSTEM – WIDE TRANSFER AGREEMENT TEMPLATE

The following System Pathway Template can be used to forge pathway agreements among participating institutions. It will also provide the necessary information to ONCAT for posting to the ONTransfer.ca site once agreement has been secured. It can be used for both College and University pathways alike.

SECTION 1: Basic Information The Basic Information section includes the pathway category, type and the implementation and expiry date of the agreement. The section is for Administrator view only and is not seen on the public facing website.	
1.1 Pathway Category	
System Pathway	
1.2 Pathway Type	
Credit Transfer OR Degree-completion	
1.3 Implementation Date (YYYY-MM-DD)	**1.4 Expiry Date (YYYY-MM-DD):**
Should be a common date agreed upon by the Transfer Steering committee.	*Determine the length of time the committee is comfortable going without review* *7 years allows for sufficient time to assess the success of the pathway and develop a good method of sustaining/maintaining the agreement.*
SECTION 2: Pathway Information: This section includes the information students and the public will see in their Transfer Guide search results.	
2.1 Title of Pathway:	
Be specific in the title of the pathway. Include the MTCU # of the program(s): **Example:** Business Year 1 to Business Administration Advanced Diploma Year 2 MTCU Code # 60200 *One agreement for a program discipline may create multiple pathways. For example; the Business Diploma 2 year program and the 3 year Business Administration Advanced Diploma was written as one agreement but created 6 pathways. Utilize a table to define the pathways. This will assist ONCAT when moving the agreement to a Pathway.*	
2.2 Terms for Renewal or Cancellation:	
Provide a statement outlining expectations should a college need to withdraw from the agreement prior to the renewal date. *Acknowledge any external accrediting bodies which may impact the feasibility of the agreement.* *Describe any conditions applicable in the event of a cancellation of the agreement.* **Example:** Colleges offering programs in Fire Science may adjust the conditions for transfer to reflect external changes in standards, professional accreditation or certification requirements. The changes must conform to the timelines set by the accrediting organization. Individual colleges may withdraw from the agreement with the following conditions: • The decision is implemented after formalized student information sources are updated accordingly • Students currently registered in the degree program are able to complete their program of study • External regulations permitting, degree programs will continue to accept transfer student for a two additional years.	

In the unlikely event that the agreement is terminated at the end of the initial term, students enrolled in the diploma transfer stream or "transfer prerequisite pathway" will be continue to be eligible to transfer for an additional two years.

2.3 Eligibility for the pathway:

Keep in mind the principles behind these agreements. A student has already been admitted into a Post - Secondary Institution, they should not be required to repeat the same admission process again.

Use generic terminology to identify the possibility of additional admission criteria. For example: French language proficiency and possibley issues of capacity.

Example:

To qualify for transfer FROM the first year of the Ontario College Business Diploma to the second year of the Ontario College Business Diploma offered by another college, the student must:

- have completed the first year of the Business Diploma Program
- meet any other admissions requirements of the Receiving college
-

Student application will be through the Ontario College Application System (OCAS) and must conform to the published time lines. **www.ontariocolleges.ca**

Admissions will be subject to the processes of the college being applied to. Where application numbers exceed the capacity of any college, additional selection and approval requirements may apply.

Regardless of the level at which a student was originally admitted into the diploma program and/or the admission standard at the time, students will be accepted for transfer based on their successful completion of the required first year of the Business Diploma program at the point of transfer.

2.4 Graduated from the program at the sending institution: *Used for articulation agreements, example diploma completion to degrees, or 2 year diploma to 3 year diploma.*	YES	NO
2.5 Required GPA (x.xx GPA or x/x+/x or xx%): *When building a system wide agreement use the lowest common denominator for transfer. Recommend using % as there is no consistency in GPA calculation across the system. For example: The Business agreements used 50%*		
2.6 Minimum grade in required courses (x/x+/x-): *As with above, define the lowest grade which can be accepted for this pathway should be identified. For example: the Business agreements used "D"*		

2.7 Credit Transfer:

This is a System- wide agreement therefore a generic reference to credits received may need to be used. Given the liberal nature of the Business Agreements and their relationships with External Associations it was useful to include a statement pertaining to the student's responsibility.

Example:

Admitted transfer students will be granted by their receiving college an agreed number of academic credits: termed a 'block credit transfer' which will include specific credits and exemptions.

Grade equivalencies are addressed by this transfer pathway agreement as follows:

- Participating colleges will accept the course "pass" designation for all other colleges regardless of specific grade earned,
- Wherever specific grades or Grade Point Averages (GPAs) are required, the grade given by the 'originating college' will be accepted,
- Transfer credit for courses will typically be recorded on the 'receiving college' transcript in terminology such as "transfer credit" or "exemption" rather than a grade,

Whenever transfer students pursue professional certification and they require final grade evidence of completion of a professional course requirement from another college, they must obtain transcript evidence of grades from the college at which the course was taken.

2.8 Number of transfer credits / full courses to be granted at receiving institution (must be expressed as a numerical proportion, i.e. 90 of 120):

Since there could be an exhaustive number of permeations a generic reference to credits may be required

Example:

Block Transfer of all first year credits

Or

Recognition of all first year credits earned.

2.9 Anticipated time to complete the credential at the receiving institution if enrolled full-time:

The System – wide agreements need to be consistent. However, it is recognized that at some institutions the delivery schedule of needed courses may prevent a student from completing within the defined time frame.

Example:

Students transferring from the first year of an Ontario College Business Diploma to the second year of the Business Diploma program at another college:

- can anticipate time to completion to be one (1) year.

Please note: time to completion may be altered by course availability

2.10 Number of semesters to complete the credential based on full-time study:	See Pathway

2.11 Credentials to be granted on successful completion of all required components:

Use the ministry approved nomenclature for the program(s).

Example:

Business Administration – Advanced Diploma

SECTION 3 : Receiving Institution Information:
The Receiving Institution information section describes the credential, discipline, program area and title of the program that the student will be transferring into. The credits they must achieve at their receiving institution are defined. Students and the public will see this information in their Transfer Guide search results. Approval party name(s) and date of approval are for Administrator view only.

3.1 Credential:

Degree	Diploma	Advanced Diploma	Certificate	Ontario Certificate

3.2 Program Discipline:

This field is consistent with the Ontario College Application System (OCAS) discipline fields

Example:

Science and Technology/ Business and Finance Administration etc.

3.3 Program Area:

Can repeat above or use Program title

Example:

Engineering and Technology

3.4 Program Title:

Use the ministry approved nomenclature for the program(s). Individual colleges may adjust this should the name of their program not be consistent with the common nomenclature.

Example:

Business Administration – Accounting

3.5 Date of approval by receiving institution (YYYY-MM-DD): *This date will be populated by each participating college once the Staged Pathway has been approved on the ONTransfer.ca site.*	

3.6 Approving Party Name(s):

Identify who the approving authority is for this pathway. For community colleges, the Vice President Academic is generally applicable. More than one person can be identified. Please include Name and Title.

Example:

Sally Provost
Vice President Academic VPA

3.7 Credits that must be achieved at the receiving institution:

When working with a System-wide agreement use terminology that can be applied to all institutions. The number of credits required to complete, may vary at each college.

Example from the Business Agreements:

Students will be required to take the outstanding number of course credits, in order to satisfy the remaining Learning Outcomes of the program of study.

Students are required to meet the progression and graduation requirements as defined by the receiving college in order to satisfy the credential. Please discuss with the transfer advisor for further information

Students will be required to take no less than 25% of the course credits at the receiving college.

3.8 Summarized Credits that must be achieved at the receiving institution

An average number of credits/courses can be used. Or the highest number required based on course mapping.

3.9 College Specific INFORMATION REQUIRED ONTransfer.ca Site Contact Procedure:

The contact information in this section is specific to the institution and for the pathway identified above. You may include one or more contacts. This can be a Program Coordinator, Advisor, Faculty etc.

Ensure you provide a link to the specific Program Web Page

Provide:
Name of College
Name of Advisor
Phone Number
Email Address
Program administrator (if able to speak to terms and conditions of agreement)

SECTION 4: College Administration and Agreement Maintenance
This section is specifically for the College administration of the agreement. The content will not be posted to the ONCAT web site.

4.1 Curriculum Alignment

Define the expectation of each college to ensure they meet the framework of this agreement. Include all courses and sequencing agreed to. Include in a separate appendix if necessary.

Example:
The Business agreements used a table. See Appendix B of this template

4.2 Inter College/University management of this agreement.

The following lists the requirements of all participating colleges for continued inclusion in the agreement and the role the Steering Committee plays in ensuring compliance/adherence to the agreement.

Example:

4.2.1 Reporting to the Heads of _____ and answerable to the College Committee of Vice Presidents Academic (CCVPA), this transfer agreement will be subject to monitoring by a _____Transfer Steering Committee (Steering Committee)
The Steering Committee's mandate is:

i. to annually collect and review measurement data on the effectiveness of the transfer process and report to the Heads of _____
ii. to maintain confidentiality of personal and individual college information,
iii. to receive and deal with concerns within its mandate,
iv. to propose academic improvements to the Heads of _____;
v. pursue admission information and data collection issues to the Registrars Committee and route other concerns to the responsible individuals or groups,
vi. to prepare the end-of-contract-term summative report for the Heads of _____ and the CCVPA, and

vii. At the end of the first term of the agreement, to recommend continuation, adjustment or retirement of the agreement and of the Steering Committee.

4.2.2 It is understood that the Steering Committee will assume oversight responsibilities within its mandate for additional applicable transfer initiatives as they are implemented. In this context, they will recommend adjustment to the committee's membership, mandate, scope and continuation as needed.

4.2.3 The Steering Committee will promptly address any urgent concerns within its mandate. Critical issues requiring ongoing monitoring include but are not limited to any non-compliance with the established program requirements, concerns expressed by the professional organizations or any changes to the external rules governing college programs.

4.2.4 The Steering Committee will table with the Heads of _____ an Annual Progress Report on the transfer program. Any significant problems that fall within the mandate of the Steering Committee, the Heads of _____ or its members will be addressed in a timely fashion: those beyond their mandate will be forwarded to those responsible for appropriate action. Issues related to application, admission, and information will be forwarded through the registrar representative to the provincial college Registrars Committee.

4.2.5 At the end of the initial seven year term, a Summative Report will be tabled by the Steering Committee recommending any further changes in the overall transfer agreement and its renewal. This report will be finalized in consultation with the Heads of _____ and subsequently forwarded to the Provincial college CCVPA and the Registrar's Group.

4.3 List of Participating Institutions

Provide a list of all institutions participating in this agreement. Include within the document or on a separate Appendix.

4.4 Statement of Acceptance

The Heads of _____ recommend Acceptance of this agreement by the Coordinating Committee of College Vice President's Academic, CCVPA for immediate communication/distribution The Ontario Council on Articulation & Transfer ONCAT , Council of Registrars and Associate Leaders of Ontario CRALO and their respective colleges.

Signed: _____ Date: _____
Chair; Heads of _____

Motion to Accept:

Signed: _____ Date:_____
Chair; CCVPA

ONCAT Communication Date: _____

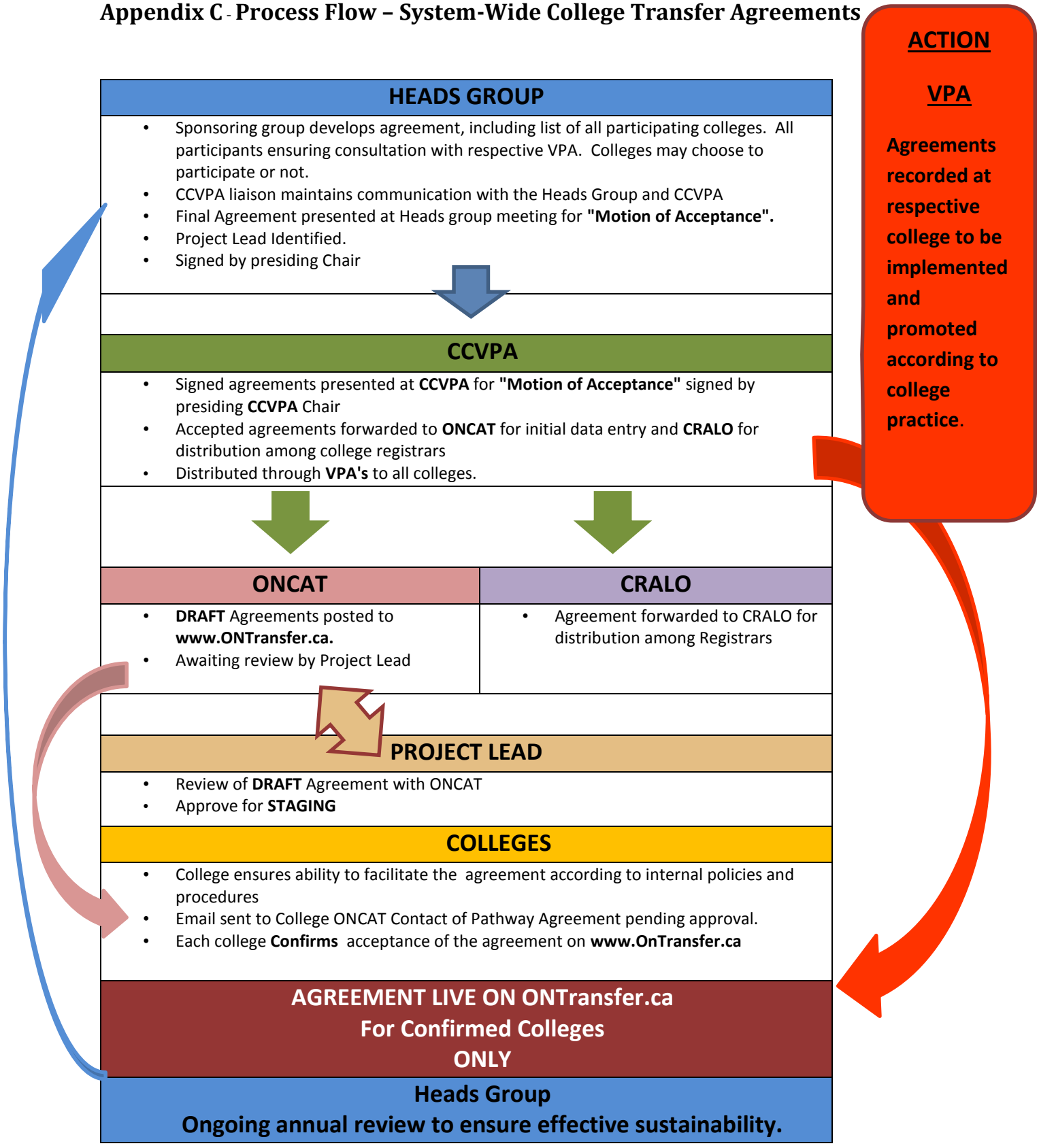
Core Course Sequencing for Business Programs- Transfer Agreement Template Appendix B

Typical College Business Diploma Courses – general two-year and three-year Business and Business Administration programs	**For Students Planning to Continue 2nd Yr. Diploma Studies at Another College** **Course Completion by End of the first year of the 2 yr Business or 3 yr Business Admin. Diploma Program**	**For Students Planning to Continue 3rd Yr Diploma Studies at another College** **Course Completion by End of Second Year of the 2 yr. Business or 3 yr. Business Administration Diploma Program**	**TRANSFER PREREQUISITES FOR BUSINESS ADMINISTRATION DIPLOMA GRADUATES INTO BUSINESS DEGREE PROGRAMS OFFERED BY COLLABORATING ONTARIO UNIVERSITIES[4]**
Accounting			
Introductory	YES		
Financial Accounting			YES
Management Accounting		YES	YES
Communications			
Business Writing		YES	
Effective Communications	YES		
Computers			
Business Computer Applications	YES		
Economics			
Microeconomics		YES	YES
Macroeconomics		(recommended have one economics)	YES
Math			
Business Math[5]	YES		YES
Marketing			
Introductory	YES		
Customer Relations		YES	
Operations		YES	
Human Resources Management		YES	
Business Law		YES	YES
Organizational Behaviour		YES	YES
Statistics			YES
Ethics			YES
GENED		YES	

[4] Per Transfer Agreement Business Administration College to University being finalized as of February, 2013

[5] [5] If school only offers Math of Finance, it should be indicated that is the math course they will include if participating in this agreement

Appendix C - Process Flow – System-Wide College Transfer Agreements



Appendix D - Frequently Asked Questions (FAQs)

Frequently Asked Questions (FAQs)

System – Wide Transfer Agreements Implementation

PROGRAMS		
PROGRAM NAME(S)	**MTCU#**	**MTCU#**
Business / Business Administration	50200	60200
Business- Accounting / Business Administration - Accounting	50100	60100
Business – Human Resources / Business Admin. - Human Resources	50223	60223
Business – Marketing / Business Admin. - Marketing	52900	62900

ELIGIBILITY	
1. Students must be in Good Standing at the end of the first or second year at the Sending College. **2.** Students must meet any other admission criteria as described by the Receiving College i.e. French Language competency	
ASSESSING CREDIT EARNED	
How many course credits, is a Receiving College required to provide?	A transfer student must receive recognition for **all credits** received within the applicable program at the Sending College. One or two years depending on the pathway This may be recognized as an "Exemption", "External Credit" or Transfer Credit
How does a Receiving College know if a student has taken the required number of credits?	Individual college Web sites can provide the necessary data. or A **Curriculum Pathway Guide CPG** will be available to provide quick access to all 24 college's curriculum for the purpose of assessing credit earned and for mapping the student's necessary Learning Outcomes.
What is the Curriculum Pathway Guide (CPG)?	The Curriculum Pathway Guide provides a central reference of all like programs in the province of Ontario, mapped to the framework of each agreement. The **"Core Courses"** are identified with all other courses delivered at each college, for comparison purposes.
How should a Transfer student's credits be recognized?	A credit can be identified as "**External Credit**" "**Transfer Credit**" or "**Exemption**", based on individual college practice.

HoB Transfer Agreement Steering Committee

Is the Receiving College required to review Course Outlines/Syllabus prior to granting credit?	No. These agreements are founded on significant curriculum mapping. All courses delivered within the Ontario College system have been deemed acceptable recognition of credit earned and should be recognized as such.
Our policy dictates a 60% Pass as the minimum grade for accepting External credits.	For the purpose of the four Business agreements, if 50% is recognized as a "Pass" at the Sending college, it is to be recognized as a "Pass" at the Receiving College.
If a student has an External Credit or PLAR Credit on their transcript, are they required to present evidence of the original documentation?	All External Credits, Exemptions and PLAR are to be accepted by the Receiving College. A student should not be required to submit evidence a second time.
Our internal process dictates approval for credit can only be granted by the course Department Head not just the Head of Business.	These agreements came to be after significant curriculum mapping including all service courses, in particular Communications and Math. They have been endorsed/signed by all Vice President Academics and are therefore supported by all department heads.
PROGRESSION/GRADUATION	
Our College Policy stipulates a student must attain a minimum overall average of 60% to graduate.	Students are required to meet the Receiving College's Graduation policies. Students should be advised by the Transfer Advisor as to the applicability of their transfer credits, in the overall calculation for graduation purposes.
Our program requires students maintain a 60% average to enter the second/third year of our program.	The language of the agreements recognizes a Pass as a Pass regardless of grade earned or overall GPA. Transfer students will be required to meet the Receiving Colleges progression and graduation policies in order to Graduate and complete their credential.
Will a Transfer student attain a minimum of 25% of our curriculum to receive our diploma?	Yes, transfer for these agreements will continue to support this policy. A transfer student will still complete greater than 25% of the curriculum at any Receiving College regardless of pathway.
SUSTAINING THE AGREEMENTS FOR 7 YEARS	
Is there a specific curriculum that all colleges are required to deliver?	Each agreement identifies **"Core Courses"** to be delivered by the completion of the first year and the second year of study. All colleges delivering the applicable programs as of 2013 were to have aligned their curriculum to meet these minimum requirements.
Can we make changes to our programs?	Currently colleges are asked to forestall any curriculum changes until a sustainability plan can be forged among the Heads of Business.
OTHER PATHWAY AGREEMENTS	

Appendix E - Curriculum Pathway Guide - Core Course Comparison

CORE COURSE COMPARSION

March-16

Ontario Heads of Business

	Business/Business Administration - General MTCU# 50200 & 60200	BUSINESS Accounting Diploma & Advanced Diploma MTCU# 50100 & 60100	BUSINESS Human Resources Diploma & Advanced Diploma MTCU# 50223 and 60223	BUSINESS Marketing Diploma & Advanced Diploma MTCU# 52900 & 62900
Admission Requirements				
TRANSFER AGREEMENT				
YEAR ONE CORE COURSES				
1	Accounting - Introductory	Financial Accounting Fundamentals I	Introductory Accounting	Introductory Accounting
2	Communications - Effective	Communications - Effective	Business Writing	Business Writing
	////////////////////////////	////////////////////////////	College Communications	////////////////////////////
3	Business Computer Applications	////////////////////////////	Business Computer Applications	Business Computer Applications
4	Business Math	Math	Business Math	Business Math
5	Marketing - Introductory	////////////////////////////	////////////////////////////	Introduction to Marketing
	////////////////////////////	Microeconomics	////////////////////////////	////////////////////////////
	////////////////////////////	////////////////////////////	Human Resources Management	////////////////////////////
	5	4	6	5
YEAR TWO CORE COURSES				
1	Management Accounting	Financial Accounting Fundamentals II	////////////////////////////	////////////////////////////
2	Business Writing	Business Writing	*See year 1*	Communications
3	Micro	////////////////////////////	Microeconomics	Microeconomics
	OR /Macro Economics	Macro Economics	OR / Macroeconomics	OR /Macroeconomics
4	Organizational Behaviour	Organizational Behaviour	Organizational Behaviour	Organizational Behaviour
	////////////////////////////	////////////////////////////	GenEd	GenEd
5	Marketing Customer Relations	////////////////////////////	////////////////////////////	Sales/Selling
6	Human Resources	////////////////////////////	*See year 1*	////////////////////////////
7	Operations Management	////////////////////////////	////////////////////////////	////////////////////////////
8	Business Law	////////////////////////////	////////////////////////////	////////////////////////////
	////////////////////////////	Accounting Information Systems	////////////////////////////	////////////////////////////
	////////////////////////////	Intermediate Accounting I	////////////////////////////	////////////////////////////
	////////////////////////////	Intermediate Accounting II	////////////////////////////	////////////////////////////
	////////////////////////////	Quantitative Methods I	////////////////////////////	////////////////////////////
	////////////////////////////	Management Acccounting Fundamentals	////////////////////////////	////////////////////////////
	////////////////////////////	Corporate Finance	Training and Development	////////////////////////////
	////////////////////////////	////////////////////////////	Compensation	////////////////////////////
	////////////////////////////	////////////////////////////	Occupational Health and Safety	////////////////////////////
	////////////////////////////	////////////////////////////	Recruitment and Selection	////////////////////////////
	////////////////////////////	////////////////////////////	////////////////////////////	Advertising/Integrated Marketing Comms
	////////////////////////////	////////////////////////////	////////////////////////////	Marketing Research
	13 CORE COURSES	14 CORE COURSES	14 CORE COURSES	12 CORE COURSES

Appendix F – CPG Changes Form

Curriculum Pathway Guide CPG, Updates

Please identify any changes to the CPGs posted to the HoB Project Resources page on the ONCAT Web site.
http://www.oncat.ca/index_en.php?page=heads_of_business_project_resources

CHANGES CAN BE EMAILED TO: hillaryclairewatson@gmail.com

College	
Program	
Contact Name(s)	
Contact Title	
Email	
Telephone	

Agreement Framework	CURRENT			CHANGED TO		
	Course #	Course Title		Course #	Course Title	Level
Core Courses Year 1						
Ancillary Courses Year 1						
Core Courses Year 2						
Ancillary Courses Year 2						