

REPORT OF THE CMEC WORKING GROUP ON CREDIT TRANSFER

October 4, 2005

Introduction

In October 2001, the Council of Ministers of Education, Canada (CMEC) revisited the issue of credit transfer between colleges and universities and among provinces and territories. In April 2002, ministers established the CMEC Working Group on Credit Transfer to develop pan-Canadian strategies. The working group was chaired by Ontario and had membership from all provinces and two territories.

Recommended Strategy

In October 2002, CMEC approved a strategy to improve credit transfer across Canada. Given the substantial differences in credit transfer systems and postsecondary structures among provinces and territories, it was agreed that a pan-Canadian system of credit transfer should be built up over time, through an initial focus on developing and enhancing strong provincial/territorial transfer systems. Each province/territory committed to reviewing its current transfer arrangements and to developing a framework for action to enhance its credit transfer system according to its own priorities over the period 2002 to 2005.

As part of the strategy, CMEC endorsed and released a *Ministerial Statement on Credit Transfer in Canada* that sets out expectations for credit transfers to guide institutions, students, and governments (attached in Appendix I).

This report provides a summary of the actions undertaken by working group member jurisdictions.

Current Status

A key attribute of the approved recommendations was the setting of provincial/territorial objectives built upon jurisdictional priorities, finances, and postsecondary system structures. While recognizing the right of each jurisdiction to determine the objectives of its postsecondary education systems, CMEC urged provinces and territories to consider giving priority to strategies to improve movement between postsecondary sectors and to expand clear pathways for students by providing timely and accurate information.

Each jurisdiction has reported making progress in its credit transfer systems and mechanisms within its postsecondary sectors (see Appendix III). Those jurisdictions that had well-developed transfer systems when this initiative began have continued to expand and enhance those systems. Others with less-developed credit transfer strategies have made either modest or significant progress, including such achievements as the implementation or expansion of on-line transfer guides, establishment of provincial working groups and/or articulation committees, increasing

the number of agreements in targeted program areas, and broader acceptance of credit transfer opportunities as a component of an accessible postsecondary education system.

Future directions

All jurisdictions have indicated their work will continue on the credit transfer issue within their own priorities, resources, and structures over the next several years.

Attachments to final report

Appendix I – CMEC Ministerial Statement on Credit Transfer in Canada, October 2002

CMEC Ministerial Statement on Credit Transfer in Canada

Preamble

The primary purpose for establishing credit transfer agreements among institutions of higher education is to increase opportunities for students to access postsecondary education by facilitating student mobility between institutions and sectors.

Students need reasonable assurance that they will be able to continue their studies at other postsecondary institutions to complete their educational plans and be able to obtain appropriate transfer credit for work previously completed.

In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions, and governments. The ability for learners at all stages of their lives and careers to easily move into, between, and out of postsecondary education is a key component in building a postsecondary education system that makes lifelong learning a reality.

Transfer credit agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement including, but not limited to, establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant specified blocks of transfer credit for completed credentials, or the development of prior learning assessment processes.

Credit transfer can occur between public colleges and universities, and between those institutions and private postsecondary institutions. This Statement of Principles may also be applied in situations where a province or territory chooses to facilitate transfer between public and private institutions.

PRINCIPLES

1. Ministers recognize that all credit transfer agreements should be consistent with the academic integrity of programs and the right of postsecondary 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 governance autonomy of the individual institutions and programs must be protected and preserved.
2. Postsecondary institutions within each province/territory should be committed to working with other postsecondary 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 and rigour, although the learning has occurred in a variety of ways.

3. 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.
4. 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 transfer credit in a routine manner.
5. Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Postsecondary 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.
6. Neither transfer students nor direct-entry students should be advantaged or disadvantaged as a result of the credit transfer process.

JURISDICTION: Alberta

1. Communication of Ministerial Principles

The Alberta Council on Admissions and Transfer (ACAT) reviewed its own principles to ensure that they adhere to the Pan-Canadian Principles and made appropriate adjustments. The revised principles were approved by the Council in 2005.

2. Adoption of Ministerial Principles

Any institution that becomes a member of Alberta's Transfer System must agree to the Principles, Policies and Procedures of ACAT.

3. Three-Year Framework for Action

Alberta has had a credit transfer system in place for 30 years. Maintenance of transfer agreements and negotiation of new agreements happen on a continual basis. In June 2005, ACAT completed a contract project to research transfer practices and produced the document, *Best Practices in Transfer Review*. This document will be used by members of the Alberta transfer system to facilitate the creation and maintenance of transfer agreements.

4. Priority Action Areas

Within Alberta, students can transfer between institutions with relative ease, that is, a student can transfer from a college to a university, from a technical institute to a private university college, and between colleges. The Alberta Transfer Guide (published annually) and the ACAT Web site provide learners with information about admissions and transfer. Included in the printed guide are all active transfer agreements. Learners can access transfer agreements on-line, dating back to 1993–94. Agreements on-line are also updated on a weekly basis.

5. Research

ACAT would be amenable to sharing its *Best Practices in Transfer* document with other jurisdictions.

6. Working Group

ACAT strongly recommends that the CMEC Working Group on Credit Transfer continue its efforts. While students who remain within Alberta's borders can transfer credit with few difficulties, Council is concerned about students whose courses and credentials are not recognized when they move to other jurisdictions.

JURISDICTION: British Columbia

1. Communication of Ministerial Principles

Yes. In addition, the Principles are consistent with the Principles and Guidelines for Transfer that have been in existence in British Columbia since 1975 (although modified over time) and that form the basis for all credit transfer arrangements in the BC Transfer System. See: www.bccat.bc.ca/articulation/principles.html

2. Adoption of Ministerial Principles

No process was necessary given that they are already fully accepted and implemented within all the BC public and some private postsecondary institutions that form the BC Transfer System.

3. Three-Year Framework for Action

Each year the BC Council on Admissions and Transfer (BCCAT) prepares a detailed work plan and at the end of the fiscal year prepares an Annual Report that summarizes what was achieved. Each annual report is approximately 50 pages in length and includes reference to completed research reports, newsletters, and related publications. Three annual reports since 2002 can be located at: www.bccat.bc.ca/council/menuannrpt.html

In summary, the following major activities were undertaken and were successfully achieved:

- Updated our on-line Web-based Transfer Credit Evaluation System that enables institutions to request and accept new transfer agreements — all of which results in an enhanced database driving the Web-based searchable BC Transfer Guide (approximately 85,000 course-to-course transfer equivalencies in addition to almost 800 block transfer agreements).
- Published a revised edition of BC Transfer TIPS (a comprehensive guide to transfer-related information for students) www.bccat.bc.ca/tips/index.html
- Completed 36 transfer innovations projects over the past few years. These projects are studies undertaken by provincial articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer, recommend innovative approaches to transfer, or provide better information on transfer options and pathways within that subject area.
- Completed 25 transfer-related research studies examining transfer policies, level of transfer activity, student outcomes, occupational participation and other issues (published and available at www.bccat.bc.ca/publications/index.html).
- The Council's mandate was expanded by the Ministry of Advanced Education to examine issues pertaining to capacity, demand, and student mobility, and to recommend policies and practices that facilitate the admission process for direct entry and transfer students within the BC postsecondary system. BCCAT is interested in addressing admissions issues because opportunities for students to

move among and be admitted to institutions are integrally linked to their ability to transfer credit.

- The expansion of the Council's mandate also included coordination of transfer arrangements between public and private postsecondary institutions. The Council was successful in developing, gaining support for, and formally approving a policy that enables new private degree-granting postsecondary institutions to become formal members of the BC Transfer System. The policy can be viewed at: www.bccat.bc.ca/system/privatepolicy.pdf.
- A Provincial Course Outline Template was completed and released to the system in November 2004. The Template and its related resources are designed to promote efficient articulation by providing sufficient information, at the right level of detail and in a consistent format, to facilitate the assessment of equivalency.
- A new Web-based educational planning resource, www.educationplanner.bc.ca/, has been developed and is now available to the public free of charge. Its primary purpose is to provide clear, reliable, and detailed information for students, parents, and advisors about public postsecondary programs available in BC. It also includes comprehensive links to related career opportunities to help learners make well-informed decisions about their education and career options.

What future steps are planned? Other comments?

- We will launch a new student-focused Web site, www.bctransferguide.ca, which will provide student-friendly content dedicated to all matters related to transfer in BC. It will also be the home of the course-to-course database, which is updated dynamically by the Transfer Credit Evaluation System. The expectation is that developing the BC Transfer Guide into its own Web site will make the site easier to market to both institutions and students.
- We will complete the first edition of a *How to Articulate Handbook*, a comprehensive resource for faculty and others who are charged with assessing courses and assigning transfer credit.
- We will encourage the postsecondary system to collect and integrate student records data that will enhance our understanding of student applicants and the pattern of student flows into and among our institutions. We will also continue to encourage institutions to share relevant information that will facilitate their enrolment-planning processes. To enable much of this to happen, BCCAT will be active in supporting efforts to provide Personal Education Numbers (PEN) to all student applicants and to pool data from the Ministry of Education, universities, and the College/Institute Central Data Warehouse. Concurrently, we will participate in discussions to identify the metrics and analytical models that will address critical questions pertaining to student access and mobility from a system-wide perspective.
- We will embark on a major project to determine how best to expand transfer information and models to better address the evolving nature of the BC postsecondary system. Specifically, we will address the growing interest in expanding transfer agreements to reflect that more and more institutions both send and receive transfer students.
- We will continue to address issues related to public/private articulation by seeing if consensus is possible on the issue of whether private institutions should cover the

costs of articulation with public institutions and by continuing to monitor and implement our new policy regarding articulation with degree-granting private institutions.

4. Priority Action Areas

Yes, they were central to our work, the results of which are summarized above.

5. Research

British Columbia has provided direct assistance to institutions, agencies, and provincial governments in supporting their work to develop and implement improved transfer practices. In particular we have worked with Saskatchewan, Manitoba, and Ontario and consult frequently with our colleagues in Alberta. Yukon College is also a member of the BC Transfer System and articulates with most of our degree-granting institutions. All of our publications are available on our Web site for public access.

6. Working Group

British Columbia endorses the continuing support of CMEC to improve portability of postsecondary credits for students who move between provinces to complete their education. The CMEC should continue to monitor progress in achieving this goal.

JURISDICTION: Manitoba

1. Communication of Ministerial Principles

Yes, and they were also communicated and accepted by the Council on Post-Secondary Education in Manitoba. However, the institutions, while agreeing with the principles, have not necessarily adopted them formally. While some action is under way in enhancing credit transfers, it is still slow and requires additional acceptance from some of the institutions.

2. Adoption of Ministerial Principles

A Working Group on Credit Transfer with appropriate representation was created in 2003; the group has met regularly two times a year since its formation. CMEC credit transfer principles have been adopted informally by this group.

3. Three-Year Framework for Action

In addition to the Working Group on Credit Transfer, three articulation committees have been functioning in the areas of nursing, educational assistants, and environmental studies. The Nursing Articulation Committee has completed its work; the other two continue to meet and make progress.

4. Priority Action Areas

Increased credit transfers have occurred in the field of nursing, and other areas are being considered. Information is available to the students, but not in a timely or coordinated manner. This is one area that the institutions have identified as needing additional resources. It is a work-in-progress.

5. Research and

6. Working Group

The group should continue, as there is much to be shared and learned from the provinces and territories.

JURISDICTION: New Brunswick

1. Communication of Ministerial Principles

Yes, New Brunswick institutions have been informed of New Brunswick's Quality Learning Agenda, in which a principal component is increasing accessibility to postsecondary education in New Brunswick by removing barriers, including the improvement of credit transfer and articulated programming among community colleges, universities, and private institutions.

2. Adoption of Ministerial Principles

This process will be developed within the next two years as part of New Brunswick's Quality Learning Agenda.

3. Three-Year Framework for Action

New Brunswick postsecondary institutions have increased articulated opportunities between universities and the New Brunswick Community College/Collège Communautaire du Nouveau-Brunswick (NBCC/CCNB).

Within one year, the departments of Training and Employment Development and Education will collaborate to create a centralized approach to PLAR. We will work with New Brunswick universities, community colleges, and private institutions to increase the scope and number of recognized credit transfers, articulated programs, and e-learning opportunities offered by universities, community colleges, and private institutions.

As part of its strategy, the NBCC/CCNB network has implemented a common course credit system, a common course numbering (coding system), and the development of common core courses that are automatically transferable within the network.

4. Priority Action Areas

Articulated programs with participating institutions have been established as well as block transfers, individual transfers, and out-of-province agreements (with three Nova Scotia institutions).

NBCC/CCNB has entered into an increasing number of articulated agreements with universities since 2002. Where possible, they have agreed to common admission requirements. Articulated agreements provide for 100% credit of community college courses toward completion of a degree. In other instances (usually with out-of-province universities), block transfer agreements have been negotiated. Accurate information is provided to students in the college calendar and other program documents.

- 5. Research and**
- 6. Working Group**

We support the continuation of the CMEC Working Group on Credit Transfer if the group can have a more practical mandate; the present working group has done its work and now it is up to provincial and territorial jurisdictions to implement their recommendations.

JURISDICTION: Newfoundland and Labrador

1. Communication of Ministerial Principles

The Newfoundland and Labrador Council on Higher Education (CHE) was established in 1992 with membership consisting of senior executives from Memorial University of Newfoundland (MUN), College of the North Atlantic (CNA), the provincial government, and K-12 Directors of Education. Of particular significance to CHE is the Articulation, Transfer and Admissions Committee (ATAC) which is mandated to coordinate the articulation process embracing the public secondary schools, MUN and CNA, to optimize student accessibility and to enhance student mobility through transfer of credits.

Newfoundland and Labrador has had a credit transfer mechanism between MUN and CNA for over 20 years. The mechanism is quite progressive, and new agreements are being signed on a regular basis between our public postsecondary institutions (MUN/CNA) and those in other parts of Canada as well as in other nations.

MUN is committed to and complies with the *1995 Pan-Canadian Protocol on the Transferability of University Credits* (Admissions Regulation 5.5, Memorial University Calendar). MUN was instrumental in the initial draft of the Protocol in 1995.

2. Adoption of Ministerial Principles

At the May 13, 2003, Council on Higher Education meeting, the Articulation, Transfer and Admissions Committee (ATAC) was directed to

- review CMEC principles and modify existing provincial principles to ensure consistency with CMEC; (Winnipeg, October 9, 2002);
- review existing arrangements for credit transfer and commit to develop a framework for action to improve transfer arrangements over a 3-year period; and,
- support the Department of Education in the implementation of the Pan-Canadian Credit Transfer Work Plan with a view to having more systematic pan-Canadian credit transfer arrangements in place by 2005.

With reference to the first bullet, the ATAC Principles Working Group was established with representatives from Memorial University, Marine Institute, College of the North Atlantic, and Canadian Federation of Students. Members of the subgroup performed a thorough review and comparison of the principles outlined in the *CMEC Ministerial Statement on Credit Transfer in Canada* with the *Council's Principles and Guidelines for Transfer and Admissions* and concluded that the Council's principles and guidelines are consistent with those outlined in the CMEC Ministerial Statement.

3. Three-Year Framework for Action

Since fall 2004, ATAC has implemented some major changes in its reporting structure. The new structure was created to ensure a more effective and efficient provincial credit transfer mechanism.

In June 2004, the Minister of Education announced the commissioning of the *White Paper on Public Post-Secondary Education*. The White Paper was highlighted in the 2004 Speech from the Throne and was commissioned as part of the Government of Newfoundland and Labrador's continued commitment to provide affordable and accessible postsecondary education opportunities. On July 7, 2005, the White Paper titled *Foundation for Success* was released by the Minister of Education. (News Release, July 7, 2005)

The policy review examined all aspects of the province's public postsecondary education system, including the role of the Council on Higher Education (CHE). The White Paper's recommendation with respect to CHE states:

- Amend the Acts governing Memorial University and College of the North Atlantic to require each institution to demonstrate greater connectedness with each other, stronger accountability to the public, and their contribution to the social and economic development of the Province. This will include
 - ◆ three joint appointments to the University and College Boards;
 - ◆ a reconfigured Council on Higher Education recognized in legislation;
 - ◆ a process of monitoring and reporting to the council by the jointly-appointed members.

Implementation of the White Paper has commenced and the legislation will go to the House of Assembly for Royal Assent during the fall sitting. Credit transfer has been and will continue to be of top priority for CHE.

4. Priority Action Areas

The two identified areas have been and will continue to be of prime importance to government as well as the public secondary and postsecondary educational institutions. Students are provided with accurate and timely credit transfer information by the respective institutional officials. In addition, the council's annual Transfer Guide details established transfer of credit precedents available to students in Newfoundland and Labrador. The electronic version of the Transfer Guide includes a transfer database displaying course-by-course transfer information enabling students, faculty, and counsellors to conduct a credit transfer search on-line.

5. Research

NL fully supports the research agenda strategy developed by the working group. The three areas requiring further research were identified as — transfer student profiles, costs and benefits of transfer, and studies of demand for transfer.

During the September 5, 2003, conference call, NL stated: "The three research areas are very useful and timely. NL would benefit tremendously from their own research as well as those of other jurisdictions. Our main problem would be financial constraints due to limited resources."

NL's public postsecondary institutions will need to develop a timeline for the research and identify potential areas for their own research. It is not necessary for NL to conduct research on all three topics, nor is the list exhaustive by any means. NL remains committed to sharing best practices in credit transfer at the pan-Canadian level.

6. Working Group

NL encourages the continuation of the working group because the meetings provide an opportunity for jurisdictions to share valuable information at the pan-Canadian level.

JURISDICTION: Nova Scotia

1. Communication of Ministerial Principles

Yes

2. Adoption of Ministerial Principles

No

3. Three-Year Framework for Action

In December 2004, Nova Scotia signed a Memorandum of Understanding with the 11 universities in the province on funding and tuition fees. The MOU guarantees operating funding and limits tuition fee increases. As part of the MOU, the province and the universities agreed to continue to work on a number of initiatives, including credit transfer. A Working Group on Credit Transfer will be struck (approximately fall 2005) to report on the status quo and to develop a strategy and process to improve credit transfer between the university and the community college systems and among institutions in this province and in other jurisdictions. A further objective of the working group will be to clarify and simplify, particularly for students, the policies and arrangements around credit transfer.

4. Priority Action Areas

These two areas will be given priority in future discussions (see #3 above).

5. Research and

6. Working Group

Nova Scotia supports the continuation of the CMEC Working Group on Credit Transfer.

JURISDICTION: Nunavut

To Be Completed

- 1. Communication of Ministerial Principles**
- 2. Adoption of Ministerial Principles**
- 3. Three-Year Framework for Action**
- 4. Priority Action Areas**
- 5. Research and**
- 6. Working Group**

JURISDICTION: Ontario

1. Communication of Ministerial Principles

Following the ministers' endorsement of the *Ministerial Statement on Credit Transfer in Canada* in October 2002, the Deputy Minister of Training, Colleges and Universities distributed the principles to executive heads and presidents of all provincially-assisted colleges and universities in Ontario.

2. Adoption of Ministerial Principles

The Deputy Minister asked that the statement be circulated widely within each postsecondary educational institution. The College-University Consortium Council (CUCC) was to be directed to implement a process of adaptation and adoption of the principles for Ontario within its enhanced mandate (see below).

3. Three-Year Framework for Action

In March 2003, the Ministry circulated a discussion paper to college, university, and student associations suggesting strategies for an Ontario plan to promote more credit transfer. During the consultations, differences between the college and university sectors on the perceived inadequacies of the current system became evident, as did the extent of the need for improvement, and the proposed future directions on transfer.

In response to these consultation findings, the Ministry organized an externally-facilitated workshop in May 2004 with the vice-presidents, Academic of each college and university to seek consensus on next steps. The workshop identified local and systemic conditions for success to increase collaboration and suggested activities that Ontario could pursue in the short- and longer-term to support the implementation of these success factors.

In February 2005, the Report of Ontario's Postsecondary Education Review recommended that colleges and universities be required to recognize each other's related programming to create clear and efficient pathways for students while maintaining the distinct mandates of each system. The report also recommended government should consider the use of appropriate financial incentives and disincentives as a way to ensure ever greater collaboration that would result, by 2007, in a comprehensive approach to Ontario-wide, regional, and institution-to-institution degree-completion and credit-transfer arrangements to guide institutional recognition and admission decisions and student choice.

The McGuinty Plan for Higher Education announced in Ontario's 2005 Provincial Budget on May 17, 2005, provided an additional \$6.2 billion to colleges, universities, and training programs over the next five years. The improvement of pathways for students and increased collaboration between colleges and universities will be

important components of the government's commitment to improving the quality of, and access to, postsecondary education.

While the Review on Postsecondary Education was under way, CUCC upgraded its on-line transfer guide, added two student representatives to its membership, and initiated its research agenda. Research has been gathered on the number of students who transfer, the programs from which they transfer, and the success rates of transfer students. The Ministry has initiated discussions with CUCC on opportunities and future directions.

4. Priority Action Areas

In its consultation paper and discussions with the postsecondary sector, Ontario identified the two research areas above as priorities. The Ontario College-University Transfer Guide (OCUTG) has been upgraded and enhanced to provide additional and clearer information for students.

5. Research and

6. Working Group

Ontario will continue to develop a strategy to improve collaboration between its colleges and universities. At this point, the CMEC Working Group on Credit Transfer is not a priority although it has been useful in providing information sharing and research resources.

JURISDICTION: Quebec

1. Communication of Ministerial Principles

Universities in Quebec have full jurisdiction over prior learning assessment. This issue is also dealt with by the *Comité de liaison de l'enseignement supérieur* (Postsecondary Education Liaison Committee), which brings together representatives from Cégeps, universities, and the *Ministère de l'Éducation, du Loisir et du Sport* (Ministry of Education, Recreation and Sport). The *Ministère de l'Éducation, du Loisir et du Sport* has communicated these Principles to the members of this committee.

2. Adoption of Ministerial Principles

Section 22 of the College Education Regulation (*General and Vocational Colleges Act*) governs prior learning assessment by Cégeps. The *Commission d'évaluation de l'enseignement collégial* [College Education Evaluation Committee] ensures that Cégeps have and apply a prior learning assessment policy. Universities follow the Pan-Canadian Protocol on the Transferability of University Credits and enjoy full autonomy with respect to prior learning assessment.

3. Three-Year Framework for Action

In May 2002, the *Ministère de l'Éducation, du Loisir et du Sport* released its *Politique d'éducation des adultes et de formation continue* (Adult and Continuing Education Policy), which contains many measures to develop a culture of prior learning assessment for all levels of education. The action plan encourages universities to equip themselves with policies for prior learning assessment. The *Association canadienne d'éducation des adultes des universités de langue française* (Canadian Association for Adult Education in French-language Universities) has been given a mandate to report on practices in universities in Quebec.

On April 6 and 7, 2005, the *Ministère de l'Éducation, du Loisir et du Sport* organised the *Colloque national sur la reconnaissance des acquis et des compétences* (National Symposium on Prior Learning Assessment) to facilitate and promote prior learning assessment. The purpose of this symposium was to mobilize key stakeholders to further develop prior learning assessment, to increase awareness of the efforts that are under way, and to give this wide-scale endeavour a boost.

4. Priority Action Areas

Increasingly, Cégeps and universities are developing bridges between technical programs and university undergraduate programs. While some universities recognize three credits from a technical program, others recognize up to 26 credits for bachelor's degree programs through Diploma of Collegial Studies–Bachelor's Degree Program (DEC-BAC) agreements. In 2002, we reported that nine universities had agreements with between one and 42 colleges for the transfer of

between three and 33 credits. Since then, the number of agreements between universities and colleges has continued to grow. For example, one university now has 94 DEC-BAC agreements.

The Ministry's strategy to internationalize higher learning has also given a boost to prior learning assessment. For example, the joint doctoral degree program created in 1996 by France and Quebec enables doctoral students to study for three terms at a foreign university and earn a joint Ph.D. Thus, universities recognize doctoral training received at a foreign institution. This type of agreement is in the process of being expanded and will include universities in other countries such as Germany, Belgium, and Switzerland. The Ministry's short-stay grant program (\$10 M) enables students to pursue accredited training in their program of study at foreign universities. This requires Quebec universities to recognize credits issued by other institutions.

5. Research and

6. Working Group

The *Ministère de l'Éducation, du Loisir et du Sport* questions the advisability of extending the mandate of the CMEC Working Group on Credit Transfer.

JURISDICTION: Prince Edward Island

1. Communication of Ministerial Principles

Yes. We shared the principles with both UPEI and Holland College. At the same time, we were in the early stages of developing a credit transfer guide for PEI.

2. Adoption of Ministerial Principles

We adopted the principles by consensus.

3. Three-Year Framework for Action

We reviewed the existing arrangements for credit transfer in the fall of 2004. A Credit Transfer Guide draft document is now being edited in PEI. Once editing is completed, the guide will be posted on the institutions' Web sites and on the PEI Department of Education website. Hard copies will also be available.

4. Priority Action Areas

Yes, the two areas were given priority in our strategy. Regular meetings have been held that include the vice-presidents of both UPEI and Holland College, and the registrars of both institutions. This has not been an easy exercise, but we have made major progress.

5. Research and

6. Working Group

The CMEC Working Group on Credit Transfer should be continued.

JURISDICTION: Saskatchewan

1. Communication of Ministerial Principles

A working group, formed under the Saskatchewan Credit Transfer Guide (SCTG) Project Steering Committee, drafted a set of guiding principles to advance credit transfer in the province's learning sector. The *Ministerial Statement on Credit Transfer in Canada* was referenced as a background document by the working group. Upon the creation of the Saskatchewan Council for Admissions and Transfer (SaskCAT) in the fall of 2004, the Council has met to formally establish its mission, guiding principles, and goals. SaskCAT has conveyed this information in its first annual report to the Campus Saskatchewan Management Board (comprised of representatives from postsecondary institutions) in May 2005. Discussions are currently under way to design a broader communications strategy.

2. Adoption of Ministerial Principles

SaskCAT has approved a set of guiding principles to govern its work on building the culture of transfer in the province, in addition to the development of the provincial on-line transfer guide. It is anticipated that the current set of guiding principles will be reviewed in spring 2006; the "fit" of SaskCAT's principles with the CMEC principles will also be formally considered at this time.

3. Three-Year Framework for Action

The SCTG Project Steering Committee, facilitated by the Department of Learning, engaged the province's learning sector to collaboratively build a transfer system, which resulted in the formation of SaskCAT, and to design a Request for Proposals that led to contracting a company to undertake the development of the on-line guide in July 2004. It is anticipated that the on-line guide will be publicly launched in September 2005 with the understanding that this resource will be an ongoing work-in-progress.

4. Priority Action Areas

SaskCAT intends to actively foster dialogue regarding credit transfer among faculty through the formation of Articulation Committees in fall 2005. The launch of the on-line transfer guide will also be an important step in supporting the development of a more fluid learning recognition system in Saskatchewan. In June 2004, the Government of Saskatchewan also approved the *Recognizing Prior Learning in Saskatchewan: Provincial Policy Framework*. See: <http://www.sasklearning.gov.sk.ca/> (click on postsecondary/RPL)

5. Research

The sharing of best practices among members of this working group has significantly supported the advancement of our provincial credit transfer initiative.

6. Working Group

Saskatchewan supports the continuation of the CMEC Working Group on Credit Transfer. **Note:** The Chair of SaskCAT is a new member of this working group.

JURISDICTION: Yukon

1. Communication of Ministerial Principles

Yes, the Ministerial Principles were communicated to the postsecondary institution.

2. Adoption of Ministerial Principles

Yes, the Ministerial Principles were adopted by the postsecondary institution.

3. Three-year Framework for Action

4. Priority Action Areas

Yukon has only one postsecondary institution, Yukon College. Its continuing priority is to ensure that its students are able to transfer without difficulty to outside postsecondary institutions. Articulation agreements are an ongoing process for the college.

5. Research and

6. Working Group

The CMEC Working Group on Credit Transfer should be continued.