

College/University Programs Leading to Undergraduate Degrees

A Discussion Paper

ONTARIO CONFEDERATION OF UNIVERSITY FACULTY ASSOCIATIONS

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Introduction:

OCUFA has presented timely and thoughtful policy positions throughout its existence on a broad range of postsecondary and related issues. Of the issues gaining prominence with government and policymakers in the past decade, how Ontario's public postsecondary institutions relate, co-operate, and collaborate to present the best possible pathways for students to their desired postsecondary outcomes has become increasingly important.

There has been a constant leitmotif in government-commissioned reports and policy options for decades to have "more integrated" or "seamless" tertiary educational programs. (e.g. Vision 2000: a review of the mandate of Ontario's Colleges, 1990; Task Force on Advanced Training "No Dead Ends" - Pitman Report, 1993; Excellence, Accessibility, Responsibility: Report of the Advisory Panel on Future Directions for Postsecondary Education: Smith Panel 1996; Port Hope Accord: 1999; TCU Discussion Paper on strategies to promote more credit transfer: 2003; Ontario: A Leader in Learning (Rae Report, 2005).

However, one of the key challenges for any government wishing to implement more integration, either through more generous credit transfer, joint programming, or other collaborative measures, remains the Ontario reality: Ontario's publicly-supported degree-granting institutions have a lengthy tradition of existing as highly autonomous and self-governing entities. That tradition has meant these institutions were not created to be and do not represent a "system" of degree-level education designed under the aegis of a provincial government, as is arguably true in Alberta and British Columbia. Even when government has created new Ontario universities (with the notable exception of UOIT), the governing legislation has continued the tradition of institutional autonomy over governance and all academic matters.

(Please note that this paper uses the term colleges exclusively to refer to the 25 institutions formerly all known as Colleges of Applied Arts and Technology and no other institution with "college" in its name. Ontario CAATs were created as agencies of government and are, of course, subject to more direct intervention by government to the present.)

The Ontario model of collaborative programming and transfer pathways among its public institutions reflects Ontario's tertiary system in its diversity and its individuality. Agreements between individual colleges and universities are voluntary, self-selecting, and continue to respect the autonomy of individual universities. Normal university academic standards must be met, including standards related to teaching. Even with more government pressure on universities to increase such programming in recent years, steady but not rapid growth in collaborative, degree completion, and other such programs leading to degrees has occurred.

For example, representatives of CAATs and universities signed the Ontario College-University Degree-Completion Accord (aka Port Hope Accord) in 1999. By 2004, 216 program agreements existed, representing an increase of approximately 60% over three years (including 40 university to college agreements. (COU Ontario College and University Fact Sheet, 2004). These programs included joint, degree completion, consecutive and concurrent programs. By 2008, this had grown to 286 agreements of all types, including 12 university to college agreements. Further, a 2006 study found a modest increase of 1.2% in college graduates entering Ontario universities (from 6.6% in 2004 to 7.8% in 2005). (MTCU graduate satisfaction survey)

This modest growth is despite the existence of a government-funded body, the College University Consortium Council (CUCC), operating under the aegis of COU since 1996 whose mission is to facilitate, promote and co-ordinate joint education ventures that will aid the transfer of students from sector to sector; facilitate the creation of joint programs; and further the development of a more seamless continuum of postsecondary education.

Meeting the demand for degree programs without building more universities or adding to existing ones is one reason government has and continues to seek more college/university collaboration. In the past, rising participation rates, growth in the demographic cohort that traditionally enrolled in degree programs, and public policy changes (e.g. elimination of grade 13, requirement for a BScN as entry-level qualification to the nursing profession) resulted in increased demand and the need for more spaces in a very tight fiscal, environment. Government's solution was to fund more spaces at existing universities, grant some colleges restricted degree-granting authority, and push for more collaborative programming.

The need to meet rising demand will continue to exert pressure on the Ontario government for appropriate policy solutions. A recent (June, 2008) COU publication predicts that Ontario will not see a decrease in demand for degree programs (Managing Growth in University Enrolment and Enhancing the Quality of the Student Learning Experience). It states that "over the next two decades the demand for a university education will continue to grow in Ontario.... Total enrolment could increase by 118,000 from 379,000 in 2006 to 497,000 in 2021." COU cites growth in key demographic groups and higher participation rates, especially in the GTA, as key drivers. Thus, despite a fairly modest although still significant growth rate in collaborative programs, addressing issues raised by these programs will be important now and in the future.

In addition to the larger public policy issues raised by pressures for more degree opportunities through collaborative programming, concerns are being voiced by members of OCUFA about the growth at individual universities of collaborative arrangements with colleges and about how such programming relates to

collective agreements and other administrative procedures normally used at universities to ensure oversight of academic quality.

A discussion on the issues of college/university programming leading to degrees is, therefore, timely. OCUFA may very well be asked, in the near future, to present its opinion on how much of a good thing these programs may be. Individual faculty associations are grappling with perceived problems presented by governance and teaching standards in existing or planned programs. This paper will discuss and present policy options for the Board's considerations for both levels of issues - (a) macro-public policy and (b) individual faculty association.

First, however, a description of the present college/university degree program landscape would be useful to present some context for discussion and decision-making.

What Exists: A Description of Current College/University Arrangements

College-University Consortium Council

This body co-ordinates, on behalf of college and university administrations and the Ministry of Training, Colleges and University, the promotion of more integration and transfer opportunities for students within and among publicly supported institutions. The Council's membership is currently appointed jointly by COU, the Council of Presidents (Colleges Ontario formerly the Association of Colleges of Applied Arts and Technology), and MTCU. It is wholly funded by the ministry.

Participation is entirely voluntary but member institutions are expected to engage in the priority activities of the Council. Among its founding principles, the CUCC (and, therefore the ministry) recognizes that "authority for approval of proposed initiatives continues to rest with the university senates and governing bodies and college boards of directors." The ministry continues to review programs for funding eligibility against existing criteria, although the ministry did commit to provide funding "to support selected projects" and to support a small secretariat. Thus, the main government-supported body charged with expanding "pathways" to degree programs at universities explicitly recognizes the ongoing autonomy of individual universities to engage in such activities and the existing internal processes of program approval and academic quality oversight at universities.

Current representatives on the Council include the relevant Assistant Deputy Minister, 2 college presidents and 1 VP- Academic, two university presidents and 1 VP-Academic, 1 university and 1 college student who have enrolled in a transfer program of some kind, 1 senior staff person from COU and Colleges Ontario, and 1 or 2 bureaucrats from the relevant divisions at the ministry. Note

that, at present, there is no specific voice at the table representing faculty in their role as the front-line gatekeepers of academic quality.

Types of Collaborative Programs of Interest to OCUFA

The CUCC produces the Ontario College-University Transfer Guide and has created a classification scheme of types of agreements: concurrent (earning two credentials, usually a baccalaureate and a diploma/certificate at the same time); degree-completion/consecutive (start at a college and proceed to a university); joint integrated (study at both college and university towards a baccalaureate); and intensive/accelerated (from university to college).

Of the types of collaboration agreements, the intensive/accelerated raises the fewest issues for OCUFA as it is a university to college program, usually allowing a degree-holder to earn a certificate or diploma in a related field and to gain "real-life" experience in his/her discipline.

As of 2008, 286 agreements in all categories were listed in the transfer guide with 222 being degree completion agreements. Thus, most activity to date has been to provide clear recognition of how much of a college education will be transferable to a university to earn a degree. The founding agreement (Port Hope Accord) established articulation principles such that a 3 year college program graduate would have to complete an additional maximum of 9 full-year university courses out of 20 (1.8 years) and a 2 year college program graduate would have to complete an additional 12-14 full courses to earn a 4 year baccalaureate. These principles recognized long-standing judgments made by individual university departments and registrars regarding the typical academic value of a college certificate or diploma towards a degree.

Even before CUCC was established, many universities had degree completion and other arrangements with colleges that typically required a college graduate to complete 2 full years of additional study to earn a 4 year degree, in addition to the already completed 3 year college program. There has been virtually no change to the "college value" for degree completion under the new arrangements. If faculty associations have not identified problems in the area of credit for college credentials to date, there is little chance that problems will arise because of the agreements overseen by CUCC, so long as the articulation principles remain unchanged and university autonomy continues to be recognized.

Specific Programme Examples

The Sheridan/UTM Art and Art History program is an example of a joint/integrated program. This program predates CUCC by 25 years. In 1971 it had 4 students; in 2007 it had 450. Sheridan provides the studio "home base" and UTM provides all academic components, including faculty.

Concurrent programming is the forte at Guelph/Humber which had 2,500 students in eight programs in 2008. Students graduate in four years with a baccalaureate and a related college diploma. Both university and college faculty are involved in program design and teaching.

Another example of a concurrent program provides two years of university first and then switches for a practical, applied component to a college. The Honours BA (Journalism) program offered by UT Scarborough and Centennial also confers the related college diploma on graduates.

There is another programming type that has often confused observers - that of a university offering its degree programs at a college. Since this programming is entirely under the aegis of the sponsoring university, all oversight, review, quality controls and faculty agreements should govern these programs.

For example, in a review of current programs being offered at colleges undertaken for this paper, a 4-year Honours BA (English) offered through the Georgian University Partnership Centre appeared to raise issues of academic oversight and faculty quality. On investigation, an Assistant Professor and member of LUFA is the program director. He participates in departmental meetings by phone and is fully engaged in Laurentian's processes. However, faculty associations should be cognizant of off-site activity at their individual universities and be part of processes, as appropriate, that approve and monitor such programs.

Consecutive and joint-integrated agreements are those types of college/university collaboration that may present the most issues regarding academic quality and faculty qualifications and may require more careful oversight by faculty of any future agreements. (As of 2008, there were 10 consecutive agreements and 14 joint/integrated.) The author could not find articulation principles, such as those for degree-completion, for these types of agreements, indicating that they are negotiated individually by relevant parties at each institution. The agreements themselves are not made available publicly, although faculty associations should be able to access them for review and oversight purposes.

In discussion and formulation of policy, the first step is to ascertain what "beast" is being stalked - is it a university degree program being offered at a distance, a concurrent program with a college component, a degree completion arrangement?

Collaborative Programs: What Disciplines are Emphasized and Current Level of Activity

The Ontario University Application Centre's website offers information on and registration procedures for joint programs offered by the universities of Ontario in collaboration with Ontario colleges. The collaborative program offerings leading to a degree for the academic year 2008-09 lists 93 such programs. *(Please note these numbers do not reflect all college to university degree programming.)*

Almost one in four - 21 - of these programs lead to a B.ScN. This skewed program profile reflects the need for more degree opportunities as the government changed entry-to-practice qualifications for the nursing profession.

Most of the listings are university degree/ college diploma programs conferring both on successful graduates.

By way of context, the OUAC's website also lists all undergraduate degree opportunities provided by Ontario's 18 universities and OCAD. In the first section of "A" alone from Accounting to American Studies, reflecting 18 separate programs, 96 university-only undergraduate degree programs were listed on offer in 2008-09. Just the beginning of the "normal" university undergraduate offerings listed three more programs than the entire collaborative degree college/university universe as it now exists.

Enrolment

While enrolment levels are rising in various forms of collaborative programs, they still represent a small proportion of total undergraduate enrolment. The best estimates of the author is that total enrolment in all CUCC-sponsored collaborative programs in 2007-08 was about 1500 students. (Once again, not all college/university programming would be captured in the CUCC-sponsored activity.)

A few specific examples of 07-08 program enrolment are (including programs not sponsored by CUCC):

Guelph/Humber	2500
SenecaYork	625
Georgian University Partnership Centre (with Laurentian, Nippising, York, Windsor)	1700

These figures are in the context of total undergraduate enrolment at Laurentian of about 8000 FT/PT; at York 45,000; at Windsor 15,500.

However, college to university enrolment may grow faster than other types of enrolment, especially in the GTA and especially in traditional disciplines. A March, 2008 study undertaken by York University on behalf of CUCC indicates that CAAT transfers to universities account for an increasing proportion of new student enrolment at York (from 8.7% of new student intake in 1996 to 13.8% in 2006). The study also found that GTA colleges are an increasing source of CAAT transfers, that transferees are generally given more advanced standing than in the past, and that Social Sciences and Humanities are the disciplines of choice for CAAT transfers.

Level of Activity Differs University to University

It is important to remember that Ontario's universities each have *very* different levels of activity both in accepting college students into their programs and collaborating with colleges. The MTCU Graduate Satisfaction Survey (04-05) provided data on college graduates attending universities for all programs. York, Ryerson, and non-Ontario universities had the highest level of college graduate attendees. (York had almost 1,000; Ryerson 750, and non-Ontario universities 550. In contrast, Queens accepted about 50 such graduates and Waterloo about 60. The transfer guide database also indicated wide variability from one transfer agreement with the university as receiving institution to 39 such agreements. (Laurentian, Windsor, Algoma, Brock, and Wilfrid Laurier were the top five receiving institutions in terms of transfer agreements.)

Programming Profiles - Carleton, Laurentian, York, Windsor

As context and background information, appendices A through D provide overviews of 4 different universities' current activity in collaborative programming. With the notable exception of Laurentian at Georgian where an increasing number of programs are offered entirely offsite, most agreements still follow the traditional 2+2, 2+3, or 3+2 patterns of transfer to a university degree program.

Incentives

Until 2006-07, there were no general grant programs aimed at increasing the number, type, or range of collaborative agreements. In 2006-07, MTCU transferred a modest amount of funds to CUCC to provide grants to new collaborative programs. A total of \$625K was allocated to five projects. A further \$2M at the end of fiscal 2007 funded twelve projects for \$1,085,000. All grants have been in the \$120K-\$240K range.

Discussion of Issues and Policy Options

Is the current process sufficiently protective of program quality? Are there adequate processes for planning oversight, approvals, and monitoring of program quality?

Most new collaborative programs are negotiated with input from departmental faculty and administration representatives from both universities and colleges. These programs should be treated as would any new academic endeavor, with Senate approval and submission to the COU-led undergraduate program review process. Currently, there is no specific role for faculty associations *per se* at the institutional level. As noted the CUCC itself has no appointee representing faculty associations.

It would certainly strengthen the CUCC and its processes to expand representation by appointing a university faculty association representative. Discussion and debate are presently unnecessarily limited by the lack of a specific faculty voice at CUCC which could bring direct experience with collaborative programming from a teaching/academic research perspective to the table.

At the individual institutional level, in addition to whatever input is currently sought, faculty associations should have, at least, access to collaborative agreements and information on who is teaching what and the faculty appointment processes.

Finally, OCUFA should encourage the establishment of clear principles for all types of collaborative arrangements between colleges and universities, such as the Port Hope agreement articulation principles for degree completion.

Is the current process sufficiently respectful of academic freedom and university autonomy?

The great strength of the current approach is its implicit recognition of the heterogeneity of Ontario's tertiary education system. By leaving negotiations and agreements in the hands of individual institutions and not imposing topdown quotas or expectations, the government has wisely chosen to continue to respect autonomy and protect academic freedom. While the current process may seem too leisurely for some, resulting in too few collaborations, hammering out agreements one-by-one is, perhaps, the best protection of academic excellence and student interests that exists. The process conserves appropriate oversight while allowing for new partnerships in all academic areas.

OCUFA should encourage the government to continue to recognize university autonomy in these matters both as one of the foundational components of academic freedom and the best protection for academic quality.

OCUFA should be wary of any trend toward increased incentives, as they tend to distort the academic mission at universities by privileging some areas of scholarship over others. In the past, incentives were based not on academic excellence but perceptions of where universities should grow to best serve public policy aims.

There are a number of growing areas of activity at some universities that are not collaborative programming but do involve college administrative and other support in offering offsite degree programs. Is there sufficient oversight regarding academic quality, including teaching and research, for offsite programming such as takes place at the Georgian University Partnership Centre?

The author found it quite difficult to get information on who teaches what for many of the degree programs Laurentian offers at Georgian. In contrast, information for comparable Laurentian campus degree programs was quite accessible. It was also difficult to find the responsible university administrator charged with oversight of these academic activities. Since agreements do not appear to be publicly available, opinions about whether appropriate oversight, accountability and information-sharing cannot be made.

At the least, any arrangements and formal agreements regarding an Ontario university offering its degree programs at a locale other than its main campus/campuses should be made available, as a matter of course, to faculty associations for analysis and a specific administrative position should be identified as responsible for and accountable to the university community regarding such agreements.

Recommendations

1. Support the current process as it protects university autonomy, academic freedom, and program quality while allowing for expanded partnerships among colleges and universities.
2. Request a representative on the CUCC. The lack of a specific representative voice for faculty, especially since students have been represented since 2004, is an inexplicable omission.
3. Encourage the establishment of guiding principles for all types of college/university collaborative programs to ensure appropriate academic quality and monitoring.
4. Assign a staff person to monitor and, when necessary, provide briefing notes to the Executive and/or Collective Bargaining Committee regarding any issues on collaborative or other types of college-university transfer programs that should be addressed.

5. Encourage individual faculty associations to determine the need for and best approach to monitoring collaborative and transfer program issues in light of their particular departmental and institutional circumstances.
6. Encourage individual faculty associations to determine appropriate levels of involvement in off-site university programming, especially related to association agreements, and present their positions through the collective bargaining cycle.

APPENDIX A: LAURENTIAN

Program (by school)	Program Type	Credential	Articulation Type
Georgian			
Bachelor of Arts (Honours) English and Psychology/4 years	Arts and Humanities	Bachelor of Arts Hon.	4 yrs at Georgian
Bachelor of Arts (Honours)/ 4 years Offered at Barrie and Orillia campuses	Arts and Humanities	Bachelor of Arts Hon.	3 yrs at Georgian, 1 yr at Laurentian
Bachelor of Arts/3 years/ Offered at Barrie and Orillia campuses	Arts and Humanities	General Bachelor of Arts	3 yrs at Georgian
BBAD/ Bachelor of Business Administration	Business	Bachelor of Business Administration	4 yrs at Georgian
Bachelor of Administration Bridge Program ADVE Advertising Bachelor of Arts 4-Year (Specialized) in Communications (Curriculum is under review)	Business	Bachelor of Business Administration	2 yr diploma + single semester bridge program + 2 yrs at university + 2 courses OR 3 yr diploma + single semester bridge program + 1.5 yrs at university OR 3 yr diploma grads with GPAs of 75% + can: bypass bridge program and complete 1.5 yrs at university + 1 course
BSWR Bachelor of Social Work	Health and Medical	Bachelor of Social Work Honours	2 yr diploma + 2 yrs at university
Laurentian also has articulation agreements with Georgian for the following programs which involve the completion of a diploma, and eligibility of advanced standing for a Laurentian degree program. <ul style="list-style-type: none"> - DNHY Dental Hygiene, Bachelor of Arts (general) in Gerontology - DSWR Developmental Services Worker, Bachelor of Arts in Gerontology - LASA Law & Security Administration, Bachelor of Arts (general) Law & Justice or Bachelor of Arts (specialized) Law & Justice - PFPR Police Foundations, Bachelor of Arts (general) Law & Justice or Bachelor of Arts (specialized) Law & Justice - PNRS Practical Nursing, Bachelor of Arts (General) in Gerontology 			
Cambrian			
Cambrian Program:	Business	Bachelor of Commerce + Diploma	3 yr diploma + 2 yrs at university

Business Administration- Accounting, Business-Administration- Business Management or Marketing Laurentian Program:				
BA Commerce Cambrian Program: Nature-Based Adventure Tourism Laurentian Program: (BA) Physical Health and Education	Health and Medical	Bachelor of Physical Health and Education + diploma	2 yr diploma + 30 credits at Laurentian	
Cambrian Program: Correctional Services Worker, Police Foundations, Law and Security Laurentian Program: (BA) Law and Justice	Arts and Humanities	Bachelor of Law and Justice + diploma	Various requirements for diploma programs	
Cambrian Program: Developmental Services Worker Program, Social-Services Worker-Gerontology Huntington/Laurentian Program: (BA) of Arts in Gerontology admissions application process Cambrian Program: Physical Fitness and Leisure Management	Health and Medical	Bachelor of Arts in Gerontology + diploma	Completion of relevant diploma program + 42 credits	
	Health and Medical	Bachelor of Physical Health and Education + diploma	3 yr diploma + 2 yrs at university	

Laurentian Program:				
(BA) Physical Health and Education				
Boreal				
Bachelor of Science in Nursing	Health and Medical	Bachelor of Science in Nursing	4 yrs at university	
<p>On May 7, 2007 Laurentian and College Boreal signed a collaboration agreement that outlines its commitment to offering joint programs. Four articulation agreements were signed for the following programs:</p> <ol style="list-style-type: none"> 1) Droit et justice (Laurentian) and Techniques de réadaptation et de justice pénale, Techniques des services policiers et Administration de la loi et de la sécurité (Boréal); 2) École des sciences de l'activité physique et de la santé (Laurentian) and Promotion de l'activité physique et de la santé Boréal); 3) École de commerce et d'administration (Laurentian) and Administration des affaires, volets comptabilité et marketing (Boréal); 4) Sciences libérales (Laurentian) and Technologie en radiation médicale (Boréal). 				
Sault				
Bachelor of Science in Nursing	Health and Medical	Bachelor of Science in Nursing	4 years at Sault	
<p>*Note* Laurentian also has the following collaborative arrangements:</p> <p>St. Lawrence College</p> <p>- Bachelor of Science in Nursing (BScN)</p> <p>Northern College</p> <p>- Bachelor of Science in Nursing (BScN)</p>				

APPENDIX B: YORK

Program (by school)	Program Type	Credential	ARTICULATION TYPE
Centennial			
Communication Arts - Corporate Communications - Book and Magazine Publishing- 4 years	Arts and Humanities	Bachelor of Arts + Certificate	Study 3 days a week at Centennial for two years while completing a four year degree at York.
General Science: General Arts and Science, Science Option (special transfer credit arrangement; academic studies and access)	Science	Bachelor of Science + Diploma	To be eligible for the Bachelor of Science program, students must complete the 2 yr diploma program at Centennial.
General Arts and Science- Arts program	Arts and Humanities or Science	Bachelor of Arts	2 yrs @ Centennial and then admission into a university program with transfer credit arrangement.
Georgian			
Nursing Program	Health and Medical	Bachelor of Science in Nursing	2 yrs at Georgian, 2 yrs at York
Visual Arts *(Note: Senate approved but not operating)			TBA
Humber			
General Arts & Science (special transfer credit agreement)	Arts and Humanities or Science	Bachelor of Arts + Diploma	2 yrs at Humber then transfer to York
Seneca			
Note Unless otherwise stated these are admission requirements for transfer students: Seneca College students will be considered for admission to undergraduate degree studies at York with successful completion of two full semesters of academic study or a 4 semester diploma in an academic program. A minimum cumulative grade point average (GPA) of a 3.0 on a 4-point scale (B/70%) including all attempted courses is required.			
Nursing Program/ 4 years	Health	Bachelor of Science in Nursing	2 yrs at Seneca, 2yrs at York
Professional Writing	Fine Arts and Design	Bachelor of Arts	Housed at York, Department of English
Atkinson Faculty of Liberal & Professional Studies- Accounting & Finance: Many business programs (special transfer credit arrangement; plus specific in Accounting and Finance)	Business	Bachelor of Administrative Studies + Diploma	Completion of diploma, eligible for transfer credits for the BAS degree.
General Arts: General Arts & Science	Arts and Humanities or	Bachelor of Arts	2 yrs at Seneca, plus Seneca-York approved courses

(Diploma-Degree completion program)	Science	+ Diploma	and 1 + yrs at York.
Law & Society: Court & Tribunal Administration	Arts and Humanities	Bachelor of Arts + Diploma	Completion of diploma, eligible for admission to York and transfer credits
Psychology- Rehabilitation Services (joint certificate program)	Health and Medical	Bachelor of Arts or Bachelor of Science + Joint Certificate	This program, the only one of its kind in Canada, is offered jointly by York University and Seneca College. Courses taken at both Seneca and York.
Biotechnology Technologist (Research) (Special degree- BSc (Technology) in Applied Biotechnology)	Health and Medical	Bachelor of Science Technology in Applied Biotechnology	2.5 yrs at Seneca, transfer to York. Max of 45 transfer credits awarded.
Chemical Laboratory Technology- Pharmaceutical, Chemical Technology (special transfer credit arrangement)	Health and Medical	Bachelor of Science + Diploma	1 yr or 2 yr diploma at Seneca, eligible for admission to York, Max. of 45 transfer credits awarded.
Sheridan			
Fine Arts: Film: Media Arts (joint degree/diploma program)	Fine Arts and Design	Bachelor of Fine Arts + Diploma	3 yr diploma plus 2 yrs at York

Note There are also various transfer credit policies with CAATs

APPENDIX C: CARLETON

Program: (by school)	Program Type	Credential	Articulation Type
Algonquin			
Bachelor of Information Technology-Interactive Multimedia and Design	Fine Arts and Design/Science	Bachelor of Information Technology and Advanced Diploma	Study at both Algonquin and Carleton
Bachelor of Information Technology	Fine Arts and Design Science/	Bachelor of Information Technology and Advanced Diploma	Study at both Algonquin and Carleton
Bachelor of Arts in Criminology, Law, Psychology or Sociology AND Police Foundations	Arts and Humanities		2 yr diploma plus 2 yrs at Carleton to obtain a general degree. Max 5 credit transfer
Bachelor of Arts AND Early Childhood Education	Education and Instruction		2 yr diploma gives advanced standing credits up to a max of 5
Bachelor of Social Work and Human or Social Service Worker Program	Health and Medical		Unknown
Fanshawe			
All of Fanshawe's 2 yr and 3yr programs	All		2 yr or 3 yr diploma gives advanced credit towards appropriate degree.
Loyalist			
Bachelor of Arts, Early Childhood Education program	Arts and Humanities		3 yr diploma at Loyalist; credit transfer to Carleton
Sir Sandford Fleming			
Bachelor of Social Work and Human or Social Service Worker Program	Health and Medical		Unknown
St. Lawrence			
Bachelor of Social Work and Human or Social Service Worker Program	Health and Medical		Unknown
Carleton also has general articulation agreements for all CAA's for their Bachelor of Business Studies (General) - Accounting track, Business Programs, General Arts and Science, Computer Science and Law and Security programs.			

APPENDIX D: WINDSOR

Program (by school)	Program Type	Credential	Articulation Type
Fanshawe			
Fine Art Program	Fine Arts and Design	Bachelor of Fine Arts + Diploma	3 yr diploma + and 2 yrs at Windsor
Recreation and Leisure Services Program/Kinesiology	Health and Medical		2 yr diploma students with a B average can receive up to 10 Kinesiology credits at Windsor.
George Brown			
Performing Arts Program	Fine Arts and Design	Bachelor of Fine Arts- Acting + Diploma	3 yr diploma and 2 yrs at Windsor
Humber			
Theatre Performance Program	Fine Arts and Design	Bachelor of Fine Arts- Theatre Performance + Diploma	3 yr diploma at Fanshawe and 2 yrs at Windsor
Lambton			
Chemical Engineering Technology Program	Engineering	Bachelor of Science + Diploma	3 yr diploma; credit transfer to Windsor.
Child and Youth Worker	Health and Medical	Bachelor of Arts or Social Work + Diploma	3 yr diploma; credit transfer to Windsor
Environmental Technology Program	Science	Bachelor of Science + Diploma	3 yr diploma; credit transfer to Windsor
Industrial Hygiene Technology Program	Science	Biological Sciences Degree or Biochemistry degree + Diploma	3 yr diploma; credit transfer to Windsor
Medical Laboratory Science Program	Science	Bachelor of Science degree in Biological Sciences, Biochemistry, or General Science + Diploma	3 yr diploma; credit transfer to Windsor
Police Foundations Program	Health and Medical	Bachelor of Arts or Bachelor of Social Work + Diploma	2 yr diploma; credit transfer to Windsor
Social Service Worker	Health an Medical	Bachelor of Arts or Social Work + Diploma	2 yr diploma; credit transfer to Windsor
Sports Facilities and Recreation Administration Program	Health and Medical	Bachelor of Human Kinetics + Diploma	3 yr diploma; credit transfer to Windsor

One-Year, Pre-Health Science-Nursing Program	Health and Medical	Bachelor of Science in Nursing.	1 yr at Lambton; considered for admission to the B.Sc.N. program.
Mohawk			
Medical Laboratory Science Program	Health and Medical	Bachelor of Science in Biological Sciences	3 yr diploma; credit transfer to Windsor
St. Clair College			
Journalism and New Media Program	Arts and Humanities	Bachelor of Arts (Communications)	2 yr diploma; credit transfer to Windsor
Chemical Engineering Technology Program	Engineering	Bachelor of Science + Diploma	3 yr diploma; credit transfer to Windsor
Medical Laboratory Science Program	Health and Medical	Bachelor of Science in Biological Sciences, Biochemistry or General Science + Diploma	3 yr diploma; credit transfer to Windsor
Developmental Services Worker Program	Arts and Humanities or Health and Medical	Bachelor of Arts or Social Work + Diploma	Completion of diploma; credit transfer to Windsor
Early Childhood Education Program	Arts and Humanities or Health and Medical	Bachelor of Arts or Bachelor of Social Work + Diploma	2 yr diploma; credit transfer to Windsor
Business Administration Information Systems	Business	General Bachelor of Computer Science + Diploma	Completion of diploma; credit transfer to Windsor
International Trade Management	Business	Honours Bachelor of Commerce + Diploma	Completion of degree + certificate, consider for advanced standing in courses for the Honours program.
Mechanical Engineering Technology-Automotive Product Design Program	Engineering	Bachelor of Applied Science in Mechanical Engineering	Completion of diploma; credit transfer to Windsor
One-Year, Pre-Health Science-Nursing Program	Health and Medical	Bachelor of Science in Nursing.	1 yr at St. Clair; considered for admission to the B.Sc.N. program.
Dental Hygiene Diploma	Health and Medical	Any degree program in the Faculty of Arts and Social Services + Diploma	2 yr diploma; credit transfer to Windsor
Police Foundations Program	Arts and Humanities or Health and Medical	Bachelor of Arts or Bachelor of Social Work + Diploma	2 yr diploma; credit transfer to Windsor
Sheridan			

Craft and Design Program	Fine Arts and Design	Honours Bachelor of Fine Arts (Visual Arts)	3 yr diploma at Sheridan; credit transfer and 2 years at Windsor
Sir Sandford Fleming			
One-Year General Arts and Science Program	Arts and Humanities or Health and Medical	Bachelor of Arts or Social Work	Completion of 1yr program; acceptance and credit transfer to BA or BSW program at Windsor