

**ONCAT Continuing Education Credential Completion Strategy:  
Final Report**

**Project Number:** 2016-30

**Lead Institution:** Mohawk College, in partnership with Fanshawe College

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## **Executive Summary:**

In partnership, Mohawk College and Fanshawe College worked to create pathways within their respective General Arts and Science programs. General Arts and Science, unique in being largely options-based and offered through both part-time and full-time deliveries, was leveraged within the project to facilitate credit transfer opportunities and enhance flexibility for students, in particular for those going through an academic transition.

The main goals of the project were to map post-secondary credits from institutions within the colleges' catchment area on both a course-to-course and course-to-program outcome basis. Data resulting from the process was to be compiled by establishing a database. The project was to culminate in sending course credit transfer decisions to ONCAT.

In total, 3,435 course transfers were approved from 35 institutions with a particular focus on McMaster University, University of Guelph, Sheridan College, Seneca College and Niagara College. Of the courses assessed by Mohawk, 173 were approved for course-to-course transfer and 3,263 were approved as course-to-program outcome(s) transfer. Areas of focus included Business, Humanities, and Liberal Arts as they proved to have the highest transfer rates with respect to General Arts and Science. Both the certificate and diploma offerings of the program were considered.

At Mohawk College the pathway(s) created throughout the project render students eligible for course to program transfer for all seven first year options-based courses. Eligible students may be exempt from the remaining mandatory courses, however transfer credits must align with the residency policy.

Fanshawe College agreed to allow nine credits (roughly three courses) from any program for transfer into their General Arts and Science program, raising the likelihood that a student would only need one additional semester of study to complete a one-year certificate. The process was formalized and degree audits were updated so that the nine standard (non-elective) credits would automatically populate the student evaluations (EVAL) allowing them to see immediately which credits they had already completed toward a one-year General Arts and Science certificate. As more of General Arts and Science has moved to an online delivery, Fanshawe is now able to offer program completion to online-only students as well.

The first of its kind within General Arts and Science as well as Continuing Education, the project at hand shed light on new approaches to credit transfer within the program as well as within the full-time and part-time academic areas. Mohawk College, as the lead of the project, created a cross-disciplinary Steering Committee and Working Group that leveraged the different strengths, knowledge, and background of its members, amplifying the ability to overcome challenges.

In addition, it was important to recognize the differences between programs, policies, and procedures at the two participating institutions. Mohawk and Fanshawe worked towards the common project goal while tailoring processes to individual institutional policies. The two

schools leveraged their excellence in academic programming and student-centred approach to create novel opportunities for credential completion.

Overall, having a strong, dedicated and collaborative team ensured that project deliverables were met effectively and on time. In the end, project goals were met and the team continues to communicate and market the credential completion opportunity for implementation in Fall, 2017.

Without the project funding, this initiative would likely not have carried forward. Mohawk and Fanshawe would like to take the opportunity to recognize and acknowledge the support and contribution from ONCAT.

### **Project Purpose and Goals:**

The ONCAT General Arts and Science Credential Completion project between Mohawk and Fanshawe was facilitated with the purpose of streamlining pathways into the General Arts and Science program with a particular focus on furthering opportunities for early leavers.

Recent years have shed light on the benefits of helping to facilitate student transfer within the province. With the unique nature of General Arts and Science, this project allowed for the creation of pathways that bridges different academic areas. Explored in more detail throughout the report, the General Arts and Science program not only supports receiving pathways from a diverse range of academic areas but also prepares students to continue their educational path upon completion, should they choose to do so.

Prior to the commencement of this project, the project team observed a 2014/2015 provincial college graduation rate reported at 65.8%. Within Mohawk alone, the number of early leavers within the past five years was over 14,000. These student leavers range from those who may have no credits to those who have completed many; the total includes any student who was registered after 10 days and who have left the college without completing a credential. Noting these numbers, Mohawk and Fanshawe both saw an opportunity to re-engage these former students. In doing so, the colleges could work to enhance graduation rates within the two institutions with hopes to contribute to the overall success rate across Ontario. The General Arts and Science credential completion strategy will therefore reach out to students who had left their program prior to graduation or alternatively, provide additional options to those students thinking of making an educational transition. This outreach will also consist of a community strategy to engage early leavers of other post secondary institutions.

#### *General Arts and Science - An Overview:*

At Mohawk College, the General Arts and Science program is currently offered in two streams: as a one-year certificate and as a two-year diploma. It is unique in that the program is based on optional courses, allowing students to pursue their own area of interests within the breadth of subjects offered. In order to successfully complete the credential, first-year students (for both streams) must complete three mandatory courses:

- CREDAS101, First Year Foundations;
- COMM11040 or COMMLL041, Communications; and
- SSC110051, Introduction to Critical Thinking.

The remaining seven courses to be completed within the first year are chosen from a list of those that are options-based. These courses range in subject area from Art Through the Ages to Preparatory Chemistry, giving the student flexibility in their studies depending on where their interest and/or career aspirations lie. Should students wish to pursue the two-year diploma, the following academic year requires the completion of 12 mandatory courses. A comprehensive Program of Studies for both the certificate and diploma programs, with listed optional courses, can be found in Appendix B.

The General Arts and Science program is currently available to students in the full-time academic area as well as through Continuing Education and part-time studies. One of the major goals of this project is to create full-time, part-time, in-class and fully online delivery methods to increase flexibility for students. Students wishing to pursue the credential can, therefore, do so with a learning environment that best suits their personal preferences, lifestyle, and demands outside of the classroom.

At Fanshawe, General Arts and Science is a transitional program for students. Not only is it a pathway into further education but also a pathway out of the college and into other areas of study. Many students begin their post-secondary education in vocationally-specific programming, only to discover that their initial selection was not the right program fit. Traditionally, many of these students are formally redirected to General Arts and Science to complete a credential, but historically, very few credits transferred over: most often level-one and/or level-two writing courses and perhaps a general education elective course.

As this pathway is established internally at Fanshawe, the college sought to find an external partner with whom to pair. Mohawk College provided this fit given the similar natures of the General Arts and Science program. Although credit completion may arguably happen through Continuing Education, the guiding principles are very similar. Fanshawe also believes it has an opportunity to share online curriculum for our outgoing students.

#### *Continuing Education - An Overview:*

The Continuing Education Department at Mohawk and Fanshawe exist to provide students with opportunities to pursue or continue studies based on individual needs. Types of programs available range from local certificates to advanced Ontario College Graduate Certificates, and are delivered to a diverse student audience of those pursuing courses for recreation or a specialty credential in their profession.

Programs offered through Continuing Education are meant to be flexible and can therefore be taken part-time and/or online to accommodate for personal lifestyles and commitments (ie. full-time job, family, financial limitations, etc.). In doing so, programs can be made available to non-traditional students that may not be able to attend class full-time. The General Arts and Science

program is currently available through full-time and Continuing Education at Mohawk and Fanshawe Colleges.

Taking all of the above into consideration, the goals of the project were the following:

- To map transfer credit pathways between Mohawk and Fanshawe's General Arts and Science programs;
- To map post-secondary credits from colleges and universities within Mohawk's catchment area on a course-to-course and course-to-program basis to the General Arts and Science certificate and diploma programs;
- To expand the General Arts and Science programs to be available through online delivery; and
- To automate the transfer process by establishing a database and expanding the exemption repository at each institution, accompanied by uploading transfer decisions to the ONCAT credit transfer database.

The project was designed to be unique in two distinct ways: it was one of the first of its kind to look at General Arts and Science, a flexible program that could facilitate course to program transfer over and above course to course. In addition, it was one of the first projects to focus on transfer within Continuing Education and online learning in Ontario. The project provides flexibility by enhancing pathway opportunities, while also offering full-time, part-time and online learning environments for early leavers and non-traditional student audiences.

Upon successful completion of the ONCAT General Arts and Science Credential Completion project, Mohawk and Fanshawe have taken important steps forward in providing innovative academic pathways in Ontario. As of Fall 2017, students will have additional credential completion opportunities that were not previously available within the postsecondary system.

### **Pathway Development: Methodology**

Due to each institutions' unique approaches with respect to credit transfer, program delivery, and academic policies, the project methodologies applied by Fanshawe and Mohawk differed. Rationale and further insight can be found in Section 8: Promising Practices and Lessons Learned.

1. Mohawk began by identifying a project Steering Committee and Working Group with representation from both of the participating colleges. The Steering Committee, made up of senior academic administration including Deans, Associate Deans, Associate Registrar and Program Management, was assigned to provide oversight and strategic guidance on the project. At Mohawk College the Working Group, comprised a cross-disciplinary team of General Arts and Science Program leads (full-time and Continuing Education), a curriculum specialist, members of the Registrar along with the project manager, was assembled and convened on a weekly basis throughout the course of the initiative. Additional expertise was sought from Pathways, Marketing and Business Solutions as needed.
2. The Project Manager and Program Manager at Mohawk College drafted a project charter outlining a work plan for the working group according to scheduled timelines and budget. The

charter was passed by the Steering Committee and referred to as a resource throughout the project to ensure deliverables were being met.

3. Fanshawe and Mohawk College met to discuss potential credit transfer decision strategies for program outcome credit transfer analysis. Consultation and sharing of best practices between the colleges occurred multiple times during the project as needed.
4. To begin mapping post-secondary credits, areas with highest mobility rates into and out of General Arts and Science were identified. As a result, the three academic areas Mohawk College chose for primary focus were Business, Liberal Arts and Community Studies.
5. The Working Group then identified post-secondary institutions within Mohawk's catchment area to map for potential pathways and credit transfer. Wanting a combination of both colleges and universities, those chosen to pursue were McMaster University, University of Guelph, Seneca College, Sheridan College and Niagara College. It should be noted that others of interest were identified, however institutions were limited to those with course outlines readily accessible online.
6. Members of the Working Group created a comprehensive database including all course outlines available within the three subject areas listed in 4. from the institutions identified in 5. Courses were then assessed by the curriculum design specialist; all outlines were noted for transfer potential as according to Mohawk's Policy on Credit Transfer (Appendix C). The type of transfer was noted within the database: those that met program learning outcomes, or those with potential to be recognized as course-to-course equivalencies.
7. Course outlines for the General Arts and Science programs at Mohawk and Fanshawe were exchanged for course-to-course and course-to-program credit transfer pathway assessment. Courses were added to the database as articulated in 6.
8. Potential course-to-course equivalents were compiled by the working group into a secondary document and distributed to subject matter experts for transfer assessment.
9. Previous course-to-course credit transfer approvals within General Arts and Science were extracted from the internal Mohawk exemption tool database. Transfers approved within the past five years were reviewed by the Program Coordinator and Program Manager; those eligible for transfer were added to the project database.
10. The working group compiled the data into a comprehensive spreadsheet for the General Arts and Science program administrators within full-time studies and Continuing Education. This spreadsheet was used to in order to facilitate automatic transfer and will continue to grow as more students transfer into the General Arts and Science program.
11. In order to facilitate online delivery program gaps were first identified by both colleges, noting web-based courses that were not currently offered by the college.
12. Mohawk College formed a Pathways and Marketing sub-group to develop a promotions and communications plan. Both full-time and Continuing Education were involved in the discussion to facilitate a joint marketing strategy to highlight the options for students when considering General Arts and Science.
13. The Continuing Education Program Manager and Project Manager at Mohawk College worked closely with Business Solutions to facilitate the equivalency data upload to ONCAT. Members from the Working Group formatted information from the project database to a working document compliant with ONCAT guidelines. Business Solutions then converted the file to usable form and sent information as per indicated by ONCAT.



14. March 15 onward past project completion, members of the Working Group will be implementing the communications and marketing plan, making the developed General Arts and Science credit transfer pathway available to students for the Fall 2017 term.

### **Pathway Development: Program Comparison and Analysis**

Due to the nature of the General Arts and Science program, there were two distinct modes of transfer: Course-to-course equivalencies or course-to-program outcomes. The flexibility in program options, therefore, provided additional opportunity for credit recognition.

At Mohawk College course outlines were assessed on an individual basis. Unless rendered ineligible as per the Policies on Credit Transfer, courses were approved as options-based, contributing to the higher-level program learning outcomes (Appendix A). In comparison to the General Arts and Science program of studies (Appendix B), courses with course-to-course potential were then flagged for further assessment by the subject matter expert. All courses were analyzed with the specific course outline available, and the gaps identified were therefore strictly on the basis of not meeting policy.

With an acknowledgment to the skills and knowledge gained through prior study in a previous semester, Fanshawe College agreed to allow nine credits from any program to transfer into the General Arts and Science program, thus raising the likelihood that a student would only need one additional semester of study to complete a one-year certificate. The process was formalized and their degree audits were updated so that the nine standard (non-elective) credits would automatically populate the student evaluation courses (EVAL). Students could immediately see what credits they had already completed toward a one-year General Arts and Science certificate. As more of General Arts and Science has moved to an online delivery, Fanshawe is now able to offer program completion to online-only students as well.

For Mohawk College the unique nature of the project allowed for collaboration not only between partner institutions but also between multiple areas within the institution including the full-time and part-time academic areas, the Registrar's Office, Corporate Reporting, Marketing, Recruitment as well as Business Solutions. Inter-departmental collaboration was facilitated through weekly working group meetings. As a result, the project not only reinforced relationships between departments but also ensure alignment within the project with respect to academics, implementation, communications and marketing. Monthly and often bi-weekly meetings occurred between Fanshawe College and Mohawk College.

### **Pathway Development: Implementation Process and Timelines**

Due to the nature of the programs, incoming transfer students to General Arts and Science will be assessed at the discretion of the program administrator(s). Although each student will be in their own individual case, the process has now been streamlined and automated with the creation of a comprehensive database. Decisions from the course outline assessment have been documented, including denials with rationale, and are available for reference.

Senior Leadership, including Associate Deans and Deans of corresponding subject areas, as well as the Registrar and Vice President Academic, are aware of the initiative. However, for reasons stated above formal approval of the pathway is not needed for implementation.

At Mohawk College marketing and communication of the program and transfer options will comprise of a soft launch in spring and will continue to progress throughout the summer for implementation of the transfer opportunities for Fall 2017.

### **Summary of Pathways Created:**

Mohawk approved 3,435 of courses for credit transfer. Of those, 173 were approved for course to course equivalencies, and 3,263 will be recognized as contributions toward options-based courses. A breakdown of credits approved by institution and subject area can be found in Table 1. These transfer credits will be made automatically in accordance with the Policy.

<b>Institution</b>	<b>Number of Courses Approved</b>
McMaster University	567
Niagara College	478
Seneca College	859
Sheridan College	697
University of Guelph	646
Other	188
<b>TOTAL</b>	<b>3,435</b>

**Table 1. Summary of the number of courses evaluated by institution.**

The program of studies for the General Arts and Science certificate and diploma programs have been included in Appendix B. At Mohawk, completion of the certificate program requires the completion of three mandatory courses: First Year Foundations, Communications, and Introduction to Critical Thinking. These are complemented by the seven additional options-based courses students must take for their credential.

The pathway(s) created throughout the project facilitate transfer for all first year options-based courses. Example: A student has successfully completed the first year in an Ontario Business program but decided to pursue another credential as opposed to returning for the third semester. In alignment with the General Arts and Science program of studies at Mohawk College, this student could be eligible up to seven option courses (21 credits) in the program, potentially only having to complete the three mandatory courses listed above. In the event the transferring student has completed equivalents for those three, they may be rendered exempt, however, transfer credits must align with the residency policy.

In addition, transferring students would also be eligible to enter into Mohawk College's General Arts and Science two-year diploma program upon successful completion of remaining first-year courses, if applicable. Displaying course to course equivalency for the three that are mandatory within the first year may render transitioning students eligible to directly enter third or fourth semester of the diploma program.

It should be noted that the database created throughout the course of the project does not preclude students coming from other institutions or academic areas. In such cases, transfer credits will be assessed on an individual basis and decisions will be documented in the database for future reference in addition to being uploaded to ONCAT. Students can therefore come to General Arts and Science for transfer credit from any academic area from any Ontario post-secondary institution. Credits will be assessed using the same parameters as within this project for transparency and consistency.

As previously discussed, the subject matter within the General Arts and Science program lends itself to flexibility for lifelong learning. If they so choose, students can pursue a wide variety of programs upon completion of the certificate or diploma. The program can therefore be considered a gateway into such programs as Health, Communications, Social Sciences, Pure Sciences or Creative Arts.

### **Promising Practices and Lessons Learned:**

The first of its kind within General Arts and Science as well as Continuing Education, the project at hand shed light on new approaches to credit transfer within the program and the full-time and part-time academic areas. In doing so, novel best practices and lessons were learned throughout the course of the initiative. The creation of a Steering Committee and dedicated cross-disciplinary Working Group assisted in overcoming challenges and questions arising from this innovative approach. In addition, expertise from different areas across the college provided unique perspectives when approaching challenges and idiosyncrasies.

First, it quickly became apparent that credit transfer processes, policies, and approaches can differ across institutions. This was the case between Mohawk and Fanshawe when developing the General Arts and Science transfer pathway. Together, the institutions worked toward the common project goal while tailoring processes to individual institutional policies. The two schools leveraged their excellence in academic programming and student-centred approach to create novel opportunities for credential completion.

When creating pathways opportunities it was quickly realized that only those institutions with course outlines readily accessible online could be included in the assessment. This therefore limited the assessment to the following institutions: McMaster University, University of Guelph, Niagara College, Seneca College, and Sheridan College. Previously approved credit transfers were also leveraged, and where appropriate, included in the ONCAT database transfer.

Throughout the course outline assessments, a number of idiosyncrasies were noted, namely the differences in course documentation between colleges and universities. While colleges have moved to an outcomes-based approach, universities may deviate from this. In addition, it was found that course outlines could vary between different offerings of the same course. In comparing curriculum, these two factors could cause some uncertainty and difficulty in determining whether or not courses could be deemed equivalent. When an outcomes comparison was not available, the assessment was deferred to the comparison of modules and course content.

The team at Mohawk College initially developed a rubric with the intention of creating a standard by which credit transfer decisions were made. However, when putting the rubric to practice, it was noted the rubric could not support the idiosyncrasies and challenges described above. In discussion within the Working Group, it was decided that the team would take a student-serving and holistic approach described in the Pathway Development: Methodology section.

As a best practice, it should be noted that each course outline was verified for compliance with the Policy on Credit Transfer (ie. comparable course hours, credit value and within an acceptable timeframe).

Members of the project Working Group partnered closely with the department of Business Solutions to ensure all course data was uploaded to ONCAT effectively. While the Working Group ensured that all essential information was included, Business Solutions formatted the data into a usable format. Collaboration between the academic areas and Business Solutions was essential in leveraging the strengths of both areas to support the data upload for Mohawk College.

At Fanshawe, the key to the project's success was internal promotion. It has taken approximately two full years of discussion with the Registrar's Office, Advising Centre, Student Success Advisors, and Coordinators to encourage them to identify and re-recruit their early leavers to come to General Arts and thus stay a student at Fanshawe College. Beyond emails with all of the information and speaking with shareholders, Fanshawe did not have to do any other type of promotion internally. Now, the College ensures it is an ongoing conversation.

When working with General Arts and Science programs, other institutions should consider the purpose of their program: preparatory, upgrading, community integration, etc. For Fanshawe College, the pathway creation happened relatively seamlessly because they returned to their core work: preparing students for their future (whether this involves future education or not) and giving them a chance to experience post-secondary success in a supportive environment with multiple completion options (face-to-face, online, full-time, part-time, etc.). The other important piece is the ongoing conversation about completion pathways; everyone who has an advising role with students must know what options are available and how they can work for students.

Overall, the Steering Committee and Working Groups saw opportunity to enhance the breadth of academic pathways for students while positively impacting credential completion rates across

the institutions. Having a strong, dedicated and collaborative team ensured that project deliverables were met effectively and on time. In the end, project goals were met and the team continues to communicate and market the credential completion opportunity for implementation in Fall, 2017.

Mohawk and Fanshawe would once again like to take the opportunity to recognize and acknowledge the support and contribution from ONCAT.

## **Appendix A: General Arts and Science Program Learning Outcomes**

### **Vocational Standards**

The graduate has reliably demonstrated the ability to:

1. Analyze the influence of social and natural forces on historical and contemporary issues and events at a level required by colleges, universities and the workplace.
2. Demonstrate the ability to communicate effectively at a level required by colleges, universities and the workplace.
3. Demonstrate clarity and flexibility of thought by utilizing critical thinking processes and problem solving techniques at a level required by colleges, universities and the workplace.
4. Demonstrate research and essay writing skills according to academic conventions at a level required by colleges, universities and the workplace.
5. Demonstrate collaborative and personal skills at a level required by colleges, universities and the workplace.

### **Essential Employability Skills**

All graduates with the following Ontario College credentials, Ontario College Certificate, Ontario College Diploma and Ontario College Advanced Diploma, must be able to reliably demonstrate Essential Employability Skills in a combination of the following 11 skill areas:

1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize and document information using appropriate technology and information systems.
7. Analyze, evaluate and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values, belief systems and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions and consequences.

**Appendix B:  
Mohawk General Arts and Science Program of Studies**

Mohawk College: General Arts and Science (230), Ontario College Certificate

Course Number	Course Name	Credit	Course Hours
<b>Mandatory Courses</b>			
CREDas101	First Year Foundations	3	42
<b>Options Group(1): Select 1</b>			
COMM11040	Communication D	4	56
COMMLL041	Communication	3	42
<b>Options Group(2): Select 3</b>			
BIOL10006	Preparatory Biology	4	56
HIST10010	History: Myth and Reality	3	42
MATHMA006	Mathematics 1 - General Arts And Science	3	42
OPELAS921	G.A.S. Option 1	3	42
OPELAS922	G.A.S. Option 2	3	42
OPELAS923	G.A.S. Option 3	3	42
PSYCSS156	Introductory Psychology	3	42
SSCI10005	Plagues and People: A History of Disease and Medicine	3	42

SSCI10037	Environmental Sustainability	3	42
SSCI10058	Aging in Society	3	42
SSCIAS106	Popular Culture	3	42
SSCIAS107	Introductory Anthropology	3	42
SSCISS105	Canadian Politics	3	42
SSCISS108	Introductory Sociology	3	42
SSCISS170	Human Relations	3	42
SSCISS299	Society, Technology And Social Issues	3	42
Course Number	Course Name	Credit	Course Hours
<b>Mandatory Courses</b>			
SSCI10051	Introduction to Critical Thinking	3	42
<b>Options Group(1): Select 4</b>			
ARTTAS202	Art Through The Ages	3	42
CHEMPE106	Preparatory Chemistry	4	56
COMM10044	Literature for General Arts & Science	3	42
HIST10020	History of War and Society: 20th Century	3	42
HLTHAS108	Issues In Health And Healing	3	42



MATHMA018	Math	3	42
OPELAS924	G.A.S. Option 4	3	42
OPELAS925	G.A.S. Option 5	3	42
OPELAS926	G.A.S. Option 6	3	42
OPELAS927	G.A.S. Option 7	3	42
PHYSPE108	Preparatory Physics	4	56
PSYC10015	Human Sexuality	3	42
PSYC271	Developmental Psychology	3	42
SSCI10048	Introduction to Globalization	3	42
SSCI10052	Introduction to Forensic Anthropology	3	42
SSCI10055	Social Entrepreneurship	3	42
SSCIAS105	Race and Ethnic Dynamics	3	42
SSCISS109	Sociology: Diversity and Social Change	3	42

Mohawk College: General Arts and Science (208), Diploma Program

Semester 1			
Course #	Course Title	Hrs/Week	Total Hours
CREDAS101	First Year Foundations	3.00	42.00
Options Group(1): Select 1			
COMM11040	Communication D	4.00	56.00

COMMLL041	Communication	3.00	42.00
<b>Options Group(2): Select 3</b>			
BIOL10006	Preparatory Biology	4.00	56.00
HIST10010	History: Myth and Reality	3.00	42.00
MATHMA006	Mathematics 1 - General Arts And Science	3.00	42.00
OPELAS921	G.A.S. Option 1	3.00	42.00
OPELAS922	G.A.S. Option 2	3.00	42.00
OPELAS923	G.A.S. Option 3	3.00	42.00
PSYCSS156	Introductory Psychology	3.00	42.00
SSCI10005	Plagues and People: A History of Disease and Medicine	3.00	42.00
SSCI10037	Environmental Sustainability	3.00	42.00
SSCI10058	Aging in Society	3.00	42.00
SSCIAS106	Popular Culture	3.00	42.00
SSCIAS107	Introductory Anthropology	3.00	42.00
SSCISS105	Canadian Politics	3.00	42.00
SSCISS108	Introductory Sociology	3.00	42.00
SSCISS170	Human Relations	3.00	42.00
SSCISS299	Society, Technology And Social Issues	3.00	42.00

### Semester 2

<b>Course #</b>	<b>Course Title</b>	<b>Hrs/Week</b>	<b>Total Hours</b>
SSCI10051	Introduction to Critical Thinking	3.00	42.00
<b>Options Group(1): Select 4</b>			
ARTTAS202	Art Through The Ages	3.00	42.00
CHEMPE106	Preparatory Chemistry	4.00	56.00
COMM10044	Literature for General Arts & Science	3.00	42.00

HIST10020	History of War and Society: 20th Century	3.00	42.00
HLTHAS108	Issues In Health And Healing	3.00	42.00
MATHMA018	Math	3.00	42.00
OPELAS924	G.A.S. Option 4	3.00	42.00
OPELAS925	G.A.S. Option 5	3.00	42.00
OPELAS926	G.A.S. Option 6	3.00	42.00
OPELAS927	G.A.S. Option 7	3.00	42.00
PHYSPE108	Preparatory Physics	4.00	56.00
PSYC10015	Human Sexuality	3.00	42.00
PSYCSS271	Developmental Psychology	3.00	42.00
SSCI10048	Introduction to Globalization	3.00	42.00
SSCI10052	Introduction to Forensic Anthropology	3.00	42.00
SSCI10055	Social Entrepreneurship	3.00	42.00
SSCIAS105	Race and Ethnic Dynamics	3.00	42.00
SSCISS109	Sociology: Diversity and Social Change	3.00	42.00

### Semester 3

Course #	Course Title	Hrs/Week	Total Hours
CREDSS428	Labour Studies	3.00	42.00
HISTAS405	History of Western Civilization 1	3.00	42.00
PSOLAS301	Inquiry	3.00	42.00
PSYCAS407	Abnormal Psychology (G.A.S.)	3.00	42.00
SSCIAS303	Introduction to Philosophy	3.00	42.00
WMNSAS305	Women's Studies	3.00	42.00

### Semester 4

Course #	Course Title	Hrs/Week	Total Hours
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		<b>k</b>	
COMMAS401	Introduction To Applied Research	3.00	42.00
ECON10000	Political Economy	3.00	42.00
PSYCSS182	Social Psychology	3.00	42.00
SSCIAS304	World Religions; A Comparative Study	3.00	42.00
SSCIAS403	History of Western Civilization II	3.00	42.00
SSCIAS406	Independent Study	3.00	42.00

**Appendix B:  
Fanshawe General Arts and Science Program of Studies (Degree Audit Report)**

**Catalog:** 2016/2017

**Program:** GAP1

**Name:** General Arts and Science-One Year

**Department:** GEN - Language & Liberal Studies

**Academic Level:** PS

**CCD:** 7 - 2AcadSem/600-700 hrs

**Credential:** Ontario College Certificate

**Grade Scheme:** LG2

**Major:** GAP1 - General Arts & Science - One Yr

**Div:** GEN - Language and Liberal Studies

**Co-Op Indicator:** N/A

**Academic Program Requirement**

**Total Credits:** 30.00

**Residency Reqmt:** 8.00

**GPA Requirement:** 2.000

**Residency Reqmt GPA:** 2.000

**Minimum Grade:** D

**Academic Requirement:** GAP1.PSP16 Gen Arts & Sci -1 Yr- Post-Secondary Prep Studies

**Major:** GAP1

**Grade Scheme:** LG2

**Minimum GPA:** 2.000

**Minimum Grade:**

**Subrequirement:** GAP1 - WRIT

Take WRIT-1030

(Students who place out of the WRIT Assessment must take 3 additional elective credits at the Post-Secondary level.)

Group 1

**Total Total GE  
Hours Credits**

WRIT-1030 Reason & Writing 1 45.00 3.00

Group 2

**Subrequirement:** GAP1 - Mandatory

Take all of the following Mandatory Courses:

**Total Total GE  
Hours Credits**

COMM-3073 Communications for General Arts 45.00 3.00

HUMA-1021 Discovering the Humanities 45.00 3.00 \*\*

SOSC-1012 Discovering the Social Sciences 45.00 3.00 \*\*

**Subrequirement:** GAP1 - Electives

Take 18 elective credits at the Post-Secondary level. At

**Appendix B:  
Fanshawe General Arts and Science Program of Studies (Degree Audit Report)**

least 9 credits must be General Arts and Science elective credits.

Group 1

Group 2

Approved By Chair/Manager:

Department and Date:

Approved by Dean:

Date:

General Education Approved By(as appropriate):

Date:

**Degree Audit Report**

**Catalog:** 2016/2017

**Program:** GAS1

**Name:** General Arts and Science

**Department:** GEN - Language & Liberal Studies

**Academic Level:** PS

**CCD:** 8 - 4AcadSem/1200-1400hrs

**Credential:** Ontario College Diploma

**Grade Scheme:** LG2

**Major:** GAS1 - General Arts and Science

**Div:** GEN - Language and Liberal Studies

**Co-Op Indicator:** N/A

**Academic Program Requirement**

**Total Credits:** 60.00

**Residency Reqmt:** 15.00

**GPA Requirement:** 2.000

**Residency Reqmt GPA:** 2.000

**Minimum Grade:** D

**Academic Requirement:** GAS1.PSP16 Gen Arts & Sci -2 Yr- Post-Secondary Prep Studies

**Major:** GAS1

**Grade Scheme:** LG2

**Minimum GPA:** 2.000

**Minimum Grade:**

**Subrequirement:** GAS1 - WRIT

Take WRIT-1030

(Students who place out of the WRIT Assessment must take 3 additional elective credits at the Post-Secondary level.)

Group 1

**Total Total GE  
Hours Credits**

WRIT-1030 Reason & Writing 1 45.00 3.00

Group 2

**Subrequirement:** GAS1 - Mandatory

## Degree Audit Report

Take all of the following Mandatory Courses:

	<b>Total Hours</b>	<b>Total Credits</b>	<b>GE</b>
COMM-3073 Communications for General Arts	45.00	3.00	
HUMA-1021 Discovering the Humanities	45.00	3.00	**
SOSC-1012 Discovering the Social Sciences	45.00	3.00	**

**Subrequirement:** GAS1 - Electives

Take 48 elective credits at the Post-Secondary level. At least 39 credits must be General Arts and Science elective credits.

Group 1

Group 2

Approved By Chair/Manager:

Approved by Dean:

General Education Approved By(as appropriate):

Department and Date:

Date:

Date:

## **Appendix C: Credit Transfer Policies**

Mohawk College Policy on Credit Transfer:

<https://www.mohawkcollege.ca/sites/default/files/Corporate%20Policies%20and%20Procedures/Credit%20Transfer%20Policy.pdf>

All Policies at Mohawk College:

<https://www.mohawkcollege.ca/about-mohawk/leadership-and-administration/policies-and-procedures/corporate-policies-and-procedures>

Fanshawe Policy on Credit Transfer:

<https://www.fanshawec.ca/programs-and-courses/pathways-and-credit-transfer>