

ONCAT TRANSFER PATHWAY FINAL REPORT

Project name:	Transfer pathway - General Arts and Science at Georgian to Psychology at York University
Member:	York University
Project number:	2015-27
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Executive Summary

This project establishes a transfer pathway between the General Arts and Science Program (GAS) at Georgian College and York University, in particular, to the Psychology programs offered by the Faculty of Health. While historically, students from the Georgian GAS program or any like program offered through Ontario's publicly funded colleges were granted credits under the University's block credit policy, no specific transfer pathway/articulation agreement existed. The project aimed to grant additional credits and/or more specific credit within the receiving program.

The project achieved its overall goal and based on a review of detailed course outlines by academic colleagues, it was determined that a greater amount of credit than the normal block (15 additional credits/one full-time term) could be awarded and a number of specific credits that could count towards a variety of majors were identified. The Psychology program at York University has determined that the psychology courses offered at Georgian in the GAS program satisfy learning outcomes of introductory level psychology courses at York University, provided the student has attained a high enough grade in those individual courses, as is required by students at York.

The project participants worked very efficiently and were able to achieve the project goals within the time frame that had been proposed. The formal Transfer Articulation Agreement outlining the details of the transfer pathway from the Georgian GAS to York University was signed in February 2016 (attached). In addition, York University has determined that an admissions agreement for students who complete the one GAS certificate may also be admitted to degree programs with more than the usual credit transferred for one year programs; as these students are required to complete the two introductory Psychology courses that align with York's introductory course, admission to Psychology is a possibility.

The project also explored the potential for pathways from Georgian's GAS to York's Sociology and Political Science programs. The project was successful in identifying specified credits at the introductory level (within the 45 transfer credits) in three additional York programs: English, Philosophy and Sociology. Through the work to establish the GAS pathway to the Faculty of Health, other potential pathways are being explored. This includes a pathway from Health and Wellness at Georgian to the Kinesiology in the Faculty of Health.

Project Details

The project involved completion of the following:

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1. Curriculum and learning outcomes mapping of psychology;
2. Identification of transfer credits that can be assigned to other majors at York;
3. Credit transfer assessment for diploma students with the aim to recognize as many college credits as possible;
4. Coordination of promotional aspects between the institutions; and
5. Approval of new pathway(s) by both institutions.

The project did not require the development of bridging courses or examination of accreditation requirements. Based upon curriculum and learning outcomes mapping, the transfer pathway grants 45 credits towards the BA degrees at York University and does not limit the number of Georgian students eligible to transfer as long as students meet the admission requirements of having achieved a minimum GPA of B (3.0/70%) and, for the Psychology program, a minimum of B or 70% in each of the two introductory psychology courses in order to be exempted from the required introductory course.

Transfer pathway/articulation agreements were approved and signed by the President and Ceo (Georgian) and Vice President Academic & Provost (York) in February 2016. The transfer pathway will be included in future institutional print and web-based promotional materials and have been included at upcoming transfer recruitment events and has been posted to the ONCAT site.

Key lessons learned or best practices include the following:

- Importance of engaging faculty, staff and administration for various aspects of the project such as overall project management and building faculty support at the program level.
- Value of maintaining a degree of project flexibility to expand or reshape scope of project to allow for opportunities that may emerge (e.g. development of university to college pathways, including additional degree programs) while balancing overall project management and deliverables.
- Connections matter and can lead to further exploration of partnership opportunities