

Sheridan Journey

An Academic Pathways Strategy for Sheridan

This report explores Academic Pathways and Credit Transfer practices at Sheridan through an internal examination of current practices, as well as external research around best practices within domestic and international educational sectors. The report also offers recommendations intended to enhance Academic Pathways and Credit Transfer opportunities to better serve students and advance Sheridan's competitive position as a recognized leader in post-secondary education.

Submitted by: The Academic Pathways Engagement Team

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1.0 INTRODUCTION

The Academic Pathways Engagement Team is one of eleven (11) engagement teams that were established in support of *Sheridan Journey*. *Sheridan Journey* is the path the institution is currently travelling as it evolves from a top-ranked college into a premiere undergraduate teaching university. In order to facilitate the *Journey* and broadly define the groundwork for Sheridan's institutional structure and educational activities, the engagement teams were tasked with the work of researching best practices in post-secondary education provincially, nationally and internationally.

The Academic Pathways Engagement Team's scope of research parallels a larger provincial initiative supported by Ontario's Ministry of Training, Colleges and Universities (MTCU). MTCU's Credit Transfer project provides grant funding to support the enhancement of academic pathways between Ontario colleges and universities. The concurrence of the *Sheridan Journey* and the Credit Transfer Project, which have many similar objectives, has enabled Sheridan to make efficient use of resources to simultaneously achieve a number of the deliverables of the provincial Credit Transfer Project and those of the Academic Pathways Engagement Team. In fact, a number of the recommendations presented are currently being implemented through the Credit Transfer grant funds received in 2011-12 and 2012-13 (see Appendix 1 for Project Charter).

The Pathways Team examined Sheridan's existing transfer agreements, policies, and practices, and also conducted best practices research at other selected Ontario, Canadian, and international institutions. As part of its investigation, the Pathways Team also carefully reviewed the provincial website ONTransfer, which has been created by MTCU to capture credit transfer information pertaining to all Ontario post-secondary institutions.

2.0 TERMS OF REFERENCE

2.1 Membership

The Academic Pathways Engagement Team membership represented a wide cross-section of the College community, with representation from each faculty, the Office of the Registrar (OTR) and Student Services. The table below shows the minimum membership requirement as established in the planning stages of the *Sheridan Journey* and the actual breadth of membership, demonstrating the high level of involvement and engagement from across the College on the team (see Appendix 2 for a detailed membership list):

| Minimum Membership Requested | Actual Membership |
|--|---|
| 1 Dean (Chair) | ✓ 1 Dean (Chair) |
| 1 Associate Dean from each Faculty | ✓ 5 Associate Deans |
| 1 Program Coordinator from each Faculty | ✓ 8 Faculty Representatives |
| 1 Senior Manager, Special Projects | ✓ 1 Senior Manager, Special Projects |
| 1 Provost & Vice-President, Academic (PVPA) Office – Articulation agreements | ✓ 1 PVPA Representative |
| 2 Students | ✓ 1 Student Representative |
| 1 Office of the Registrar (OTR) | ✓ 3 OTR Representatives |
| | ✓ 1 Student Services Representative |
| | ✓ 1 NILES Representative |
| | ✓ 1 International Centre Representative |
| | ✓ 1 Researcher |
| 16 Members Requested | 24 Actual Members |

2.2 Mission

The mission of the Academic Pathways Engagement Team was to create enhanced mobility and laddering opportunities for students seeking postsecondary education, and to fashion nearly seamless transition into programs at Sheridan and into other postsecondary institutions from Sheridan by offering multiple entry points.

2.3 Mandate

The Academic Pathways Engagement Team was charged with the following:

- ◆ Mapping clear academic pathways with multiple entry points for graduates of high school, college and university programs, and for adults lacking formal educational credentials
- ◆ Charting pathways for graduates from Sheridan's programs into other programs at Sheridan, as well as recording external articulations with transfer opportunities into various universities
- ◆ Mapping the options open for Sheridan graduates into Master's programs
- ◆ Broadly examining admissions criteria for programs ensuring consistency of approach
- ◆ Reviewing current pathways, identifying and removing obstacles and clearly communicating appropriate requirements and standards for progression
- ◆ Identifying/replicating best practices
- ◆ Producing a white paper that documents findings and makes recommendations for improving pathway opportunities

2.4 Research

The Pathways Team focused its research on the following set of questions:

Research into Sheridan's Current Practices

- 1) What pathways currently exist for students in Ontario colleges to enter into Sheridan's programs?
- 2) What pathways currently exist for students at Sheridan to enter into Sheridan's programs?
- 3) What pathways currently exist for non-direct students to enter into Sheridan's programs?
- 4) What formal articulations currently exist for Sheridan students to enter into other Sheridan programs?
- 5) What formal articulations or informal pathways currently exist for Sheridan students to enter into university programs or programs at other Ontario colleges?
- 6) What are the current admission requirements and standards into various programs at Sheridan, and are these comparable to the admission standards of same or similar programs at other colleges and universities?
- 7) Does the information on the ONTransfer website accurately reflect existing pathways at Sheridan?
- 8) What tools, processes and policies currently exist to facilitate pathway mobility at Sheridan?
- 9) What barriers exist for student mobility and transfer?

Research into Best Practices for Transfer Opportunities

- 1) What are other colleges and universities doing to enhance and facilitate transfer opportunities at their institutions?
- 2) What are some of the best practices for communication of transfer opportunities both to the internal and external community?
- 3) What can we do to remove some of the current barriers to transfer into Sheridan's programs?

3.0 RESEARCH FINDINGS

The Engagement Team's findings can be categorized as follows:

- ◆ Existing Pathways
- ◆ Articulation Agreements
- ◆ Admission Requirements and Standards
- ◆ Marketing and Communication
- ◆ ONTransfer
- ◆ PLAR
- ◆ Best Practices

3.1 Existing Pathways

Inbound: Pathways for Students Entering Sheridan Programs

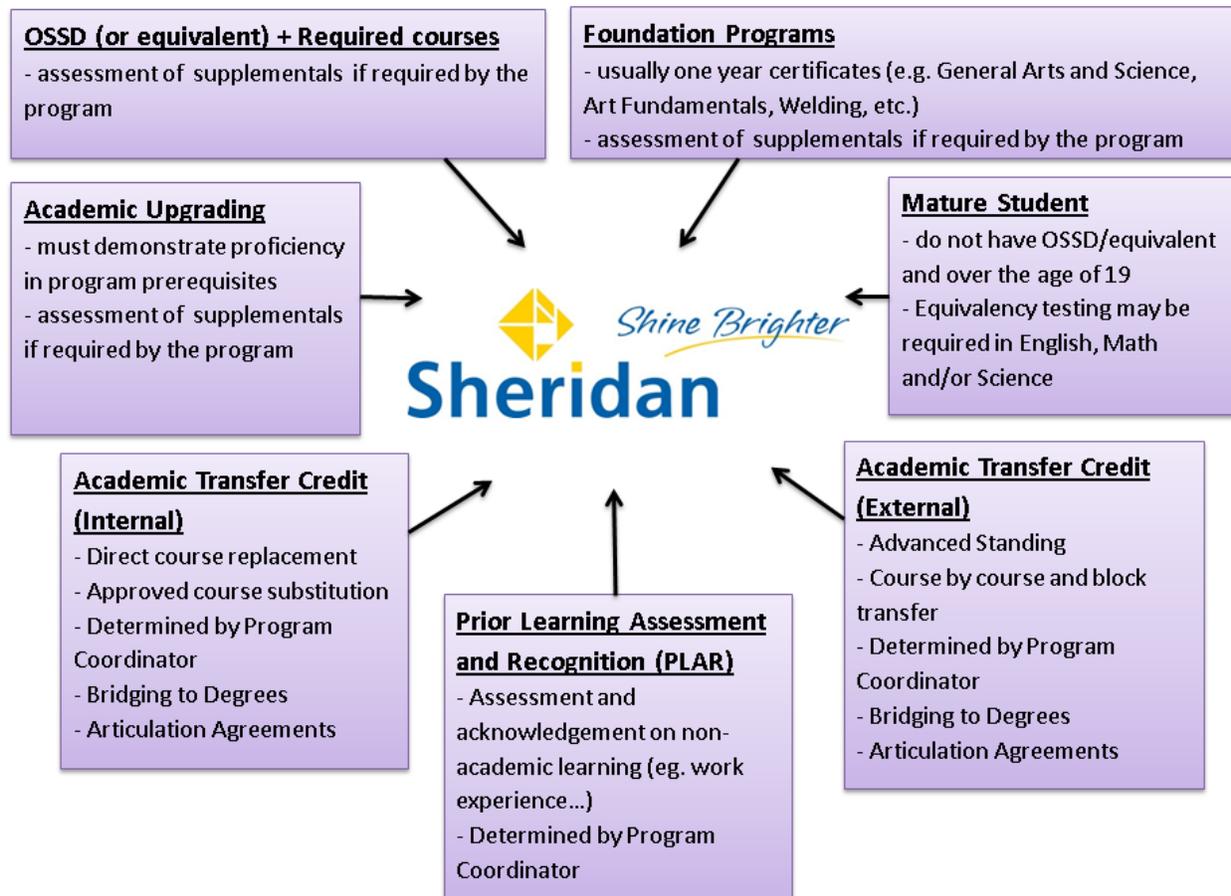
Sheridan has over 130 academic programs available to potential students. Students can choose from a variety of credentials:

| Type of Credential | Number of Programs offered by Sheridan |
|---|--|
| Bachelor's Degree | 15 + |
| Post-Graduate Certificate | 26 + |
| Advanced Ontario Diploma (3 years) | 28 + |
| Ontario Diploma (2 years) | 44 + |
| Ontario College Certificate | 18 + |
| Other (Apprenticeship, Academic Upgrading) | 2 |
| Continuing Education (Diplomas, Ontario Certificates, Sheridan Certificates, Recognition of Achievements) | 80 + |

There are three broad categories of “inbound” students into Sheridan programs (the terms used below reflect the terminology defined by MTCU and employed by the OTR for admission purposes):

1. Students from high schools (direct)
2. Current Sheridan students aiming to continue at Sheridan to obtain a higher credential
3. Non-direct students including those with or without a completed credential who want to enter a diploma or degree program

All of the various pathway possibilities of an inbound student can be represented graphically as below:



Outbound: Pathways for Sheridan Alumni

For the purpose of this study, “outbound” students are defined as students who have graduated from a Sheridan program and are looking to continue their studies at another post-secondary institution. Some typical pathways include graduates from a 2- or 3-year diploma who would like to obtain a degree at another institution or a Sheridan degree graduate who would like to pursue a Master’s degree. To provide students with pathways into higher studies where Sheridan does not offer a viable option, Sheridan’s Faculties have developed relevant partnerships with other institutions. Over 800 pathway opportunities currently exist, many of which are governed by a variety of articulation agreements.

3.2 Articulation Agreements

Sheridan has established a number of articulation agreements with other institutions across all Faculty areas. The following is a snapshot of current partnerships:

| | Institution | Approximate # of Pathways/Articulation Agreements | By Faculty | | | | |
|----------------------|---------------------------------|---|------------|-------|------|-------|-----|
| | | | FAAD | FAHCS | FAST | FHASS | FOB |
| Ontario | Algoma University | 55 | | 10 | 14 | | 31 |
| | Brock University | 6 | 1 | 3 | 1 | | 1 |
| | Carleton University | 8 | | 3 | | | 5 |
| | Fleming College | 1 | 1 | | | | |
| | Lakehead University | 25 | | 1 | 4 | | 20 |
| | Laurentian University | 7 | | | 1 | | 6 |
| | McMaster University | 4 | | | 4 | | |
| | Nipissing University | 12 | | 3 | | | 9 |
| | Ontario College of Art & Design | 1 | 1 | | | | |
| | Ryerson University | 21 | | 7 | | | 14 |
| | University of Guelph-Humber | 13 | 2 | 7 | | 1 | 3 |
| | U of T – Mississauga | 1 | | | | 1 | |
| | University of Western Ontario | 1 | | | | | 1 |
| | University of Windsor | 6 | 3 | 2 | 1 | | |
| York University | 3 | 1 | | | | 2 | |
| Canada (Non-Ontario) | Athabasca University | 147 | 12 | 10 | 13 | 2 | 110 |
| | Bishop's University | 2 | | | | 2 | |
| | Cape Breton University | 17 | | | 17 | | |
| | Royal Roads University | 11 | 2 | 5 | 4 | | |
| | Simon Fraser University | 3 | | | | 3 | |
| | Thompson Rivers University | 5 | | | | 5 | |
| | University of Canada West | 10 | | | | | 10 |
| United States | Daemon College | 1 | | | | | 1 |
| | Davenport University | 114 | 5 | 9 | 23 | | 77 |
| | D'Youville College | 7 | | | | 7 | |
| International | Charles Sturt University | 7 | | | | | 6 |
| | Edith Cowan University | 11 | 10 | | | | 1 |
| | Griffith University | 75 | 14 | 12 | 14 | 2 | 33 |
| | University of Glamorgan | 64 | | | | | 64 |
| | University of Western Sydney | 18 | | | | | 10 |

Development and Implementation of Agreements/Record Keeping

These partnerships are realized as formal agreements with signed documentation, and also as informal agreements where no documentation exists but where there is a mutual understanding between Sheridan and other institutions. The absence of formal documentation raises a number of concerns:

- ◆ Inconsistent messaging and process for students
- ◆ Employee turnover may cause agreements to be invalid
- ◆ No official guarantee of credits that will be granted by the receiving institution
- ◆ No accountability by either partner to uphold the terms of the agreement
- ◆ Inability to leverage the agreement when promoting and marketing Sheridan programs

Consequently, these types of informal agreements do not effectively support the ease and transparency of student mobility.

Currently, the process of establishing articulation agreements at Sheridan is inconsistent. In some cases, the Dean or Associate Dean within a Faculty seeks out partnerships with other educational institutions to provide meaningful pathways for students (both inbound and outbound). In other instances, Sheridan may be approached by an institution to form a partnership. In addition, Sheridan may be captured in a “blanket” agreement with other post-secondary institutions which does not give Sheridan a competitive advantage.

Practices vary substantially from instances where Faculties keep a signed copy of the agreement and send the original to the Provost and Vice-President, Academic (PVPA) office, to instances where there is neither a local nor a central record of the agreements.

While the PVPA’s office does have a number of articulation agreement documents, the record is neither comprehensive nor complete. A number of articulation agreements are not on file, and in some files, there is no indication of follow-up documentation once an articulation agreement has expired nor is there any evidence of relationship management taking place during the term of the agreement.

A comprehensive spreadsheet was created to capture over 800 inbound and outbound pathway opportunities for Sheridan. This document, entitled *Inbound & Outbound Pathway Opportunities – June 2012*, has been delivered to the PVPA’s office for consideration and future use.

Clarity and Specificity of Agreements

A certain amount of ambiguity appears to exist within a number of agreements with respect to the actual number of credits students may be granted under the terms of the agreement. For example, agreements may indicate students will be granted “up to 120 credits”, will require “60 credit hours to complete”, or will require “one year to complete”,

while others indicate students will gain “direct entry into third year”. However, in addition to the wide range of credit transfer possibilities that makes it difficult for the student to immediately compare pathways to different institutions, it is often unclear how much actual time may be required for degree completion, as terms such as “one year to complete” may refer to a calendar year rather than a two-semester academic year. In most instances, credit transfer is granted on a case-by-case basis, requiring the student to provide details of their credentials to an advisor. While the wording of the agreement may imply a high potential for credit transfer, the actual number of credits granted may be significantly fewer when individual students attempt to utilize these pathways. This raises the question of whether the information provided in marketing material is fully transparent and offers a realistic picture of transfer opportunities.

Uptake Data

One of the most critical shortfalls of the current management of articulation agreements is the unavailability of any data on the number of students who transfer to other institutions, the number of transfer credits they are granted under the terms of the articulation agreement, success rates of program completion, and matrices related to overall student experience in accessing and utilizing these agreements. Agreements do not have built-in mechanisms for evaluating the effectiveness of the agreement through a collection and analysis of uptake, completion, and satisfaction data.

3.3 Admission Requirements & Standards

Sheridan’s Current Admission Practices

Sheridan’s admission requirements are parallel to those of Ontario universities. The practice at universities is to consider the six Grade 12 U or M courses in an average for admission; Sheridan’s current standard is to consider the average of the top six senior-level (Grade 11 and 12) high school courses, as well as any additional program-specific academic requirements and any supplementary requirements (See Appendix 3). As the number of non-direct applicants increases, additional methods of evaluating applicants, including the use of Prior Learning Assessment and Recognition (PLAR) and the evaluation of international credentials will become more critical.

A comparison of the admissions standards between some select Sheridan diplomas, advanced diplomas, and graduate certificates that recently completed the comprehensive program review process demonstrates that Sheridan is on par with other Ontario colleges (see Appendix 4). Appendix 5 shows the admission requirements and applicant selection criteria for degree programs.

Transfer Credit Approval Process

There is a potential for inconsistencies to occur within the current internal practice for granting transfer credits because:

- ◆ There is no consistent College-wide process
- ◆ Advanced Standing is granted on a case-by-case basis
- ◆ Student's transcript(s) are manually reviewed by individual Program Coordinators
- ◆ There are no College-wide guidelines and the process for awarding transfer credits for Advanced Standing is dependent on the individual faculty member's interpretation of the student's records and interpretation of policy (e.g., it was discovered that some faculty interpret that students on academic probation may not be granted transfer credit)
- ◆ Other than the record of approval on the student information system, there is currently no accessible centralized record of past Advanced Standing transfer credits to support standard practice

Comparison with Other Post-Secondary Institutions

Many other colleges and universities have a practice similar to Sheridan's in that prospective and current students are required to meet with either an admissions specialist or a program coordinator, and all advanced standing and transfer credit requests are considered on a case-by-case basis. Of the 37 institutions examined, all of them mention and use a similar case-by-case or course-by-course approach when awarding transfer credits (see Appendix 6 for the List of Institutions Researched).

In a number of post-secondary institutions, even when articulation agreements exist, students are still required to meet with an admissions specialist or a program coordinator to determine the exact transfer credits that will be awarded.

3.4 Marketing & Communications

Current recruitment and communication strategies with respect to pathways include:

- ◆ Sheridan's Viewbook
- ◆ In-person visits
- ◆ Direct Mail upon request
- ◆ ONTransfer
- ◆ Referrals
- ◆ Sheridan's Website

At present, Sheridan does not have any marketing data on how users of transfer credit are learning about these opportunities; therefore, it is difficult to make strategic decisions regarding marketing.

Sheridan does not currently have a clearly articulated and coordinated institutional strategy for communicating and marketing academic pathways. The most evident gap

is the lack of clear and accessible pathways information on the College's own website. Given the growing use of the Internet as a source of information, this places Sheridan at a significant disadvantage in comparison to other institutions. Some efforts have been made to provide information and feature agreements on certain program pages, both online and in the Calendar, and . Sheridan has initiated the process of including a PDF version of the articulation agreements on the College's website; However, technical issues have hampered a complete implementation of this initiative. Overall, though, the lack of a centralized web page that identifies pathway tools (e.g. articulation agreements, PLAR process, advanced standing and transfer credits) means that Sheridan has fallen behind other institutions that have robust and user-friendly online academic resources. The research findings of best practices related to communication strategies for both internal and external stakeholders are detailed later in this document.

3.5 ONTransfer – www.ocutg.on.ca

ONTransfer is the provincial website (www.ocutg.on.ca) that is intended to capture all post-secondary credit transfer opportunities and to be a one-stop centralized information centre for potential students. Prospective students should be able to easily identify the programs and pathways available to them. The site lets the user input the following:

- ◆ The credential they have obtained
- ◆ The institution that awarded the credits
- ◆ The area of study they have completed
- ◆ The additional/further level of education they wish to pursue
- ◆ Where they would like to go (by geographical area or by specific institution)

Once the query has been submitted, the intent is that the site should instantly show all the possible educational pathways the user could pursue. The ONTransfer website is currently being completed and therefore does not contain all the data needed to provide comprehensive pathway information. A review of Sheridan's pathways on the ONTransfer website revealed a number of gaps and omissions which need to be addressed.

In the ideal scenario, when the program has been selected, the user should be able to see the full name of the program, details on the number of credits that will be transferable, the requirements needed to transfer, and the contact information for the desired institution.

ONTransfer's layout, functionality and language are confusing and not very user-friendly. As a result, users not familiar with the vernacular of academia may find the site difficult to understand, and this in turn may prevent them from making an informed decision. Nevertheless, it will be very important for Sheridan to ensure that the

information on ONTransfer is consistently being updated and reviewed to maintain accuracy of information about programs and articulation agreements with the other Ontario institutions, and to provide constructive feedback as deemed appropriate to the ONTransfer site in an effort to support ongoing enhancements that improve the effectiveness and usability of the site.

3.6 Prior Learning Assessment & Recognition (PLAR)

The PLAR Policy Working Group recently conducted research and made recommendations to enhance academic pathways by promoting greater use of prior learning assessment for transfer credit recognition. Key findings from this research are listed below. Institutional findings are those that impact College policies, procedures and operations; applicant and faculty findings are those that have implications for students, program coordinators and administrators.

- ◆ Institutional
 - ◆ Existence of formal policy is not necessarily linked to effective implementation
 - ◆ PLAR policy is remiss in stipulating credit limits and eligibility requirements
 - ◆ Low uptake (number of applicants)
 - ◆ Lack of awareness of PLAR in service areas that support PLAR candidates
 - ◆ Lack of integration/consultation between service and academic areas
 - ◆ Confusion over PLAR advising, assessing and administrative roles
 - ◆ Absence of PLAR assessment timelines and application guidelines

- ◆ Applicant
 - ◆ Cost for applicants
 - ◆ Inadequate applicant support during the PLAR process
 - ◆ Lack of information on PLAR guidelines, timelines for application and course withdrawal
 - ◆ Mismatch between applicant's construction of knowledge and the knowledge structure of their courses/programs
 - ◆ Dearth of applicant advising materials on PLAR

- ◆ Faculty
 - ◆ Lack of consistent approach to PLAR across programs
 - ◆ Lack of learner & faculty awareness of PLAR as a pathway tool
 - ◆ Confusion over eligibility in courses and in programs particularly within the degrees
 - ◆ PLAR conflated with advanced standing
 - ◆ Faculty resistance to PLAR
 - ◆ Quality assurance concerns
 - ◆ Lack of faculty training in PLAR assessment methods and assessing informal/non-formal learning and credential validation documents

The review of the Prior Learning Assessment & Recognition Policy has resulted in a broader recommendation to create a PLAR strategy. The recognition of prior learning has implications that extend beyond the policy itself to designing system-wide strategies that are integrated and recognize the multiplicity of learning experiences that are associated with enhanced mobility. The following recommendations are intended to enhance academic pathways for students and applicants to Sheridan:

- ◆ Clarify the college position on PLAR eligible courses, including courses within degrees
- ◆ Align PLAR application timelines with the academic schedule (e.g. academic schedule to support process)
- ◆ Develop a communication strategy to increase awareness of PLAR procedures/ processes
- ◆ Consider adopting block fees for PLAR credits to mitigate financial barriers for students
- ◆ Revise the policy to include maximum credit granted for PLAR. Maximum credit should align with the Graduation policy's residency requirement and PEQAB credit limits
- ◆ Broaden the scope of PLAR to include both course and program learning outcomes wherever applicable.
- ◆ Integrate PLAR into quality evaluation processes in all programs. As part of the program review process, it is recommended that a PLAR action item be included
- ◆ New course development includes synchronous development of PLAR assessment tools
- ◆ Support professional development opportunities in recognized PLAR practices for staff and faculty
- ◆ Develop metrics to count and track PLAR students and to document the institutions activity in awarding PLAR credits

3.7 Best Practices

A review of the websites of over 37 domestic and international institutions, comprising colleges and universities, revealed the following best practices related to the marketing and communication of transfer opportunities (see Appendix 6 for the List of Institutions Researched):

- ◆ A webpage dedicated to identifying all potential pathways, searchable by various criteria such as by credential, program, geography/region, and length of completion time, implying the existence large, comprehensive central database(s)
- ◆ User-friendly online resources (including downloadable forms/information sheets/instructions and links) and tools such as self-service credential assessment
- ◆ Efficient navigation
- ◆ Clear language with less jargon and/or a quick link to a glossary page
- ◆ Detailed and specific information on course titles, credits and time required to complete desired credential
- ◆ Testimonials (written and video) sharing personal experiences of students who have transferred into the institution's programs
- ◆ Designated Articulation/Credit Transfer staff with contact information (email & phone)

While the scope of the research conducted by the Pathways Engagement Team did not include a case-by-case analysis of the quality of institutions' pathways initiatives within the time frame allocated, it may be possible to infer that the presence of well-organized and robust pathways websites and staff dedicated to supporting requests for advanced standing at an institution may be an indicator that the institution has an organizational-level strategy with respect to pathways. At present, while a great deal of good work has been done to develop and support pathway opportunities for students at Sheridan, the College does not have an academic institutional pathways strategy.

3.8 Summary of Key Research Findings

The following findings are not ranked in order of importance, but are listed in the order in which they appear in this document:

- 1) Absence of formal documentation (page 7)
- 2) Inconsistent process for establishing articulation agreements (page 7)
- 3) No centralized complete or comprehensive record of agreements (page 7)
- 4) Agreements often lack clarity and specificity (page 7)
- 5) Little or no reliable uptake data (page 8)
- 6) Decision-making is case-by-case, and in the hands of Program Coordinators (page 9)
- 7) No accessible centralized record of past Advanced Standing transfer credits (page 9)
- 8) No marketing data (page 9)
- 9) No coordinated online marketing strategy (page 10)
- 10) ONTransfer site does not accurately reflect Sheridan's programs/pathways (page 10)
- 11) No integration of the various pathway tools (page 11)
- 12) No centralized pathway website presence (page 13)
- 13) No institutional academic pathways strategy (page 13)

4.0 RECOMMENDATIONS – AN ACADEMIC PATHWAYS STRATEGY FOR SHERIDAN

Upon consideration of all of the information gathered during the research and investigation process, the Engagement Team felt it was important to position its recommendations from a stakeholder's viewpoint. What do stakeholders want/need (product), how can Sheridan provide it (process), and how can the College reach its target(s) (marketing and communications)?

The Engagement Team recommends that Sheridan develop an overarching institutional Academic Pathways strategy that includes:

4.1 **Product:** *More Academic Pathways for Students*

- ◆ Create more laddering opportunities into Sheridan diploma and degree programs.
- ◆ Increase the number of meaningful pathways that focus on the shortest completion time, while maintaining credential legitimacy.
- ◆ Proactively grow the number and improve the quality of Sheridan-specific articulation agreements that:
 - ◆ Stipulate the exact number of advanced standing credits granted to both inbound and outbound students;
 - ◆ Identify clear program completion pathways;
 - ◆ Provide innovative options reflecting labour market trends to enhance employment opportunities for graduates.
- ◆ Implement a new PLAR Policy, and develop a robust and integrated strategy to ensure that the PLAR process can be easily operationalized and is thus fully embraced by the Sheridan community.

4.2 **Process:** *Tools and Procedures for Improved Efficiency and Quality*

- ◆ Create a comprehensive searchable database(s) for:
 - ◆ Record of advanced standing transfer credits granted to students/applicants entering a Sheridan program (currently in progress);
 - ◆ Record of all active articulation agreements.

- ◆ Centralize all formal, signed documentation in one location where it can be updated and maintained on a regular basis by staff assigned to this function .
- ◆ Develop College-wide policies and standards:
 - ◆ Articulation agreement template(s)
 - ◆ Forms (e.g. Advanced Standing applications, approvals, etc.)
 - ◆ Standard vocabulary and glossary of terms (i.e. credit units vs. credit hours, etc.).
- ◆ Train staff on the use and integration of all pathway tools (e.g. PLAR, advanced standing, articulation agreements, etc.).
- ◆ Improve efficiency in order to provide exceptional, seamless service:
 - ◆ Adopt and practise the mindset of “In the best interest of the students we will...”
 - Create a service framework and measurable standards (e.g., clearly articulated and well-communicated step-by-step processes and targeted response times) to govern the implementation of Sheridan’s credit transfer process;
 - Award transfer credits at time of admission offer to positively influence students’ decisions;
 - Develop an internal communication and training process to ensure that all staff/faculty are aware of academic pathways opportunities and processes/tools available to facilitate students’ access to them;
 - Use a centralized credit transfer database to automate the advanced standing process where credits have been previously granted and only refer students to program coordinators for courses that have not been evaluated (currently in progress).
- ◆ Research and evaluate the uptake data to ensure that pathways opportunities are seen by students to have real value and can be effectively managed:
 - ◆ How many Sheridan students and students from other institutions are laddering into Sheridan programs?
 - ◆ How many Sheridan students are taking advantage of transfer/articulation opportunities with other institutions?
 - ◆ Are the terms of articulation agreements being honoured, and, specifically, how many transfer credits are being granted to Sheridan students by partner institutions?
- ◆ Develop a process for regularly monitoring the use and quality of laddering opportunities and articulation agreements.
- ◆ Manage and review pathway agreements with partnered institutions through the Program Review process to ensure that curriculum facilitates pathways.

4.3 Marketing & Communication: *Creating a Presence in the Marketplace and Improving Access and Transparency*

- ◆ Create a credit transfer resource on the Sheridan website. The website would:
 - ◆ Be user-friendly and easy to navigate;
 - ◆ Be easy to read and understand using simple language (i.e. keep jargon to minimum) with a link to a brief glossary of terms;
 - ◆ Specify the exact number of advanced standing credits granted to both inbound and outbound students;
 - ◆ Contain accurate contact information available to users;
 - ◆ Include labour market/industry opportunities and salary details with program information to provide users with details about career as well as academic pathways.

- ◆ Reduce the reliance on paper-based communication tools such as Calendars and Viewbooks and promote the use of searchable, interactive web-based tools.

- ◆ Evaluate the potential of using social media to reach Sheridan's target market.

- ◆ Ensure the accuracy of transfer opportunities offered through Sheridan on the ONTransfer website and regularly update pathways

- ◆ Provide constructive feedback as deemed appropriate to the ONTransfer site in an effort to support ongoing enhancements that improve the effectiveness and usability of the site

4.4 Summary of Recommendations

The following chart summarizes the recommendations and their impact on the key findings:

| Recommendations | | Findings Impacted by Recommendations | | | | | | | | | | | | | Will this improve Sheridan's academic pathways opportunities? | |
|--|---|--|---|---|---|-----------------------------------|---|---|-------------------|--|--|---------------------------------|--|------------------------------------|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | | |
| | | Absence of formal documentation | Inconsistent process for establishing articulation agreements | No centralized complete or comprehensive record of agreements | Agreements often lack clarity and specificity | Little or no reliable uptake data | Decision-making is case-by-case, and in the hands of the Program Coordinators | No accessible centralized record of Advanced Standing | No marketing data | No coordinated online marketing strategy | ONTransfer site does not accurately reflect Sheridan's programs/pathways | No integration of pathway tools | No centralized website or pathway information web presence | No institutional academic strategy | | |
| Product | Create more laddering opportunities into Sheridan diploma and degree programs. | ✓ | ✓ | | | | | | | | | | | ✓ | ✓ | |
| | Enhance meaningful, short-in length, legitimate pathways | ✓ | | | ✓ | | ✓ | | | | | | | ✓ | | |
| | Increase Sheridan-specific articulation agreements (number & quality) | | | | ✓ | | ✓ | | | | | | | ✓ | ✓ | |
| | Provide innovative options reflecting labour market trends | | | | | | ✓ | | | | | | | ✓ | ✓ | |
| Implement new PLAR policy and Strategy when approved | | | | | | | | | | | | ✓ | | ✓ | ✓ | |
| Process | Create comprehensive searchable database(s) | | | | | | | ✓ | ✓ | | | | | ✓ | ✓ | |
| | | | | | | | | | | | | ✓ | | ✓ | ✓ | |
| | Centralize and maintain formal, signed documentation by a dedicated staff | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | ✓ | ✓ | |
| | Develop a College-wide policy and standards | Articulation Agreement templates | ✓ | | | ✓ | | | | | | ✓ | | | ✓ | ✓ |
| | | Form templates | ✓ | | | ✓ | | | | | | | ✓ | | ✓ | ✓ |
| | | Consistent vocabulary and glossary of terms | | ✓ | | | | | | | | ✓ | | | ✓ | ✓ |
| | Improve efficiency in order to provide exceptional seamless customer service | Create a service framework | | ✓ | | | | | | | | ✓ | | | ✓ | ✓ |
| | | Create measurable standards | | | | | | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ |
| | | Award transfer credits at time of admission offer | | | | | | | | | | | | | ✓ | ✓ |
| | | Develop an internal communication and training process | | | | | | | | | | | | | ✓ | ✓ |
| | Research and evaluate the uptake data: | Use centralized credit transfer database(s) to automate advanced standing process (in process). | | | | | | | | | | | | | ✓ | ✓ |
| | | How many Sheridan students and students from other institutions are laddering into Sheridan programs? | | ✓ | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ |
| | | How many Sheridan students are taking advantage of transfer/articulation opportunities with other institutions? | | ✓ | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ |
| | | Are the terms of articulation agreements being honoured, and specifically, how many transfer credits are being granted to Sheridan students by partner institutions? | | ✓ | | ✓ | ✓ | | | | ✓ | | | | ✓ | ✓ |
| Develop a process for regularly monitoring use & quality of laddering opportunities and articulation agreements | | | | | ✓ | | | | | ✓ | | | | ✓ | ✓ | |
| Train staff on use and integration of all pathway tools | | | | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | |
| Manage and review pathway agreements with partnered institutions through the program review to ensure that curriculum facilitates pathways | | | | | ✓ | | | | | | | | | ✓ | ✓ | |
| Marketing & Communication | Create a credit transfer resource on the Sheridan website | User-friendly and easy to navigate | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| | | Easy to read /understand with a glossary | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| | | Accurate contact information available to users | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| | | Include labour market/career/salary information | | | | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ |
| | Promote the use of searchable, interactive web-based tools | | | | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| | Evaluate the potential of using social media to reach Sheridan's target market. | | | | | | | | | | ✓ | | | | ✓ | ✓ |
| | Ensure accuracy of Sheridan information on ONTransfer website | | | | ✓ | | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Provide constructive feedback to ONTransfer site | | | | ✓ | | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | |

APPENDIX 1: CREDIT TRANSFER PROJECT CHARTER

| | |
|-------------------|---|
| Project Name | Transfer Credit |
| | |
| Date | November 23, 2011 |
| | |
| Project Manager | Bryan MacFarlane Associate Registrar, Projects & Development |
| | |
| Executive Sponsor | Ian Marley Vice President, Student Services Mary Preece Senior Vice President, Academic and Research |
| | |
| Project Sponsor | Linda Dalton Registrar |

Project Objective

Project Purpose:

Sheridan will introduce a Transfer Credit service that will support enrolment targets and provide an enhanced service for applicants, students and faculty that will support student success at Sheridan College.

The Transfer Credit service will:

1. provide students, applicants and prospects with a vehicle to determine what previous learning credits could be applied to their program study choice;
2. streamline the transfer credit application and approval process;
3. create operational efficiencies in the recording of transfer credits on student records

The Ministry will provide Funds to Sheridan to assist with the transfer credit activities to implement transfer facilitation and transitional student support services leading to improved transparency and student success.



Sheridan.pdf

Key Project Deliverables:

1. Conduct a business process review
2. Amend Sheridan's Transfer Credit policy, procedures and Letters of Permission to incorporate identified changes to the Transfer Credit process
3. Support of Transfer Credit applications for students working towards Ontario College Certificate, Diploma, Advanced Diploma and Degree
4. Establish and build Transfer Credit data repository in PeopleSoft
5. Provide an Online Transfer Credit application service for applicants and students
6. Create a workflow to facilitate online management for transfer credit applications for faculty decisions (i.e. approved/denied)
7. Automate processes to include decisions, notifications and record processing of transfer credits
8. Provide solution for both approved individual transfer credits and block transfers
9. Provide an Online Transfer Credit searchable utility available on Sheridan public website
10. Integrate transfer credit information with the Offer Package
11. Integrate the PLAR/Transfer Credit Coordinators into the Office of the Registrar
12. Establish a support and service model to maintain the ongoing operations of the service
13. Provide supporting reports
14. Establish and rollout of a communication plan
15. Determine the post go-live evaluation and assessment

Project Parameters

Project Timelines:

| Project Activity | Start Date: | Delivery Date |
|-------------------------------|---------------|----------------|
| Project Kick-off | | November 2011 |
| Business Requirements | November 2011 | February 2012 |
| Functional & Technical Design | February 2012 | March 2012 |
| Development | March 2012 | May 2012 |
| Testing | June 2012 | July 2012 |
| Go-Live | | August 2012 |
| Operational Support | August 2012 | September 2012 |
| Project Close-out | | September 2012 |

Resource Requirements:

| Project Role | Staff | Time Commitment |
|---------------------------------|---------------------------|-----------------|
| Project Sponsorship Team | | |
| Executive Sponsors | Ian Marley Mary Preece | NA |
| Project Sponsor | Linda Dalton | 5% |
| Project Manager | Bryan MacFarlane | 25% |
| Clients | | |
| Records & Registration | Emma Dickson | 10% |
| Admissions & Recruitment | June Cupido | 10% |
| | | |

| Project Team | | |
|------------------------------------|------------|------|
| Business Analyst | Ewa Cwik | 50% |
| Business Consultant | TBD | 100% |
| Technical Consultant | TBD | 100% |
| Records Lead | TBD | 20% |
| Records & Registration Specialists | TBD | 15% |
| Admissions & Recruitment Lead | TBD | 20% |
| Admissions Specialists | TBD | 15% |
| Configuration Team | TBD | 40% |
| IT Lead | TBD | 10% |
| Faculty Representative(s) | TBD | 10% |
| Marketing and Communications Lead | TBD | 10% |
| Communications | Chris Ball | 10% |

Risks/Assumptions:

| |
|--|
| <p>Risks:</p> <ol style="list-style-type: none"> 1. Competing priorities 2. Dedicated resources 3. Existing business processes 4. Scope creep 5. Securing consulting resources <p>Assumptions:</p> <ol style="list-style-type: none"> 1. Ministry will provide some funds to support Sheridan's Transfer Credit project with specific amounts to be confirmed 2. Budget dollars available for consulting services backfill and project operational activities (i.e. college/university site visits, PeopleSoft training, etc) 3. Leverage PeopleSoft Student Information System as source for transfer credit repository 4. Companion projects include both the ONTransfer and Ontario Education Number (OEN) initiatives |
|--|

APPENDIX 2: MEMBERSHIP

| Name | Position | From |
|------------------------|--|------------------------|
| Has Malik | Dean | Chair / FHASS |
| Alan Reid | Associate Dean | FAST |
| Andrew Smyk | Program Coordinator | FAST |
| Anna Boshnakova | Faculty | FHASS |
| Charles Minken | Program Coordinator | FOB |
| Gord Thompson | Program Coordinator | FAAD |
| Heather Whitton | Associate Dean | FAAD |
| Jane Jenner | Senior Manager, Special Projects | FHASS |
| Joanne Graham Gill | Program Coordinator | FCAPS |
| Jon Jones | Associate Dean | FOB |
| Jordan Martin | Student | Student Representative |
| Judith MacKinnon | Career Counsellor | Student Services |
| Kathryn Karcz | Associate Dean | FHASS |
| Linda Dalton | Registrar | OTR |
| Mary Louise Noce | Curriculum Consultant | NILES |
| Michael Emery | Manager, Programs & Partnerships | International Centre |
| Nancy Harmer | Program Coordinator | FHASS |
| Sara Rumsey | Manager | OTR |
| Sherri Murray | Executive Assistant | PVPA Office |
| Srinivas Ganapathyraju | Program Coordinator | FAST |
| Stephanie Samboo | Program Coordinator / Acting Associate Dean | FHASS |
| Sunnita Malhotra | Researcher | Researcher / FHASS |
| Wendy Piasentin | Program Administrator | FCAPS |

FAAD – Faculty of Animation, Arts and Design

FAHCS – Faculty of Applied Health and Community Studies

FAST – Faculty of Applied Science and Technology

FCAPS – Faculty of Continuing and Professional Studies

FHASS – Faculty of Humanities and Social Sciences

FOB – Faculty of Business

NILES - Network of Innovation and Leadership in Education at Sheridan

OTR – Office of the Registrar

PVPA Office – Provost and Vice-President, Academic Office

APPENDIX 3: ADMISSION REQUIREMENTS



Admission to Postsecondary Programs

o **Admission decisions are made according to one of two models:**

- Applicants to some programs are admitted based on academic criteria alone. Applicants to these programs are selected on the average of their six highest senior-level credits, including required courses. Sheridan uses a limit of one secondary school co-operative education mark as part of the applicant's six highest senior-level credits.
- Applicants to highly competitive programs are admitted based on a combination of both academic criteria and the ranking of a supplemental assignment (e.g. portfolios, résumés, questionnaires, pre-admission tests, etc.). Such supplemental assignments are cared by the selection panel from the program/faculty. These cared assignments are used in conjunction with the applicant's academic performance when selecting candidates for admission.

o Applicants may be admitted to Sheridan post-secondary programs if they have an Ontario Secondary School Diploma (OSSD) with senior-level credits achieved at C, U, M or O designation, or equivalent, including one English, Grade 12 (ENG4C or ENG4U)



Admission Requirements – Degrees

Program Eligibility

- Ontario Secondary School Diploma or equivalent, including required courses, one of which will be ENG4U with a minimum 65% average (overall or in each course, in accordance with the individual program requirements)

or

- Two semesters of postsecondary education including required courses with a minimum 65% average (overall or in each course, in accordance with the individual program requirements)

Applicant Selection

Eligible applicants are selected on the assessment of their previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of a supplemental (where required) portfolio assessment, audition, résumé, pre-admission test, etc. if required.



Admission Requirements – Diplomas, Advanced Diplomas and Certificates

Program Eligibility

- Ontario Secondary School Diploma or equivalent, including required courses, one of which will be ENG4C or ENG4U

or

- Mature Student Status

Applicant Selection

Eligible applicants are selected on the assessment of their previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of their portfolio assessment, audition, résumé, pre-admission test, etc. if required.

APPENDIX 4: DEGREE ADMISSION REQUIREMENTS

| BAA Animation | BAA Early Childhood Leadership | BAA Illustration | BAA Interior Design | BAA Music Theatre-Performance | BAA Photography | BAB Global Business Management | BAHSc Athletic Therapy | BAHSc Applied Health Science | BAISc Applied Information Science |
|--|--|--|---|---|---|---|--|---|---|
| <p>Ontario Secondary School Diploma or equivalent, including these required courses:</p> <p>English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>One senior-level Visual Arts credit at the M, or Open Level</p> <p>Four other Grade 12 subjects at the U or M level Minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>One English, Grade 12 (ENG4U) with a minimum 65%</p> <p>Plus</p> <p>One Math*, Grade 12 (M or U) or Science, Grade 12 (M) or Biology, Chemistry or Physics Grade 12 (U)</p> <p>Four other (U) or (M) courses at the Grade 12 level Minimum 65% overall average</p> <p><i>*An applicant using the Grade 11 U or M Math or Grade 12 C Math will require five other U or M Courses at the Grade 12 U or M level</i></p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>One senior-level Visual Arts credit at the (M) or Open level</p> <p>Four other Grade 12 subjects at the U or M level Minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average.</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>One English, Grade 12 (ENG4U) with a minimum 65%</p> <p>Plus</p> <p>One Math *, Grade 12 (M or U) with a minimum of 60%</p> <p>Four other Grade 12 subjects at the U or M level Minimum 65% overall average</p> <p><i>*An applicant lacking the Grade 12 U Math may substitute this with a Grade 11 U or M Math with a minimum of 60% average</i></p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>One English, Grade 12 (ENG4U)</p> <p>Plus:</p> <p>Five additional Grade 12 subjects at the U or M level Minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>One English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>One senior-level Visual Arts credit at the (M) or Open level</p> <p>Four other Grade 12 subjects at the U or M level Minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>English, Grade 12 (ENG4U) One Mathematics, Grade 12 (U) Four other Grade 12 subjects at the U or M level</p> <p>A minimum grade of 65% is required in each course</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum of 65% in each course</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>Biology, Grade 12 (U)</p> <p>Plus one of: Physics, Grade 12 (U) or Science, Grade 12 (M) or Exercise Science, Grade 12 (U) or Chemistry, Grade 12 (U)</p> <p>Plus</p> <p>Three additional Grade 12 credits at the U or M level with a minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> | <p>Ontario Secondary School Diploma or equivalent, including the required courses:</p> <p>English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>Biology, Grade 12 (U)</p> <p>Plus one of: Physics, Grade 12 (U) Chemistry, Grade 12 (U) Mathematics, Grade 12 (U)</p> <p>Plus</p> <p>Three additional Grade 12 credits at the U or M level Minimum of 65% in each course</p> <p>Or</p> <p>Two semesters of postsecondary education plus required courses with a minimum 65% in each course</p> | <p>Ontario Secondary School Diploma or equivalent, including these required courses:</p> <p>English, Grade 12 (ENG4U)</p> <p>Plus</p> <p>Any Grade 12 science (U or M) Grade 12 Advanced Functions and Introductory Calculus (U) One other Grade 12 Math (U or M) Two other Grade 12 credits (U or M) Minimum 65% overall average</p> <p>Or</p> <p>Two semesters of postsecondary education including required courses with a minimum 65% overall average</p> |

APPENDIX 5: DEGREE ADMISSION – APPLICANT SELECTION

| BAA Animation | BAA Early Childhood Leadership | BAA Illustration | BAA Interior Design | BAQA Music Theatre-Performance | BAA Photography | BAB Global Business Management | BAHSc Athletic Therapy | BAHSc Applied Health Science | BAISc Applied Information Science |
|--|---|---|--|--|--|---|---|---|---|
| <p>Eligible applicants are selected on the basis of previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of their portfolio assessment. A portfolio review fee is required with the submission.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> | <p>Eligible applicants are selected on the basis of their previous academic achievement (their six highest senior-level credits, including required courses), and demonstration of their awareness of the field</p> | <p>Eligible applicants are selected on the basis of previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of their portfolio assessment. There is a portfolio assessment fee.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> <p>Sheridan has been granted a consent by the Ministry of Training, Colleges and Universities to offer this applied degree for a further five-year term starting March 12, 2008. Sheridan will ensure that all students admitted to the Bachelor of Applied Arts (Illustration) Program during the period of consent will have the opportunity to complete the program within a reasonable time frame</p> | <p>Eligible applicants are selected on the basis of their previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of a portfolio assessment. A portfolio fee is required with submission.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> <p>Sheridan has been granted a consent by the Ministry of Training, Colleges and Universities to offer this applied degree for a further seven-year term starting May 25, 2009. Sheridan will ensure that all students admitted to the Bachelor of Applied Arts (Interior Design) Program during the period of consent will have the opportunity to complete the program within a reasonable time frame.</p> | <p>Eligible applicants are selected on the basis of previous academic achievement (the average of their six highest senior-level credits, including required courses), and on their experience as demonstrated in a comprehensive audition.</p> <p>Eligible applicants will be invited to:</p> <p>Submit a résumé and photograph listing performance and/or theatre experience and training Respond to a general information questionnaire Submit an artist's statement that outlines personal/professional goals Write a music theory quiz or submit documentation to support accreditation by the Royal Conservatory of Music (minimum Grade 2) Take a basic ear test Participate in a dance assessment class Perform an up-tempo song, a ballad and a monologue Be interviewed by members of the faculty</p> <p>Note: There is an audition fee required at time of assessment. Students unable to attend an audition because of unusual circumstances may substitute a DVD or videotape audition. Contact the Program Coordinator for further details.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> | <p>Eligible applicants are selected on the basis of their previous academic achievement (the average of their six highest senior-level credits, including required courses), and the results of their portfolio, questionnaire and participation in an information session. There is a portfolio assessment fee.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> <p>Sheridan has been granted consent by the Ministry of Training, Colleges and Universities to offer this applied degree for a seven-year term starting May 14, 2010. Sheridan will ensure that all students admitted to the Bachelor of Applied Arts (Photography) Program during the period of consent will have the opportunity to complete the program within a reasonable time frame.</p> | <p>Eligible applicants are selected on the basis of previous academic achievement (the average of their six highest senior-level credits, including required courses).</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> | <p>Eligible applicants will be selected on the basis of their previous academic achievement (the average of their six highest senior-level credits, including required courses) and the results of their related work/volunteer experience which includes:</p> <p>Related Work/Volunteer Experience:</p> <p>Complete 100 hours of volunteer work with an Athletic Therapist or Sports Physiotherapist (SPD) Co-op experience related to Athletic Therapy strongly recommended Attend an information session and submit an essay that will be used to evaluate writing skills Hold valid Standard First Aid and CPR- HCP credentials prior to entrance in the program Criminal Record Check and Immunization Requirements Sheridan field placement agencies may require a police record check for criminal offences, a vulnerable sector check and/or a current acceptable record of immunization. Students will be required to provide this documentation directly to their field placement prior to the start of the placement and at their own expense. Students who cannot meet these requirements may have limited field placement opportunities. A blank immunization form can be found at http://healthforms.sheridancollege.ca</p> <p>Sheridan has been granted a consent by the Ministry of Training, Colleges and Universities to offer this applied degree for a further five-year term starting May 30, 2008. Sheridan will ensure that all students admitted to the Bachelor of Applied Health Sciences (Athletic Therapy) Program during the period of consent will have the opportunity to complete the program within a reasonable time frame.</p> | <p>Eligible applicants will be selected on the basis of their previous academic achievement which considers their six highest senior-level credits, including required courses.</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> <p>Criminal Record Check and Immunization Requirements Sheridan field placement agencies may require a police record check for criminal offences, a vulnerable sector check and/or a current acceptable record of immunization. Students will be required to provide this documentation directly to their field placement prior to the start of the placement and at their own expense. Students who cannot meet these requirements may have limited field placement opportunities. A blank immunization form can be found at http://healthforms.sheridancollege.ca</p> <p>Sheridan has been granted a consent by the Ministry of Training, Colleges and Universities to offer this applied degree for a seven-year term starting December 31, 2007. Sheridan will ensure that all students admitted to the Bachelor of Applied Health Sciences (Exercise Science and Health Promotion) Program during the period of consent will have the opportunity to complete the program within a reasonable time frame.</p> | <p>Eligible applicants will be selected on the basis of their previous academic achievement (the average of their six highest senior-level credits, including required courses).</p> <p>Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other, related programs.</p> <p>For More Information: Trafalgar Road (Oakville): 905-845-9430, ext. 2339</p> |

APPENDIX 6: LIST OF INSTITUTIONS RESEARCHED

Below is a list of institutions that the Engagement team researched to determine best practices. The raw data results, entitled *Best Practice Raw Data –June 2012*, have been submitted to the PVPA’s office for consideration and future use.

| | Institution | Website Address |
|---------------------------------------|---|---|
| Ontario Institutions | Algonquin | www.algonquincollege.com/ |
| | Canadore | www.canadorec.on.ca/ |
| | Centennial College | www.centennialcollege.ca/ |
| | Confederation | www.confederationc.on.ca |
| | Durham | http://www.durhamcollege.ca/ |
| | George Brown College | www.georgebrown.ca/ |
| | Georgian College | www.georgianc.on.ca/ |
| | Guelph University | www.uoguelph.ca/ |
| | Humber | www.humber.ca/ |
| | Loyalist College | http://www.loyalistcollege.com |
| | McMaster University | http://mcmaster.ca/ |
| | Michener Institute | www.michener.ca |
| | Mohawk College | www.mohawkcollege.ca |
| | Nipissing University | http://www.nipissingu.ca/ |
| | Northern | www.northernc.on.ca |
| | Ryerson University | www.ryerson.ca |
| | Sault | www.saultcollege.ca/ |
| | Seneca | http://www.senecac.on.ca/ |
| | St Clair College | www.stclaircollege.ca |
| St. Lawrence College | http://www.stlawrencecollege.ca | |
| Queen's University | http://www.queensu.ca/admission/apply/transfercredit.html | |
| York University | www.yorku.ca/ | |
| Non-Ontario Institutions | Athabasca | www.athabascau.ca |
| | Newfoundland and Labrador Department of Education | http://www.aes.gov.nl.ca/postsecondary/transferguide/index.html |
| | Saskatchewan Post Secondary Online Transfer Guide | http://www.saskcat.ca/ |
| | University Canada West | http://www.ucan.ca |
| U.S. Institutions | Adelphi University | http://admissions.adelphi.edu/transfer/ |
| | D'Youville College | http://www.dyc.edu/admissions/undergraduate/transfers.aspx |
| | University of California - LA | www.ucla.edu |
| | University of Illinois-Chicago | www.uic.edu |
| | University of Michigan | http://www.admissions.umich.edu/drupal/transfer-u-m |
| | University of Texas-Austin | www.utexas.edu |
| | Wayne State | http://admissions.wayne.edu/transfer/index.php |
| Virginia Tech | www.vt.edu | |
| International Institutions (Non-U.S.) | Degrees Over Seas.com | http://www.degreesoverseas.com/popular-degrees/degree-transfer-from-Canadian-college/ |
| | The Open University | http://www8.open.ac.uk/study/credit-transfer/ |
| | University of Fredericton Canada | http://www.universityfredericton.ca/ |