Ontario Council on Articulation and Transfer
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2015/16 ONCAT RFP Submission Form

Submission deadline: January 11, 2016

RFP Submissions should include the following components:

1. *This form* - ONCAT RFP Submission form (as an MSWord document)
2. ONCAT RFP Budget form (as an MSExcel document)
3. ONCAT RFP Signature form (as a pdf or scanned image)
4. CVs of project team members (no preferred format)

Please type your information directly into this document.

1.0 Proposal Overview

1.1 RFP Reference

15-16 RFP – PATHWAY DEVELOPMENT PROJECTS – JANUARY 15, 2016

1.2 Title of Proposed Project

Inter-College Pre-Tech/Tech Foundation Transfer Project

1.3 Summary of Proposed Project. (50 words)

This project will develop new pathways by conducting and applying a learning outcome analysis of Ontario College's Pre-Tech and Tech Foundation certificate programs. The investigation will focus on determining the alignment and similarity of programs, so that one college can easily accept another's certificate and allow for efficient transfer into another post-secondary institution's technical program.

1.4 Lead Institution

Mohawk College

1.5 Participating Institutions

Centennial College, Conestoga College, Durham College, Fanshawe College, Sheridan College, and Niagara College

1.6 Date submitted

Jan 15, 2016

2.0 Contact Information

2.1 Project Lead

All correspondence will be directed to the Project Lead unless otherwise indicated.

Name: Cindy Mehlenbacher

Title: Professor

Full Mailing Address: 135 Fennell Ave West, Hamilton, ON, L9C 1E9

Email Address: cindy.mehlenbacher@mohawkcollege.ca

Phone Number & Extension: 905-575-1212 x 3122

3.0 Project Proposal

3.1 Project Goals

Describe the intended goals of the project. (300 – 500 words)

Pre-Tech and Tech Foundation are designed for Secondary School graduates who have not completed the science or math requirements for technician/technology diploma programs. These programs are also utilized by mature students and retraining groups, such as WSIB, to refresh the skills of those who have been out of school for some time. These unique programs allow students to complete core courses from a variety of Engineering Technology diploma programs while enhancing their math, science, computer, and communication skills.

The primary goal of the project is to establish certificate equivalences between Ontario Colleges' Pre-Tech/Tech Foundation programs. This will facilitate more smooth and efficient transitions for students, wishing to transfer from one institution to another after completing one of these certificate programs. Over 600 students enrolled in such programs during the 2013 application cycle in Ontario Colleges, so the potential scope of implementing a new pathway would provide opportunities for a significant number of individuals. This retention strategy will encourage students to stay in Engineering Technology programs at Ontario Colleges; transfer students will receive credit that counts towards a diploma program of their choice at any college.

In order to determine the feasibility of such pathways, project team members will compare programs of studies, course outcomes, map learning outcomes, complete a gap analyses, and identify the need for developing any bridging courses, as required. In order to standardize the credit recognition process, a well-defined

mapping matrix will be established between the participating colleges.

Another goal of the project is to determine the feasibility of sharing online courses between colleges to establish curriculum consistency and improve efficiency of delivery. Students from various Pre-Tech programs could then be enrolled in the exact same course.

Upon completion of a successful investigation and analyses, the participating colleges would work towards creating an articulation agreement. This formalized document will guarantee that the pathways will be enacted and be advertised to students. Working in conjunction with the Heads of Technology and Heads of Interdisciplinary Studies, recommendations would go through each individual college's registrar and approval process. The recommendations will then be presented to the Ontario Council of Academic Vice-Presidents for articulations and final approval.

3.2 Methodology/Project Management

Provide a clear and comprehensive explanation of all steps that will be required to complete the project, including a timeline. As part of the timeline, clearly indicate the key milestones of the project as it moves from conception to completion/implementation. (1000 – 1500 words)

As part of our project management requirements, project teams must submit a minimum of one interim report mid-way through the project and a final report, including executive summary and detailed financial statement, at the project's completion. Please indicate your proposed submission dates in your timeline.

Mohawk College will work in partnership with Centennial College, Conestoga College, Durham College, Fanshawe College, and Niagara College (hereby referred to as "partner colleges") to establish new academic pathways, as follows:

Stage 1: May 2016 to August 2016

Mohawk and the partner colleges will meet to review and establish academic pathways between their Pre-Tech and Tech Foundations programs, including:

- certificate to diploma pathways
- certificate to advanced diploma pathways
- semester 1 to semester 2 pathways within the certificate programs

The partner colleges will visit Mohawk to tour the facilities, discuss project expectations, and confirm timelines and individual responsibilities for outcome mapping, gap analyses, and the development of bridging courses, as required.

The partner colleges will provide Mohawk with all relevant program information including program designs, learning outcomes, course outlines, and documentation of how each program maps to provincial program descriptions. Mohawk will also engage all 24 Ontario colleges in a survey to compare Pre-Tech/Tech Foundation programs. Other documents will be provided on an as needed basis (i.e. assignments for clarification of course content).

Information gathered in this timeframe will be used in subsequent gap analyses and creating a mapping matrix.

Phase 2: September 2016 to December 2016

Mohawk will use the information gathered in the previous phase to map content and determine possible pathways between applicable programs, as outlined above.

The compatibility of each college's admission requirements will be reviewed by Mohawk. In the event that any discrepancies are noted, Mohawk will initiate discussions with the partner colleges to outline any changes required for the implementation of relevant pathways.

Mohawk will complete gap analyses between the Pre-Tech and Tech Foundation certificate programs in collaboration with the partner colleges.

The pre-tech curriculum standards will be mapped against the colleges' programs in order to determine any potential for credit transfer or advanced standing opportunities.

Further gap analyses will then be completed to facilitate pathways between Pre-Tech and Tech Foundation certificate programs to diploma programs. Core courses and general education curriculum will be incorporated into the analyses. The analyses will also be used to compare delivery modes for the courses and look for efficiency opportunities in sharing online courses.

Mohawk will identify opportunities to address gaps through the development bridging courses or the adjustment of current course outcomes, as appropriate.

Mohawk will share the results of the gap analyses with the partner colleges, and there will be an opportunity for discussion and revision. Once confirmed, the gap analyses will be signed off by Mohawk and the partner colleges.

Mohawk and the partner colleges will determine credit transfer details i.e. number of credits granted, credits still required, applicable bridging requirements, block transfers, exemptions, etcetera.

An interim report will be submitted upon completion of this phase.

Phase 3: January 2017 to April 2017

Mohawk will collaborate with the partner colleges to draft articulation agreements

reflecting the transfer details determined in Phase 2, and outline terms related to the promotion and management of articulated pathways. This task will include indentifying and agreeing upon credit recognition for entry into a program of students' choice. Agreements will be executed upon signature of applicable college signatories.

Upon execution of articulated agreements, receiving institutions designated within each pathway will post pathway details on ontransfer.ca. The Credit Transfer and Registrar's Offices of all institutions will be informed of the new pathways.

Mohawk will collaborate with the partner colleges to complete the final documentation for the project, including:
• an executive summary of the development of pathways and program/bridging curriculum,
• analyses of the academic pathways outlined in Phase 1,
• gap analyses,
• mapping matrix,
• details of expected implementation dates, including a list of pending approvals, as applicable,
• a report on "best practices" and "lessons learned" from this approach to the development of transfer agreements and,
• a financial report.

It is the intention of Mohawk and the partner colleges to explore opportunities with all colleges in the Ontario College system, beyond the scope and timeframe of this project, to facilitate student mobility in Pre-Tech and Tech Foundation programs. Mohawk is committed to the enhancement of performance measurement of pathways. Through ONCAT funding, Mohawk has previously established pathways in Environmental and Biotechnology for students to transfer into related programs at the University of Guelph.

Cindy Mehlenbacher is the first point of contact for Mohawk.

Cindy will lead the project and will work closely with the project team to oversee pathway development and manage project timelines.

Mohawk administrators will consult with the project team in the drafting of articulation agreements and in the submission of reports to ONCAT.

Cindy will collaborate with the project team on curriculum mapping, gap analysis, and pathway development.

Regarding subject matter and program content:
• The contact for relevant programs at Niagara is yet to be determined, but the Dean of Trades and Technology, Misheck Mwaba, has committed to providing support for this project.
• The contact for relevant programs at Conestoga is yet to be determined, but the Executive Dean of Engineering, Julie Biedermann, has someone in mind.

• Vladimir Malinic is the contact for relevant programs at Centennial.
• Pravin Patel is the contact for relevant programs at Durham.
• Dean Smith is the contact for relevant programs at Fanshawe.
• Maricella Strocio is the contact for relevant programs at Sheridan.

Mohawk and the partner colleges will conduct a minimum of three participant meetings to achieve proposed deliverables.

Mohawk and the partner colleges anticipate the first intake of students related to the articulated pathways will occur in the fall semester of the 2018 academic year.

The rationale for completing the project in April 2017, opposed to March 2017, is to align the faculty release with the academic term. This will ensure that the release falls within the timelines of the project and does not create workload inefficiencies.

3.3 Topic Experience

Explain how the academic training, qualifications and past experience of the project team will contribute to achieving the goals of the project. (300 – 600 words)

Cindy Mehlenbacher has been a professor at Mohawk for over 15 years and is the coordinator for Mohawk's Pre-Technology program. Prior to teaching, Ms. Mehlenbacher worked as a research assistant, designing and carrying out experiments, running analyses, and writing report primarily on waste water treatment options.

Lorraine Vanderzwet-Servos is a professor and program coordinator at Mohawk for Environmental Technology. She has served as Acting Associate Dean at Mohawk, which entailed overseeing the Pre-Technology program. Ms. Vanderzwet-Servos was also a team member in the successful Environmental Technician/Technology Pathways Project in 2012-2013.

Frédéric Nickner is currently the Registrar at Mohawk College. Mr. Nickner has worked in multiple post-secondary institutions in Ontario both at the college and university levels and in unilingual or bilingual settings. Provincially, Mr. Nickner is currently Chair of the Committee of Registrars, Admissions and Liaison Officers (CRALO) and has been a strong promoter of transferability to benefit students' success. Throughout his career, he has focused on streamlining processes to reduce the transactional burden that students face while navigating the post-secondary system to ensure greater access to education.
Mr. Nickner holds an Honors Bachelor of Commerce from the Telfer School of Business at the University of Ottawa, a Masters of Business Administration from Laurentian University and is also a Chartered Professional Accountant and a Certified Management Accountant.

Dr. Marisela Strocchia is a professor and coordinator for the Technology Fundamentals Certificate Program at Sheridan. She is a curriculum specialist, having worked with cross-disciplinary faculty and staff teams, in a leadership and/or facilitation role, in the development, review, re-instatement and implementation of new certificate, diploma and applied degree programs

Pravin Patel is Science and Engineering Technology professor at Durham College. He has

been a proponent of foundational technology programs and has been deeply involved at DC in curriculum development projects, new program projects, having served for a long period of time as program coordinator of Electronics, Electromechanical, Biomedical and Computer Science.

Dean Smith is the Pre-Technology Coordinator for Fanshawe College. He brings a wealth of experience to his coordinator role and has been actively engaged in program review, mapping, and adjustment to courses and program layout. Mr. Smith's involvement in this important project will be beneficial and contribute to a positive outcome.

Vladimir Malinic is a professor at Centennial College and has 15 years experience as Electronics design engineer and 10 years of experience as programmer and system administrator. In addition to industry experience, over the last 15 years he has taught a wide range of courses in the School of Engineering Technology and Applied Science at Centennial.

Include CVs of research team members as an addendum.