



Articulation Agreement Policy

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PURPOSE

Principle:

George Brown College is committed to enabling the transferability of post-secondary academic credit and to the development of articulation agreements that provide students with new and enhanced pathways between academic credentials and between institutions.

Purpose:

The purpose of this academic policy is to support the development, implementation and maintenance of articulation agreements and to ensure that applicants, students and graduates have access to current information on the learning opportunities provided in these agreements.



SCOPE

Articulation agreements between George Brown College and secondary schools (which may be dual credit initiatives, a specific memorandum of understanding or a similar document), internal articulations between George Brown College programs, and external articulations between George Brown College and accredited post-secondary institutions at the provincial and national level.

This policy excludes international articulation agreements.

DEFINITIONS

This list includes an explanation of terms and abbreviations used within, or applicable to, this Articulation Agreement Policy.

Word/Term	Definition
Advanced Standing	Advanced Standing refers to credits granted upon admission that enable direct entry to the second, or higher, semester. Advanced standing grades are granted to students applying to a semester of study other than the entry level semester and are recorded on the student record as AS and not included in GPA calculations.
Articulation	Articulation is a broad term that relates to various methods whereby students can receive transfer credit for specific course work taken previously in a different program or a different institution. Through the process of articulation, institutions assess courses offered at other institutions to determine whether to grant course credit toward their own programs or credentials.
Articulation Agreement	An articulation agreement is an official agreement between two (bilateral) or more (multilateral) institutions- a secondary school, college or university- that authorizes studies undertaken in specific programs at one institution to be credited toward specific programs at another institution. Articulation agreements may apply to programs within an institution as well as to external accredited partners at the local, provincial and national level.
Block Credits	A group of courses taken at one institution which are considered equivalent to a group of courses at another institution. This leads to admission to a semester higher than semester one.
Block Transfer	Block transfer refers to advanced standing for a group of credits or courses at one institution based on their equivalence to a defined set of course or program learning outcomes at another institution. Block transfer enables direct entry to the second, or higher, semester. Block Transfer does not require course-by-course equivalency assessment.
Bridge Semester/Courses	Course or set of courses that students take to fill gaps in their learning from one program in order to enter another program, for example from a diploma to a degree program in the same area of study. Students



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articulating into certain programs must successfully complete a bridge semester as a condition of entry into the advanced program pathway.

Co-Op	<p><i>NOTE: Definition under review.</i> Co-Op is a commonly used abbreviation for Co-operative Education and are work experiences where students work in an industry related to their program of study. In contrast to field placement, co-op terms are required to be paid placements. Co-op placements may be one term longer than the standard length of the program.</p>
Credential	<p>An official document- certificate, diploma, undergraduate degree or graduate degree- issued by an individual college or university upon completion of all curriculum requirements and fulfilment of all financial obligations to the institution.</p>
Credit	<p>A unit of value assigned to a course for the purpose of counting the value towards a credential such as a certificate, diploma or degree. The number of credits received by students for a course varies among institutions. At George Brown College, one credit equals one hour of instruction per week.</p> <p>Post-secondary credit is awarded to students who have demonstrated successful completion of a module or unit which represents a portion of an academic credential. In order for this to occur, a student must meet a minimum standard, commonly known as a “pass,” in the assessment process. A higher standard may be required and specified.</p>
Credit Transfer	<p>Credit transfer is a process of giving recognition for previous academic achievement such as course by course equivalencies, block credit transfer or prior learning assessment and recognition.</p>
Curriculum (program of study)	<p>Curriculum refers to a defined academic program plan for a course, program, major, specialization or other academic designation. The term curriculum may be used to describe the learning outcomes, course descriptions and content, learning activities, teaching and learning methods, assessment and evaluation.</p>
Exemption	<p>Credit for courses taken at another accredited institution that are equivalent in level and scope to George Brown College courses. At GBC, course exemptions are used for the evaluation of course to course equivalency. Courses assessed and approved for exemption are recorded as EX on the student record. An EX is not included in the GPA calculations.</p>
Grade	<p>A grade is a measure of a student’s academic performance. It may be expressed as a number (percentage) or letter on a rating scale of unsatisfactory to excellent. Grading policies vary widely among institutions. See Office of the Registrar (OR) Policies for the George Brown College Grading Scheme.</p>
Grade Point Average (GPA)	<p>A GPA is a measure of a student’s academic achievement at the end of a semester, year, term or program. It is calculated by dividing the sum</p>



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	<p>of the grade point values by the sum of the credits. GPA may be calculated by term, program or overall.</p>
Letter of Intent	<p>A Letter of Intent or LOI can be described as an informal agreement between parties on a specific area or narrow set of areas that does not constitute a legally binding document but instead recognize that collaboration would be of mutual benefit and would serve as an indication of continued interest in joint projects.</p>
Memorandum of Understanding	<p>A Memorandum of Understanding or MOU is a formal agreement between two or more accredited academic institutions that promotes new program pathways through formal credit recognition of previous learning.</p>
ONCAT/ONTransfer.ca	<p>Established in 2011, the Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 44 publicly funded postsecondary institutions.</p> <p>ONCAT maintains the ONTransfer.ca website, an online searchable database which provides students with up-to-date, authoritative information on block credit agreements, and pathways between postsecondary institutions</p>
Pathways	<p>Pathways describe the academic routes whereby students have the ability to move from one academic credential to another.</p>
Placement- Clinical, Field, Industry	<p>Placement within a program refers to work experience that is scheduled at a company, agency, institution, business, hospital or other organization related to the program of study . Unlike co-op, placements are not required to be paid positions.</p>
Prior Learning Assessment and Recognition (PLAR)	<p>PLAR is defined as a systematic process of identification, documentation and recognition of formal and informal skills and knowledge. Recognition of prior learning can be applied as credit toward the course requirements of education and training programs.</p>
Postsecondary Education Quality Assessment Board (PEQAB)	<p>The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent. Ministerial consent to offer a degree or part of a degree program is required by all private organizations, either for profit or non-profit, all CAATs, and public institutions based outside of the province.</p>
Reach Back Courses	<p>The term 'reach back' is not used at GBC but may be used at other institutions. Reach back or foundation courses are courses within a</p>



program which are required to meet graduation requirements. They are determined as a result of program mapping and course equivalency determination during the development of a articulated program pathway.

Receiving Institution	The institution to which a student intends to transfer credits. In an articulation agreement, the receiving institution grants credit for courses completed at the sending institution.
Requirements for Graduation	Courses and conditions that must be completed before a credential is awarded, with terms and standards specific to the institution. This includes successful completion of compulsory and optional subjects, general education requirements, residency, and program GPA (academic standing) at a defined minimum level.
Residency	Residency refers to the minimum amount of time or course requirements that must be completed to earn an academic credential at a college or university. George Brown College post secondary programs require a minimum of 25% of a program of study to be earned at George Brown to meet residency requirements. Continuing Education programs require a minimum of 50%.
Semester	Semester refers to the level of the program pathway in which a student is registered. Each semester usually falls within a single term.
Sending Institution	The institution from which a student intends to transfer credits. In an articulation agreement, the receiving institution grants transfer credit for courses completed at the sending institution.
Term	The calendar date range in which registration exists. Each academic year is divided into three terms- Fall (September-December), Winter (January-April) and Spring (May to August).
Transfer Credits	Transfer credits are those resulting from study done elsewhere, which are used to determine individual course exemptions, or entire terms of Advanced Standing toward a George Brown College program. See Exemption.
Transferability	The degree to which credits can be moved between post-secondary institutions, among colleges and between colleges and universities.

POLICY

1.0 General Principles

1.1. Commitment to program pathways and collaboration between institutions through transfer credit



1.1.1. George Brown College is committed to the building of partnerships and collaboration between its own programs and with accredited secondary and post secondary institutions to develop and enhance new program pathways for students through transfer credit.

1.1.2. George Brown College reserves the right to maintain its autonomy in the development and delivery of its programs while acknowledging the institutional differences in the academic policies and procedures of partnering organizations in developing and implementing transfer credit agreements.

1.2. Quality Assurance

1.2.1. Consistency of process in articulation agreement development is maintained through alignment to George Brown College policies and compliance with provincial organizations such as the Ontario Council on Articulation and Transfer (ONCAT) and the Postsecondary Education Quality Assessment Board (PEQAB).

1.2.2. Academic integrity is ensured through transfer credit evaluation and equivalency determination by program experts.

1.2.3. Consultation and collaboration with departments impacted by articulation agreements during the development process ensure that institutional capacity and academic advisement are in place to support transfer student success.

1.3. Clarity in Implementation, Maintenance and Review Processes

Articulation agreements are developed using transparent and approved business processes and templates that provide:

1.3.1. Consistency in support of administrative management, oversight and quality assurance.

1.3.2. Defined steps, roles and accountabilities in the development of articulation agreements.

1.3.3. Academic departmental accountability in renewal, review, revision, evaluation and appropriate distribution of agreements.

1.4. Clearly defined roles and responsibilities of Articulating Partners

Articulation agreements specify accountability and role definition:



1.4.1. George Brown College as the Sending or Receiving Institution

George Brown College may act as either the initiator or recipient of a request to create a credit transfer/articulation agreement. Such an agreement would involve either providing students from George Brown College with the opportunity to transfer certain credits to another institution and credential (in which case, George Brown is referred to as the '**Sending Institution**'), or providing students from other institutions an opportunity to transfer certain credits to a program at George Brown College (in which case, George Brown College is referred to as the '**Receiving Institution**').

1.4.2. George Brown College Academic Departments/Divisions

George Brown College academic departments which are named in articulation agreements are accountable for the accuracy of information and the quality of the academic data provided in those agreements. While adhering to college policies, it is the responsibility of the academic departments to:

- 1.4.2.1 Build the collaborative relationships required in the negotiation of articulation agreements.
- 1.4.2.2 Ensure academic integrity in the formation of new academic pathways and in the identification of transfer credit courses.
- 1.4.2.3 Use the steps outlined in Appendix 1, Procedures, as guidelines to build quality assurance into articulation agreements from initial signing to implementation, review, renewal or termination.
- 1.4.2.4 Inform the Office of the Registrar when Memorandums of Understanding (MOUs)/Articulation Agreements are signed and provide copies of the MOUs for the RO to record and forward to ONCAT.
- 1.4.2.5 Retain official documentation for the Memorandum of Understanding.

1.4.3. Office of the Registrar

- 1.4.3.1 The Office of the Registrar is responsible for the administrative maintenance, oversight and tracking of all articulation agreements once they have been officially signed and approved for implementation by the Senior Vice President, Academic.

1.5. Effective Communication to support transparency, accuracy, currency, accessibility and compliance



1.5.1 The Office of the Registrar is solely responsible for developing, building and maintaining the database of transfer articulation agreements. This database links to the ONCAT database and the GBC Transfer Guide ensuring synchronization on both sites.

1.5.2 Academic departments are responsible for communicating new articulation agreement opportunities to GBC stakeholders, to ensure that agreements receive marketing support and are posted on college and program websites (excluding the GBC Transfer Guide – see 1.5.1). In addition, it is the responsibility of the academic departments to inform all stakeholders of any changes to curriculum in the articulated pathway as originally determined in the articulation agreement.

1.5.3 Academic departments will collaborate with partnering institutions to publicize information on new articulation agreements and transfer credit opportunities for potential students on their respective websites and related promotional materials.

2.0 Required Elements

- 2.1 Notice of Intent to Articulate:** The summary of initial consultations, planning and research that is sent to the divisional dean for signed approval to proceed. See Appendix 1, Procedures and Appendix 3.
- 2.2 Letter of Intent:** The informal agreement between the parties that does not constitute a legally binding document but instead recognizes that collaboration would be of mutual benefit and would serve as an indication of continued interest in joint projects. See Appendix 1 Procedures, Step 2 and Appendix 4.
- 2.3 Memorandum of Understanding:** A Memorandum of Understanding (MOU) is the formal agreement between two or more accredited academic institutions that promotes new program pathways through formal credit recognition of previous learning. See Appendix 1, Procedures and Appendix 5.

NON-COMPLIANCE IMPLICATIONS

This policy provides direction for developing and implementing articulation agreements that comply with related college policy and quality assurance parameters. It is not intended to limit the scope of articulation agreements.

SUPPORTING DOCUMENTATION

- Appendix 1: Procedures
- Appendix 2: Feasibility Checklist
- Appendix 3: Notice of Intent to Articulate
- Appendix 4: Letter of Intent Template
- Appendix 5: Memorandum of Understanding Template



RELATED POLICIES

Office of the Registrar Policies on Admissions, Registration and Grades
PLAR Policy

RELATED MATERIALS



APPENDIX 1, PROCEDURES

Articulation proposals result from discussion and exploration of mutual interest between programs and institutions. The following steps outline the procedures for the development of the Notice of Intent to Articulate, the Letter of Intent, and ultimately, an articulation agreement or similar document, within the framework of George Brown College's academic and operational policies.

The actual process may vary depending on the details of the articulation agreement under development and whether George Brown College is the sending or receiving institution. These steps are intended to support the consistency of process and quality assurance essential to all articulation agreements signed by the College.

Step 1 Notice of Intent to Articulate

The George Brown College academic department receives from/makes a request to the potential partnering department/school/centre representative and begins discussions on feasibility and willingness to proceed. Appendix 2 contains a useful checklist of feasibility considerations. The **Notice of Intent to Articulate** (Appendix 3) documents the planning process and is a useful tracking tool for audit purposes. This sets the parameters of the partnership and determines the scope of the articulation and the nature of the more detailed work ahead. The timeframes for these discussions vary considerably based on the nature and needs of the partners. At this step, institutions should:

- 1.1 Identify names/credentials of the articulating programs
- 1.2 Determine the type of articulation sought (course to course or block-semester or year; bilateral or multilateral)
- 1.3 Confirm interests and priorities (the suitability- branding, positioning, future opportunities) of the partnering program/institution(s)
- 1.4 Conduct initial feasibility review of the proposed articulation agreement in terms of available resources, overall benefit to George Brown College and employment opportunities for students and graduates
- 1.5 Begin formative consultations with appropriate George Brown College departments to determine and assess the potential impact of the proposed articulation on, for example, facilities, faculty, program enrolment, revenue or additional cost, and other college programs
- 1.6 File Notice of Intent to Articulate (Appendix 3) with the Divisional Dean of the programs under consideration for signed approval to proceed

Step 2 Letter of Intent

To provide clarity of roles and maintain accountability, a **Letter of Intent** signed and dated by the designated signatory of the potential partners is suggested at this juncture. The information listed in the Letter of Intent provides clarity for the more detailed program mapping and determination of transfer credits for the new



articulated program pathway. A sample Letter of Intent is attached as Appendix 4. Considerations in the development of the Letter of Intent include but are not limited to the following:

- 2.1 Consultation with partnering institution(s) (department/program if internal) to outline and confirm the primary outcomes of the agreement such as pathway category, credential awarded, type of transfer credit- course to course, block-, eligibility criteria and implementation timelines
- 2.2 Identification of faculty responsible for the assessment of course transfer credit and the development of the new program pathways specific to the articulation agreement proposed
- 2.3 Timelines for the development, signing and launch of the Articulation Agreement
- 2.4 Processes for review, revision, and/or termination including designate signatures
- 2.5 Signing, communication and retention of the Letter of Intent as required by GBC program department and the partnering institution

Step 3 Memorandum of Understanding

3.1 Determine Transfer Credits and Develop Program Maps

The most important component of any articulation agreement is equivalency determination and the program mapping which defines the new opportunities provided by the articulated program pathways. The process requires dialogue and collaboration between the program partners to ensure pertinent information for program development, determination of transfer credit/equivalency and gap analysis is available, complete and current. As a sending college, George Brown supplies course outlines and program maps for review by the receiving institution to determine which courses will be considered equivalent in content and granted transfer credit. As a receiving institution, George Brown evaluates the course outlines and program maps of the sending partner. In each case, the appropriate program chair/director will identify, assign and resource faculty to provide program materials, clarify delivery and assessment, determine equivalencies and develop articulating program maps which define the new course of study. Considerations for new pathway development should include:

- 3.1.1 A description of courses eligible for transfer credit
- 3.1.2 The maximum/total number of transfer credits allowed
- 3.1.3 The grade requirements for transfer credit courses
- 3.1.4 A listing of all course requirements for pathway program completion, including any additional courses such as 'reach back' courses or an additional 'bridge' semester.
- 3.1.5 Any work placement/field/co-op requirements in the articulated program of study
- 3.1.6 Prior Learning Assessment (PLAR) for advanced standing if applicable and how students can apply for this method of credit
- 3.1.7 General Education/Liberal Arts requirements
- 3.1.8 A statement outlining the process for proposed changes to curriculum, delivery or other aspects of the articulated program
- 3.1.9 GPA requirements for graduation



- 3.1.10 A statement recognizing the academic and student life needs/challenges of transfer students
- 3.1.11 Opportunities/mechanisms/systems to track transfer-student success

3.2 Determine Program Eligibility, Admissions Criteria and Conditions of Transfer

List the conditions for admission into the articulated program pathway. These will be determined by the receiving institution(s).

- 3.2.1 Determine the start and duration dates for the new program pathway
- 3.2.2 Set the entrance GPA- minimum required
- 3.2.3 Develop a statement of good standing (all courses of sending program completed)
- 3.2.4 Define the student cohorts eligible to participate in the articulated pathway
- 3.2.5 Ensure clarity and accessibility of information related to transfer credits granted and the remaining course requirements for successful completion of the articulated credential
- 3.2.6 Define the maximum time frames allowed for completion of the articulated credential
- 3.2.7 Provide details of additional admission requirements such as portfolio, interview, audition, or other specifics such as space availability, as applied to the programs under consideration
- 3.2.8 Include a process for review and appeal of denied transfer credits
- 3.2.9 Provide a completion/fair exit strategy and accommodation of enrolled students, should the parties decide to terminate the agreement

3.3 Define the Guidelines for the Implementation and Maintenance of the Articulation Agreement

Details of implementation and maintenance must include:

- 3.3.1 Terms relating to the length of the agreement
- 3.3.2 Date of signing and dates for periodic review of terms and conditions
- 3.3.3 Process for program changes- partner discussion, agreement, implementation and notification of curriculum or course content changes to public
- 3.3.4 Details for periodic review, with time specified, of success or utilization of the program pathways offered in the agreement
- 3.3.5 Option for automatic renewal unless there is written notice of request to terminate by either of the partnering institutions
- 3.3.6 Notice of termination must be in writing with appropriate lead time and reasons for the termination
- 3.3.7 Student pathways and advisement in case of cancellation that consider:
 - 3.3.7.1 Students currently enrolled in the articulation pathway
 - 3.3.7.2 Students who have applied to the articulated pathway



3.3.7.3 Removal of agreements from all marketing and promotional materials and websites.

3.3.8 The Office of the Registrar serves as the primary agent for the oversight and maintenance of signed articulation agreements.

3.4 Finalize the Memorandum of Understanding

On completion of pathway development, credit transfer identification and conditions of transfer and admission, the receiving institution drafts a Memorandum of Understanding (MOU). (See Appendix 5 for MOU template).

3.4.1 The Office of the Senior Vice President Academic serves as George Brown College's final signatory agent

3.4.2 The partner institution determines its own signatory(ies)

3.4.3 Designated signators for George Brown College and the partnering institution(s) sign and authorize the Memorandum of Understanding (MOU)/Articulation Agreement

3.4.4 The original MOU is retained by the Academic Department

3.4.5 A copy of the MOU is forwarded to the Office of the Registrar

Step 4 Communications

4.1 Communicate Opportunities Offered Through the Memorandum of Understanding to Stakeholders

4.1.1 The collaborating partners agree to publicize the Articulation Agreement and the transfer credits available on their respective websites and related marketing materials for the purpose of promoting this agreement to potential students

4.1.2 The Office of the Registrar is responsible for communicating details of signed articulation agreements to ONCAT for publication on the ONtransfer.ca website Transfer Guide.

4.1.3 The Office of the Registrar in collaboration with the academic departments and marketing is responsible for posting articulation agreements on the GBC website.

Step 5 Maintenance and Quality Assurance

5.1 Apply Approved Business Processes to the Review, Renewal, and/or Termination of Articulation Agreements

Articulation agreements typically expire or require renewal 4 to 5 years after initial signing. The Office of the Registrar maintains the primary registry of all articulation agreements in compliance with College policy and ONCAT requirements. As the provider of oversight, the Office of the Registrar gives advance notice to the academic departments when an agreement is about to expire (lead time to be set by the Office of the



Registrar). It is the responsibility of the academic departments to review articulation agreements at expiry or renewal dates giving consideration to:

- 5.1.1 Collaboration with the partner institution(s) to 1) review current programming and transfer credits considering any proposed changes in content or delivery 2) evaluate the level of student interest/enrolment in the pathways outlined in the articulation agreement 3) decide on renewal, revision or termination and proceed according to the processes applicable to articulation agreements.
- 5.1.2 Where articulations have specific clauses describing annual or other periodic collaborative reviews, it is the responsibility of the academic department to contact and work with the partner and to advise the Office of the Registrar of any substantive changes to the articulation agreement. The Office of the Registrar forwards changes as required to ONCAT.
- 5.1.3 At renewal, the George Brown College academic department and the partnering institution review, revise, date and sign the articulation agreement as appropriate.
- 5.1.4 The Office of the Registrar stores the renewal in the College file and forwards it to ONCAT for posting on ONtransfer.ca and appropriate College sites.
- 5.1.5 In case of termination, the Office of the Registrar informs ONCAT of termination and requisite removal of transfer credit and other information related to the terminated agreement.

5.2 Audit Existing Articulation Agreements to Ensure Alignment with College Standards

- 5.2.1 Office of Academic Excellence will periodically audit existing MOUs for consistency and alignment with College standards.

APPENDIX 2, FEASIBILITY CHECKLIST

The following list provides an overview of issues or concerns to consider in the development of an articulation agreement. Conditions and terms vary depending on the nature of the articulation agreement and whether George Brown College is the receiving or sending partner.

1. Strategic Considerations

- 1.1. Purpose /objectives of the proposed articulation agreement
- 1.2. Alignment to College strategic and academic plans
- 1.3. Branding and positioning benefits for the College
- 1.4. New program/program differentiation
- 1.5. Program enrolment for stability or growth
- 1.6. Revenue generation



- 1.7. Benefit for students- innovative academic pathways which lead to increased employment opportunities

2. Academic/Program Considerations

- 2.1. Institutional fit of articulated programs
- 2.2. Semesters of articulated programs- entry into advanced semesters; additional programming through bridge semester or bridge courses
- 2.3. Academic integrity – availability of course outlines and program maps if GBC is the sending college
- 2.4. Academic integrity in course equivalency review and program mapping if GBC is the receiving college
- 2.5. Qualifications of faculty/instructors of sending/receiving programs for alignment to PEQAB specifications
- 2.6. Metrics showing performance of articulating program- student satisfaction, employment opportunities, graduation rates
- 2.7. Additional requirements for transfer student success – resources and requirements for academic advisement and student life for GBC as receiving and at partnering institutions

3. Operational/Logistic Considerations

- 3.1. Are resources required to support the articulated programs appropriate and current?
- 3.2. Capacity- enrolment limitations/opportunities in higher semesters.
- 3.3. Equipment/lab/room availability and capacity, specifically in programs that are lab intensive
- 3.4. Faculty availability within implementation start date and on-going
- 3.5. Faculty credentials as determined by the credential to be granted in the articulated agreement
- 3.6. Cost implications for the articulated program both sending and receiving such as: program launch, staffing, academic advisement, facilities, software, equipment, planning and coordinating meetings, recruitment and promotion

4. GBC Receiving

As the receiving institution, GBC determines conditions of articulation and credit transfer including eligibility and admission requirements (in consultation with the Admissions Office), course equivalency based on delivery, depth and breadth of content, assessment and evaluation, software, facilities, and faculty requirements

- 4.1. Assignment of staff and faculty to review program and course content of the sending institution in order to develop the details of the articulated program and to identify program equivalency and transfer credits
- 4.2. Timeline from the initiation of the articulation agreement to finalizing the agreement which covers - negotiation, program development, transfer credit determination, crafting the Memorandum of Understanding, all final approvals, signature, publication and communication of the articulation and



transfer credit details and institutional oversight for renewal, revision, termination of the articulation agreement

5. GBC Sending

- 5.1. Assignment of staff and faculty to provide the partnering institution with the program information, program maps and course outlines required for equivalency review at the receiving institution- consider the timelines set in the letter of intent
- 5.2. Inclusion of general education/liberal arts course outlines and faculty to ensure maximum transfer credit for GBC students
- 5.3. Availability of faculty to collaborate with receiving college as needed/specified in the agreement during development, implementation and renewal, review or termination
- 5.4. Timeline from the initiation of the articulation agreement to finalizing the agreement which covers - negotiation, program development, transfer credit determination, crafting the Memorandum of Understanding, all final approvals, signature, publication and communication of the articulation and transfer credit details and institutional oversight for renewal, revision, termination of the articulation agreement
- 5.5. Responsibility of the Office of the Registrar in the development of the articulation agreement to identify specific requirements/timelines for sending transcripts/academic records as required for admission of GBC articulating students



APPENDIX 3, NOTICE OF INTENT TO ARTICULATE

NOTE: It is understood that not all details may be available at this point in the development of an articulation agreement. The form should be completed to the extent that information is available.

Date:

Section A

Name of George Brown College Program/Centre/Division:

George Brown College Program Contact Information (name, title, email, phone number)

Name of Partnering Institution(s)

Partnering Institution(s) Program contact (name, title, email, phone number)

Section B

Objectives of the proposed agreement:

Names of articulating programs

Pathway Category -:

Proposed start date

Supporting rationale for the proposed articulation agreement (refer to Business Processes and feasibility check list)

List of the potential impact of the proposed articulation agreement on other departments/ programs at George Brown College and how this input will be recognized in the development of the articulation agreement

Initial list of resources needed to develop and implement this articulation agreement

Submitted by

Name and Contact information

Signature of Academic Dean

Date of Approval to Proceed



APPENDIX 4, LETTER OF INTENT TEMPLATE

Letters of Intent (LOIs) are often signed in advance of a MOU as a means of agreement on general collaboration and primary outcomes. LOIs are less formal than a MOU and give the partners the flexibility to respond quickly by creating a record of commitment to collaborate, but without any financial or legal exposure. LOIs at GBC need approval from the *Academic Dean of the Division where the articulation will be housed*. The LOI can be relatively easily developed using the information contained in the Notice of Intent to Articulate.



Template - Letter of Intent

**GBC Logo
Institution**

Logo of Partnering

Letter of Intent

Between

The George Brown College of Applied Arts and Technology

Faculty /School/ Centre

And

Partnering Institution

Faculty/School/Centre

The Parties

The parties to this letter of intent are:

- a) GBC Faculty/Division/Centre/School
- b) Partnering institution(s)

Add in details of the partnering academic institution(s) undertaking the agreement and give contact details for the faculty/school for each

Terms of the Agreement

GBC and Partnering institution(s) wishing to establish collaborative academic partnership in areas of mutual interest, agree as follows:

Add in general terms of the agreement

- Names and departments of programs under consideration
- Type of articulation proposed
- Pathway credential granted

Effective Dates

This Agreement of Intent shall remain in force for a period of _____years from the date of the last signature, with the understanding that it may be terminated by the appropriate authorities of either party upon giving _____months’ notice to the other party in writing; unless an earlier termination date is agreed upon. This Agreement of Intent may be amended or extended by mutual consent of the two (or more) parties.

Approval

Signed on behalf of George Brown College
Academic Dean

Signed on Behalf of Partnering Institution
Designate of Partnering Institution



Date

Date

APPENDIX 5, MEMORANDUM OF UNDERSTANDING TEMPLATE

The following is a sample listing of the information required in a Memorandum of Understanding or Articulation Agreement.

Section titles vary between agreements but the information detailed under each speaks to the steps outlined in Appendix 1. The format suggested here embeds the Information required by ONCAT for posting on the ONtransfer website and transfer guide as well as GBC database management and maintenance of articulation agreements.

1. Header

Articulation Agreement/Memorandum of Understanding
Full titles of the partnering institutions
Branding logos of the partnering institutions

2. Purpose

To develop new program pathway(s) between programs through transfer credit
Program Category- one to one or one to many
Pathway Type- degree completion, credit transfer

3. Pathway Information

This section covers the information students and the public will see in their transfer guide search results.

Equivalency mapping relating to specific transfer credit courses is summarized here with details provided in an attached appendix.

Number of transfer credit courses to be granted at the receiving institution expressed as a proportion of the total number of courses required for completion of the articulation credential.

Example 90/120

Time to complete the credential at the receiving institution in full time study

Number of semesters to complete the credential at the receiving institution in full time study

Credential to be granted on successful completion based on full time study

4. Pathway Eligibility/Admission Requirements

Criteria from the sending institution

Successful completion of articulating credential

Minimum GPA requirements

Minimum GPA in required courses



Other eligibility criteria specific to the MOU

Criteria from the receiving institution

Name and type of new credential as per PEQAB standards

Program discipline (area of study)

Program of study (credits required) at the receiving institution and all of the details pertaining to these credits. This information is generally summarized in the body of the MOU and covered in detail in an attached appendix.

5. Implementation, maintenance and review Processes

Entry semester

Cohort eligibility/restrictions

Process for curriculum changes and review

Process for cancellation or termination

6. Publication/Communication Processes

Posting on respective websites- ONtransfer.ca, partnering institutions

Collaborative marketing and promotion of the articulation agreement to potential students

7. Effective Dates

Implementation Date- when articulated program pathway accepts transfer credit applications

Duration of the agreement

Expiration/Termination Date

Review Dates

Timeline requirements for termination or substantive curriculum changes

Date of MOU Signing

8. Official Signators

Designated authorities of the partnering institutions