

ANNUAL REPORT

**Academic Year
September 2001 - August 2002**

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1.0 INTRODUCTION TO THE COUNCIL ON HIGHER EDUCATION

The Council on Higher Education has a mandate to provide advice on province-wide policy and planning issues and to develop a mechanism and process for enhanced coordination and articulation among and across sectors of the public education system.

Under its mandate, the Council functions as a mechanism for active and meaningful cooperation among its members in joint planning and coordination of a variety of activities within the public education system. The Council also acts as an advisory body to the Minister responsible for post-secondary education on province-wide policy and planning issues facing the post-secondary sector in the Province. Further, the Council provides direction on province-wide initiatives while responding to new policy issues as they emerge. It serves as a clearinghouse in the exchange of information among members and the community at large, maintaining open lines of communication to the provincial learning network.

Council Membership for 2001-2002 Academic Year is detailed in *Appendix "A"*.

The Working Group of Council serves as a management committee to facilitate and expedite the work plan of the Council. Membership is detailed in *Appendix "B"*.

With the creation of the Department of Youth Services and Post-Secondary Education in February 2001, it was necessary to revise the protocol agreement. (*Appendix "C"*)

There is a standing committee of Council on Articulation, Transfer and Admissions (ATAC). Other committees are established on an as need basis depending on current policy and planning issues. For the 2001-2002 academic year the following committees were active:

Articulation, Transfer and Admissions (ATAC)
International Education Committee
Math Working Group

2.0 THE YEAR IN REVIEW

2.1 Council Meetings

Two Council meetings were held during the year - December 5, 2001 and August 23, 2002. The Working Group met on November 29, 2001 and May 24, 2002.

Agendas for the meetings are included in *Appendix "D"*.

2.2 Articulation, Transfer and Admissions Committee (ATAC)

ATAC met five times during the academic year; September 5, 2001; October 22, 2001; December 14, 2001; January 25, 2002 and April 16, 2002. For a number of reasons, many of the task and sub-groups did not meet regularly. Plans are underway to revisit the Working Group structure of ATAC during the 2002-2003 academic year.

During 2001-2002:

- ▶ ATAC liaisons were appointed to the various groups.
- ▶ Welcome packages were sent to the task and subgroup members.
- ▶ Transfer Guide (8th edition) was published.
- ▶ Adult Basic Education (ABE) Task Group was formed.
- ▶ ABE Task Group submitted recommendations to ATAC. They were tabled at the August 23 Council meeting.

Terms of Reference for ATAC Principles for Articulation and Transfer and membership are detailed in *Appendix. "E"*.

2.2.1 College Transfer Year

The College Transfer Year is a program developed between College of the North Atlantic and Memorial University that provides university credit for specific College courses. The introductory courses are designed for students intending to transfer to university after completion of 10 or more credits at the College of the North Atlantic. Student access to courses that earn both university and college credits at locations close to their home are enhanced. The following table summarizes the College/University Transfer Year enrolments for the 2001-2002 academic year. *Appendix "F"* summarizes the success rates of students by campus for Fall 2001.

Campus	Fall		Winter		Intercession	
	FT	PT	FT	PT	FT	PT
Labrador West	24	6	21	8		4
Grand Falls - Windsor	124	33	94	54	4	23
Burin	92	1	76	19	16	1
Carbonear	75	11	39	39		9
TOTAL	315	51	230	120	20	37

Note: FT - full-time; PT - part-time. In general, full-time status applies to students who are registered for 4 or more courses at a regular diploma-level program at CNA.

The table below lists the number of courses transferrable from CNA to MUN under the College Transfer Year Credit Transfer Agreements.

Sending Institution	Receiving Institution	# Courses Transferrable
College of the North Atlantic (CNA)	Memorial University	33

2.2.2 Transfer Guide

The Transfer Guide is an annual publication of the Newfoundland and Labrador Council on Higher Education through its Articulation, Transfer and Admissions Committee (ATAC). The eighth edition of the guide is for the 2001-2002 academic year. The Transfer Guide was designed as a guidance tool to be used in conjunction with other post-secondary education and training planning resources. The guide lists established transfer of credit options available to students in Newfoundland and Labrador.

The table below summarizes the number of courses that were transferrable from the sending institution to the other public post-secondary institutions during the 2001-2002 academic year.

Sending Institution	Receiving Institutions	# Courses Transferrable
College of the North Atlantic (CNA)	MUN/MI	140
Fisheries & Marine Institute (MI)	MUN/CNA	67
Memorial University (MUN)	MI/CNA	91

Systems are under development to track the number of students who obtain credit transfer under the existing credit transfer arrangements.

Please refer to *Appendix "G"* for a list of courses that are transferrable between Memorial University, Fisheries & Marine Institute and the College of the North Atlantic.

Credit transfer arrangements are in place between public post-secondary institutions, the Certified General Accountant (CGA) Program and the Certified Management Accountant (CMA) Pre-Professional Program.

Articulation agreements have also been established between the College of the North Atlantic and Maritime institutions such as: Acadia University, Dalhousie University, Mount Allison University, Mount St. Vincent University, St. Francis Xavier University, St. Mary's University, University of New Brunswick, University of Prince Edward Island and the University College of Cape Breton. Furthermore, the Council of Ministers of Education, Canada (CMEC) Pan-Canadian Transfer Protocol allows students from member institutions of the Association of Universities and Colleges of Canada (AUCC) to transfer the first two years of their university study to another AUCC institution.

Block Transfer arrangements have also been established between Memorial University, Fisheries & Marine Institute and the College of the North Atlantic, as well as certain post-secondary institutions such as Nova Scotia Agricultural College, Montana College of Mineral Science & Technology, University College of Cape Breton, Lakehead University, University College of Cape Breton, Nova Scotia College of Art & Design, Laurentian University, Dalhousie University, and Northwood

University, Michigan. Plans are underway to develop better monitoring systems of student credit transfer among institutions.

2.2.3 Task Groups and Core Sub Groups

Currently there are four discipline-specific task groups (Business, Engineering, Information Technology and Natural Resource Studies) with a mandate to coordinate the articulation process and maximize credit transfer within the provincial public education system.

Subgroups facilitate the articulation process within the eleven core subject areas (Mathematics, Physics, Chemistry, Earth Sciences, English, Economics, Psychology, Biology, Sociology, Community Recreation Leadership, and Visual Arts)

2.2.4 K-12 Linkages

Concurrent Studies Program

The "Concurrent Studies" program provides students with superior academic standards an opportunity to enrol in university courses during their final year of high school. This program has proven to be successful over the years. The table below summarizes the participation of students in the program during the 2001-2002 academic year.

Semester Attended	# Students
Fall/Winter	6
Winter	2
Withdrew	1
Total	9

Grades for the 14 courses completed by these students consisted of eleven 'A' grades and three 'B' grades. While the majority of students completed courses on-campus, two students requested and received special permission to complete a course via a distance mode of delivery.

Advanced Placement (AP) Program

The AP program consists of college level courses and examinations designed for high school students and administered by the College Entrance Examination Board, headquartered in New York City. Students may be granted credit for successful completion of AP courses upon admission to a public post-secondary institution. Currently, the following AP courses are available to high school students: Biology, Mathematics (Calculus), Chemistry, Computer Science, Economics, English Language & Composition, English Literature & Composition, Environmental Science,

European History, Fine Arts (Art History, Studio Art), French Language, French Literature, German, Human Geography, Music Theory, Physics, Political Science, U.S. Government & Politics, Comparative Government & Politics, Psychology, U. S. History During the 2001-2002 academic year, 194 students were awarded transfer credit for AP courses by Memorial University.

2.2.5 Adult Basic Education (ABE)

Significant changes to the high school curriculum have lead to a review of the ABE program. The College of the North Atlantic completed a report entitled *Adult Basic Education: An Assessment of the Need for Curriculum Revisions and Resource Development..*

2.3 Open Learning and Information Network (OLIN)

The Economic Renewal Agreement funding for the OLIN initiative concluded in March 2002. Efforts continued during the 2001-2002 Academic Year to secure funds. To ensure that the success and momentum generated by OLIN is maintained Memorial University provided funding to enable the Director's position to continue for the remainder of the 2001-2002 academic year.

A summary of OLIN's initiatives is detailed in *Appendix "H"*.

2.4 International Education

The funding proposal developed by Council during the 2000-2001 Academic Year was forwarded to the Comprehensive Economic Development Secretariat (CEDA) for consideration and received approval in December 2001. The International Education project, with a focus on student recruitment, was announced by the Minister of Youth Services and Post-Secondary Education on December 5, 2001.

The funding for a total of \$827,000 is in support of the first 2 years of a 5- year international student recruitment strategy. This represents the second phase of the strategy following up on recommendations made to Council by KPMG Consultants which are documented in the 1999-2000 Council Annual Report. The objective is to increase the number of international students in the province to 2000 by 2006.

Council was also involved in on-going activities to raise the profile of international education at the Federal/Provincial table. An International Student Recruitment Steering Committee was established composed of representatives of all Council members and the appropriate Federal and Provincial departments. The Committee developed phase one of the Province's International Education Strategy. The strategy was endorsed by Council at the August 23, 2002 meeting. Terms of Reference for the International Student Recruitment Steering Committee are detailed in *Appendix "I"*.

Provincial recruitment activities commenced in February 2002 with a trip to the Middle East. The mission created many opportunities and lead to a large amount of follow-up and registration activity for Memorial University. Also during this mission, a

partnership with a secondary school in Qatar, the English Modern School, was established and over the course of the period developed into a pilot agreement which would enable a representative from Memorial University of Newfoundland based in Qatar, to assist secondary students with post-secondary decisions and application processes.

In May 2002, representatives from the province, including some from Memorial University of Newfoundland, participated in a mission to New York State to promote partnerships, including post-secondary opportunities in Newfoundland and Labrador. As a result, a group of guidance counselors from New York, Connecticut and New Jersey came to the province in July 2002 to learn more about post-secondary opportunities for their students. This sort of endorsement is essential in attracting students from this region of the United States.

A standing International Education Sub-Committee of Council was struck with a mandate to provide coordination of international activity. Initial work started on the international education coordinating structure.

Planning commenced in the 2001-2002 academic year on the development of promotion and marketing materials for use during the 2002-2003 academic year.

See *Appendix "J"* for the International Education Project Activity report.

2.5 Math Group

A Math group was formed to address the high failure rate in first year Mathematics at post-secondary institutions. An action plan was presented to Council at the December 2001 meeting where it was agreed that an independent consultant be appointed to facilitate the implementation of the plan.

A consultant was hired in March 2002 to act as a catalyst and expedite the execution of the plan. He provided guidance to those responsible for completing specific tasks. The consultant also formulated the action plan into a work plan. Phase I of this assignment was completed on schedule.

At the Council meeting of August 2002, Memorial University of Newfoundland, College of the North Atlantic, and Department of Education reported that satisfactory progress has been made. During the 2002-2003 academic year the plans will be integrated.

2.6 Council Newsletter

The annual Council Newsletter was published in July and circulated to the stakeholders (*Appendix "K"* refers).

3.0 The Year Ahead

Council will continue to ***function as a mechanism for active and meaningful cooperation among its members in joint planning and coordination of a variety of activities within the public education system.***

During the next academic year, issues such as international education, articulation and transfer of courses among various levels of post-secondary institutions, the high failure rate of first year Mathematics courses at the post-secondary level, and continuing liaison and dialogue by all stakeholders will be the principal priorities.

APPENDIX “A”

COUNCIL ON HIGHER EDUCATION MEMBERSHIP
Academic Year 2001-2002

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APPENDIX “B”

WORKING GROUP OF COUNCIL MEMBERSHIP
Academic Year 2001 - 2002

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APPENDIX “C”

Protocol Agreement
Newfoundland and Labrador Council on Higher Education
(Revised and Approved by Council - June 2001)

1. Continuation of the Council on Higher Education

The Department of Youth Services and Post-Secondary Education, the Department of Education, Memorial University of Newfoundland, and the College of the North Atlantic have agreed to be members of the Newfoundland and Labrador Council on Higher Education, hereinafter referred to as “the Council”.

2. Objectives of the Council

- a) The purpose of the Council is to provide a means for the fullest possible consultation and cooperation among public post-secondary institutions in areas of mutual interest and concern in post-secondary education and training.
- b) The Council endeavours to cooperate with other departments, institutions, agencies and special interest groups who share common interest in promoting the development of the post-secondary sector in Newfoundland and Labrador.
- c) The Council also acts as an advisory body to the Government on province-wide policy and planning issues facing higher education, including issues related to the K-12 system that have a direct linkage to the post-secondary education sector.

3. Membership and Designates

- a) The Council shall consist of the holders from time to time of the following positions:
 - i) The Deputy Minister and the Assistant Deputy Ministers of Post-Secondary Education and Corporate Planning & International Education respectively, Department of Youth Services and Post-Secondary Education;
 - ii) The Deputy Minister of Education and the Assistant Deputy Minister (K-12);
 - iii) The President of Memorial University of Newfoundland and Labrador;
 - iv) The President of the College of the North Atlantic;
 - v) The Director of Programs and the Director of Student Services of the College of the North Atlantic;
 - vi) The Vice-President (Academic) and the Registrar of Memorial University;
 - vii) Representative from the Newfoundland and Labrador Association of Directors of Education;

each of whom is hereinafter referred to as a “Member” or “Member of the Council”.

- b) Provision shall be made for the input and attendance by other stakeholder groups as circumstances warrant. The Council may from time to time, grant or terminate an observer status at its meetings to representatives of such groups as it deems appropriate.

4. Decisions of Council

- 1. At meetings of the Council, decisions related to the business of the Council shall be established by consensus where possible.
- 2. Should the Council Chair deem it necessary and/or appropriate, decisions may occasionally be called to a vote. Each Member would have one vote.
- 3. One-half of the number of Members of the Council at any time constitutes a quorum of the Members.
- 4. Statements made by the Council shall be considered a unanimous position unless minority statements are filed.

5. Chairperson

The Chair of the Council shall be held by the Deputy Minister of Youth Services and Post-Secondary Education.

6. Duties of the Council

While recognizing the autonomy of each Member, the Council shall serve its Membership in the areas of:

- 1. joint consultation and decision-making in respect of mutual problems for mutual benefits;
- 2. information sharing.

7. Role of the Council

- 1. The Council shall act as a consultative forum toward action oriented decision making.
- 2. The Council shall be a channel for decisions affecting province-wide policy on post-secondary education and training.
- 3. The Council may present from time to time position papers or statements representing concerns or opinions on the state of the province's post-secondary sector.

8. Meetings of the Council

- a) The Council shall meet twice each year and additional meetings may be called as required.
 - 1. at the request of the Chair
 - 2. at the request of any of the partners
 - 3. as mutually agreed.

The three partners will host regular meetings on a rotating basis.

- b) The Chair shall preside at all meetings of the Council or, in his/her absence, a Member shall be designated by the Council Chair to preside as Chair.

9. Working Group of the Council

- a) The Council shall have a Working Group which will serve as a standing committee to facilitate and expedite the business of the Council. In particular, it will develop the Council's annual work plan and prepare agendas for each meeting of the Council.
- b) The Working Group shall include:
 - i) The Assistant Deputy Ministers of Post-Secondary Education and Corporate Planning & International Education respectively, the Department of Youth Services and Post-Secondary Education.
 - ii) The Vice-President (Academic), Memorial University of Newfoundland.
 - iii) The Director of Programs of the College of the North Atlantic;
 - iv) Representative from the Newfoundland and Labrador Association of Directors of Education.

The Chair of the Working Group will be the Assistant Deputy Minister, Post-Secondary Education. .

- c) The Working Group of the Council shall serve as a steering committee on policy matters and shall bring forward for consideration by the Council issues in respect of which it is anticipated that the Council may be required to formulate policies and proposals.
- d) Meetings of the Working Group will be held on an as needed basis. The Group shall meet at least once between the regularly scheduled meetings of the Council.

10. Committees of the Council

- a) Articulation, Transfer and Admissions Committee (ATAC)
 - i) ATAC, under the direction of the Council, shall engage in activities that support and promote the mandate and objectives of the Council.
 - ii) ATAC shall address province-wide issues pertaining to transfer, admissions and articulation practices with emphasis on optimization of student accessibility to higher education and enhancement of student mobility among public post-secondary institutions.
 - iii) ATAC Membership shall consist of representative from the four partner groups. The Council shall be responsible for all appointments (including the Co-Chair), alternates and replacements for Committee membership. The Co-Chairs will be from the University and the College of the North Atlantic.
 - iv) ATAC normally meets as frequently as, but in advance of, the Working Group of Council. The chairpersons serve as the intermediary, reporting to each meeting of the Working Group and the full Council.

- v) An Annual report of ATAC shall be submitted for inclusion in the annual report of the Council.

b) Other Committees

The Council may establish other groups or committees, whose membership need not be limited to Members for the study of any matter that may be of interest to the Council, and for such purpose, the Council shall determine the terms of reference, and the number and location of group or committee meetings in accordance with the scope of the task and the limitation of the budget.

In particular, such groups or committees shall:

- i) bring forward for consideration by the Council issues in respect of which it is anticipated that the Council may be required to formulate policies and proposals;
- ii) where practical, review all matters to be presented to the Council;
- iii) make recommendations for action regarding matters to be presented to the Council;
- iv) have their membership approved by the Council;
- v) be appointed by the Council for a period of time deemed to be appropriate for its assigned tasks.
- vi) prepare required documentation for meetings of the Council.

11. Secretary to the Council

A Senior Policy Analyst selected by Working Group of Council will act as Secretary to Council and serve as the liaison for Council members and committee members.

12. Finances

The monies required by the Council and approved by the Council in the form of a budget shall be provided on the basis of a formula of equal funding contributions from the Council's partner groups. The College and the University will share the cost of the Senior Policy Analyst while the Department of Youth Services and Post-Secondary Education will provide an office and support services to the position.

APPENDIX “D”

Council on Higher Education Meeting
Wednesday December 5, 2001
Delta Hotel
St. John's, NF

- 09:30 1.0 Welcome and Call to Order**
A Warm welcome to Dr. Bruce Sheppard, who joins Council as the representative from the Newfoundland and Labrador Association of Directors of Education.
- 09:35 2.0 Review Agenda and minutes of June 13, 2001 meeting**
- 09:45 3.0 Articulation Transfer and Admissions Committee**
3.1 Report on Minister's Interest (G. Galway)
3.2 Transfer Guide (B. Breckenridge)
3.3 Task and Sub-group meetings (T. Keough)
3.4 Adult Basic Education (T. Keough)
3.5 Private to Public Articulation (T. Keough)
3.6 Discussion of future directions
- 10:15 4.0 Open Learning and Information Network (OLIN)**
4.1 Report (E. Simpson)
4.2 Discussion
- 10:35 5.0 Math Group**
5.1 Action Plan (C. Gogan)
5.2 Research identified by Math Group (B. Breckenridge)
5.3 Report from Department of Education (E. Burry)
5.4 Discussion
- 11:10 6.0 International Education (C. Gogan)**
6.1 Report on International Seminar
6.2 Report on small working group
6.3 CEDA project (*International Trade and Marketing Strategy for the Newfoundland and Labrador Education Sector*)
- 11:45 7.0 Other Business**
- 11:50 8.0 Adjournment and Lunch - Delta Hotel**

Information Items (Tab # 9)

- CHE Protocol Agreement (2001)
- Annual Report (to be distributed at Council meeting)
- Perspectives (International Students in Canada, published by the Canadian Education Centre Network)
- GATS (General Agreement on Trade in Services)

Council on Higher Education Meeting

Friday August 23, 2002

Junior Common Room, R. Gushue Hall

Memorial University

AGENDA

- 9:00 1.0 Welcome and Call to Order**
- 9:05 2.0 Introductions:**
 Ms. Rachelle Cochrane, Assistant Deputy Minister, (Post-Secondary Education)
 Dept. of Youth Services & Post-Secondary Education;
 Mr. Cyril Farrell, Director of Programs, College of the North Atlantic; **Mr.**
 Brian Tobin, Director, Student Services, College of the North Atlantic;
 Mr. Kamrul Islam, Senior Policy Analyst, Council on Higher Education
- 9:10 3.0 Review of Minutes of December 5, 2001 meeting**
 Business Arising
- 9.20 4.0 Math Group Action Plan**
 4.1 Overview of the activities of the Math Group (Mr. John Abbott)
 4.2 Report on the Department of Education's Work Plan (Ms. Marian Fushell)
 4.3 Report on MUN's Work Plan (Ms. Sheila Singleton)
 4.4 Report on CNA's Work Plan (Mr. Brian Tobin)
 4.5 Dept. of Education's Mathematics Advisory Committee
 4.6 Future Directions
- 10:05 5.0 Applied Degrees**
 5.1 Report by Dr. Bob Crocker (report attached)
 5.2 Information from British Columbia on degree granting legislation
 i) Degree Authorization Act
 ii) Sea to Sky University Act
- 10:30 Coffee Break**
- 11:00 6.0 Articulation Transfer and Admissions Committee**
 (Dr. E. Simpson, Mr. C. Farrell, Ms. C. Gogan)
 6.1 Review of ATAC's activities
 6.2 Task and Sub-group updates
 6.3 Bachelor of Technology Task Group and Review Committee
 6.4 Adult Basic Education (report attached)
 6.5 Transfer Guide 2002-2003

- 11:30 7.0 International Education (Ms. C. Gogan, Mr. Arch Hutchings)**
7.1 Provincial International Education Strategy
7.2 MOU with English Modern School in Qatar (attached)
7.3 Ambassador Program - Depts. YSPSE and ITRD
7.4 Update on Qatar/CNA project
7.5 Promotional Materials
7.6 Private School International Activity
7.7 Coordinating Mechanism
- 12:15 8.0 Private School Articulation Issue (Ms. C. Gogan)**
8.1 Current Status
Information Papers: Alberta Private Colleges Accreditation Board
- 12:30 9.0 Open Learning and Information Network (OLIN) (Dr. E. Simpson)**
9.1 Report on the status of OLIN (E. Simpson)
9.2 Report on the proposed health and education network
- 12:45 10.0 CHE Newsletter Update (K. Islam)**
CHE Website changes (K. Islam)
Information paper on Post-Secondary Education: prepared by Ministry of Learning, Alberta
News Release
CMEC Materials (for information only):
i) Credit Transfer in Canada
ii) Brain Gain - Conference Board of Canada
iii) News Release - CAETO
iv) National Roundtable on Articulation Agreements in Canada - CAETO
- 12:50 11.0 Other Business**
- 12:55 12.0 Dates for next Council Meeting**
- 1:00 13.0 Adjournment and Lunch - Senior Common Room,
R. Gushue Hall, Memorial University
Luncheon presentation, CareerSearch 2001 by Mr. Geoff Newman**
-
- 2:00 - 4:00 Human Resources Strategic Plan meeting
Junior Common Room**

Treasury Board has undertaken to facilitate the development of a human resources strategic plan for the provincial government. The Human Resources Planning Committee of the Department of Youth Services & Post-Secondary Education will join President Meisen and President Walsh following lunch 2.00-4.00 p.m. to plan how we can work together to ensure that needs and concerns of the institutions are incorporated into the government plan. Mr. Dave Gale, Associate Secretary of Treasury Board will address the meeting.

N.B: President Meisen and President Walsh are welcome to invite appropriate institutional personnel to this **Human Resources meeting**.

APPENDIX “E”

ARTICULATION, TRANSFER AND ADMISSIONS COMMITTEE (ATAC)

Terms of Reference

Authority

As contained in Article 7(b) of the Protocol Agreement (June, 1994; revised July 9, 1997):

The Council may establish other groups or committees, whose membership need not be limited to Members for the study of any matter that may be of interest to the Council, and for such purpose, the Council shall determine the terms of reference, and the number and location of group or committee meetings in accordance with the scope of the task and the limitation of the budget.

Mandate

The mandate of this standing committee is to:

- Coordinate the articulation process which will embrace public schools, the College of the North Atlantic and Memorial University with the objective of forming fixed links between these three sectors of the provincial system of education.
- Optimize student accessibility to higher education and enhance student mobility among post-secondary institutions.
- Address issues pertaining to transfer, admissions and articulation practices on a province-wide basis.

Accountability

The work of the ATAC will be conducted in close liaison with other committees and groups within the provincial articulation network and will report on these activities through the Working Group to the Council on a regular basis.

Committee Structure and Operations

Members and chair of the Committee will be appointed by Council using the following guidelines for the nucleus of the Committee:

- (1) The Director of Programs of the College of the North Atlantic
- (2) A representative from Memorial University nominated by the Vice-President (Academic)
- (3) A representative from the Advanced Studies Branch of the Department of Education

- (4) A representative from the Primary, Elementary & Secondary Branch of the Department of Education
- (5) Registrar of Memorial University or designate(s)
- (6) Registrar of the College of the North Atlantic
- (7) Student Representative

Note: All appointments, alternates and replacements for Committee membership will be approved by the Council on Higher Education.

Meetings

The ATAC will have a minimum of two meetings per academic year.

Terms of Reference

1. To initiate discussions and strategies to resolve transfer problems and promote transfer arrangements and agreements between the College of the North Atlantic and Memorial University and bring these issues to the attention of Council.
2. To explore and recommend improved linkages between the secondary and post-secondary sectors of the public education system and to bring these issues to the attention of Council.
3. To compile and distribute an annual transfer guide that includes transfer of credit arrangements for courses and programs within the provincial post-secondary system.
4. To develop a model of articulation with laddering and block transfer programs linking various levels of credentials in various program areas.
5. To establish Task Groups and sub-groups in specific disciplines, program areas or clusters in order to facilitate a better understanding of the objectives.
6. To define guidelines for the functioning of the Task Groups and sub-groups.
7. To examine the relationship and potential of establishing a process for prior learning assessment of experiential learning for credit purposes.
8. To establish links with similar bodies in other provinces that have transferability of students and credits as its primary objective.
9. To facilitate an exchange of information on developments within each sector of the public education system and to seek opportunities for joint collaboration.

10. To review and monitor the effect of changes in admission requirements by individual institutions in terms of their impact on the whole post-secondary system.
11. To conduct other assignments as directed by Council.

Principles of Articulation and Transfer

1. Transferability of credit facilitates student mobility and avoids unnecessary replication of student effort. Hence, it is an essential linkage in the promotion of continuous or lifelong learning.
2. Although responsibility for enhancing accessibility to higher education is shared among all constituents, individual institutions have the primary responsibility for instructional programs. Their academic integrity is protected by control over such academic matters as program design, delivery and pre-requisites as well as student admission criteria and their certification.
3. Institutions have the responsibility and the prerogative to investigate the total education preparation of applicants. While possession of academic prerequisites may ensure eligibility, institutions may have other criteria for admission that would need to be met in order to guarantee admission to a particular program.
4. While minimum conditions for admitting transfer students will be published, receiving institutions may limit admissions to programs based on availability of resources.
5. In determining eligibility for admission when students transfer, the relevance and quality of the applicant's most recent educational experiences should be the main basis for admissibility and transfer decisions.
6. Transfer should be based on an assessment of a sending institution, as well as an assessment of equivalency of academic achievement and of knowledge and skills acquired, recognizing that, while learning experiences may differ in a variety of ways, their substance in terms of content and rigour may be virtually equivalent.
7. Negotiations for credit transfer should be flexible in the methods permitted to demonstrate equivalency (e.g. challenge for credit).
8. For transfer arrangements to be effective, students should have prior knowledge of course and program prerequisites and other conditions that will establish at least the minimum transfer credit that can be expected after completion. These conditions should be published and updated on an annual basis with adequate notice of any changes being contemplated. Additional transfer credit may be negotiated on an individual basis.
9. Students who are granted admission to a receiving institution under a transfer arrangement should be treated the same as those who began their studies at that institution.

Guidelines and Procedures for Transfer of Credit

1. Each institution identifies a contact person(s) who is responsible for distribution of information on transfer proposals both internally and externally.
2. Each institutional group or sector is represented on a number of articulation committees that are discipline or program specific. These committees deal with fundamental questions such as course content and resources for instructional services in the early stages of negotiation.
3. Both sending and receiving institutions supply relevant information on course description, textbooks and resource materials, and instructor qualifications.
4. Formal negotiations occur via the contact persons and their recommendations are referred to the appropriate academic governing bodies of each institution. An institution denying transfer of credit will provide reasons for the refusal.
5. Transfer agreements are made with the respective authorities, frequently in writing, and become enduring bilateral or multilateral agreements.
6. Agreements, once in place, should not be altered, amended or abrogated without reference to the specified authorities and the relevant articulation committee. Notification of intent to change curriculum should be given at least one year in advance of implementation.
7. These institutional agreements should be summarized and published in a form suitable for student use.
8. Transfer of credit covers the following types of award for credit:
 - (a) specific equivalent, one for one; or some other combination
 - (b) unspecified (elective) credit in a discipline or department;
 - (c) unspecified credit (elective) in a Faculty;
 - (d) unspecified (elective) credit for college courses not identifiable with university course offerings.

**ARTICULATION, TRANSFER AND ADMISSIONS COMMITTEE (ATAC)
Membership**

Dr. Michael Collins, Co-Chair, Associate Vice President (Academic), Memorial University

Mr. Cyril Farrell, Co-Chair, Director of Programs, College of the North Atlantic

Ms. Catherine Gogan, Assistant Deputy Minister, Corporate Planning & International Education, Department of Youth Services and Post-Secondary Education

Dr. Peter Fisher, Head, Division of Degree Studies and Research, Fisheries and Marine Institute of Memorial University

Ms. Phyllis McCann, Assistant Registrar/Admissions Manager, Memorial University

Ms. Linda Dunne, Registrar, College of the North Atlantic

Dr. Glenn Loveless, Director of Program Development, Department of Education

Dr. Wayne Oakley, Director of Institutional and Industrial Education, Department of Youth Services and Post-Secondary Education

Mr. Keith Dunne, National Executive Representative, Canadian Federation of Students

Mr. Kamrul Islam, Senior Policy Analyst, Council Secretariat

APPENDIX “F”

College of the North Atlantic
College Transfer Year - Fall 2001

Courses	Burin			Carbonear		
	Registered	Passed	% Passed	Registered	Passed	% Passed
BL1170	43	23	53%	37	28	76%
CH1120				1	1	100%
CH1130	29	21	72%	25	19	76%
CH1140				2	2	100%
CM1120	91	79	87%	73	66	90%
EC1140	9	9	100%			
EH1100	7	5	71%			
EL1230						
EL1235	10	10	100%			
EL1240	11	11	100%			
EP1110	19	19	100%	31	30	97%
MA1100						
MA1102				7	3	43%
MA1104	41	22	54%	19	11	58%
MA1121	13	7	54%	3	1	33%
MA1130	26	18	69%	17	13	76%
PH1120	16	14	88%	13	7	54%
PS1150	81	76	94%	67	61	91%
SC1150	37	33	89%	27	24	89%
Totals	433	347	80%	322	266	83%

**College of the North Atlantic
College Transfer Year - Fall 2001**

[illegible]

APPENDIX “G”

TRANSFER OF CREDIT ARRANGEMENTS BY SENDING INSTITUTIONS

Sending Institution: College of the North Atlantic

Receiving Institutions: Memorial University (including SWGC), Fisheries & Marine Institute

Subject	# Courses Transferrable
Accounting	7
Biology	4
Business	58
Chemistry	6
Computer Science	10
Earth Sciences	11
Economics	4
Engineering	7
Mathematics	11
Physics	12
Psychology	5
Statistics	5

Sending Institution: Fisheries & Marine Institute

Receiving Institutions: Memorial University (including SWGC), College of the North Atlantic

Subject	# Courses Transferrable
Biology	5
Chemistry	2
Communications	8
Computer Science	2
Engineering	20
Mathematics	20
Physics	8
Statistics	2

Sending Institution: Memorial University (including SWGC)

Receiving Institutions: College of the North Atlantic, Fisheries & Marine Institute

Subject	# Courses Transferrable
Biology	11
Business	16
Chemistry	10
Computer Science	3
Earth Sciences	2
Economics	2
Education	3
Engineering	10
Forestry	1
French	1
Geography	1
History	3
Mathematics	5
Physics	4
Political Science	2
Psychology	7
Sociology	7
Statistics	3

COLLEGE TRANSFER YEAR CREDIT TRANSFER AGREEMENTS

Sending Institution: College of the North Atlantic

Receiving Institution: Memorial University

Subject	# Courses Transferrable
Biology	2
Chemistry	5
Earth Sciences	2
English	6
French	3
Mathematics	8
Physics	3
Psychology	2
Sociology	2

APPENDIX “H”

OPEN LEARNING AND INFORMATION NETWORK (OLIN)

The Economic Renewal Agreement funding for the OLIN initiative concluded in March 2002. The following is an excerpt from the summary report provided to the funder. It is a high level view of the major outputs funded by that program.

High Level Outputs

At a strategic level, significant progress was made toward the desired outcomes of this investment by the Economic Renewal Agreement. Achievements included:

- ▶ Significant upgrading and modernizing of distance learning networks, site equipment and production facilities in the public sector at a critical time when globally the delivery platform was changing from analogue to digital.
- ▶ A business plan, and a detailed technical document for a collaborative broadband network were produced. If the necessary transitional funding can be identified, the development of a network will allow us to maintain a credible presence among the other provinces. Significantly higher speed networks are essential if this province is to keep pace with the innovation curve, and participate in the delivery of advanced online services that will continue to shape the knowledge-based economy.
- ▶ The funds provided to public institutions for repurposing distance learning programs to online format, created the opportunity to create a critical mass of online programs from which to continue to expand their offerings. 27 full programs were developed under the initiative. This, in addition to the 46 professional development workshops, added to the province's knowledge and expertise level in this rapidly evolving field. The institutions would have undoubtedly moved in this direction, but this infusion of funds allowed them to move forward more quickly, and to attract and keep highly qualified staff as a result.
- ▶ The availability of more online courses provides additional flexibility for adult learners in this province who must continually retrain to maintain currency of skills with an associated long-term economic benefit for the province.
- ▶ The requirement for public/private partnerships, although requiring considerable effort to implement and maintain, did lead to the formulation of a number of continuing relationships between some institutions and firms.
- ▶ Even in circumstances where an ongoing public/private partnership did not continue beyond ERA funding, firms have been able to add experience with public learning institutions to their corporate profile; a definite advantage in the field of e-learning.

- ▶ Funds provided for marketing materials, market analysis and business development helped establish a professional presence in the negotiation of national and international contracts. Equally important successful marketing in targeted areas allowed groups to add “in-country” experience to their portfolios, enabled initial contracts with a number of funding international agencies, and facilitated the development of a network of contacts which is critical for success in the international arena.

Facts of Interest

- ▶ 46 training sessions were provided,
- ▶ 27 full programs (degrees, diplomas or certificates) were developed,
- ▶ Students from outside the province and abroad are already registered in a number of these programs.

With the funding available to OLIN, the following jobs were created:

- ▶ 4 full-time employees for core staff through the six-year period,
- ▶ 2 part-time technical planning positions for two years,
- ▶ 2 full-time marketing personnel were employed for two years,
- ▶ 2 interns – new graduates from Memorial University, were employed for a year. Both progressed to other jobs upon completion of their internship.
- ▶ 3 graduate students conducted an evaluation project for OLIN as their cooperative work-term assignments. The assignments were conducted sequentially, one term at-a-time.
- ▶ 3 work-term students from College of the North Atlantic and Memorial University worked on various OLIN projects.
- ▶ 11 international contracts with a total value of \$1,110,600 were secured.
- ▶ From OLIN managed funds: 13 significant contracts were outsourced to private sector firms, media production, software development, marketing materials, market analysis research, etc. Two smaller contracts were also allocated. All but two firms were local.
- ▶ 6 of the contracts were between \$40,000 and \$100,000
- ▶ 3 of the contracts were between \$20,000 and \$30,000
- ▶ 4 of the contracts were between \$10,000 and \$20,000

The two smaller contracts were less than \$10,000.

In addition to these contracts all public institutions, partnered with a private firm for online program production.

APPENDIX “I”

International Student Recruitment Steering Committee

Terms of Reference

Functions

- 1) The Steering Committee will provide overall direction for the development of a Provincial International Student Recruitment Strategy.
- 2) The Steering Committee will be composed of a representative from each of the Department of Youth Services and Post-Secondary Education (Chair), the Department of Education, the Department of Industry, Trade and Rural Development, Intergovernmental Affairs Secretariat, Memorial University of Newfoundland, College of the North Atlantic, Newfoundland and Labrador Association of Career Colleges, Humber Education Alliance, Atlantic Canada Opportunities Agency, and Industry Canada.
- 3) a) Policy decisions of the Steering Committee will be by consensus where possible. If consensus cannot be reached, a majority decision will rule.

b) The ultimate responsibility for implementing the program rests with the Chair and the Department of Youth Services and Post-Secondary Education.
- 4) The Steering Committee has the following powers, duties and functions:
 - a) to establish all procedures in respect of its own meetings;
 - b) to establish operational policies and guidelines;
 - c) to establish committees as may be required from time to time, and to delegate to and authorize all committees to perform such tasks as the Steering Committee deems appropriate;
 - d) to set criteria by which proposals for funding under the International Student Recruitment Program will be assessed;
 - e) to ensure the implementation of the information sharing and evaluation provisions as outlined in the Letter of Offer; and
 - f) in order to ensure efficient and effective implementation, coordinate activities under this project with those of other federal and provincial departments.

1.0 CEDA International Student Recruitment Program

1.1 Introduction

A pre-requisite to this Student Recruitment Initiative is a comprehensive provincial plan. Only proposals demonstrating linkages to the provincial plan will be considered.

The International Student Recruitment Program is an initiative focusing on the recruitment of international students to study in the provincial education system of Newfoundland and Labrador. The target is to increase the number of foreign students studying in the province to 2,000 over five years.

All proposals funded under this activity must support the goals and objectives of the Program. Proposals, therefore, will not be considered unless they meet the minimum requirements as follows:

- 1) The object of the proposal is to bring full-time international fee-paying students directly to the province; and
- 2) The programs offered to these students must demonstrate significant economic benefit to the Province when delivered.

1.2 Student Recruitment Strategy

The recruitment strategy coordination, which will be done by the project manager, will be a component of the provincial international education strategy. A key component of the strategy will be to provide a coordinated focused approach to undergraduate student recruitment efforts. The strategy will, as appropriate, tie student recruitment efforts into trade and promotion activities that are taking place in other provincial government departments, particularly the Department of Industry, Trade and Rural Development and the Department of Tourism, Culture and Recreation.

1.3 Student Recruitment Fairs

Recruitment fairs are a small part of an overall recruitment activity. Funding for participation in Student Recruitment Fairs operated by the Canadian Education Network (CEC), or other such organizations, will be considered on a highly selective basis and only if it can be demonstrated to be an active and effective component of the provincial recruitment strategy. Proposals will be required to include both pre-fair and post-fair activities, including follow-up procedures and evaluation criteria, as well as utilization of alumni in the region targeted. Also, products/services to be marketed will need to be identified.

1.4 Trade Missions for International Student Recruitment

The International Student Recruitment Program will support Trade Missions to selected regions of the world. As with any activity funded under the program, the proponent will be required to demonstrate that the activity is a component of the provincial recruitment strategy. Products/services to be marketed will need to be identified. Only institutions/organizations which demonstrate that they are positioned to accept international students (are export ready) will be able to participate.

1.5 Marketing/Promotional Materials

The International Student Recruitment Program will support two categories of marketing materials: 1) Provincial Marketing materials that focus on selling the Province as an educational destination, and 2) Institutional/organizational and/or program specific materials. All marketing/promotional materials will be standardized including provincial logos and other recognizable provincial identification as approved by the Steering Committee.

2.0 Accountability

2.1 Student Recruitment Fairs and Missions

Proponents must forward a report on the recruitment effort to the Steering Committee no later than thirty days after the recruitment effort has been undertaken. This report will give a brief overview of the activity that was funded under the activity and should detail the level of interest shown in the institution, the level of success anticipated and an analysis of the competition. In addition, an evaluation of the recruitment effort and details on post-recruitment mission/fair follow-up including details on the number of students attracted and revenue realized by institutions/organizations is to be included. Proponents are also encouraged to provide any recommendations that may improve the success of student recruitment efforts at future events.

2.2 Monitoring and Evaluation

Monitoring and evaluation required in accordance with the terms and conditions of the Letter of Offer are under development.

Institutions/Organizations will monitor the impact of each mission and recruitment fair and provide information to the International Education Division for the production of quarterly monitoring reports. Information requirements for this purpose will be in accordance with the Letter of Offer.

3.0 Program Contribution

The Program will provide **up to a maximum of:**

- 1) 80% of eligible costs for marketing (includes student recruitment, market research and trade missions);
- 2) 100% of eligible costs for promotion (includes promotional materials, web pages, CDs, resource directories, etc.);

The Program will provide **100% support for:**

- 3) provincial salaries (2 positions to provide project management and coordination); and
- 4) provincial monitoring and evaluation to be conducted by the Department of Youth Services and Post-Secondary Education.

Eligible costs will be paid in accordance with the Costing Memorandum of the Canada/Newfoundland Comprehensive Economic Development Agreement.

3.1 Private Career College Providers

Private Career College Providers will be represented on the Steering Committee by the President of the Newfoundland and Labrador Association of Career Colleges. The Department of Youth Services and Post-Secondary Education will work with the Association to identify opportunities for participation of Private Colleges.

4.0 Payment

The Applicant shall provide the original invoices and proof of payment for all claimed costs. 10% of the contribution will normally be reserved for a final payment to be based on a claim and a final written report being submitted by the Applicant in accordance with Section 2.1 above.

Proposal Criteria

Proposals submitted for funding must include the following information:

- a) Details of the product(s)/service(s) being promoted.
- b) Readiness of the institution/organization to receive the targeted students including capacity, products/services and support services.
- c) A recruitment strategy for the particular region, including the goals and objectives of the recruitment effort.
- d) Evaluation and monitoring techniques to be used to determine if the goals and objectives are met.
- e) An analysis of the degree of success expected from the recruitment effort, identifying the economic benefits that could be realized by the Province.
- f) Details of funding, if any, to be received from other sources.
- g) Details of who will participate in the recruitment effort on behalf of the Applicant.
- h) Details of the funding requested. Budget showing anticipated costs.

All proposals must be signed by the President or CEO of the Institution/Organization confirming that the activity described in the proposal is consistent with the marketing strategy of the Institution.

Proposals must be sent to:

**Project Manager
International Education Division
Department of Youth Services and Post-Secondary Education
P.O. Box 8700
St. John's, NF
A1B 4J6**

APPENDIX “J”

International Education Project Activity

During the academic year 2001-2002, the International Education Division initiated and participated in several project-focussed activities. With the international education initiative only being introduced in December of 2001, much of the activity occurred in 2002.

Many international student recruitment initiatives were organized and conducted throughout this period, beginning with the Middle East in February 2002. The mission created many opportunities and lead to a large amount of follow-up and registration activity for provincial institutions. Also during this mission, a partnership with a secondary school in Qatar, the English Modern School, was established and over the course of the period developed into a pilot agreement which would enable a representative from Memorial University of Newfoundland based in Qatar, to assist secondary students with post-secondary decisions and application processes.

In May 2002, representatives from the province, including some from Memorial University of Newfoundland, participated in a mission to New York State to promote partnerships, including post-secondary opportunities in Newfoundland and Labrador. As a result, a group of guidance counsellors from New York, Connecticut and New Jersey came to the province in July 2002 to learn more about post-secondary opportunities for their students. This sort of endorsement is essential in attracting students from this region of the United States.

Also during this period, in connection with the province's twinning agreement with the Waterford region of Ireland, discussions were held during a visit by an Irish delegation on possible cooperative opportunities in post-secondary education.

Education stakeholders in the province were involved in division lead debriefings and information sessions about the international education activity conducted throughout the period. These sessions allowed for experience and lessons learned to be shared among all stakeholders and to support ongoing development and activity in specific markets. Considerable time and planning was also invested during this period to prepare for a Minister lead mission to China, which resulted in strong relationships being developed with both Canadian and Chinese counterparts in several regions of the country in preparation for the in-country activity.

During the latter part of this period, using the services of an external agent and with the cooperation of educational institutions and government departments, the project engaged in the development of a promotional presentation to be used by all stakeholders involved in promoting education overseas. The presentation can be customized and is modular to support promotion to varied audiences.

Throughout this period there was considerable administrative activity and follow-up communications with provincial and international partners in preparation for the planned activity of the coming months.

APPENDIX “K”

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