Transfer Policies for Students with Stale-Dated Credit

by Dr. Fiona McQuarrie, Special Projects Coordinator, BCCAT

March 2020

BCCAT

Transfer Policies for Students with Stale-Dated Credit

by Dr. Fiona McQuarrie, Special Projects Coordinator, BCCAT

© BCCAT March 2020

BCCAT

Table of Contents

LIST OF TABLES AND APPENDICES:

Transfer Policies for Students with
Stale-Dated Credit

Executive Summary

Increased student mobility within the BC Transfer System (BCTS) means that students can easily enter and exit post-secondary studies. However, a significant amount of time may elapse between when a student acquires credits and when they wish to use, re-use or transfer those credits. This has led to BCTS member institutions facing challenges related to "stale-dated credit", and having to decide whether or how older credits should count toward program or credential completion.

This study reviews policies and calendar information related to stale-dated credit at the 39 BCTS member institutions. Twenty-two institutions with stale-dated credit policies have institution-wide policies, but only six of those institutions also have policies addressing stale-dated credit from their own institution. Nineteen institutions have program-level policies around stale-dated transfer credit, and 12 have program policies around stale-dated credit from their own institution. It was noted when collecting these data that many institutions allow programs or departments to set their own time limits on the applicability of either transfer credit or "in-house" credit. However, it was extremely difficult to identify the programs or departments that currently had such limits in effect.

Among the institutions with institutional and/or program-specific policies setting a specific time limit for credit applicability, nine policies set a limit of 10 years, four set a limit of seven years, one sets a program-specific limit of six years, and two set a limit of five years. Additionally, some institutions have time limits on stale-dated transfer credit, either at an institutional level or at a program level, but do not have time limits on credits previously acquired from their own institution.

The study presents four recommendations.

1. BCTS member institutions that do not have policies around either stale-dated transfer credit or stale-dated "own credit" should consider creating such policies, particularly if their programming includes disciplines where knowledge, technology or practices quickly change.

2. BCTS member institutions with programming in rapidly changing disciplines should review their program completion policies, and determine whether it is acceptable for students at or near the maximum completion time to apply older credits toward program completion.

3. BCTS member institutions that have either a stale-dated transfer credit policy or a stale-dated "own credit" policy, but not both, should consider creating policies in both areas.

4. BCTS member institutions with institutional or program-specific stale-dated transfer credit policies should maintain a single, centralized, and publicly accessible list of programs with such policies, including the details of each policy.

Introduction

The development and growth of the BC Transfer System (BCTS) has increased student mobility within and between BC's post-secondary institutions. Students are often able to complete courses at one institution and, if they transfer between institutions, receive credit for similar courses at the other institution. Additionally, there has been an increase in what might be called "internal mobility": students completing a credential at one institution and then taking subsequent courses or credentials at the same institution.

Increased student mobility also means that students can more easily exit and re-enter post-secondary studies - and a significant amount of time may elapse between when the student acquires credits and when the student wishes to use, re-use, or transfer those credits.

Many BCTS member institutions support "internal mobility" through stacking or laddering related credentials, such as accepting a certificate in accounting as fulfilling part of the requirements for a business administration diploma or degree at the same institution. "Internal mobility" is also facilitated within institutions when a course is accepted for credit in more than one academic program. The course may be a core requirement in multiple programs within the same discipline, or it may fulfill breadth or elective requirements in multiple programs in unrelated disciplines.

However, increased student mobility also means that students can more easily exit and re-enter post-secondary studies – and a significant amount of time may elapse between when the student acquires credits and when the student wishes to use, re-use, or transfer those credits. This could happen, for example, if:

- A student acquires credits, drops out of post-secondary study, and then returns later to complete an unfinished credential;

- A student acquires credits or completes a credential, and then returns later to seek a credential in a different discipline;

- A student acquires credits or completes a credential, and then returns later to seek another credential in the same discipline; or,

- A student acquires credits or completes a credential at one institution, and then later on enrols in courses or programs at another institution.

All of these situations involve the same fundamental issue: whether academic credits should be "timeless" and should be accepted toward credential completion or as evidence of learning, regardless of when the credits were acquired, or whether the continual evolution of curriculum, subject-specific knowledge, and program content justifies placing time limits on the applicability or validity of academic credits. One of the principles of the BC Transfer System is that "students should not be required to retake courses successfully completed elsewhere" (BC Council on Admissions & Transfer, 2010). However, successful completion of a course in the past may not ensure that a student has enough current disciplinary or foundational knowledge to succeed in more recent courses or programs.

The issue of potentially outdated credit is particularly relevant for adult students returning to post-secondary study. Adult students may intend to complete an unfinished credential, or may have completed a credential and are seeking to complete additional courses or credentials. These students may have academic credits that are several years old, and possibly even decades old. BC post-secondary institutions describe this type of credit as "past credit", "prior credit", "historical learning", or "stale-dated credit".

The relevance of this issue is also indicated by the length of time that some students take to complete credentials. Data from BC's Student Transitions Project indicate that approximately 30% of BC students who enter a bachelor's degree program are still enrolled seven years later, and approximately 40% of students enrolled in all credential programs are still enrolled seven years later (Student Transitions Project, 2019). There could be multiple reasons for these extended enrolments, such as financial constraints limiting the number of credits or courses students can take; students enrolling in part-time rather than full-time studies; or students taking time away from school for work or family reasons. If students are not permitted to apply course credit toward credential completion because the courses are too "old", that could affect these students' chances of completing their desired credential.

> *The issue of potentially outdated credit is particularly relevant for adult students returning to post-secondary study. Adult students may intend to complete an unfinished credential or may have completed a credential and are seeking to complete additional courses or credentials.*

Another indication of the relevance of this issue is the recent revision to Canada's federal student loan eligibility criteria. This change provides additional financial support for older students enrolling in post-secondary programs. Full-time students who have been out of high school for at least 10 years can now receive an additional $1600 in loans per year; additionally, adults receiving Employment Insurance (EI) benefits can now enrol in post-secondary studies without losing their EI eligibility (Employment and Social Development Canada, 2018). Students returning to post-secondary study as a result of these new incentives may have acquired previous post-secondary credit which they wish to apply toward completion of the program they are now enrolled in.

The Transfer and Admissions Committee (TAC) of the BC Council on Admissions and Transfer (BCCAT) has commissioned this study of applicability of older credit because of the BC Transfer System's interest in post-secondary practices that support students' lifelong learning. The study has three components:

- A review of published literature investigating policies or practices around stale-dated credit (the term that will be used in this discussion);
- An environmental scan of current policies or practices at BCTS member institutions around stale-dated credit, including both transfer credit and credit previously acquired at the same institution; and,
- Recommendations for policies and practices around the issue of stale-dated credit.

This study does not address academic credit for earlier learning awarded through processes such as Prior Learning Assessment and Recognition (PLAR) or Recognition of Prior Learning (RPL). These processes facilitate evaluations of students' prior experiences or learning, and may result in students receiving academic credit for past learning outside a post-secondary context, or for past learning in non-credit post-secondary courses or programs (Stainsby & Erskine, 2018). This study only includes policies and practices around academic credit acquired from previously taken credit-bearing courses.

Additionally, to ensure comparability across institutions, this study only includes policies and practices addressing credits acquired five or more years in the past. It also only includes policies on credits applicable to credentials or programs at the same level of study (e.g. undergraduate credit that is applicable to another undergraduate program, but not undergraduate credit that is applicable to a graduate program).

It is also important to acknowledge that factors other than stale dating may affect the applicability of previously acquired academic credit to completion of any program or credential. For example, residency requirements establish a minimum number of credits or courses in a credential program that must be taken at the institution issuing the credential. There may also be restrictions on the amount of credit used to complete one credential that can be applied toward completion of another credential. However, the primary focus of this discussion is on policies that establish time limits around the use of previously acquired academic credits.

The report begins with a review of relevant literature, including policies around stale-dated credit in other jurisdictions. It then summarizes and analyzes the policies around stale-dated credit at BC Transfer System member institutions, and concludes with recommendations based on the outcomes of the analysis.

Literature Review

A recent survey of 1,172 post-secondary registrars and admissions officers identified "expiration of credits" as an area of policy or practice where institutions are seeking guidance (AACRAO, 2017). This indicates that stale-dated credit is a concern at many post-secondary institutions, but it appears that higher education research has not paid a great deal of attention to the issue. When stale-dated credit is addressed in research studies, it is usually as a small component of a study focused on a larger research question. However, it is possible to make inferences from the results of relevant studies about the potential existence or effects of stale-dated credit.

The general importance of students being able to use as many credits as possible toward a credential is indicated by research that examines how credits from a two-year college may apply towards the completion of a four-year degree (e.g. Fink, Jenkins, Kopko & Ran, 2018). Other research in this area has examined policies that affect credit applicability: for example, how institutional or jurisdictional transfer credit policies affect the amount or type of credit that transfer students are able to apply toward credential completion (e.g. Roksa & Keith, 2008). Stale-dated credit may be transfer credit, or may be credit that the student previously acquired at the same institution. But in either situation, policies or regulations may affect whether the student will be able to use that credit. It is also important to remember that the applicability of stale-dated credit may be limited to specific programs. Previous credit that is identified as "too old" to apply to completion of a specific major or concentration may be acceptable as general or elective credit in other programs.

Another area of research looks at the length of time that students are enrolled in post-secondary studies. This research is relevant to the issue of stale dating, because credit acquired early in a student's academic career runs the risk of becoming stale-dated the longer that student is enrolled. A US study using data on nearly four million "multiple-term enrollees" looked at the overall length of time that these students had been taking post-secondary courses (Shapiro, Dundar, Yuan, Harrell, Wild & Ziskin, 2014). The percentage of students that had been enrolled for four years or longer ranged from 22% for students who had taken courses at a single institution to 96% for students who had taken courses at more than three institutions. A similar trend was evident in the number of stop-outs that these students had taken. Thirty-two percent of students enrolled at a single institution took at least one stop-out (not enrolling in any courses for at least one semester), and 94% of students with enrolments at more than three institutions took one or more stop-outs. The number of students enrolled for these lengths of time, as well as the number of stop-outs, suggest that stale-dated credit could become an issue for these students - both in relation to credential completion at a single institution, and also in relation to transfer credit being requested for courses previously taken at other institutions.

Similarly, college students may be more "at risk" of acquiring stale-dated credit, as they generally take longer than university students to complete a credential. Monaghan and Attewell (2015), using US National Centre for Educational Statistics data that tracked 13,000 post-secondary students over six years, noted that 51% of the students enrolled at two-year colleges were enrolled part-time in their first semester, compared to only 16% of students at four-year universities. Additionally, 39% of college students stopped out during their program, but only 26% of university students did the same. While this study was conducted in the US, where colleges generally do not grant undergraduate degrees, this finding nevertheless suggests that the demographics of an institution's student body, or the types of programs the institution offers, may affect the extent to which stale-dated credit is a concern at that particular institution.

Stale-dated credit may also affect a student's time to completion if they need to repeat or replace previous credits that are inapplicable because of stale dating. The type of course that is stale-dated may also be significant in this situation. For example, the recency of a student's grade in an introductory-level math course can create a "conditional hazard" for advancement, in that students who have done poorly in or failed a recently taken math course will likely have to take remedial courses and thus lengthen their time to credential completion (Bahr, 2009). If a student's credit for an introductory or foundational course is no longer accepted because of stale-dating, requiring the student to retake and to pass the course may create a barrier to completion. The barrier may be even more formidable if that course is not only a required course but also a pre-requisite for more advanced courses.

The probability that a student will drop out of post-secondary studies generally decreases as their amount of acquired credit increases, but between 14 and 20 percent of students who drop out of undergraduate degree programs have at least three-quarters of the credits needed to graduate (Mabel & Britton, 2018). While Mabel and Britton's study did not examine how many students in their data set later returned to post-secondary studies, their results raise the possibility that re-enrolling or transferring students with previously acquired credit may have a significant amount of credit.

The probability that a student will drop out of post-secondary studies generally decreases as their amount of acquired credit increases, but betwen 14% and 20% of students who drop out of undergraduate degree programs have at least 3/4 of the credits needed to graduate (Mabel & Britton, 2018).

If a significant amount of a student's previous credit is stale-dated, it could mean a considerable amount of additional coursework for that student to be able to complete their desired credential.

A student's age may also affect their likelihood of returning to post-secondary studies with credit that could potentially be stale-dated. One US study indicated that 72% of adults enrolled in undergraduate degree programs had transferred credit from at least one other institution (Steele & Erisman, 2016). Young adults with previously acquired academic credit, but no completed credential, are more likely than older adults to report that they intend to return to post-secondary studies; this tendency increased as the number of previously acquired credits increased (Schatzel, Callaghan & Davis, 2013). Workers with full-time jobs, and those having experienced a layoff within the past two years, are also more likely to express the intention to return. However, Rosenberg (2016) indicates that older students may be less interested in transfer opportunities than younger students.

A related stream of research suggests that institutional barriers may negatively affect older students' ability to return to college (Osam, Bergman & Cumberland, 2017). "Institutional responsiveness" to the needs of returning adult students can have significant effects on adult students' persistence to graduation (Bergman, Gross, Berry & Shuck, 2014). Additionally, older students tend to enroll in fewer credits per semester than younger students, which may increase the likelihood that they will drop out, and increases their length of time to degree completion (Attewell & Monaghan, 2016). Stale-dated credit could become a more critical issue for these students if they have relatively fewer credits as a basis to relaunch their post-secondary studies.

Students with previously acquired credit may have different reasons for re-enrolling (Pegg & DiPaolo, 2013). Pegg and DiPaolo interviewed 26 adults currently enrolled as undergraduate students; nine had gaps of between zero and five years in their education, and the other 17 had gaps of between six and more than 15 years. Twelve interviewees were enrolled in a subject related to their previous credits, and 14 were enrolled in a different subject. Some interviewees had "unfinished business" and were seeking to complete a credential; some were seeking an additional credential for work-related reasons (e.g. a promotion or a pay increase tied to acquiring a certain type of credential) or for personal satisfaction; and some wanted to improve their grades from previously taken courses.

Rosenberg (2016) also cautions against assuming that "students over the age of 25 enroll in community college to retool job skills through professional certifications and other short-program credentials, and that [younger] students are assumed to be on campus to knock out general education requirements or complete the first two years of a bachelor's degree" (p. 1059). An individual student's intentions and their previous academic record may be more relevant than their age as to whether or how they wish to use previously acquired credit.

Studies of the number of withdrawing students who return to post-secondary education indicate "return rates" between 25% and more than 50%, depending on the jurisdiction (Harvey & Szalkowicz, 2017). While a certain amount of withdrawal is "intractable", meaning that it is likely to happen regardless of any institutional interventions, institutions should recognize that withdrawal and return are usually affected by multiple factors. Addressing factors within the institution's control, such as clearly defining the applicability of previously completed credit to other programs or credentials offered by the same institution, is one method that institutions could use to assist "non-completers" to return to post-secondary education (Harvey & Szalkowicz, 2017).

Some jurisdictions have experimented with programs that identify "ready adults" –adults with prior post-secondary credit but no credential – and use a range of supports and incentives, such as personal contact, to encourage these adults to return and complete their programs (Lane, Michelau & Palmer, 2012). Although stale-dated credit is not

explicitly mentioned in most of this research, it is worth nothing that eligibility for such programs sometimes includes a minimum GPA, calculated from previously acquired credits. "Academic amnesty" policies may expand the number of potential returnees or completers if students are allowed to eliminate low grades that "may have been due to simply walking away from school" (Lane, Michelau & Palmer, 2012, p. 46). Having credit that is no longer considered applicable could affect these potential students' eligibility for institutional re-admission or admission to specific programs. However, another study (Berkovitz & O'Quin, 2006) indicated that re-admitted students who are granted "retroactive withdrawal" – changing all grades in a previously completed semester to official withdrawals because of extenuating circumstances - may be less likely to graduate.

"Completion colleges" operating in seven US states focus exclusively on serving adults with previous academic credit seeking to complete a credential. These institutions can increase opportunities for degree completion because of their specialized services, such as more knowledgeable evaluations of the applicability of previously acquired credit, and more informed advising to assist students in identifying their completion options (Johnson & Bell, 2014). Johnson and Bell suggest that the "completion college" model develops better staff competencies in credit evaluation and advising, because these institutions target a single student demographic with distinctive characteristics. However, that does not exclude the possibility that other institutions could develop similar staff expertise through appropriate training or resource allocation.

Hendricks and Luekhina (2018), analyzing data from 2,922 US post-secondary student transcripts, indicate that credit accumulation rates are a strong predictor of the likelihood of persistence and graduation. At the end of the second year of a four-year degree program, students who eventually graduate have accumulated approximately 40% more credits than students who eventually drop out. This finding speaks to the potential impact of a decision to accept or to not accept credit, including stale-dated credit, on the likelihood of a student completing their desired credential.

Policies in Other Jurisdictions

Several of the studies cited in the literature review identified US universities with specific policies around the applicability of previously earned credit, depending on when the credit was earned. We reviewed the websites of these universities to identify their policies on stale-dated credit. The results of this review are presented in **Table 1**.

"Academic amnesty" policies may expand the number of potential returnees or completers if students are allowed to eliminate low grades that "may have been due to simply walking away from school". Having credit that is no longer considered applicable could affect these potential students' eligibility for institutional re-admission or admission to specific programs.

TABLE 1: Stale-Dated Credit Policies at US Institutions Identified in Literature Review

Institution	Policy (undergraduate courses and programs only)
Franklin University	No specific institutional policy, but presents these general guidelines for "shelf life":
	Science, technology, engineering and math credits: 10 years
	Credits applicable to graduate-level programs: seven years
	"Different programs and institutions have varying acceptance protocols for previously completed college credit."
Excelsior College	Information literacy credits: five years
	Credits toward some undergraduate Business programs: 15 years
	Credits toward joint BS in Health Care Management/MBA: 20 years for undergraduate business core courses
	Credits toward BS in Science: 10 years for science credits
	Credits toward Nursing programs: five years for anatomy/physiology and microbiology credits
	Credits toward Cybersecurity and IT programs: five years*
	Credits toward Electrical Engineering Technology, Cybersecurity, General Technology, and Nuclear Technology programs: 10 years*
Granite State College	Information technology application, programming and networking credits: five years*
	BS in Nursing credits coded as NUR: five years*
Thomas Edison State College	Credits toward Associate of Science and Bachelor of Science programs: Demonstration of currency is required if more than half of requested transfer credits are 10 years old.
	Credits toward Bachelor of Science in Business Administration program: Up to 50% of courses in the area of study may be more than seven years old at the time of application; currency review is required for additional applicable credits.
	Credits from the college's own Business Administration Capstone course: the course must not have been taken more than five years ago to apply toward meeting core requirements.
Empire State College	If a student re-enrols more than five years after their last enrolment date, their program plan is reviewed by the program's dean or associate dean. If the program plan is no longer "sound by contemporary standards", the student will be asked to prepare and submit a new program plan "following contemporary expectations. Additional degree program planning credit may be required."
Colorado State University-Global (CSU-Global)	Credit earned more than 10 years ago cannot be applied to major or specialization requirements, but "may" be used for elective requirements.
	Students "may" be required to take general communication or math courses if their credits in these areas are more than 10 years old.
	Students with credits from other CSU system campuses cannot transfer equivalent credits that are more than 10 years old.

*Time limits may be waived on a case-by-case for students with current industry experience. Students must submit a request for exemption, accompanied by supporting documentation.

Links to the full text of the policies in **Table 1** are presented in **Appendix I**.

Methodology

To explore BC Transfer System member institutions' policies relating to stale-dated credit, we visited the website of each member institution. We searched the academic calendar and the policy manual for language relating to the applicability of credit, either internal or transfer, more than five years old. We then searched the institution's entire website using the search function on the home page, using the search terms "credit" and "time limits".

If an institution's policy manual or academic calendar indicated that stale-dated credit policies applied to some programs, but did not name the programs, we attempted to identify those programs and their individual time limits on credit applicability. We first searched the websites and calendar information for the Business, Computing, Nursing, and Social Work programs, because the literature review suggested these as the subject areas most likely to have policies around stale-dated credit. We also searched for references to stale-dated credit in information on other academic areas, and attempted to identify any policies on time limits.

While collecting these data, we encountered some policies setting a maximum amount of time for program or credential completion, and some policies setting time limits on the applicability of courses required to apply for admission. Both of these types of policies have implications for the timeliness of students' previously acquired credits. For example, the admission policies for several BC nursing and health sciences programs specify that a Grade 12 or first-year university anatomy/physiology course must have been completed within five years of the student starting the program. Some institutions and programs also have policies restricting the timeliness of prerequisites; for example, the chemistry program at Langara College will not accept course credits as fulfilling course prerequisite requirements if the course was taken more than three years ago. While such policies potentially affect the usefulness of some types of older credits, we excluded these policies from our analysis, as they are more closely related to admission decisions or course enrolment decisions than to the direct applicability of credit to program completion.

Additionally, if a student takes the maximum amount of time to complete a program or credential, credits acquired early in their studies could now be old enough to be classified as stale-dated. We included policies setting maximum program or credential completion times in our analysis only if these policies specifically addressed the timeliness of credits acquired throughout the student's entire enrollment.

Data Analysis

The analysis of our data is divided into two parts: institution-wide policies and program-specific policies. First, we identified which institutions have policies in either or both of these areas. Twenty-two of the 39 BCTS member institutions have either an institutional policy or program-specific policies related to stale-dated credit. **Table 2** identifies these institutions and indicates whether the policies apply to "own credit" (credit acquired at the same institution), transfer credit, or both.

TABLE 2: Stale-Dated Credit Policies at BCTS Member Institutions

Institution	Institution-wide Policy Setting Time Limits on Applicability of Credit		Department/Program Policy Setting Time Limits on Applicability of Credit	
	Transfer Credit	Own Credit	Transfer Credit	Own Credit
Acsenda School of Management	Yes	No	Yes	No
Alexander College*	Yes	No	No	No
Athabasca University*	Yes	Yes	Yes	Yes
BC Institute of Technology*	Yes	Yes	Yes	Yes
Camosun College*	No	No	No	No
Capilano University	Yes	Yes	Yes	Yes
Coast Mountain College*	Yes	No	Yes	No
College of New Caledonia*	Yes	No	Yes	Yes
College of the Rockies*	Yes	No	Yes	Yes
Columbia College	No	No	Yes	Yes
Coquitlam College*	No	No	No	No
Corpus Christi College	No	No	No	No
Douglas College	Yes	No	Yes	No
Emily Carr University of Art + Design*	No	No	No	No
Fairleigh Dickinson University	No	No	Yes	Yes
Fraser International College[1]	No	No	No	No
Justice Institute of BC	Yes	No	No	No
Kwantlen Polytechnic University*	Yes	No	Yes	No
Langara College*	No	No	Yes	No
LaSalle College	No	No	No	No
Nicola Valley Institute of Technology	No	No	No	No
North Island College	No	No	Yes	Yes
Northern Lights College*	No	No	No	No
Okanagan College	Yes	Yes	Yes	Yes
Quest University*	No	No	No	No
Royal Roads University*	Yes	No	No	No
Selkirk College	Yes	No	Yes	No
Simon Fraser University*[2]	Yes	No	No	No
Trinity Western University*	Yes	No	No	No
Thompson Rivers University*	Yes	No	No	No
Thompson Rivers University – Open Learning*	Yes	No	No	No

cont'd on following page

[1] According to its online FAQ (https://www.fraseric.ca/faqs) Fraser International College does not grant recognition or exemptions for coursework completed elsewhere.

[2] SFU's policy sets time limits for the eligibility of transferred courses to fulfill its W (writing) breadth requirement for undergraduate degrees.

Institution	Institution-wide Policy Setting Time Limits on Applicability of Credit		Department/Program Policy Setting Time Limits on Applicability of Credit	
	Transfer Credit	*Own Credit*	*Transfer Credit*	*Own Credit*
University of BC – Vancouver*	No	No	No	No
University of BC – Okanagan*	No	No	No	No
University Canada West	Yes	No	No	No
University of the Fraser Valley	No	No	Yes	Yes
University of Northern BC	Yes	No	Yes	Yes
University of Victoria	No	No	No	No
Vancouver Community College	No	No	No	No
Vancouver Island University*	No	No	No	No
Yukon College*	Yes	Yes	Yes	Yes
Yorkville University*	Yes	Yes	Yes	Yes

n=39; data collected Fall 2019.

Institution names marked with * indicate that an institutional representative has verified the information.

While 22 BCTS member institutions with stale-dated credit policies have institution-wide policies, only six of those institutions also have policies addressing stale-dated credit from their own institution. Nineteen institutions have program-level policies around stale-dated transfer credit, and 12 have program policies around stale-dated credit from their own institution.

The links to the full text of each institution's policies or calendar information are presented in **Appendix II**.

Having identified the BCTS member institutions with policies around stale-dated credit, we then reviewed the content of each institution's policies. The time limits specified in these policies are summarized in **Table 3**.

TABLE 3: Stale-Dated Credit Policies at BCTS Member Institutions

Time Limit for Applicability of Transfer or Internal Credit	Number of Institutions
No specified limit, but currency of course content is considered in articulation or credit decision	7
Five years	2 (for all programs)
Six years	1 (for some programs)
Seven years	2 (for all programs), 2 (for some programs)
10 years	6 (for all programs), 3 (for some programs)
No identified policy	17

n=39; data collected Fall 2019.

Among the institutions whose policies set a specific time limit for credit applicability, nine policies have a limit of 10 years, four have a limit of seven years, one program-specific policy has a limit of six years, and two have a limit of five years. While the scope of this study was restricted to policies addressing course credits that were at least five years old, it should be noted that we did not identify any policies with a specified time limit under five years.

Finally, **Table 4** presents some examples of program-specific stale-dated credit policies. This table is not a complete list of all such policies, for reasons that will be outlined in the discussion and the recommendations, but it illustrates the wording and scope of such policies.

TABLE 4: Examples of Programs with Program-Level Policies

Institution	Programs	Policy Guidelines
Athabasca University	Bachelor of Science in Computing Information Systems; Bachelor of Science in Computing Information Systems (Post Diploma); University Certificate in Computing and Information Systems; block transfer into Bachelor of Science from some diploma programs	Athabasca University may grant transfer credit for individual computer science courses that were completed more than five years ago and/or Science courses that are over 10 years old, if proof of currency in the field is provided in the form of a current resumé and letter(s) of employment.
BC Institute of Technology	Computer Systems: Database, Network Security, Wireless and Mobile Applications Development, Network Security Applications Development, and Human Computer Interface options	Management electives cannot be older than five years from the date of acceptance to be used toward the degree. With a timeshift [student requesting new program completion date], any COMP 7xxx and COMP 8xxx courses taken prior to the new start date will become stale-dated and not apply towards the credential. Students will need to re-take or challenge the expired courses if they wish to use them towards fulfilling program requirements.
Fairleigh Dickinson University	Bachelor of Arts: Individualized Study	Any course work completed more than 10 years before the projected date of awarding the degree (including work for which credit is transferred from another college) shall be evaluated for its currency by the appropriate department. Where it is deemed appropriate, the department will recommend courses to familiarize the student with more recent developments.

cont'd on following page

Institution	Programs	Policy Guidelines
University of the Fraser Valley	Bachelor of Computer nformation Systems	CIS or COMP courses completed more than 10 years ago will be evaluated to determine whether any courses/credits can be recognized for or transferred into the CIS program.
	Administration Certificate (School of Business)	Former UFV business students who finished their studies more than 10 years ago and students who completed courses in other programs and/or at other post-secondary institutions prior to starting a UFV business program should contact the School of Business to determine whether any courses/credits can be recognized for or transferred to the desired UFV business program. Applicability of courses and/or transfer credits is determined on an individual student basis.
		The following criteria are used:
		• Relevance and suitability of the course to the program as determined by the School of Business.
		• Generally, courses taken more than 10 years ago will not be considered applicable; courses taken more recently may not be considered applicable if there has been significant change in the course subject matter since the course was taken.
		Courses taken at other institutions may not be used to meet the program residency requirements.
University of Northern BC	Bachelor of Science in Nursing	Individual Nursing (NURS) or Health Sciences (HHSC) courses, or their equivalents, must have been completed within five years prior to the semester of admission to the specific nursing program to be eligible for transfer credit.
		Nursing (NURS) and Health Sciences (HHSC) courses, or their equivalents, taken at UNBC more than five years prior to the semester of admission to a Nursing program are evaluated on an individual basis to determine eligibility towards the program of study.

Discussion

Just over half of BC Transfer System member institutions have institution-level or program-level policies relating to stale-dated credit. Additional research would be needed to determine the specific reasons for each institution's implementation of these policies, and to assess the effects of the implementation. However, the content of these policies suggests that these are intended to ensure that students have sufficient up-to-date disciplinary knowledge to be successful in their chosen program of study. This concern appears to be particularly important in programs where relevant technologies or knowledge change rapidly.

However, the question then arises as to why institutions that presumably offer similar programming have different time limits for stale-dated credit. One reason could be that program or institutional administrators are adopting time limits that, in their professional judgement, approximate the rate of change in content related to that institution's programs or courses. Another reason could be the "age" of the transfer credit requests that institution generally receives. For example, if an institution tends to receive transfer credit requests for courses that are between seven and ten years old, a stale-dated credit policy that only applies to course credits five years old would not address the potential problem of outdated course content.

Interestingly, though, more institutions had policies relating to stale-dated transfer credit than policies relating to stale-dated credit earned at the same institution. This raises a concern around inequality, as it effectively results in two different credit decisions for two equivalent courses. An older course at a sending institution may have been accepted in the past for transfer credit at the receiving institution, but a student requesting transfer credit for that older course could be denied credit if the course is now considered stale-dated. However, if the stale-dated credit policy does not address the institution's own courses, a student at the receiving institution who took the receiving institution's equivalent course at the same time as the transferring student would likely still be able to use that course credit.

The student at the receiving institution may have taken subsequent courses that built on the content of the older course, and thus may have more current knowledge that is not affected by outdated lower-level course content. However, if the reason for stale-dating course credit is to ensure that all students have current disciplinary knowledge, there is still potential inequality in denying transfer credit for a stale-dated course taken elsewhere, but allowing an equivalent course taken at the same time at that institution to be used toward program or credential completion.

Just over half of BC Transfer System member institutions have institution-level or program-level policies relating to stale-dated credit. Additional research would be needed to determine the specific reasons for each institution's implementation of these policies, and to assess the effects of the implementation.

Some institutions have addressed this potential inequality by setting identical time limits on the applicability of credit from both transfer courses and their own courses. A few have gone further and incorporated stale-dated credit time-lines in their program completion policies, either implicitly or explicitly requiring students to retake earlier courses that become stale-dated if the student is still completing a program after a certain length of time.

An additional issue in relation to stale-dated credit policies is that many program-specific policies were extremely difficult to identify on institutional websites. Several institutions had statements in their calendars or policy manuals that individual programs might or could set their own time limits for stale-dated credit. However, it was almost impossible to identify these programs. Some of this information was located because the researcher knew the types of programs that were likely to have such policies. However, other programs at the same institution(s) with similar policies were likely overlooked, because no institution appeared to have a publicly accessible and centralized list of its programs with stale-dated credit policies. This is why the program-specific information in **Table 4** is presented as examples rather than as a comprehensive list.

Students considering a return to post-secondary studies may make their decision partially on the basis of how much of their previously acquired credit is still usable. Current students considering a program change may also look at the applicability of their already acquired credit to a different program or credential. Helping students to identify any potential limits on the use of their existing credits can be critically important for institutions in recruiting or retaining these students. Therefore, being clear about which programs have stale-dated credit policies, and explaining the potential effects of those policies, is beneficial to both students and institutions.

> *Students considering a return to post-secondary studies may make their decision partially on the basis of how much of their previously acquired credit is still usable. Current students considering a program change may also look at the applicability of their already acquired credit to a different program or a credential.*

Recommendations

This report concludes with four recommendations based on the analysis and discussion presented above.

1. BCTS member institutions that do not have policies around either stale-dated transfer credit or stale-dated "own credit" should consider creating such policies, particularly if their programming includes disciplines where knowledge, technology or practices quickly change.

2. BCTS member institutions with programming in rapidly changing disciplines should review their program completion policies, and determine whether it is acceptable for students at or near the maximum program completion time to use older credits toward program completion. The content of core or required courses taken early in the student's program may become outdated if a student meets or exceeds the maximum program completion time. Any policy addressing such situations should identify the courses, or types of courses, that could become ineligible for program credit if they become stale dated, and describe how the determination of stale dating will be made.

   If it is determined that credit from an older course will not be applicable toward program completion, students should be informed of their options for completion. These could include using PLAR or RPL to award credits for the learning in the older course; using course challenge; using the credits from the older course for elective credit; or taking a newer course that fulfills the program requirement previously met by the older course.

3. BCTS member institutions that have either a stale-dated transfer credit policy or a stale-dated "own credit" policy, but not both, should consider creating policies in both areas. This would ensure consistent practice in assessing the applicability of older course credit from both within and outside the institution.

4. BCTS member institutions with program-specific stale-dated transfer credit policies should maintain a single, centralized, and publicly accessible list of programs with such policies. Ideally, this list would be posted on the institution's admissions website and transfer credit information website, and would include the details of each program's policy. Programs with such policies should also post the policy details on their admissions website. Institutions and programs should ensure that admissions staff and academic advisors are aware of these policies, so that they can bring this information to students' attention.

References

American Association of Collegiate Registrars and Admissions Officers [AACRAO] (2018). Transfer credit policy: results of the AACRAO May 2017 60-Second Survey. Retrieved from https://www.aacrao.org/docs/default-source/signature-initiative-docs/transfer/transfer-credit-policy---may-60-second-survey.pdf?sfvrsn=39735013_0

Attewell, P., & Monaghan, D. (2016). How many credits should an undergraduate take? *Research in Higher Education*, *57*, 682-713.

Bahr, P.R. (2009). Educational attainment as process: using hierarchical discrete-time event history analysis to model rate of progress. *Research in Higher Education*, *50*, 691-714.

Bergman, M., Gross, J.P.K., Berry, M., & Shuck, B. (2014). If life happened but a degree didn't: Examining factors that impact adult student persistence. *The Journal of Continuing Higher Education*, *62*(2), 90-101.

Berkovitz, R.A., & O'Quin, K. (2006). Predictors of graduation of re-admitted "at risk" college students. *Journal of College Student Retention*, *8*(2), 199-214.

BC Council on Admissions & Transfer (2010). *Principles and guidelines for transfer*. Retrieved from https://www.bccat.ca/system/principles

Employment and Social Development Canada (2018). *Going back to school is now more affordable thanks to Skills Boost* [press release]. Retrieved from https://www.canada.ca/en/employment-social-development/news/2018/01/going_back_to_schoolisnowmoreaffordablethankstoskillsboost.html

Fink, J., Jenkins, D., Kopko, E., & Ran, F.X. (2018). *Using data mining to explore why community college transfer students earn bachelor's degrees with excess credits*. Working paper number 100, Community College Research Centre (CCRC), Teachers College, Columbia University. Retrieved from https://ccrc.tc.columbia.edu/publications/using-data-mining-explore-why-community-college-transfer-students-earn-bachelors-degrees-excess-credits.html

Harvey, A., & Szalkowicz, G. (2017). From departure to arrival: Re-engaging students who have withdrawn from university. *Journal of Further and Higher Education*, *41*(1), 79-97.

Henderson, L., & Leukhina, O. (2018). The return to college: selection and dropout risk. *International Economic Review*, *59*(3), 1077-1102.

Institute for Higher Education Policy (2011). *Crossing the finish line: A national effort to address near-completion*. Washington, DC: Institute for Higher Education Policy, Retrieved from https://eric.ed.gov/?id=ED527059

Johnson, M., & Bell, A. (2014). *Scaling completion college services as a model for increasing adult degree completion*. Lumina Issue Paper. Indianapolis, IN: Lumina Foundation/Postsecondary Analytics. Retrieved from https://www.luminafoundation.org/files/resources/scaling-completion-college-services.pdf

Lane, P., Michelau, D.K., & Palmer, I. (2012). *Going the distance in adult college completion: Lessons from the Non-Traditional No More project*. Boulder, CO: Western Interstate Commission for Higher Education. Retrieved from https://eric.ed.gov/?id=ED539562

Mabel, Z., & Britton, T.A. (2018). Leaving late: Understanding the predictors of college late departure. *Social Science Research*, *69*, 34-51.

Monaghan, D.B., & Attewell, P. (2015). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis*, *37*(1), 70-91.

Osam, E.K., Bergman, M., & Cumberland, D. (2017). An integrative literature review on the barriers impacting adult learners' return to college. *Adult Learning*, *28*(2), 54-60.

Pegg, A., & Di Paolo, T. (2013). Narrating unfinished business: adult learners using credit transfer to re-engage with higher education. *Studies in Continuing Education*, *35*(2), 209-223.

Roksa, J., & Keith, B. (2008). Credits, time, and attainment: Articulation policies and success after transfer. *Educational Evaluation and Policy Analysis*, *30*(3), 236-254.

Rosenberg, M.J. (2016). Understanding the adult transfer student — support, concerns, and transfer student capital. *Community College Journal of Research and Practice*, *40*(12), 1058-1073.

Schatzel, K., Callaghan, T., & Davis, T. (2013). Hitting the books again: Factors affecting young adults' decision to reenrol in college. *Journal of College Student Retention*, *15*(3), 347-264.

Shapiro, D., Dundar, A., Yuan, X., Harrell, A., Wild, J., Ziskin, M. (2014). *Some college, no degree: A national view of students with some college enrollment, but no completion*. Signature Report #7. Herndon, VA: National Student Clearinghouse Research Center. Retrieved from https://eric.ed.gov/?id=ED556472

Stainsby, M., & Erskine, R. (2018). *How to articulate* (3rd ed.). Vancouver, BC: BC Council on Admissions & Transfer. Retrieved from http://www.bccat.ca/pubs/how2articulate2018.pdf

Steele, P., & Erisman, W. (2016). Addressing the college attainment gap for working adults with prior college credit. *Change*, March/April, 46-52.

Student Transitions Project (2019). *STP Fast Facts*. Victoria, BC: Ministry of Advanced Education, Skills, and Training. Retrieved from https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf

Appendix I

Links to Stale-Dated Credit Policies at US Institutions

(institutions and/or policies identified in the literature review as examples of good practice)

Institution	Link to Policy
Colorado State University-Global (CSU-Global)	https://csuglobal.edu/undergraduate/academic-catalog#/content/5cdc1ead975049001a4113f8?bc=true&bcCurrent=Transfer%20Credit%20Policies
Empire State College	https://www.esc.edu/media/academic-affairs/oaa/Undergrad-Catalog-New-9-14-2018ADAwithCoverReTag.pdf
Excelsior College	https://www.excelsior.edu/start-with-more-credit/transfer-more-credits/transfer-credit-guidelines/
Franklin University	https://www.franklin.edu/blog/will-college-credits-expire
Granite State College	https://www.granite.edu/wp-content/uploads/Catalog-UG/UG_Catalog_201819_Web.pdf
Thomas Edison State College	https://campussuite-storage.s3.amazonaws.com/prod/1280306/3a32f069-629b-11e7-99ef-124f7febbf4a/1724474/7ee85504-3764-11e8-b495-0adf3df27e3a/file/catalog-ug.pdf

Data collected Fall 2019.

Appendix II

Policies and Calendar Information Related to Stale-Dated Credit at BC Transfer System Member Institutions

Data collected Fall 2019. * after the name of an institution indicates that an institutional representative has verified the information.

Acsenda School of Management

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.acsenda.com/admissions-for-international-business-programs/transfer-of-credits/ http://www.acsenda.com/wp-content/uploads/2018/08/ASM_2018-2019_Academic_Calendar.pdf	[p. 23, calendar] Course currency may be considered for assessment of transfer credit. Applicants may be asked to submit a letter to the Registrar explaining why their knowledge in the subject area(s) is current due to work experience, additional training or education in the field; or they may be asked to go through a process for Prior Learning Assessment and Recognition (PLAR). Departments/ programs may establish time limitations for currency of courses in certain subject areas where it is appropriate.

Alexander College *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://alexandercollege.ca/admissions-and-registration/credit-transfer/#8 https://alexandercollege.ca/web-2018/wp-content/uploads/2019/08/2019-2020-Academic-Calendar.08.pdf	Credit is not normally given for courses completed more than seven (7) years in the past, nor can such a course be used to satisfy a prerequisite. A decision to not accept a course for credit can be appealed to the Registrar, who will consult appropriate experts (instructors or Standing Academic Standards Committee members) for a decision.

Athabasca University *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://calendar.athabascau.ca/undergrad/current/adm-reg-eval/eval-time-limit.php	Depending on the program, AU will not award transfer credit for some administrative studies courses (e.g., law, senior-level accounting, management science, marketing or finance courses), information systems courses, or science courses that were completed more than ten (10) years ago. Athabasca University will not award transfer credit in the Post-RN Bachelor of Nursing and the Post-LPN Bachelor of Nursing programs for nursing courses that were completed more than seven (7) years ago, or for non-nursing courses that were completed more than ten (10) years ago. *(cont'd on following page)*

	In addition, AU will not grant transfer credit in the BSc CIS, Post-Diploma BSc CIS, and the University Certificate in Computing and Information System programs for computer science courses that were completed more than five (5) years ago.
	Students enrolling in the BSc and transferring credit completed within a Canadian Information Processing Society (CIPS) accredited diploma, or who have completed a science-related diploma program from a college or technical institute, may not be eligible for a block transfer of credit if the diploma is more than five (5) years old.
	If student diplomas are more than five (5) years old and students are currently active in their field of study, they should arrange to provide evidence of this activity to Transfer Credit Services. Students who choose to change programs may ask a student advisor for help in determining whether courses they have completed through AU will be accepted into the new program.

BC Institute of Technology *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.bcit.ca/files/pdf/admission/course_credit_exemption.pdf	Application form for "course credit exemption based on previous course taken" asks department head or chief instructor to indicate "acceptable recency for this course (years)".
https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf	*1.4 Readmission* Where a program has made significant changes to the course material, the student may be required to repeat courses and/or complete additional courses. *3.2 Transfer Credit* Previously awarded transfer credit may not apply in a new term for which the student is entering, if a break in the student's training occurs. This is due to possible changes in curriculum, or the course credit becoming outdated. In this case, students may be required to reapply for previously awarded transfer credit. *3.3 Multiple Credentials* Students with credit for required program courses (earned at BCIT in a prior credential) may apply for credit towards their new program, or may be required to complete alternative courses to satisfy program requirements. The final decision to recognize prior credit and/or determine suitable alternative program courses rests with the program area.

Capilano University

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.capilanou.ca/media/capilanouca/programs-amp-courses/Calendar-2019-2020.pdf	For diplomas, associate degrees, certificates, and citations, 50 per cent of the credit required must be completed at Capilano University. This may vary for some programs, and there may be additional course or time restrictions. See specific programs for more information.
https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2013-01-Transfer-Credit-Policy.pdf	In some subject areas and for some programs, courses taken over ten years prior will not automatically be awarded transfer credit. Currency of the subject matter is taken into account and will be processed on an individual basis. The Registrar may request a review from the appropriate content experts.

Coast Mountain College *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-policies/transfer-credit-policy.pdf	The College reserves the right to impose a time limit for any transfer credits.

Each type of credential at this institution has a maximum time for completion. This timeframe may affect whether students are able to use transfer credit or previously acquired internal credit for program completion.

College of New Caledonia *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://tools.cnc.bc.ca/CNCPolicies/policyFiles.ashx?polId=111	New and continuing students have ten (10) years to complete all course requirements for a credential, after which courses older than ten (10) years will begin to be discounted on a "rolling year" basis. If a returning student has been absent more than 12 months, then courses greater than ten (10) years old are discounted and will not contribute toward credential requirement. Students transferring to CNC cannot use any courses in excess of ten (10) academic years towards a CNC credential.

College of the Rockies *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://www.cotr.bc.ca/policies/ Policy 2.5.6 (Transfer Credit As A Receiving Institution)	Normally, there is no time limit on the transfer of courses. However, in some subject areas and for some programs, courses taken seven (7) or more years before the request for transfer credit are not automatically granted transfer credit. Currency of the subject matter is taken into account and will be processed on an individual basis.
Bachelor of Business Administration degree policy	Normally, there is no time limit on the transfer of courses. However, in some subject areas and for some programs, courses taken over seven (7) years previously are not automatically awarded transfer credit. Currency of the subject matter is taken into account and will be processed on an individual basis. Consideration will be given to older courses which the student has actively used in his or her working career. Students must complete the Certificate Program within three years (36 months) of initial entry into the program. Re-admission applicants who cannot meet this deadline will have their previously completed courses re-evaluated for credit, providing they were completed within the previous ten (10) years.
Child, Youth and Family Studies program policy	G. 5. Students must complete an ECE, HSWR, or CYFS Diploma Program within three years (36 months) of initial entry into the Diploma Program. Re-admission applicants who cannot meet this deadline will have their previously completed courses re-evaluated for credit, providing they were completed within the previous seven (7) years. G. 6 Students must complete the Aboriginal Education Support Worker Diploma within five (5) years of initial entry into the program. Re-admission applicants who cannot meet this deadline will have their previously completed courses re-evaluated for credit, providing they were completed within the previous ten (10) years.

Columbia College

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.columbiacollege.ca/wp-content/uploads/2019/08/Academic-Calendar-FINAL-2019.pdf	All qualifying courses [for the Associate Degree] must have been taken within the five (5) years preceding the award of the Degree.

Douglas College

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.douglascollege.ca/study-at-douglas/international-students/new-and-returning-students/how-to-register/transfer-your-credits	Transfer credit will not be done for courses which exceed the College's time limit policy. Arts courses must be ten (10) years old or less. Science and Math courses must be seven (7) years old or less.
https://www.douglascollege.ca/-/media/4454F016CD9341038E91FBCAB077E512.ashx	*Recognition of Transfer Credit , Policy E.AA01.22* Transfer requests for courses taken seven (7) or more years in the past will be processed on an individual basis. The Registrar may request a review from the appropriate Dean. Douglas College will also follow the policy guidelines of the British Columbia Council on Admissions and Transfer regarding currency of requests.
https://www.douglascollege.ca/-/media/E3D-700CF46584C428274D51FAA094E03.ashx	*Admission Policy* Departments/programs may establish time limitations for transfer or credit, if appropriate for course content (see the Transfer Credit policy).
https://www.douglascollege.ca/-/media/EC9E2F428B-624F308187E7C5927994BE.ashx?la=en&hash=AE517285C356CFCF751A5808BD970A2D1C15ADB6	*"Exceeds Time Limits" Transfer Request Form* Time limits apply to the transferability of courses. Science and Math courses completed over seven (7) years ago and/or Arts and Business courses completed over ten (10) years ago, are not automatically granted transfer credit.

Justice Institute of BC

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://www.jibc.ca/registration/transfer-credit	You may also need to provide detailed course descriptions if your education was taken outside of British Columbia or it was completed a number of years ago.
http://www.jibc.ca/procedure/3212-001	*Transfer Credit Procedure number 001, Policy number 3212* Courses or credentials that were taken more than ten (10) years ago are not eligible for transfer credit. They may be eligible for prior learning assessment and recognition.

Kwantlen Polytechnic University *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://tinyurl.com/yy4b38ph	*Policy AR-12, Transfer Credit and Advanced Standing Procedures* Transfer credit decisions remain active for a maximum of ten (10) years for post-secondary credit courses from BC public institutions or a maximum of five (5) years for any other transfer decisions. Transfer credit will only be assessed for course work completed within ten (10) years of the term of admission.

Okanagan College

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.okanagan.bc.ca/BecomeaStudent/Registration/transfercredit.html	Okanagan College does not accept transfer credit for courses completed ten (10) or more years before the date of application.
http://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicRequirementsforProgramCompletionandGraduation	Transfer credit awarded for courses completed ten (10) years or more prior to the request for transfer may not be used as credit towards a degree or diploma at the College unless specifically approved by the Registrar after review and recommendation by the Dean or designate. Programs may, with the approval of Education Council, specify a shorter time period for courses to apply to a specific degree or diploma.

Okanagan College reserves the right not to accept courses as satisfying degree, diploma or certificate requirements when the courses were completed at the College ten (10) or more years before the College year in which application is made for a degree, diploma or certificate.

The College does not allow transfer credit for courses that were completed at another institution ten (10) or more years before the College year in which application is made for transfer credit. |

Royal Roads University

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://policies.royalroads.ca/academic-regulations/section-1-credit-and-registration#toc19	To receive this previously earned [external] credit, the coursework must normally have been completed within the program completion times allowed for the Royal Roads University program, or as approved by the appropriate dean.

Selkirk College

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
http://selkirk.ca/sites/default/files/Admissions/Procedure-8614-Advanced-Standing---Transfer-Credit-fillable-1.pdf

https://policies.selkirk.ca/media/policiesselkirkca/college/Policy-8614-Advanced-Standing---Transfer-Credit-PLA-Course-Challenge.pdf | Transfer credit may not be granted for courses for which the length of time since the course was taken has led to the student's mastery of the material not being complete and current. This is especially relevant in a discipline which experiences rapidly evolving change. This information will be reflected in program policy. |

Simon Fraser University *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.sfu.ca/ugcr/for_advisors/wqb_transfer_credit.html	Transfer courses for review for W designation [writing-intensive] must have been taken from September 2004 onward for pedagogical reasons. Courses taken prior to September 2004 will not be reviewed for W. Courses for review for Q [quantitative] and B [breadth] designations are no longer affected by the September 2004 date because they are content-based designations.

SFU also has a "requirement term" policy, specifying that university-level, faculty-level, and subject-level requirements for students are considered to be those in effect at the time of the student's admission. However, university- and faculty-level requirements apply for "at most eight years" and subject-level requirements apply for "at most six years". If students applying for graduation have not completed requirements within that time period, "the term of the graduation application becomes the requirement term".

Thompson Riversity University-Online *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.tru.ca/distance/services/policies/transfer.html	Normally, there is no time limit on the transfer of courses. However, in some subject areas and for some programs, courses taken over seven (7) years previously are not automatically awarded transfer credit. Currency of the subject matter is taken into account.

Trinity Western University *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.twu.ca/admissions-aid/admission-requirements/transfer-students/transfer-faqs	If we have not previously evaluated a course, our evaluation is more than five (5) years old, or you took the course more than five (5) years ago, you are required to submit a syllabus in order for it to be evaluated.

University Canada West

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://ulp.ucanwest.ca/media/5872459/9004-transfer-credit-rev-sept-2018.pdf	Only courses completed within the last ten (10) years will usually be eligible to be considered for transfer credit.

University of Northern BC

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.unbc.ca/registrar/transfer-credit-definitions https://www.unbc.ca/calendar/undergraduate/regulations	Transfer credit is not normally awarded for courses completed more than ten (10) years prior to registration at UNBC. These courses will be given unspecified credit and can be used as elective credit.

Yukon College

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.yukoncollege.yk.ca/sites/default/files/inline-files/Academic%20Regulations_Effective%20until%20January%201%2C%202020.pdf	All courses and previously earned credentials ten (10) years old or less, whether from Yukon College or other institutions, will be considered for transfer towards a new credential. Exceptions to this are approved by the Registrar in consultation with the Dean of the program.

Yorkville University *

Link to Relevant Institutional Policy, Procedure or Calendar Information	Text of Information
https://www.yorkvilleu.ca/programs/undergraduate-programs/bachelor-of-business-administration/general/credit-transfers/	Students must have achieved a grade of "C" or better on the course being considered for a transfer, and the course must have been completed within the last ten (10) years, from a recognized university or college.
https://www.yorkvilleu.ca/wp-content/uploads/2019/04/BC-Academic-Calendar-April-2019-F-1.pdf	*p. 22-23* To be accepted [for credit toward undergraduate degree completion], such credits must normally have been completed within the last ten (10) years at a recognized post-secondary education institution with grades that are acceptable to the program admission committee.

BCCAT

Your guide through post-secondary education.