

Who Decides Transfer?

A Review of Policies and Practices at
BC Transfer System Member Institutions

by Dr. Fiona A. E. McQuarrie, BCCAT

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BCCAT

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Table of Contents

Acknowledgements	f
Executive Summary.....	1
Introduction.....	3
Literature Review	4
Data Collection and Analysis	8
<i>Areas or Positions Authorized to Make Transfer Credit Decisions</i>	8
<i>Criteria for Making Decisions on Transfer Credit Requests</i>	11
<i>Allocation of Decision-Making Authority in the Transfer Credit Evaluation Process</i>	13
<i>Appeals of Transfer Credit Decisions</i>	15
Discussion	15
Recommendations	18
References	19
Appendices.....	21

List of Tables and Figures

Table 1a:	Areas or Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions.....	9
Table 1b:	Areas or Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions, by Institution Type.....	10
Figure 1:	Areas and Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions, by Institution Type.....	11
Table 2:	Criteria for Determining Course Equivalency in Transfer Credit Requests, by Frequency.....	12
Table 3:	Types of Participation at Different Stages of the Transfer Credit Evaluation Process, by Frequency.....	14

List of Appendices

Appendix A:	Areas and Roles Authorized To Make Decisions on Transfer Credit at BC Transfer System Member Institutions, by Institution	22
Appendix B:	Criteria for Making Decisions on Articulation and/or Transfer Credit Requests at BC Transfer System Member Institutions, by Institution	24
Appendix C1:	Criteria for Making Decisions on Articulation and/or Transfer Credit Requests at BC Transfer System Member Institutions, by Institution	29
Appendix C2:	Participation by Dean in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution	32
Appendix C3:	Participation by Department/Program Head or Chair in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution.....	34
Appendix C4:	Participation by Faculty Members in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution	36
Appendix D:	Appeal Process for Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions	38
Appendix E:	Sources of Information in Tables	43

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Executive Summary

Within the BC Transfer System (BCTS), decisions to award transfer credit are important to the overall success of the system. When courses are deemed to be equivalent, the ability to transfer credits from those courses facilitates students' mobility and academic success, in addition to creating cost efficiencies at the participating institutions.

However, despite the importance of informed, thoughtful decisions on transfer credit, there is relatively little information across the BCTS on the institutional roles or areas that participate in decisions on transfer credit requests. This information is important because the input of participants in the decision process, and the allocation of responsibility for the final decision, potentially affect the quality and usability of the resulting transfer credit agreement.

The purpose of this research is to examine and compare transfer credit decision-making processes at BCTS member institutions. This comparison is not intended to be evaluative, but rather to provide contextual information for institutions assessing or revising their own policies.

Previous research on transfer credit agreements and processes indicates that:

- Transfer credit decisions often involve multiple decision-makers within the institution;
- Making transfer credit decisions is a time and labour-intensive process;
- Input from faculty members or subject matter experts is necessary for transfer credit agreements to be successful; and,
- The process of awarding transfer credit, and the participants in that process, may differ depending on the nature of the specific transfer credit request.

We collected publicly available data such as transfer credit policies and calendar copy from the websites of 38 of BCTS' 39 member institutions. This information is challenging to summarize because of the wide range of variation in processes



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and participants. The full text of the report provides a more complete and nuanced analysis of transfer credit decision processes across the BCTS. However, the broad outcomes of the analysis indicate that:

- approximately 20% of BCTS member institutions do not explicitly identify the decision-makers and/or participants in the transfer credit decision process;
- registrars and program heads are the roles that most commonly have the authority to decide on transfer credit requests; and,
- more than one role or area, in either a decision-making or advisory capacity, is generally involved in assessing transfer credit requests.

Many BCTS member institutions have expressed concerns about excessively lengthy processing times for transfer credit requests. Addressing the issue of processing times is beyond the scope of this report; however, including all relevant participants in the decision-making process will ensure well-informed and functional transfer agreements. A clearly written and publicly available transfer credit policy that identifies all participants in assessments of transfer credit requests, and that defines each step in the assessment process, is also important to provide consistency and guidance for students, staff, faculty, and administrators.

This report presents five recommendations.

1. BCTS member institutions are encouraged to have a transparent and publicly available transfer credit policy – either as a stand-alone policy or as part of another policy – that describes each step in the transfer credit evaluation process, and identifies all areas or roles that participate in decisions on transfer credit requests.
2. Transfer credit policies at BCTS member institutions should clearly identify areas or roles with the authority to make decisions on transfer credit requests. These policies should also identify any areas or roles that may be consulted as part of decision-making processes, and any area or role that approves transfer credit decisions made elsewhere.
3. BCTS member institutions are encouraged to develop and implement a set of evaluation criteria to provide a minimum common standard for all evaluations of transfer credit requests.
4. BCTS member institutions are strongly encouraged to include an evaluation by an academic representative from a relevant discipline (e.g. program head or faculty member) in all transfer credit decisions.
5. Previous articulations for other courses, at the same institution or at other BCTS member institutions, should not be used as the sole decision-making criterion for transfer credit requests involving unarticulated courses.

Introduction

The success of any transfer credit system depends on the quality of its transfer agreements. Transfer credit agreements establish inter-organizational transfers between courses deemed to be equivalent, so that a student taking the transferable course at one post-secondary institution (the “sending institution”) will receive credit for the equivalent course at another post-secondary institution (the “receiving institution”). Successful transfer credit agreements ensure that students are not required to repeat learning they have already acquired (BCCAT, 2010, p. 6) and are adequately prepared for subsequent courses. Successful transfer credit agreements also create cost efficiencies and improve resource allocation at participating post-secondary institutions.

For transfer agreements to be successful, however, there must be an informed decision on whether courses are equivalent. Each post-secondary institution has its own program structures, and even within the same academic discipline, programs and courses can vary in both structure and content between institutions. The equivalency between two courses at different institutions cannot be established by simply comparing information such as the courses’ titles, credit values, or year levels. An assessor should examine, for example, whether the content of the sending institution’s course is comparable to the content of the receiving institution’s course, or whether the transferring course adequately covers the relevant knowledge or skill development that a student could be expected to have acquired at that point in their learning (Stainsby & Erskine, 2018).

To make an informed decision on a request for transfer credit, an assessor must be familiar enough with the body of knowledge in an academic discipline, and with the usual content of a degree program in that discipline, to determine whether a transferring course is sufficiently equivalent to a course at the receiving institution. That same expertise is also important to determine the amount of academic credit a transferring course should receive at the receiving institution, and to determine whether any conditions should be part of the articulation agreement. Conditions commonly found in BC transfer agreements include minimum required grades that the student must achieve for the course credit to be transferable, and requirements that more than one course be completed at the sending institution to receive credit for a single course at the receiving institution.

However, despite informed decision-making being an essential part of establishing successful transfer credit agreements, there is relatively little information about how transfer credit decisions are made at BC Transfer System (BCTS) member institutions. There is information on the processes that institutions use to decide on transfer credit requests, but not all of that information identifies the roles or areas that participate in the decision to award transfer credit, or identifies the parts of the process in which each role or area participates. It is useful to examine and compare this

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information across BCTS member institutions – not to enforce conformity, but to provide a resource for institutions assessing their own practices in this area, or institutions considering revisions to their own processes.

This research project has been commissioned by the Transfer and Articulation Committee (TAC) of the BC Council on Admissions & Transfer (BCCAT). The objectives of the project are:

- To identify who makes decisions on transfer credit requests at BC Transfer System member institutions, including the position(s) or individual(s) with the authority to make a final decision;
- To explore differences between who makes transfer credit decisions across BC Transfer System member institutions; and,
- To make recommendations to support BC Transfer System member institutions in enhancing transfer credit policies, and in determining the appropriate academic and administrative personnel to participate in transfer credit decisions.

The research in this project primarily examines the process for making decisions on transfer credit requests for unarticulated courses, i.e. courses with no current transfer agreements listed in the BC Transfer Guide, or listed in the institution's own transfer database. At nearly every BCTS member institution, the registrar's office reviews incoming students' transcripts, and awards transfer credit for completed courses that are already articulated. The processes examined in this research would usually involve courses that are not part of any existing transfer credit agreement. The process of assessing the transferability of unarticulated courses is usually initiated by a student request or by the registrar's office itself.

This report begins with a literature review, summarizing findings from previous research related to transfer credit processes. It then presents and compares information on responsibility for transfer credit decision making at BCTS member institutions. It concludes with recommendations based on the comparisons.

Literature Review

There is a great deal of published literature on the transfer credit process. This literature encompasses quantitative studies of the effectiveness of transfer agreements in facilitating student mobility and success, and more qualitative studies of the transfer credit experiences of students, staff, faculty members, and institutional or system administrators. However, very little of this literature identifies who actually makes the decision to award transfer credit, nor does it examine how institutions determine the administrative areas or individuals responsible for these decisions.

The studies cited below include findings that relate to the issue of the decision to award transfer credit, although that issue is not the primary focus of most of these studies. Four general themes emerge from the collective findings of these studies:

1. Transfer credit decisions often involve multiple decision-makers within the institution;
2. Making transfer credit decisions is a time- and labour-intensive process;
3. Input from faculty members or subject matter experts is necessary for transfer credit agreements to be successful; and,
4. The process of awarding transfer credit, and the participants in that process, may differ depending on the nature of the specific transfer credit request.

McGowan & Gawley (2006) examined the experiences of university staff members that managed transfer credit agreements with colleges, and that managed student requests for transfer credit. These staff members reported that they dealt with many student misunderstandings about transfer agreements, including how transfer credits apply toward degree completion at receiving institutions. Staff members attributed student misunderstandings to incomplete or inaccurate information at sending institutions, as well as to “rumours” shared among students (McGowan & Gawley, 2006, p. 7). Staff members also characterized students as “comparison shoppers” and “negotiators” attempting to maximize the amount or type of transfer credit they receive (p. 3); this parallels the results of other studies indicating that students select courses not only for academic content, but also to maximize credit acquisition (Davies, 2019; Katsinas, Bray, Hagedorn, Dotherow, & Malley, 2019). The complex wording of many articulation agreements may also contribute to students’ difficulties in understanding how transfer credit works (Taylor, 2019).

In assessing these staff members’ experiences, McGowan & Gawley (2006) note that “[p]rocessing college transfer applications and admissions involves a fairly broad internal network of staff and faculty members including the registrar’s office, the Dean, the recruitment/high school liaison officer, and computing services” (p. 11). They add that “issues of equivalency of credits...[are part of an] extremely labour-intensive process which involves administrative, student, and faculty time to review, assess and make determinations regarding allowable transfer credits” (p. 14).

The involvement of multiple parties in the transfer credit assessment process was also noted in a previous BCCAT study of institutional transfer credit assessment practices (I.S. Educational Consulting, 2015). Fourteen BC post-secondary institutions and one post-secondary institution outside BC participated in this study. The majority of respondents indicated that growing volumes of transfer credit requests, growing numbers of complex requests (e.g. a student requesting transfer for credit from more than one sending institution), seasonal availability of qualified assessors, and different practices in different academic areas all affected the time it took to make decisions on transfer credit requests.

Timely decision-making was identified as an important issue by 13 of the 15 participating institutions, because most institutions assessed the transferability of a student’s previous courses only after the student had been admitted. A student’s decision to enrol at an institution often depended on the amount transfer credit they would receive. Thus, if an institution’s decisions on transfer credit were delayed, this might result in the student enrolling at another institution that determined course transferability more quickly.

Kisker (2007) and Bowker (2019) investigated the experiences of faculty members in relation to transfer agreements and transfer students. Kisker (2007), who collected data from faculty members at nine community colleges and one research university in California, indicated that “faculty involvement...is essential to the success of articulation agreements. Unfortunately, even faculty who are interested in becoming involved in transfer activities are often precluded from doing so because of heavy course loads and other responsibilities” (p. 299).

Bowker (2019) surveyed 16 faculty members at an unnamed large Canadian university, and then conducted in-person interviews with 10 of the survey respondents. Since this study involved a relatively small number of faculty members at a single university, the results may not be broadly generalizable. Nevertheless, the study results provide some useful insights into faculty members' attitudes toward articulation agreements. Thirty-seven percent of the survey respondents indicated that "workload and/or lack of time" was a concern for them in developing articulation agreements. This result is particularly notable since only 11% of respondents indicated that they could not find enough information about the articulation process, or did not fully understand it. In other words, most faculty members' non-participation in transfer credit decisions was not because they were uninformed, but because they lacked the time or resources to participate. Bowker notes, "[I]t would seem worthwhile to consult university faculty directly on a wider scale to get a better handle on the concerns that they have, so that these might be appropriately addressed in order to increase the success of articulation agreements and transfer programs" (p. 15).

Ignash & Townsend (2000), in their study of statewide articulation agreements in the US, directly addressed the amount of faculty involvement in developing these agreements. Their theoretical framework for best practices in transfer agreements includes the guiding principle that "faculty, as the content area experts, should have primary responsibility for crafting articulation agreements" (p. 2). Ignash & Townsend then reviewed and assessed the statewide articulation policies and practices of 43 US states, using the level of faculty involvement in developing these agreements as one of their assessment criteria. Twenty of the 32 states that provided information on faculty involvement characterized faculty as "very involved" in developing statewide articulations, with only four states reporting that faculty were "not very involved".

A recent study of interdisciplinary transfer in British Columbia (Rhodes, 2015) surveyed faculty members, department heads, and administrators on how transfer credit decisions for interdisciplinary courses were made at their institutions. Twenty-seven of the survey's 32 respondents indicated that faculty members made decisions on both disciplinary and interdisciplinary transfer credit requests. However, more decision-makers, including department heads or deans, might become involved if the request involved interdisciplinary courses. "A course may be sent to multiple faculty evaluators before a decision is made" (p. 25) and this process may involve faculty members in more than one department.

The majority of respondents to Rhodes' survey expressed satisfaction with the process of interdisciplinary transfer credit evaluation at their institution, and supported a "continued faculty role in [the process], even if faculty are not from interdisciplinary programs, or if a department is not interdisciplinary" (p. 25). Six survey respondents felt that a committee including both deans and faculty members should make decisions on interdisciplinary transfer credit requests.

The research conducted by Rosenberg & Griffin (2017) highlights the value of a committee-based approach to transfer credit decisions. They surveyed 100 North American university staff members identified as "transfer professionals". The results of the survey indicated the importance of faculty involvement not only in deciding on transfer credit requests, but also in the ongoing maintenance of transfer agreements. Cross-institutional reviews were among the initiatives that survey respondents rated most highly for building collaboration around transfer agreements. Ideally, these reviews involve "regular meetings among faculty and staff at sending and receiving institutions, and regular reviews of course equivalencies and curricula by representatives from both institutions" (p. 8). Fann (2013) observed that "[t]he transfer process could be made more seamless if university and college faculty were to participate in formal curricular alignment discussions" (p. 34).

O'Meara, Hall, & Carmichael (2007) also stated that faculty involvement in transfer credit decisions is important for the success of the resulting articulation agreements. However, they emphasize that this participation provides additional benefits to faculty members, by giving them opportunities to expand their own professional knowledge. "Faculty who participate in the development of articulation agreements can gain valuable insight into the methods, content, and efficacy of cohort programs. The collaborative environment required to make good articulation agreements opens the door for the exchange of ideas and mutually beneficial program development" (p. 15). They recommended that faculty members should play an active role in creating articulation agreements. "[R]ather than expecting administrators to shepherd the articulation agreement through the system, it is important that faculty take responsibility for the process" (p. 15).

DiPaolo & Pegg (2013), in examining the experiences of UK students transferring credit into the UK's Open University (OU), observed that transfer credit approval processes may differ for assessments of transfer credit between programs at the same institution and assessments of incoming transfer credit from other institutions. "Intra-institutional transfer [may require] approval from senior university officials or bodies" (p. 609), whereas at the OU, "all [external transfer credit] applications are considered by a dedicated credit transfer team, in consultation with academic subject specialists" (p. 614).

Similarly, Handel & Williams (2012), in assessing the success of US transfer pathways, stated that differing academic cultures affect the workloads associated with these pathways. Two-year community colleges, traditionally the sending institutions in these agreements, "are almost entirely transient, non-residential communities...less competitive and less cohesive than four-year institutions" (p. 17) while four-year institutions "gain prestige by maintaining admission requirements that restrict entry...Although a four-year institution may admit transfer students, the institution's reputation hardly ever depends on the success of these students" (p. 17). While, theoretically, sending and receiving institutions are equal partners in transfer agreements, these differing institutional attitudes tend to place the work of developing and maintaining transfer agreements primarily on community college employees and faculty members.

Handel & Williams also pointed out that external incentives or measures of productivity are strong motivators for institutions' activities, especially when these measures are tied to rewards such as governmental financial support or institutional eligibility for student loan funding. US universities and colleges are rarely, if ever, measured on or rewarded for their participation in facilitating student transfer. In the last few years, this lack of transfer-related incentives has led to initiatives such as "Credit Where It's Due" that support US community colleges in developing "reverse transfer".

Reverse transfer allows colleges to grant two-year associate degrees to students who have transferred to four-year degree-granting institutions, even after the student is no longer enrolled at the college. These degrees can be awarded on the basis of credits that the student acquires at the four-year institution, as well as the credits they acquired at the college. Reverse transfer indirectly rewards colleges for transfer activity because it can increase the number of completed credentials awarded by the college. External assessors often use completion or graduation rates as measures of colleges' efficiency or productivity (Office of Community College Research, 2020). However, if there are few direct or indirect rewards for transfer activity, institutions may move resources away from supporting transfer, and instead direct those resources toward other processes whose outcomes are visible in relevant performance metrics.

Data Collection and Analysis

In order to better understand how transfer credit decisions are made at BCTS member institutions, the author visited the websites of all 39 BCTS member institutions (the complete list of institutional members is available at <https://www.bccat.ca/system/membership>). The only BCTS member institution excluded from the analysis was Fraser International College, which generally does not grant exemptions or recognition for courses taken elsewhere. This resulted in a data set representing 38 institutions.

Using the search function on each website, the author collected policies, calendar copy, website information, and any other identifiable public information relating to these questions:

- Which areas or positions at the institution have the authority to make articulation or transfer credit decisions?
- What criteria are used to make decisions on transfer credit requests?
- If different areas or positions at the institution are involved in different types of decisions on articulation or transfer credit requests, what types of decisions are they involved in, and under what circumstances?
- Does the institution have an appeal process for transfer credit decisions?

The collected data were then organized into summary tables for comparison and analysis. These data are somewhat challenging to summarize because of the many variations in processes across and within institutions. Therefore, the full data used to create each summary table are presented in the report's appendices.

The data collected for each institution were sent to the institution's registrar for review and verification. Several registrars noted that their institution's practices occasionally differ from the processes described in publicly available information; for example, even if the registrar's office has the sole authority for making transfer credit decisions, department heads or faculty members might be consulted when their expertise would assist in making a particular decision. The information in the tables below reflects the publicly available information from each institution at the time of writing. Since policies and practices may change over time, readers interested in practices at a specific institution are encouraged to contact that institution directly for current information.

Areas or Positions Authorized to Make Articulation or Transfer Credit Decisions

Table 1a summarizes the numbers of reported areas or positions that have decision-making authority in at least one part of an institution's articulation process. Table 1b summarizes the same information by type of institution.

Information in policies or practices was coded as "unclear" or "unspecified" when the information did not name the actual participants in decisions to award transfer credit: for example, when a policy stated that transfer credit applications would be "evaluated" but did not identify the evaluators. A coding of "unclear" or "unspecified" was also assigned when an area or role was identified as participating in transfer credit evaluations, but it was not clear whether they had the authority to decide whether transfer credit should be awarded.

It should also be noted that, at nearly every BCTS member institution, the registrar’s office plays a significant functional role in the articulation process. This role includes, for example:

- monitoring the implementation of new or revised courses at the institution, and sending transfer credit requests for those courses to other BCTS member institutions
- reviewing incoming students’ transcripts, and recording transfer credit for completed courses with existing transfer agreements listed in the BC Transfer Guide or in the institution’s own records;
- receiving student applications for transfer credit;
- verifying that applications are complete and are accompanied by the required supporting documentation;
- verifying the identity and/or qualifications of the sending institution or organization;
- directing transfer credit applications to the appropriate evaluator(s);
- monitoring the progress of the evaluations; and,
- recording the decision to award or not to award transfer credit.

Many of these functions are supported and facilitated by the Transfer Credit System (TCS) administered by BCCAT. The TCS allows transfer credit requests to be exchanged electronically between BCTS member institutions, and allows transfer credit decisions to be submitted for posting on the BC Transfer Guide.

The data in the “registrar or registrarial staff” column in Tables 1a and 1b represent institutions at which the registrar’s office makes decisions on transfer credit applications, in addition to administering the transfer credit evaluation process.

Figure 1 presents the information in Table 1b in graphic form, to highlight the differences between categories.

Table 1a. Areas or Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions

	Registrar or Registrarial Staff	Dean	Program Head*	Faculty Member	Other**
Yes	21	11	21	15	9
No	9	19	9	13	28
Unclear or Unspecified	8	8	8	10	0

N=38

*Academic area leaders have many different job titles in BCTS member institutions, e.g. program head or chair, area head or chair, program or area director, head instructor. “Program head” is used here as an all-inclusive term for these positions.

**The “other” areas or positions that are identified are: Standing Academic Standards Committee; International Education Officer; Counsellor; Vice-President Academics and Vice-Principal; Chief Academic Officer; Vice-President Academic; Transfer Credit Evaluation Committee; Undergraduate Education Committee; and Program Advisors.

Table 1b. Areas or Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions, by Institution Type

	Registrar or Registrarial Staff		Dean		Program Head		Faculty Member		Other	
	Yes	Unclear or Unspecified	Yes	Unclear or Unspecified	Yes	Unclear or Unspecified	Yes	Unclear or Unspecified	Yes	Unclear or Unspecified
College* (n=20)	12 (60%)	4 (21%)	6 (30%)	3 (10%)	11 (55%)	3 (16%)	8 (42%)	4 (21%)	6 (31%)	0
University** (n=18)	9 (50%)	5 (28%)	5 (28%)	5 (13%)	10 (45%)	5 (26%)	7 (37%)	6 (31%)	3 (16%)	0
TOTAL (N=38)	21 (55%)	9 (23%)	11 (29%)	8 (21%)	21 (57%)	8 (21%)	15 (39%)	10 (23%)	9 (23%)	0

*The “college” category includes public colleges, private colleges, and institutes.

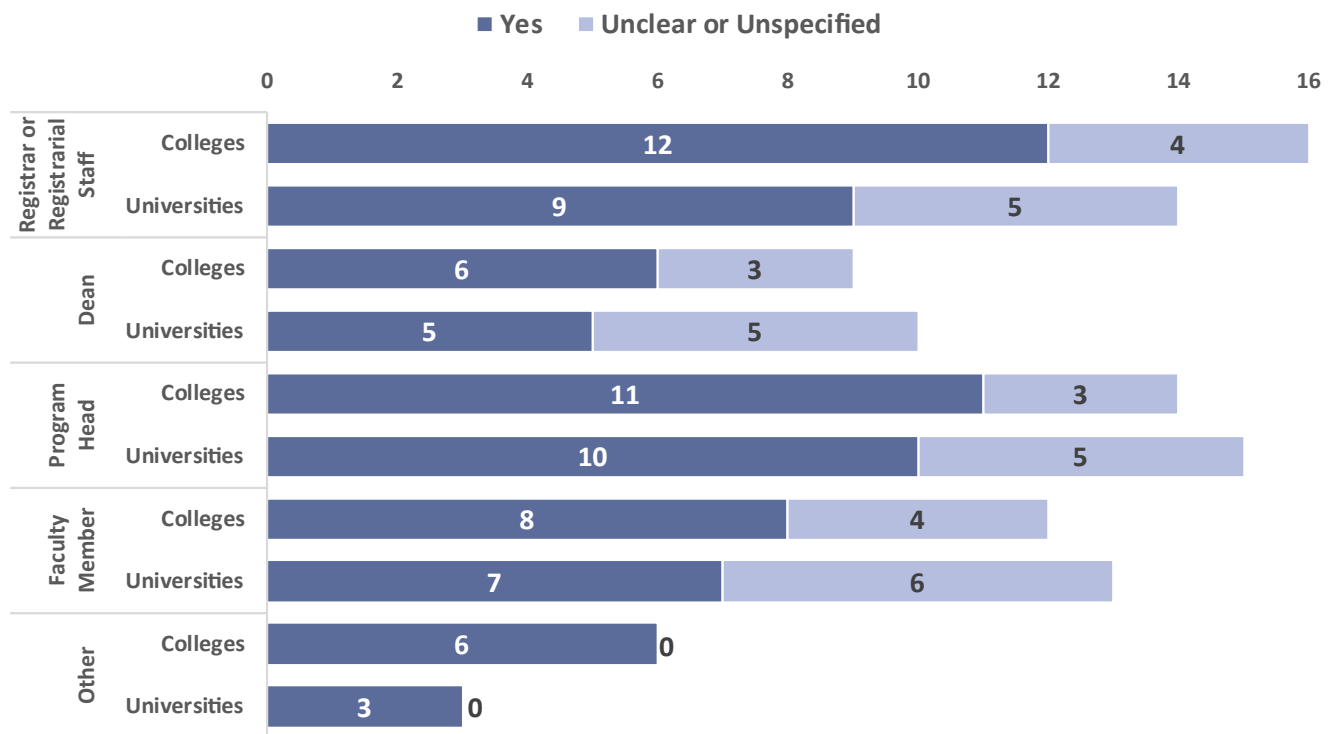
**The “university” category includes teaching-intensive universities, research-intensive universities, and private universities.

The summary data in Table 1a indicate that the most commonly identified areas with responsibility for transfer credit decisions at BCTS member institutions are the registrar (or registrar’s office staff) and program heads, followed by faculty members and deans. Usually more than one area or role is involved in the process, although decision-making authority may be assigned to a single area or role with other areas or roles providing consultation, recommendations, or decisions in exceptional situations.

The data in Table 1b and Figure 1 indicate that registrars at colleges have the authority to make transfer credit decisions more often than registrars at universities. However, this difference may be because of differences in organizational structures or resources, rather than because of different beliefs about appropriate responsibilities for particular roles or areas.

The data summarized in Tables 1a and 1b and Figure 1 are presented in Appendix A.

Figure 1. Areas and Positions Authorized to Make Transfer Credit Decisions at BCTS Member Institutions, by Institution Type



n=20 for colleges, n=18 for universities

Criteria for Making Decisions on Transfer Credit Requests

While nearly every BCTS member institution’s policies state that a course from a sending institution should be “equivalent” to the institution’s own courses in order to receive transfer credit, 33 institutions’ policies identify specific criteria to be used when determining course equivalency. These criteria are summarized in Table 2. Since institutions may have more than one criterion for evaluating course equivalency, the total of the “number of mentions” column exceeds the number of institutions represented in the data.

Table 2. Criteria for Determining Course Equivalency in Transfer Credit Requests, by Frequency

Criterion	Number of Mentions
Course content is comparable in depth and/or breadth to existing course at receiving institution [no specified percentage match]	12
Course is a post-secondary course and/or an academic course	8
Course has similar learning outcomes or competencies to an existing course at receiving institution	7
Course is from an accredited or recognized post-secondary institution and/or from a BC or Canadian public university or college	7
Course is related to student's program of study or is applicable to a program offered at the receiving institution	5
Course has a specified percentage of content that matches the content of an existing course at receiving institution	4
The transferring student completed the course	4
Course is similar to an existing course at the receiving institution*	3
Course has already been articulated by another BC Transfer System member institution for transfer to a BC public university	2
Course is similar to a course previously approved for transfer on a case-by-case basis	1
Course has already been articulated by another BC Transfer System member institution	1

n=33

*This category only includes policies specifically stating that a course must be similar to an existing course at the receiving institution to be transferrable. The majority of the policies indicate that courses may be eligible for transfer credit (usually unassigned or elective credit) if there are no comparable courses at the receiving institution.

A common misconception about the BC Transfer System is that a course must have a specific amount of content in common with another course in order to receive transfer credit. This is true for some disciplines and articulation committees that have collectively agreed on such a standard. For example, a post-secondary Adult Basic Education course must have 80% common content with a BC Ministry of Education Grade 11 or 12 course for the ABE course to count toward completion of the BC Adult Graduation Diploma (BC Ministry of Advanced Education, 2019).

However, there is no system-wide standard applicable to all institutions or all disciplines. And as Table 2 shows, only four BCTS member institutions have established a specific percentage of common content as a criterion for equivalency for the purposes of transfer. Alexander College requires “75% correspondence or greater” between the content of the comparable courses, while Columbia College, the University of the Fraser Valley, and the University of Northern BC specify a standard of 80% common content.

The data used to create Table 2 are presented in Appendix B. The number of specific evaluation criteria varies quite widely between institutions, from one criterion to seven.

Allocation of Decision-Making Authority in the Transfer Credit Evaluation Process

Table 3 summarizes the institutional areas and roles with authority to make transfer credit decisions, categorized by the four areas and roles identified in Table 1. At some institutions, specific areas or roles may be involved in the decision-making process in an advisory capacity, but these data focus on the roles or areas that can actually make decisions on whether to award transfer credit.

The area or role with responsibility for transfer credit decisions may differ depending on the type of transfer credit request. For example, the registrar’s office may have the authority to award transfer credit for courses at other BCTS member institutions, but deans or program heads may have the authority to award transfer credit for courses from institutions outside BC. Because multiple areas and roles can each have decision-making authority depending on the circumstances, the total of the “number of mentions” column exceeds the number of institutions represented in the data.

Table 3. Area or Role Decision-Making Authority in the Transfer Credit Evaluation Process, by Frequency

Area or Role	Number of Mentions
Registrar’s office makes some decisions	9
Dean makes some decisions	9
Registrar’s office makes all decisions	7
Program head makes some decisions	7
Program head makes all decisions	7
Faculty member makes some decisions	6
Faculty member makes all decisions	3 [at two institutions, faculty decisions are subject to Dean or Registrar approval]
Registrar’s office makes all decisions jointly with other area(s) or position(s)	2
Dean makes all decisions	2
Dean makes all decisions in consultation with other areas or roles	1

n=29

The data summarized in Table 3 indicate that at most BCTS member institutions the amount of decision-making authority for transfer credit requests may vary for a particular role or area, depending on the type of transfer credit request. Other than that, there is no consistent practice across BCTS member institutions in allocating this decision-making authority to particular roles or areas. These variations may be partly due to institutional resources and staffing; for example, if most faculty members in a program or department are adjuncts or sessional instructors, it may be more efficient for deans, program heads, or other permanent staff to decide on transfer credit requests for that area. It is notable, however, that registrars and program heads have the sole authority to make transfer credit decision more often than do faculty members and deans.

Another potential source of variation in decision-making authority is the type of transfer credit request that a particular institution tends to receive. For example, if the majority of transfer credit requests at an institution involve courses from institutions outside Canada, or courses in a subject not regularly offered at the receiving institution, the institution’s transfer credit evaluation process would likely reflect a wider scope of participation. This would ensure that the appropriate expertise is included in the decision whether to award transfer credit.

Additionally, it should be remembered that the first formalized credit transfer between BC post-secondary institutions took place around 1966 (Gaber, 2005), and that the BCTS has been characterized as one of the most extensive transfer systems in the world (McQuarrie, 2015). Since the BCTS is a mature, comprehensive, and well-developed transfer system, it is likely that virtually all of the easily comparable courses at its member institutions have already been articulated. The transfer credit requests now being received by BCTS member institutions may be for reviews of “older” articulation agreements for comparable courses, but may also be requests for transfer of unarticulated courses without readily apparent equivalents. Evaluations of the latter type of requests may be more lengthy or may involve multiple participants.

The data used to create Table 3 are presented in Appendices C1 through C4. If policies use terminology such as “subject matter experts” or “content experts”, this was interpreted as referring to faculty members and was categorized as such. Similarly, if policies refer to the “department” or “area” without specifying the actual recipient of the request, this was interpreted as referring to program heads and was categorized as such.

Appeals of Transfer Credit Decisions

The final component of this analysis was a review of institutional policies for appeals of transfer credit decisions. Evaluators assessing appeals of transfer credit decisions, similar to evaluators of transfer credit requests, would need sufficient knowledge of the institution’s programs and of the relevant academic discipline to determine whether the disputed decision was valid.

The majority of BCTS member institutions allow appeals of transfer credit decisions through general appeal processes for admission or academic decisions. However, 13 institutions have appeal processes specifically for transfer credit decisions; these processes are outlined in Appendix D. Each of these processes involves an evaluation or decision by the Registrar, articulation coordinators, or advisors, with some processes also involving deans, standing committees, ad hoc committees, and/or administrators in subsequent phases.

The links to the online sources for the data in Tables 1 through 3, Figure 1, and Appendix D are presented in Appendix E.

Discussion

A problem that is regularly mentioned in discussions of transfer credit processes at BCTS member institutions is the time that transfer credit requests can take to process. A relatively prompt decision on a transfer credit request may be critical, for example, in a potential student’s decision to enrol after the institution has issued an offer of admission. To address the problem of lengthy transfer credit evaluation processes, most institutions have established timelines for different stages in these processes. For example, an evaluator may have a set number of days after they receive a transfer credit request in which to evaluate the request and return their decision. The TCS has expanded since its introduction in 2001 to include features that encourage efficient processing of transfer credit requests, such as generating automatic deadline reminders for evaluators. Realistically, however, institutions do not have many effective methods of enforcing these timelines or deadlines.

Additionally, if transfer credit requests arrive at certain times in the academic year (e.g. before the start of a new semester), evaluators such as deans, department heads, or faculty members may be too busy with other tasks to provide timely evaluations. Transfer credit requests being referred to multiple evaluators – for example, when a selected evaluator does not feel the course is relevant to their discipline or academic area, and sends the request elsewhere – can lengthen the decision process, as can understaffing or work overloads in the registrar’s office itself. Faculty members with limited experience in assessing transfer credit requests can also delay the process, if they require additional information or assistance to complete their evaluation, or if they provide inconsistent evaluations that may need further review or re-assessment. Uncommon transfer requests, such as a request to transfer a disciplinary core course from a university to a college, may also require input from multiple evaluators.

It is beyond the scope of this project to provide viable solutions to these problems. The results of this analysis indicate the importance of including multiple participants in the transfer credit review process, even though that inevitably increases the time needed to make transfer credit decisions, because of the different perspectives and expertise that each participant can contribute. Reducing the number of participants in the process, or eliminating certain types of participation altogether, runs the risk of establishing flawed transfer credit agreements in which courses are not sufficiently equivalent.

A notable result of this analysis is the number of BCTS member institutions that do not have a clearly explained articulation process, and/or that do not identify the participants in their transfer credit evaluation processes. A policy that describes the specific steps in the institution's articulation process, and that also identifies the responsibilities of each area or role in the process, has several benefits.

- It provides information for students, advisors, faculty members, and administrators on how a transfer credit request is processed.
- It clarifies for participants when or how their expertise may be required during the decision-making process.
- It provides a basis for the institution to develop internal procedures and to allocate responsibilities around each step described in the policy.
- It provides continuity, reducing the possibility of institutional knowledge being lost when key staff depart.
- If a transfer credit decision is appealed, a policy provides a basis for assessing whether procedural errors have occurred, along with identifying the participants in the process that led to the disputed outcome.

A policy with clear guidelines also provides a framework to facilitate and support institutional participation in BC's 66 discipline-specific articulation committees. Part of the expectations for institutional membership in the BC Transfer System is that "faculty teaching at the institution will attend appropriate articulation committee meetings" (BCCAT, 2017, section 3(i)). Similarly, "all institutions offering a particular program or set of courses are expected to send an appropriate representative to meetings of the relevant articulation committee" (Stainsby & Erskine, 2018, p. 3). If an institution's transfer credit policy does not clearly identify the participants in the transfer credit decision process, that may lead to confusion as to which roles are involved in the process, and thus discourage participation in articulation committees and lessen institutional support for that participation.

A number of BCTS member institutions also lack specific criteria for evaluation of transfer credit requests. Each transfer credit request may involve a different type of course and/or a different sending institution; in that context, a single set of evaluation criteria may not always be helpful, if some or all of those criteria are not relevant to a specific transfer credit request. Nevertheless, establishing specific evaluation criteria may be useful in providing common guidelines for all participants in articulation decisions, and in supporting consistency across such decisions even when each request has different characteristics. A policy outlining specific evaluation criteria would also add greater transparency to the transfer credit process, by identifying the characteristics that a specific course would usually need to have if it were to receive transfer credit.

It is also notable that the articulation processes at several BCTS member institutions do not incorporate input from academic staff into transfer credit decisions, as in including the participation of a program chair or faculty member from the most relevant discipline. This exclusion may be because that input is not always considered necessary, or because it could lengthen the time to decide on a transfer credit request. For example, if a course appears to be very similar to

a previously articulated course at the receiving institution, or if a course has already been articulated by another BCTS member institution, it may seem redundant for the receiving institution to have the transfer credit request reviewed or approved by a subject matter expert.

However, the potential downfall in accepting previous transfer credit decisions as precedent – especially transfer credit decisions made at other institutions – is not knowing the reasons for those decisions. Transfer credit may have been granted elsewhere because of specific circumstances at that institution that may not be applicable or relevant to the current request. Additionally, it can be useful for faculty members and program heads to be aware of transfer credit requests involving their academic area, even if these requests seem routine or simple to decide. Academic staff are likely to have knowledge of events or trends potentially affecting course transferability (e.g. upcoming curriculum changes at sending institutions) that staff in other areas may not have.

The type or amount of transfer credit requests in a specific academic area may also be useful information for academic departments in planning timetables or course offerings, or in identifying trends that may indicate other issues. For example, if several students simultaneously submit requests to have courses at another institution accepted as transferable to a single course at the receiving institution, there may be a common perception among students that those courses are easier or quicker to pass than their equivalent at the receiving institution.

Recommendations

Based on these data and the analysis, the following recommendations are presented.

1. BCTS member institutions are encouraged to have a transparent and publicly available transfer credit policy – either as a stand-alone policy or as part of another policy – that describes each step in the transfer credit evaluation process, and identifies all areas or roles that participate in decisions on transfer credit requests.
2. Transfer credit policies at BCTS member institutions should clearly identify areas or roles with the authority to make decisions on transfer credit requests. These policies should also identify any areas or roles that may be consulted as part of decision-making processes, and any area or role that approves transfer credit decisions made elsewhere.
3. BCTS member institutions are encouraged to develop and implement a set of evaluation criteria to provide a minimum common standard for all evaluations of transfer credit requests.
4. BCTS member institutions are strongly encouraged to include an evaluation by an academic representative from a relevant discipline (e.g. program head or faculty member) in all transfer credit decisions.
5. Previous articulations for other courses, at the same institution or at other BCTS member institutions, should not be used as the sole decision-making criterion for transfer credit requests involving unarticulated courses.

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Appendices

Registrars at these BC Transfer System member institutions have verified the information about their institution in the appendices.

Acsenda School of Management	LaSalle College
Athabasca University	Northern Lights College
BC Institute of Technology	North Island College
Coast Mountain College	Quest University
College of the Rockies	Royal Roads University
Columbia College	Selkirk College
Coquitlam College	Simon Fraser University
Douglas College	Trinity Western University
Emily Carr University of Art + Design	University of BC (Vancouver & Okanagan)
Kwantlen Polytechnic University	University of the Fraser Valley
Langara College	University of Victoria
	Yukon University

The data collected for each institution were sent to the institution's registrar for review. Several registrars noted that their institution's practices occasionally differ from the processes described in publicly available information. For example, even if the registrar's office has the sole authority for making transfer credit decisions, program heads or faculty members might be consulted if their expertise would assist in making a particular decision.

The information in the tables reflects the publicly available information from each institution at the time of writing. Since policies and practices may change over time, readers interested in practices at a specific institution are encouraged to contact that institution directly for current detailed information.

Appendix A

Areas and Roles Authorized To Make Decisions on Transfer Credit at BC Transfer System Member Institutions, by Institution

Institution	Registrar's Office	Dean	Department/Program Head or Chair	Faculty Members	Other
Acsenda School of Management	Y	Y	N	N	N
Alexander College	Y	Y	N	Y	Standing Academic Standards Committee
Athabasca University	Y	N	Y	Y	N
BC Institute of Technology	N	N	Y	Y	N
Camosun College	Y	N	Y	Y	International Education Officer
Capilano University	Y	N	Y	Y	N
Coast Mountain College	N	N	Y	N	N
College of New Caledonia	Y	N	N	N	N
College of the Rockies	N	N	Y	Y	N
Columbia College	Y	N	N	N	Counsellor
Coquitlam College	N	N	Y	Y	Vice President Academics and Vice-Principal
Corpus Christi College	U	U	U	U	N
Douglas College	Y	Y	Y	N	N
Emily Carr University of Art + Design	Y	Y	N	N	N
Fairleigh Dickinson University	U	U	U	U	N
Justice Institute of BC	Y	N	Y	U	N
Kwantlen Polytechnic University	Y	Y	Y	Y	N
Langara College	Y	N	Y	Y	N

LaSalle College	Y	N	Y	N	Chief Academic Officer
Nicola Valley Institute of Technology	Y	Y	Y	N	N
North Island College	N	Y	Y	N	N
Northern Lights College	Y	N	N	N	Vice-President Academic
Okanagan College	U	U	U	U	N
Quest University	N	N	N	N	Transfer Credit Evaluation Committee
Royal Roads University	y	y	y	N	N
Selkirk College	Y	N	Y	Y	N
Simon Fraser University	U	U	U	U	N
Thompson Rivers University	U	U	U	U	N
Trinity Western University	Y	Y	Y	Y	N
University of BC (Vancouver and Okanagan)	N	N	N	Y	N
University Canada West	U	U	U	U	N
University of the Fraser Valley	Y	Y	Y	Y	Undergraduate Education Committee
University of Northern BC	U	U	U	U	N
University of Victoria	Y	N	Y	U	N
Vancouver Community College	Y	N	N	Y	N
Vancouver Island University	Y	N	Y	N	N
Yukon University [formerly Yukon College]	N	Y	Y	N	N
Yorkville University	N	N	Y	N	N

N=38

Y= yes, N=no, U=unclear or unspecified

Appendix B

Criteria for Making Decisions on Articulation and/or Transfer Credit Requests at BC Transfer System Member Institutions, by Institution

Institution	Criteria for Decisions
Acsenda School of Management	Credits may be routinely granted by the Registrar's office, based on an existing articulation agreement and the policy on Transfer Credit. Individual credit requests may be routinely granted by the Admissions team.
Alexander College	Assigned credit is given for a course that matches (with 75% correspondence or greater) a specific Alexander College course. Unassigned credit is given for a course accepted as fulfilling a requirement but not matching a specific Alexander College course.
BC Institute of Technology	The courses must have similar outcomes. The course work for which the student is requesting transfer credit must be related to the student's program of studies at BCIT. It must be comparable in breadth and depth in its essential elements to the specific BCIT courses to be credited.
Camosun College	The College will evaluate [transcripts] and may award transfer credit for equivalent, completed courses.
Capilano University	<p>For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors that could include the following:</p> <ul style="list-style-type: none"> a. Comparison of detailed content elements b. Comparison of learning outcomes c. Comparison of general subject matter d. Comparison of depth or breadth of coverage of subject matter, even if content details or approach are different e. Comparison of assessment and evaluation f. Documented evidence of student successes in subsequent courses. <p>Departments shall employ the widest possible latitude in recommending transfer approval while respecting the academic integrity of Capilano's courses and programs. In order to receive assigned credit, it is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical.</p>
College of New Caledonia	When CNC has an equivalent course to the one being reviewed for transfer credit, the student will receive direct course credit. When CNC does not have an equivalent course, unassigned credit may be assigned.

<p>College of the Rockies</p>	<p>It is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical. Course and program transfer credit shall be based on equivalency of knowledge, skills, evaluation, or learning outcomes. If the College has received assigned credit for one of its courses at another institution, the College will normally grant that institution assigned credit for their equivalent courses.</p> <p>For the purpose of assessing equivalency, comparison of courses or programs may be based on a variety of factors, including the following features (as many as are appropriate);</p> <ol style="list-style-type: none"> 1) Comparison of detailed content elements 2) Comparison of learning outcomes 3) Comparison of general subject matter 4) Comparison of depth or breadth of coverage of subject matter, even if content details or approach are different 5) Comparison of assessment and evaluation 6) Comparison of lecture and/or lab hours 7) Documented evidence of student successes in a subsequent course <p>Triangulation is sometimes used to determine transferability when articulating within the British Columbia transfer system. For example if course A is equivalent to course C, and course B is equivalent to course C, it may be determined that course A is equivalent to course B.</p>
<p>Columbia College</p>	<p>Courses taken at a recognized BC institution (one that is a member of the BC Transfer System) which transfer to at least one of BC's public research universities in an appropriate discipline will normally be considered for transfer credit.</p> <p>Students should recognize that for transfer credit to be considered, there should be at least an 80% overlap in course content with a Columbia College course, and it is likely that this will require a course outline to be submitted.</p>
<p>Coquitlam College</p>	<p>Direct assigned credit will be issued to a course that has been determined equivalent.</p> <p>Unassigned credit in a department will be issued to a course that is suitable for credit in the discipline but does not closely match the subject, content or format of the course.</p> <p>Unassigned credit to a program will be evaluated when Coquitlam College does not have a corresponding discipline, but the course is at a post-secondary level and considered appropriate to fulfill elective credit requirements.</p> <p>Unassigned credit for courses not recognizable with any Coquitlam College department will be evaluated as being a suitable general elective credit.</p> <p>No credit will only be assigned if the course does not transfer to one of the research universities.</p>
<p>Douglas College</p>	<p>Douglas College recognizes transfer of credit from other post-secondary institutions. This occurs where the substance of courses offered in different post-secondary environments is essentially equivalent in terms of content and rigor, even though other aspects of the learning experience for students may differ across institutions.</p>

Emily Carr University of Art + Design	Only courses that will fit the Emily Carr degree requirements will be transferred.
Fairleigh Dickinson University	For a course to transfer, it should be comparable in content and depth to a similar course at Fairleigh Dickinson.
Justice Institute of BC	<p>JIBC will not grant more credit than what is earned at the home institution.</p> <p>JIBC will not grant credit to any course that is offered on a non-credit basis at the home institution.</p> <p>No credit will be granted for courses completed at the secondary school level (the equivalent in British Columbia is considered to be the first 12 years of formal education beyond kindergarten). This includes overseas secondary school equivalents. Relevant Advanced Placement (AP) courses may be accepted.</p> <p>In order for a course to be eligible for consideration of transfer credit the student must have passed and gained credit at the home institution.</p>
Kwantlen Polytechnic University	Transfer credit shall be based on equivalency of knowledge and skills or learning outcomes. In order to receive assigned credit, it is expected that a course be comparable in breadth and depth in its essential features. Not all elements of the curriculum need be identical, and departments shall employ the widest possible latitude in recommending transfer approval while respecting the academic integrity of KPU courses and programs. Articulation agreements will be established at the same academic level in which the coursework is offered, and credit awarded will be at the same academic level it was completed. Transfer credit will be recognized based on the discipline in which it was completed.
Langara College	<p>In assessing courses or programs, departments will consider the following factors:</p> <ol style="list-style-type: none"> Comparison of detailed content elements Comparison of learning outcomes Comparison of general subject matter Comparison of depth or breadth of coverage of subject matter, even if content details or approaches differ Comparison of assessment Documented evidence of students' success in subsequent courses. <p>Course and program transfer credit will be based on equivalency of knowledge and skills or learning outcomes. In order to receive assigned credit, a course should be comparable in breadth and depth in its essential features. It is not necessary for all elements of the curriculum to be identical.</p>
LaSalle College	Program Directors can make decisions on transfer credit, by reviewing course descriptions and comparing course competencies.
North Island College	NIC will award transfer students, as defined by this policy, either assigned or unassigned credit from accredited post-secondary institutions as applicable to the relevant NIC program and in accordance with those program completion requirements.
Okanagan College	Transfer credit will be granted for a course taken at an accredited post-secondary institution recognized by Okanagan College (OC) provided that the course grade is at least 50% and provided that an equivalent OC course exists. Transfer credit is granted as closely as possible to specific OC courses. General or unassigned credit may be granted, at the discretion of the department, in the event that no equivalent Okanagan College course exists. Credit will not be granted when courses have no general equivalent course or discipline, the course cannot be applied to any OC program of study and/or credential, or the course does not meet the academic standards of the College.

Quest University	For a course to transfer, it must be in a discipline, or closely aligned to a discipline, taught at Quest (e.g. a course in marine biology would be acceptable while a course in scuba diving would not, or a course in geology would be acceptable but a course in rock climbing would not). It must have been graded for credit (e.g. a non-credit art course would not count), and the student must have received a high mark in the course, which typically translates to a 'B' or equivalent. Finally, the course must have been at the college level (remedial work is not transferable).
Royal Roads University	Students may apply for transfer credit for Royal Roads University courses based on the successful completion of comparable courses at other recognized post-secondary institutions or at Royal Roads University. Transfer credit is only eligible for approval when the credit in question represents learning outcomes and/or curriculum content deemed appropriate for the destination Royal Roads University program by the academic head of the program, subject to the approval of the dean and the registrar.
Selkirk College	Unassigned credit may be granted if the College does not offer an equivalent course in the required discipline.
Simon Fraser University	Transfer credit is designated as type one, two, or three. Type one is assigned credit, used for a Simon Fraser University equivalent. Type two is unassigned credit in a subject area, used for courses without a Simon Fraser University equivalent, but which are acceptable to a department as fulfilling subject requirements for a general or honours degree in that department. For example, 'BISC 1XX 3' means that three units in biological sciences have been granted. Type three is general elective credit, used for courses which are judged to be transferable but do not fulfil specific faculty departmental requirements.
Thompson Rivers University	Specific credit will be given for courses that have similar content and learning outcomes. In some cases [upper/lower] level courses successfully completed at other institutions may transfer as equivalent to [upper/lower] level courses at the University. When equivalency cannot be determined, unallocated credit may be granted.
Trinity Western University	Specific credit is when a course is a direct equivalent of a specific TWU class. A course may be evaluated to receive specific credit when we receive substantial information about the content of the courses (i.e. a syllabus, which should include a detailed outline of the course including exams, papers, textbooks, materials, etc). Unassigned credit is when a course falls under a TWU faculty (i.e. MATH, ART, HIST) but does not have a specific/direct course match. General credit (GENS) is when a course does not quite fit into a faculty, but TWU acknowledges that it is academically sound and may receive elective credit. In order for transfer courses to fulfill credit in the TWU Ways of Knowing Core Requirements, they must also meet certain learning outcomes.
University of BC	Courses from a recognized institution will be assessed as Specific Credit if matching a UBC course or as General Credit to meet non-major specific or elective degree requirements.
University Canada West	Transfer credit will normally be granted for a course only where UCW offers a parallel or similar course with substantially the same content at a similar level.
University of the Fraser Valley	An 80% overlap in curriculum between courses is the standard expected in order to grant credit for specific courses.
University of Northern BC	Credit is granted for a specific course when the course has a minimum 80% course content overlap of a UNBC course. Discipline credit is assigned to courses that have no specific UNBC equivalent, are university level and are from the same subject area. Subject area credit is assigned when UNBC does not have a corresponding subject area, the course is university level and the course could fulfill an elective credit.
University of Victoria	The university will only articulate lower-level courses offered by BC post-secondary institutions.

Vancouver Community College	Course outlines/syllabi must contain the following information: comprehensive description of material covered, total number of hours, length of term, texts used, and grading profile for each course.
Vancouver Island University	Credit is assigned on the basis of an official transcript accompanied, where requested, by course outlines and other supporting documentation.
Yukon University	Transfer credit will only be given for credit courses that are equivalent to Yukon University courses.
Yorkville University	[Faculty members] will be responsible for reviewing the content, skills and assessment methods used in prior learning presented by the student for assessment. Recognition for prior learning will be granted where the [faculty member] determines the learning demonstrated in the documentation provided by the student is sufficient and appropriate for credit to be granted.

Appendix C1

Participation by Registrar's Office in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution

Institution	Type of Participation
Acsenda School of Management	Credits may be routinely granted by the Registrar's office.
Alexander College	When an equivalent course cannot be found using the BC Transfer Guide, Admissions Officers may refer to the credit transfer folder on the Admissions server. This folder contains records of courses previously reviewed and approved by the Registrar on a case-by-case basis. If an equivalent course cannot be found using these two sources, the procedure for non-BCCAT transferable courses will apply.
Athabasca University	<p>The Evaluations Unit or AU faculty are responsible for granting credit. The Evaluations Unit normally assigned individual non-precedent setting student credit for courses/programs and in certain areas the Evaluations Unit will seek clarification from faculty. The appropriate Centre Chair must also approve all precedent setting course-by-course faculty reviews.</p> <p>AU course coordinators are responsible for determining precedent-setting transfer credit awards that fall within their area. The Assistant Registrar, Admissions will review evaluations from subject areas outside of AU's course offerings.</p> <p>Only faculty-reviewed courses/programs will become established precedents. All reviews completed by the Evaluations Unit will be on an individual student basis only. All courses currently offered by ACAT institutions in Alberta will be sent to faculty to ensure inclusion in the ACAT Guide.</p> <p>Faculty have full purview regarding the granting of the course or block award; however, the maximum credit allowable is vetted by the Office of the Registrar. In cases of disagreement on the credit award, the Registrar or designate has final authority for transfer credit.</p>
Capilano University	<p>When a student is unable to provide detailed course information, the Registrar's Office may grant unassigned discipline credit at the lower level for the following:</p> <ul style="list-style-type: none"> a) Undergraduate level courses from any public university in Canada b) Undergraduate level courses that transfer in that discipline to AUCC member universities
Coast Mountain College	Any courses received through the BCCAT articulation system will be sent to the Department Head/Chair for consideration via the Articulation, Scheduling, and Records Officer.
College of New Caledonia	The Registrar or designate is responsible for the approval of all transfer credits.

Columbia College	Decisions on transfer credit are made at the time of admission or at the first course planning session with a Counsellor.
Douglas College	The Registrar's Office is responsible for granting block transfer of Associate Degree credit.
Justice Institute of BC	Transfer credit requests are submitted and processed through the Registrar's office, working in conjunction with the program area.
Kwantlen Polytechnic University	<p>When a student is unable to provide detailed course information, Office of the Registrar staff may grant unassigned discipline credit at the lower level for undergraduate courses from a BCCAT member institution or any public university in Canada.</p> <p>Credential evaluation staff may grant general unassigned lower-level credit for other university-level courses from any recognized institution.</p> <p>If KPU does not offer the discipline, credential evaluation staff may grant unassigned credit at the upper level when the course is upper-level credit and is offered by a BCCAT member institution or a public university in Canada.</p>
Langara College	<p>Registrar and Enrolment Services will maintain an internal database of courses granted transfer credit and use the decisions already in the database for all future requests for transfer credit. The database includes both formal articulation agreements and internally established precedents.</p> <p>Registrar and Enrolment Services has limited authorization to make transfer credit decisions: for example, when a transfer credit request involves a subject which the institution does not offer, but the course could be eligible for unassigned credit.</p> <p>Registrar and Enrolment Services will assign transfer credit for students either on admission or when the student requests it. If the requested course has not been articulated, RES Staff will collect appropriate documentation from the student and forward it to the department for assessment.</p>
LaSalle College	Official transcripts must be sent to the Admissions Office prior to the class start for the purposes of determining transfer of credit opportunities and for scheduling. Transcripts received after the student's first quarter of attendance may be considered for transfer credit at the discretion of the Chief Academic Officer.
Nicola Valley Institute of Technology	The students will meet with the Registrar (or appointed alternate) and request the transfer credit be applied to their NVIT transcript. Once the Registrar (or appointed alternate) makes an assessment of available transfer credit within the guidelines of any NVIT academic policies, the student will be informed of all transfer credit available towards any NVIT credential.
North Island College	The Registrar's Office has internally approved guidelines that determine when the Registrar's Office grants transfer credit or when the Department Chair or Dean reviews transfer credit requests.
Northern Lights College	Transfer credit is established with the British Columbia universities (and elsewhere) by the Vice-President Education and Registrar.

Okanagan College	Transfer credit awarded for courses completed 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.
Royal Roads University	<p>Transfer credit is only eligible for approval when the credit in question represents learning outcomes and/or curriculum content deemed appropriate for the destination Royal Roads University program by the academic head of the program, subject to the approval of the dean and the registrar.</p> <p>All transfer credit, external and internal, requires the approval of the receiving dean and the registrar.</p>
Selkirk College	The Registrar, upon recommendation of the School Chair and the discipline expert, will determine whether or not transfer credit will be granted.
University of the Fraser Valley	<p>When a student is unable to provide detailed course information, credential evaluation staff may grant unassigned discipline credit at the lower level for the following:</p> <ul style="list-style-type: none"> • undergraduate-level courses from any public university in Canada, OR • undergraduate-level courses that transfer in that discipline to two AUCC member universities. <p>Credential evaluation staff may grant general unassigned lower-level credit (GE 1XX) for other university level courses from any recognized institution. Block credit may be granted for completed college and vocational credentials.</p> <p>If UFV does not offer the discipline, credential evaluation staff may grant unassigned credit at the upper level (GE 3XX) when:</p> <ul style="list-style-type: none"> • the course is upper-level credit and offered by a public university in Canada, OR • two AUCC member universities accept the course as upper-level credit.
University of Victoria	Transfer credit from BC colleges will be assigned according to the equivalencies listed on the BCCAT website for the year in which the courses were completed. Transfer credit from other recognized institutions is determined by the relevant academic department and Undergraduate Admissions.

Appendix C2

Participation by Dean in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution

Institution	Type of Participation
Acsenda School of Management	Transfer credit requests may be directed to the Dean if the Registrar's office is unable to determine equivalencies. All formal articulation agreements are reviewed by the Dean or Director of the area.
Alexander College	For non-BCCAT transferable courses, the course outline and official transcript will be submitted to a subject area specialist/faculty member or to the Dean for review. The Dean may also refer an evaluation to the Standing Academic Standards Committee member responsible for the subject area.
College of the Rockies	The Dean reviews block transfers and institution transfers prior to approval by the Vice President and President.
Columbia College	Articulation documents for a program area are forwarded to the relevant Dean. The Dean is asked to engage a content expert in determining the validity of the articulation request. The Dean then relays their decision to the VP Academic (the Registrar's designate) to approve the articulation request.
Douglas College	Deans will identify and consult with appropriate/relevant department Chairs/ Coordinators to determine equivalency and transfer credit for courses taken in departments at other post-secondary institutions for which there are no equivalent departments at Douglas College. Deans are responsible for completing these requests. Deans are responsible for determining "block transfer program credit".
Kwantlen Polytechnic University	The Dean responsible for the most closely related discipline may also approve assigned or unassigned upper-level credit after consultation with faculty. When KPU offers the discipline, it is the responsibility of the designate for that discipline to decide whatever upper level credit, if any, will be granted.
Nicola Valley Institute of Technology	Transfer credit request process without established Transfer Credit Agreements: When required the Registrar will seek the advice of the appropriate Department Head or the relevant Dean for assessment of external course outlines.
North Island College	Program equivalencies and prerequisites and graduation requirements will be determined by the dean of the program area in consultation with the appropriate department/program. The Registrar's Office has internally approved guidelines that determine when the Registrar's Office grants transfer credit or when the Department Chair or Dean reviews transfer credit requests.
Okanagan College	Transfer credit awarded for courses completed 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.

<p>Royal Roads University</p>	<p>Transfer credit is only eligible for approval when the credit in question represents learning outcomes and/or curriculum content deemed appropriate for the destination Royal Roads University program by the academic head of the program, subject to the approval of the dean and the registrar.</p> <p>All transfer credit, external and internal, requires the approval of the receiving dean and the registrar.</p>
<p>Selkirk College</p>	<p>The Registrar, upon recommendation of the School Chair and the discipline expert, will determine whether or not transfer credit will be granted.</p>
<p>University of the Fraser Valley</p>	<p>If UFV does not offer the discipline, credential evaluation staff may grant unassigned credit at the upper level (GE 3XX) when:</p> <ul style="list-style-type: none"> • the course is upper-level credit and offered by a public university in Canada, OR • two AUCC member universities accept the course as upper-level credit. <p>The dean responsible for the most closely related discipline may also approve general unassigned upper-level credit.</p>
<p>Yukon University</p>	<p>Evaluation of transfer credits (excluding BCCAT/ACAT courses) is the responsibility of the appropriate Dean and will normally be carried out by program heads.</p>

Appendix C3

Participation by Program Head in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution

Institution	Type of Participation
Acsenda School of Management	Program coordinators are consulted when transfer credit requests are received in specific content areas.
Athabasca University	The appropriate Centre Chair must approve all precedent-setting course-by-course faculty reviews. AU course coordinators are responsible for determining precedent-setting transfer credit awards that fall within their area.
BC Institute of Technology	Applications for transfer credit will be assessed by the program area with guidance from the British Columbia Transfer Credit Guide.
Camosun College	The Registrar's Office may request further review of the documents by Departmental Chairs or forward documents to the International Education Officer if appropriate.
Capilano University	If the Registrar, through consultation with the content experts, denies the transfer of credit requested by the institution or student, the Registrar's Office shall state the reasons for that refusal.
Coast Mountain College	The Academic Head will send the transfer credit request to the faculty member/subject matter expert for review.
College of the Rockies	Transfer credit is typically based on "lower division" (e.g., first and second year) studies. At the College's discretion, other assignment of 'year levels' can be made. When the College offers the discipline, it is the responsibility of the department coordinator or delegate for that discipline to decide what upper level credit, if any, will be granted. Content experts may grant unassigned credit at the upper level (BIOL 3XX) when: <ul style="list-style-type: none"> • The course is upper-level credit and offered by a public university in Canada, OR • Two Association of Universities and Colleges in Canada (AUCC) member universities accept the course as upper-level credit.
Coquitlam College	The responsibilities for assessing and determining transfer credit requests are the Department Heads with periodic consultation with the specialized instructor. When approving unassigned credit to a program or for courses not recognizable with any Coquitlam College departments, the Department Heads will consult with the Vice President, Academics and Vice-Principal to determine assessment.
Douglas College	Department Chairs/Coordinators are responsible for determining equivalency and transfer credit for individual courses taken within their departments at other post-secondary institutions.
Justice Institute of BC	Transfer credit requests are submitted and processed through the Registrar's office, working in conjunction with the program area.

Kwantlen Polytechnic University	<p>When there are no current articulation agreements for a credit course taken at a recognized institution, and the discipline is offered at KPU, students are expected to provide detailed course outlines for departmental review.</p> <p>A faculty member designated by the discipline (which could be the Chair/Program head) will determine if the course transfers for direct (assigned) credit.</p> <p>When precedent-setting transfer has not been established and KPU offers the discipline, it is the responsibility of the faculty member designated by that discipline (which could be the Chair/Program head) to decide what upper level credit, if any, will be granted.</p>
Langara College	<p>If [a] requested course has not been articulated, Registrar and Enrolment Services staff will collect appropriate documentation from the student and forward it to the department for assessment. On occasion, Department Chairs may appoint or consult with faculty members to assess courses and/or provide recommendations for articulation.</p>
LaSalle College	<p>Program Directors can make decisions on transfer credit, by reviewing course descriptions and comparing course competencies. If needed, input will be solicited from faculty members.</p>
Nicola Valley Institute of Technology	<p>Transfer credit request process without established Transfer Credit Agreements: When required, the Registrar will seek the advice of the appropriate Department Head or the relevant Dean for assessment of external course outlines.</p>
North Island College	<p>Program equivalencies and prerequisites and graduation requirements will be determined by the dean of the program area in consultation with the appropriate department/program. The Registrar's Office has internally approved guidelines that determine when the Registrar's Office grants transfer credit or when the Department Chair or Dean reviews transfer credit requests.</p>
Okanagan College	<p>General or unassigned credit may be granted, at the discretion of the department, in the event that no equivalent Okanagan College course exists.</p>
Royal Roads University	<p>Transfer credit is only eligible for approval when the credit in question represents learning outcomes and/or curriculum content deemed appropriate for the destination Royal Roads University program by the academic head of the program, subject to the approval of the dean and the registrar.</p>
Selkirk College	<p>The Registrar, upon recommendation of the School Chair and the discipline expert, will determine whether or not transfer credit will be granted.</p>
University of BC (Okanagan and Vancouver)	<p>The Department/Program Head or Chair may assign a designate as course articulator to evaluate course syllabi.</p>
University of the Fraser Valley	<p>When UFV offers the discipline, it is the responsibility of the department head or delegate for that discipline to decide what upper level credit, if any, will be granted.</p> <p>Clinicals, practica, field study courses, internships, and cooperative education courses will be given transfer credit according to any existing agreements. When no agreements exist, no transfer credit is assigned by credential evaluation staff; however, the appropriate department head or delegate may approve transfer credit for courses from recognized institutions that are comparable to UFV courses.</p>
University of Victoria	<p>Transfer credit from other recognized institutions is determined by the relevant academic department and Undergraduate Admissions.</p>
Vancouver Island University	<p>Syllabi are distributed to the appropriate faculty chair for assessment.</p>
Yukon University	<p>Evaluation of transfer credits (excluding BCCAT/ACAT courses) is the responsibility of the appropriate Dean and will normally be carried out by program heads. The program head or subject matter expert will review the request first, and their decision will be reviewed by the appropriate Dean before final approval is given.</p>

Appendix C4

Participation by Faculty Member in Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions, by Institution

Institution	Type of Participation
Acsenda School of Management	Faculty members are consulted when transfer credit requests are received in specific content areas.
Alexander College	For non-BCCAT transferable courses, the course outline and official transcript will be submitted to a subject area specialist/faculty member or to the Dean for review. The Dean may also refer an evaluation to the Standing Academic Standards Committee member responsible for the subject area.
Athabasca University	The Evaluations Unit or AU faculty are responsible for granting credit. In certain areas the Evaluations Unit will seek clarification from faculty. The appropriate Centre Chair must also approve all precedent-setting course-by-course faculty reviews. Only faculty-reviewed courses/programs will become established precedents. All courses currently offered by ACAT institutions in Alberta will be sent to faculty to ensure inclusion in the ACAT Guide.
BC Institute of Technology	Applications for transfer credit will be assessed by the program area with guidance from the British Columbia Transfer Credit Guide.
Capilano University	If the Registrar, through consultation with the content experts, denies the transfer of credit requested by the institution or student, the Registrar's Office shall state the reasons for that refusal.
Coast Mountain College	The Academic Head will send the transfer credit request to the faculty member/subject matter expert for review.
College of the Rockies	Transfer credit is typically based on "lower division" (e.g., first and second year) studies. At the College's discretion, other assignment of 'year levels' can be made. When the College offers the discipline, it is the responsibility of the department coordinator or delegate for that discipline to decide what upper level credit, if any, will be granted. Content experts may grant unassigned credit at the upper level (BIOL 3XX) when: <ul style="list-style-type: none"> • The course is upper-level credit and offered by a public university in Canada, OR • Two Association of Universities and Colleges in Canada (AUCC) member universities accept the course as upper-level credit.
Columbia College	Articulation documents for a program area are forwarded to the relevant Dean. The Dean is asked to engage a content expert in determining the validity of the articulation request. The Dean then relays their decision to the VP Academic (the Registrar's designate) to approve the articulation request.
Coquitlam College	Department Heads are responsible for assessing and determining transfer credit requests, with periodic consultation with the specialized instructor.

Kwantlen Polytechnic University	<p>When there are no current articulation agreements for a credit course taken at a recognized institution, and the discipline is offered at KPU, students are expected to provide detailed course outlines for departmental review.</p> <p>A faculty member designated by the discipline (which could be the Chair/Program head) will determine if the course transfers for direct (assigned) credit.</p> <p>When precedent-setting transfer has not been established and KPU offers the discipline, it is the responsibility of the faculty member designated by that discipline (which could be the Chair/Program head) to decide what upper level credit, if any, will be granted.</p>
Langara College	<p>On occasion, Department Chairs may appoint or consult with faculty members to assess courses and/or provide recommendations for articulation.</p>
LaSalle College	<p>Program Directors can make decisions on transfer credit, by reviewing course descriptions and comparing course competencies. If needed, input will be solicited from faculty members.</p>
Quest University	<p>Two Curriculum Committee faculty members are designated as the transfer credit committee. They oversee and review the transfer credit and articulation requests, consult with other faculty where needed, and approve or deny requests.</p>
Selkirk College	<p>The Registrar, upon recommendation of the School Chair and the discipline expert, will determine whether or not transfer credit will be granted.</p>
University of BC (Vancouver and Okanagan)	<p>Faculty members, as designated departmental course articulators, evaluate course syllabi and send decisions to either Faculty Student Services/Advising staff for forwarding, or directly to the Transfer Credit unit within Undergraduate Admissions which updates student records and internal and external transfer tables.</p>
University of the Fraser Valley	<p>When UFV offers the discipline, it is the responsibility of the department head or delegate for that discipline to decide what upper level credit, if any, will be granted.</p> <p>Transfer credit is not routinely given for courses from institutions that are not considered recognized post-secondary institutions. Transfer credit may, however, be granted upon review of detailed course and program material by the department head or delegate, in consultation with faculty, at his or her discretion. Such decisions require approval of the Undergraduate Education Committee, except in the following circumstances:</p> <ul style="list-style-type: none"> •when a particular degree or associate degree has been approved by a Canadian province's degree quality assessment board or equivalent, or the institution has a provincial charter to offer the degree, AND •courses from that degree program transfer to at least one other public university in Canada.
Vancouver Community College	<p>If the course is from a BC institution but is not in the BC Transfer Guide, course outlines must be provided by the student to determine if transfer credit is suitable. The outlines must be from the year/semester in which the course was taken and be evaluated by faculty with expertise in the area.</p>
Yorkville University	<p>[Requests for recognition of prior learning] will be assessed by Yorkville University faculty who are subject matter experts (SMEs) in the program that will grant the credit. SMEs will be approved by the relevant program and will possess expertise in the learning objectives to be assessed and training in assessment methods.</p>

Appendix D

Appeal Processes for Articulation and/or Transfer Credit Decisions at BC Transfer System Member Institutions

Institution	Process
Acsenda School of Management	Students may appeal a transfer credit evaluation by writing to the Registrar requesting a re-evaluation of transfer credits and providing additional information to support that request. If there are reasonable grounds for appealing the decision of the Registrar, the student may send a letter of appeal to the Dean. The Dean's decision on transfer credit appeals is final.
Alexander College	<p>Appeals may involve, but are not limited to a reconsideration of grades, discipline, fees, college policy or practice, or transfer credit. If a disagreement arises between or among college participants and concerning college business, then all steps be taken to resolve the issue as close to the source as possible. For example, if the issue is a disagreement between a student and his or her instructor, these two people should do their best to resolve the issue themselves.</p> <p>If the initial participants cannot reach consensus, then the issue can be escalated to the Director, then to the Education Committee, and finally to the President. In all cases, when an issue is escalated, all parties to the disagreement must submit their positions and arguments in writing.</p> <p>When a dispute is brought to the Director, he or she must normally arrange to complete the adjudication within two weeks.</p> <p>A dispute brought to the Education Committee must be placed on the agenda as quickly as possible, and raised at the next meeting. The Education Committee must normally arrange to complete its adjudication within 12 weeks. A dispute appealed to the President, if allowed, shall normally be decided within two weeks.</p>

<p>Athabasca University</p>	<p>A student (appellant) may appeal any decision concerning the awarding of transfer credit for previous education. Appeals to change the designation of certain credits, to obtain more credit or to reduce the credit granted may be allowed. Appellants should review and are expected to be familiar with Admissions and Academic Regulations in the current Athabasca University Calendar prior to appealing any decision regarding the award of transfer credits.</p> <p>The appeal of a decision on transfer credit shall result in one of two possible outcomes:</p> <ol style="list-style-type: none"> 1. the transfer credit award remains the same, or 2. an award of additional transfer credit. <p>An appellant submitting an appeal to any decision concerning the evaluation and assessment of transfer credit must contact the Coordinator of Admissions and Transfer Credit Services to discuss the award and to set out the reasons for their appeal. Such contact must be made within thirty (30) days of receiving the letter containing the transfer credit decision. The Coordinator of Admissions and Transfer Credit Services can:</p> <ol style="list-style-type: none"> 1. change the transfer credit award, or 2. decline to proceed if sufficient grounds have not been established. <p>The Coordinator of Admissions and Transfer Credit Services must respond to the appellant within five (five) business days and provide a decision, in writing, to the appellant within thirty (30) business days of receiving the request.</p> <p>An appellant who is not satisfied with the Step One decision may appeal in writing to the Associate Registrar of Admissions and Transfer Credit Services within thirty (30) days of receiving the Step One decision. The written appeal must identify precisely the decision(s) the appellant wishes to have reconsidered. All supporting documentation or evidence that the appellant wishes to have considered must be submitted at this stage of the appeal.</p> <p>The Associate Registrar of Admissions and Transfer Credit Services shall review the file and any supporting documentation that has been submitted, and may consult with faculty members, committee members, staff members, program directors, the Appellant concerned, or other persons considered appropriate. The Associate Registrar of Admissions and Transfer Credit Services can:</p> <ol style="list-style-type: none"> 1. change the transfer credit award, or 2. decline to proceed if sufficient grounds have not been established. <p>The Associate Registrar of Admissions and Transfer Credit Services shall inform the appellant in writing of the decision, within thirty (30) days of receiving the appeal.</p> <p>The decision of the Associate Registrar of Admissions and Transfer Credit Services is final.</p>
<p>Capilano University</p>	<p>Transfer credit decisions are considered final. If a student wishes to appeal the outcome of the articulation review, s/he are required to submit detailed course outlines and other supporting documentation with a written request indicating why the original articulation decision was incorrect or incomplete.</p>

<p>Coast Mountain College</p>	<p>Denied transfer credit may be appealed on the following grounds:</p> <ul style="list-style-type: none"> • Failure by the instructor or department to follow approved College policies and procedures • The transfer credit requested is articulated on the BC Transfer Guide • Transfer credit has been granted to other students with the same course • Course is outside recency requirements yet student can demonstrate skills, work experience, and knowledge on subject matter of denied course. <p>All academic appeals with valid grounds –as determined by the Chair –will be reviewed by the subcommittee. As per Education Council bylaws, the subcommittee is comprised of the following members:</p> <ul style="list-style-type: none"> • The chair, who is the Dean of Learning Transformation • Two faculty who are also on Education Council • Two students appointed by the Students’ Union • One Student Services representative
<p>College of the Rockies</p>	<p>If the student does not accept the transfer credit decision, the student will initiate a meeting with an articulation officer (AO) to discuss his/her concerns.</p> <p>Step 2: The AO, through a collaborative process, will make a reasonable effort to explore all options to assist the student to resolve the issue prior to step 3. If necessary, the AO will provide information and advice about the appeal process.</p> <p>Step 3: If the student decides to proceed with the appeal, he/she will complete the Transfer Credit Appeal form (Appendix C) and submit to the AO who will inform the Registrar.</p> <p>Step 4: The Registrar will convene a Transfer Credit Appeal Committee meeting ideally within ten (10) working days of step 3 and distribute all the submitted appeal documentation to the Committee members. The Committee will review the circumstances of the appeal and undertake any necessary consultations with the student, AO, content experts, and/or other relevant parties</p> <p>Step 5: The Committee will make a decision regarding the transfer credit appeal. The Registrar will ensure that the student, AO and all other relevant parties are advised of the appeal decision and are notified in writing within ten (10) working days. The decision of the Transfer of Credit Appeal Committee is final.</p> <p>A student cannot appeal a denied decision based on accreditation of his/her previous institution. A student cannot appeal a decision based on courses that have been considered for formal articulation and rejected (e.g. the College has denied equivalency for a course listed on BCCAT).</p>
<p>Columbia College</p>	<p>Appeals of transfer arrangements listed in the BC Transfer Guide will not be accepted; neither will appeals for credit for courses that have been considered for formal articulation but rejected.</p> <p>Students wishing to appeal a transfer credit decision should first consult with a Counsellor. Appeals will be submitted in writing via the Counsellor and will include the grounds on which the initial transfer credit decision is being contested.</p> <p>Appeals will be considered by the Registrar (or designate) and a final decision made within 5 working days of the appeal being submitted. The student will be informed of the final decision in writing.</p>

Langara College	<p>If an academic department denies a transfer credit request from an institution or student, the department will provide the reasons for the denial in writing to Registrar and Enrolment Services. On request from the student, Registrar and Enrolment Services will advise the student of the reasons for denial.</p> <p>Transfer credit decisions made by a department are normally considered final. Langara will consider requests for another review only if the student submits to Registrar and Enrolment Services additional relevant information about the course and a written request for a second review.</p>
Quest University	<p>Students may appeal to have their original Transfer Credit Application re-reviewed for Foundation credits through the Registrar's Office. The Curriculum Committee may, in consultation with the relevant faculty, ask for additional evidence (e.g. graded work from the course to be transferred, an essay to demonstrate mastery over the material) to determine if the course corresponds with the relevant Foundation course.</p>
University Canada West	<p>The Admissions Appeal Committee reviews all transfer credit appeals. Their decision is final. All appeals must be submitted in writing to the Registrar's Office by the established deadline. Appeals will only be considered if new or additional supporting information is available to supplement the original transfer credit application.</p>
University of the Fraser Valley	<p>Articulation decisions made by department heads or committees upon review of detailed course information are normally considered final. Requests for an additional review will only be considered if the student submits additional relevant information along with a written request for a second review.</p>
University of Northern BC	<p>If you see unspecified or no credit on your Transfer Credit Summary for a class you believe you should be receiving specific credit for, send course outlines/syllabi to your Academic Advisor for review.</p>

<p>Vancouver Island University</p>	<p>The first step for an Admission or Transfer Credit appeal, known as the informal stage, is for the student to confirm with the Associate Registrar, Admissions and Registration that all required documentation has been submitted and considered, there are no opportunities for further review or remediation, and therefore that the decision is to be considered final.</p> <p>If the issues cannot be resolved in [the first step], the student must submit a written summary of his or her appeal/complaint to the Registrar. This summary must be of no more than 250 words and must be submitted no later than 10 working days after the decision being appealed was communicated to the student. Any supporting documentation will be considered to be a part of the 250-word limit.</p> <p>In cases where the transfer credit being appealed is for a prerequisite course, the student should notify the Associate Registrar, Admissions and Registration of their appeal as soon as possible. Every reasonable attempt will be made for the student attend the subsequent course pending the result of the appeal. However, it may not be possible for students to continue in some courses, for example, in those based in a clinical setting.</p> <p>The Registrar will, within 5 working days of receipt of the appeal, inform the student of the preliminary findings.</p> <p>The Registrar will choose one of six options, based on the details of the case:</p> <ol style="list-style-type: none"> a) uphold the appeal and work with the Admissions Manager and any other necessary administrators to revise the original decision; b) suggest a meeting between the student and the Chair of the relevant department; c) convene a meeting between the student, the Chair of the Department, and the Associate Registrar, Admissions and Registration; d) veto the appeal if it is found to be vexatious; e) (in cases where the appeal process is not the appropriate remedy), suggest another option; or f) continue the appeal procedure. <p>The Registrar may request additional documents or other evidence missing or necessary to support the appeal. All requested additional documentation must be submitted to the Registrar's Office within 5 working days.</p> <p>The Registrar will complete the appeal process within 10 working days of receiving the supporting materials from the student. While intending to adhere to the timelines there may be cases where additional time is required. In these cases, the Registrar will inform the student of the reason for the delay. The Registrar will do the following:</p> <ul style="list-style-type: none"> - Collect from the administrator(s) who made the original decision any information pertaining to how and why the decision was made. - Form an Appeal Committee of three members: The relevant Dean; The Student member of Educational Standards Committee, or a student who sits on Senate; and an Admissions and Registration Assistant who was not involved in the original decision. - Convene a meeting of the Appeal Committee and clarify to the committee the specifics of the appeal. The Registrar will remain present to Chair the meeting and act as resource for the Committee but will not be a voting member. The Committee may choose to meet with the student or any administrator involved in the original decision to review or clarify any relevant issue. In such cases, the student or administrator must be given at least five (5) days' notice of the meeting, although this notice period may be reduced with mutual agreement. - Provide the result of the appeal to the student and all parties to the original decision.
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Note: This table only includes policies that specifically identify transfer credit decisions as grounds for appeal. Other institutions may permit appeals of transfer credit decisions under more generalized appeal policies.

Appendix E

Sources of Information in Tables

Acsenda School of Management

http://www.acsenda.com/wp-content/uploads/2018/03/9000-Transfer-Credit_Oct_2017_Final.pdf

Alexander College

<https://alexandercollege.ca/admissions-and-registration/credit-transfer/>

<https://alexandercollege.ca/web-2018/wp-content/uploads/2020/01/2019-2020-Academic-Calendar.12.pdf>

Athabasca University

<http://ous.athabascau.ca/policy/registry/ugtransfercredit.pdf>

<http://calendar.athabascau.ca/undergrad/current/student-code/student-appeals-transfer-credit.php>

BC Institute of Technology

https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf

Camosun College

<http://camosun.ca/services/student-records/transfer-credit.html>

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.4.pdf>

Capilano University

<https://www.capilanou.ca/admissions/apply-to-capu/transfer-credit/>

<https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2013-01-Transfer-Credit-Policy.pdf>

Coast Mountain College

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-procedures/transfer-credit-procedures.pdf>

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-policies/transfer-credit-policy.pdf>

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-policies/academic-integrity-and-appeals-policy.pdf>

College of the Rockies

[https://sps.cotr.bc.ca/Forms/Policies%20and%20Procedures/College%20Policies%20and%20Procedures%20Manual/2%20STUDENT%20AFFAIRS/2.5%20Records/2.5.6%20Transfer%20Credit%20\(as%20a%20receiving%20institution\).pdf](https://sps.cotr.bc.ca/Forms/Policies%20and%20Procedures/College%20Policies%20and%20Procedures%20Manual/2%20STUDENT%20AFFAIRS/2.5%20Records/2.5.6%20Transfer%20Credit%20(as%20a%20receiving%20institution).pdf)

<https://sps.cotr.bc.ca/Forms/Policies%20and%20Procedures/College%20Policies%20and%20Procedures%20Manual/2%20STUDENT%20AFFAIRS/2.5%20Records/2.5.7%20Transfer%20Credit%20Appeal%20Policy%20and%20TCA%20Committee%20TOR.pdf>

Columbia College

<https://www.columbiacollege.ca/wp-content/uploads/2019/10/Academic-Calendar-FINAL-2019.pdf>

Corpus Christi College

<https://corpuschristi.ca/about-us/academic-policies/>

<https://corpuschristi.ca/about-us/academic-policies/#admintoccc>

Douglas College

<https://www.douglascollege.ca/-/media/4454F016CD9341038E91FBCAB077E512.ashx>

Fairleigh Dickinson University
<https://view2.fdu.edu/vancouver-campus/admissions/transfer-students-transfer-credits/>

Fraser International College
<https://www.fraseric.ca/faqs>

Justice Institute of BC
<https://www.jibc.ca/policy/3212>
<https://www.jibc.ca/procedure/3212-001>

Kwantlen Polytechnic University
<https://www.kpu.ca/sites/default/files/Policies/AC6%20Recognition%20of%20Prior%20Learning%20Policy.pdf>
<https://www.kpu.ca/sites/default/files/Policies/AC6%20Recognition%20of%20Prior%20Learning%20Procedure.pdf>

Langara College
<https://langara.ca/about-langara/policies/pdf/E2009.pdf>
<https://langara.ca/about-langara/policies/pdf/E2009-procedures.pdf>

LaSalle College
<https://www.lasallecollegevancouver.com/student-resources/academic-calendar>

Nicola Valley Institute of Technology
https://www.nvit.ca/docs/2019_program_calendar_final.pdf
<https://www.nvit.ca/about/policies/secivadmissionfees/c311transfercredit.htm>

North Island College
<https://www.nic.bc.ca/pdf/policy-4-17-admission.pdf>

Northern Lights College
https://www.nlc.bc.ca/Portals/0/documents/Policies/E-3_05.pdf

Okanagan College
[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Transfer+Credit+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Transfer+Credit+Policy.pdf)
<https://www.okanagan.bc.ca/Asset55082.aspx>

Quest University
<https://questu.ca/admissions/how-to-apply/transfer-students/>
https://questu.ca/wp-content/uploads/2020/01/2020-Calendar_07.pdf

Royal Roads University
<https://policies.royalroads.ca/academic-regulations/section-1-credit-and-registration>

Selkirk College
<https://selkirk.ca/admissions/admissions-office/transfer-credit>
<https://policies.selkirk.ca/policy/8614/>

Simon Fraser University
<http://www.sfu.ca/students/calendar/2020/summer/fees-and-regulations/admission/undergraduate-admission.html#transfer-credit>

Trinity Western University
<https://www.twu.ca/sites/default/files/2020-21-academic-calendar.pdf>
<https://www.twu.ca/academics/office-registrar/transfer-credit>

Thompson Rivers University

<https://www.tru.ca/distance/services/policies/transfer.html>

https://www.tru.ca/_shared/assets/ED_2-435476.pdf

UBC Vancouver

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,25,0,0>

<https://students.ubc.ca/enrolment/registration/transfer-credits/post-secondary-transfer-credit>

UBC Okanagan

<https://students.ok.ubc.ca/academic-success/degree-planning/transfer-credits/>

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0>

University Canada West

<https://resources.finalsite.net/images/v1576836889/uwoca/jgykr1vhbmhey6nzmqli/9004-transfer-credit-rev-sept-2018.pdf>

University of the Fraser Valley

[https://www.ufv.ca/media/assets/secretariat/policies/Transfer-Credit-\(107\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Transfer-Credit-(107).pdf)

University of Northern BC

<https://www.unbc.ca/registrar/transfer-credit-definitions>

<https://www.unbc.ca/calendar/undergraduate/post-secondary-admissions>

<https://www.unbc.ca/admissions/undergraduate/transfer-student-admission-requirements>

University of Victoria

<https://www.uvic.ca/registrar/faculty-staff/academics/credit-eval/index.php>

https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Hyi6xiG_E?bc=true&bcCurrent=08%20-%20Applicants%20for%20Transfer&bcGroup=Undergraduate%20Admissions&bcItemType=policies

Vancouver Community College

https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/D.3.11-Transfer-Credit-Policy-min-rev_May-2018.pdf

https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/D.3.11-Transfer-Credit-Procedures-min-rev_May-2018.pdf

Vancouver Island University

<https://services.viu.ca/advising/transfer-students-who-have-credits-other-institutions>

https://www.viu.ca/transfer-students/articulation-process?_nr=1

<https://gov.viu.ca/policies-and-procedures/policy-index> (Policy 93.02 and Policy 96.02)

Yukon University [formerly Yukon College]

[https://www.yukonu.ca/sites/default/files/inline-files/Academic%20Regulations%20\(Revised%20August%202018\).pdf](https://www.yukonu.ca/sites/default/files/inline-files/Academic%20Regulations%20(Revised%20August%202018).pdf) (p. 12)

Yorkville University

<https://www.yorkvilleu.ca/wp-content/uploads/2020/06/BC-Academic-Calendar-June-2020-F.pdf> (p. 26-28)

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