

**SIMON FRASER UNIVERSITY
MEMORANDUM**

TO: SENATE

**FROM: R. Saunders, Chair
Senate Undergraduate
Admissions Board**

**RE: BCCAT Draft Principles and
Guidelines**

DATE: October 18, 1990

Action taken by the Senate Undergraduate Admissions Board gives rise to the following motion:

MOTION: "that the Draft Principles and Guidelines, prepared by the B.C. Council on Admissions and Transfer, and as amended by the Senate Undergraduate Admissions Board in Document SUAB 198 (Revised), be approved by Senate and forwarded to the Council as requested"

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Senate

From: R. Saunders, Chair
SUAB

Subject: BCCAT Draft Principles and
Guidelines

Date: 1990 10 09

Draft Principles and Guidelines, prepared by the B.C. Council on Admissions and Transfer, were considered today by the Senate Undergraduate Admissions Board, and are attached for Senate's consideration. Please note that these are based on a document which was submitted to Seante for approval in 1976, and amended and approved in 1977. This amended document has governed the transfer of students and the articulation of credit within the Province for the past 14 years.

SUAB asked each Faculty to comment on the draft. The Faculties of Applied Sciences, Science were satisfied with the draft. The responses of the Faculties of Arts and Business Administration are attached. No response was received from the Faculty of Education.

The other BC public post-secondary institutions are also considering this document. The intent of the BCCAT is to complete approval of the draft before the next edition of the Provincial Transfer Guide is published in the Spring.

SUAB recommends that the draft Principles and Guidelines be accepted subject to the following changes. The rationale for each of the changes is given after the description of the change.

Principles

1. "The primary purpose *for the establishment* of transfer among colleges and universities is to increase student accessibility to post secondary education *and to improve student mobility between institutions.*"

SUAB voted to delete the words in italics. Members saw no intrinsic benefit in increasing student mobility between institutions.

5. "If transfer arrangements are to be effective, students must be provided with information as to course equivalencies, program prerequisites, and levels of achievement upon which transfer credit will be awarded prior to beginning their programs. Receiving institutions *must* not make changes in these arrangements without providing adequate notice and 'lead time' to sending institutions."

SUAB voted to change '*must*' to '*should*'. Members considered that it was impractical, for instance, to provide to a new transfer student, beginning year 1 at a college, details of future changes in SFU prerequisites which might not take effect until the student is in Year 4. Further attention was given to the question of adequate notice under Guideline 6.

6. "While minimum conditions for transfer credit will be published, receiving institutions may limit admissions to programs based upon availability of resources. *In such cases quotas may be based upon the academic record of applicants.*"

SUAB considered that this sentence was imprecise and made the following amendment:

"In cases where quotas are established, the criteria for admission should be based primarily on the academic records of the applicants."

9. "Transfer and direct entry students should be treated equitably by all institutions in the British Columbia post-secondary system."

Following much discussion, SUAB voted to delete this Principle from the document. There was general agreement that the University should continue to treat all of its students equitably, regardless of their origin. Members believed that the University's record in this respect was generally good. Strong reservations about the Principle arose when it became clear that some individuals outside the University had interpreted this Principle to mean that transfer students should receive exactly equal treatment with direct entry students; specifically, that transfer admission g.p.a.s be equal to minimum continuance g.p.a.s for continuing students. In spite of sympathy with the Principle that students should receive equitable treatment, SUAB did not feel that it was appropriate to amend this Principle, since the intent was unclear.

Guidelines

1. "Discussions concerning curriculum of individual courses or programs of study at public colleges/institutes and universities in British Columbia *should, in general, occur at the relevant Articulation Committees*, so that questions of suitability of course content, adequacy of supporting facilities and related matters, may be discussed at an early stage of negotiations between institutions...."

SUAB agreed to the following amendment,

"Discussions concerning curriculum of individual courses or programs of study at public colleges/institutes and universities in British Columbia should, in general, occur at the local (i.e. department to department or instructor to instructor) level, so that questions of suitability of course content, adequacy of supporting facilities and related matters, may be discussed at an early stage of negotiations between institutions....In the event of a dispute which cannot be resolved at the local level, the relevant Articulation Committee should be advised of the matter and a discussion of the issues should occur at the next meeting...."

SUAB members strongly believed that the articulation process was working well, with much informal activity occurring and that this Guideline did not represent past or current practice, in most disciplines. Since most Articulation Committees meet only once or twice a year, it would be impractical and undesirable to consider all curriculum matters at these meetings. Members also felt that collegiality would be undermined by what was perceived as an attempt at increased politicization of the articulation process.

5. "Once an agreement has been reached on the conditions of credit transfer of an individual course or program of study, it shall not be abrogated without reference to the specified authorities in the institutions affected, *and the relevant Articulation Committee.*"

SUAB voted to delete the last phrase, *"and the relevant Articulation Committee."* The reason for this change is similar to the reason given for changing Guideline 1. The Articulation Committee's role is seen as one of providing a forum for discussion of instructional topics and of exchanging information on standards, such as exchange of examination papers. If a college or university deletes a course or revises a transfer arrangement, the Articulation Committee should only be involved formally if there is a resulting dispute between institutions.

6. "An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant Articulation Committees *at least a year in advance* of implementation, so that other institutions can consider the desirability of alterations to their courses and programs."

SUAB amended the phrase "*at least a year in advance...*" to, "*at least six months in advance...*".

The University has established, over the years, a schedule for implementation of course changes and new courses. Changes usually receive Senate consideration in Fall Semester, then receive Board of Governors approval, if necessary, are published in the Calendar in the Spring Semester and are effective the following Fall semester. If a year's notice of changes were required, the University would have to delay all curriculum changes which had transfer implications for a further year, as most changes are introduced with the start of the new academic year in September. This would seriously affect the University's ability to innovate and update its curriculum.

8. "Admission standards for transfer students should normally be the same as standards for continuing students....."

SUAB voted to delete the first sentence of this Guideline, for the same reason as given for the deletion of Principle 9.

10. "Transfer of credit includes the following categories:

- i) specific equivalent of a given course
- ii) unspecified (elective) credit in a discipline or department
- iii) unspecified (elective) credit in a Faculty
- iv) *unspecified (elective) credit for college courses not identifiable*

with university course offerings but which are evaluated as being appropriate for academic credit on transfer."

SUAB voted to delete iv).

This type of credit has not been granted in the past by the University and no rationale for its inclusion has been provided. Members felt that, until such credit is agreed upon, its inclusion is unwarranted.

Documentation

In addition to this summary of SUAB's discussions, the following documents are provided:

SUAB 209 (portion) Comments from Faculties of Arts and Business Administration

SUAB 198 (Revised) Consolidated version of the Draft Principles and Guidelines, as amended and approved by SUAB 1990 10 09

SUAB 198 Draft Principles and Guidelines, prepared by the BCCAT, 1990

S.77-38 (modified) Existing policy statement, as amended and approved by Senate in 1977

Motion for Senate consideration:

"That the Draft Principles and Guidelines, prepared by the B.C. Council on Admissions and Transfer, and as amended by the Senate Undergraduate Admissions Board in Document SUAB 198 (Revised), be approved by Senate and forwarded to the Council as requested."

nh Oct 90

SIMON FRASER UNIVERSITY
FACULTY OF ARTS
OFFICE OF THE DEAN

MEMORANDUM

To: Ross Saunders
Associate V.P., Academic
and Chair, SUAB

From: Ellen Gee
Associate Dean
of Arts

Re: Draft Policy and
Guidelines - B.C. Council
on Admission and Transfer

Date: 5 July, 1990

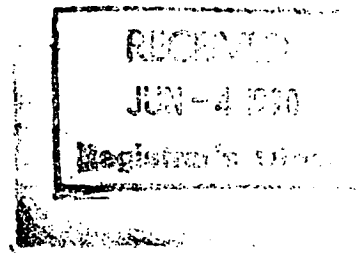
At its meeting of 5 July, 1990, the Faculty of Arts Curriculum Committee discussed the draft document on admissions and transfer prepared by the B.C. Council on Admissions and Transfer. Our comments are as follows:

1. The principles and guidelines skirt the issue of transferability of upper-division courses from colleges that offer degree programmes in cooperation with universities (although these colleges are named (p.3) as part of the Advanced Education System. This is becoming an extremely contentious issue within the Faculty of Arts (in the context of the B.G.S. at the present time), and F.A.C.C. is of the opinion that some guidance on this is much needed.
2. Page 8, point 6. We cannot give a year's notice in advance of curriculum change - 6 months is more realistic. Also, F.A.C.C. wants clarification of the term "inform" in point 6.
3. Page 8, point 8. Admission standards are higher than continuance standards. Does this imply a change in either one or the other? If so, which?
4. Page 6, point 9. What does "equitably" mean here? There are different admission standards for transfer and direct entry (grade 12) students. Is this considered to be equitable?
5. Page 7, point 3. Do we have to simply state reasons for refusal, or justify them? This is an important difference.

cc Sheila Roberts
Dean of Arts Office

Ellen Gee

Copy to N. Peak
(97) SUAB
5 JUL - 9 1990
Vice President ACADEMIC



MEMORANDUM

To: Nick Heath, Secretary, Senate Undergraduate Admissions Board

From: Robert Rogow, Undergraduate Program Director,
Faculty of Business Administration

Subject: Comments on Draft Policy and Guidelines by B. C. Council on
Admissions and Transfers

Date: June 1, 1990

The Undergraduate Curriculum Committee of the Faculty of Business Administration has the following comments to offer to SUAB concerning the proposed revision of the transfer policy and guidelines:

1. We commend the main features of the proposed draft, which we recognize are based on the 1976-77 transfer guidelines. Our experience with transfer credit from B. C. Colleges under those guidelines has, on the whole, been quite satisfactory.
2. The 1976-77 guidelines were limited to a "College-University" relationship. The new document takes note of the existence of, in addition to the three Universities and fifteen Colleges, a variety of institutes, specialized colleges, distance learning mechanisms, and communication networks. If this implies that the transfer arrangements that have applied to the fifteen Colleges now apply to all organizations in "the public advanced education system", we see some possible problems:
 - (a) Some of these organizations differ from the Colleges in mission, student qualifications, etc.. For such reasons, some of them have been excluded from the existing course-specific transfer arrangements open to the Colleges.
 - (c) Some of them do not offer University Transfer courses that the Colleges offer. We would be most uncomfortable if the new guidelines implied that Universities were accepting an obligation to grant transfer credit for Career, Vocational, or Technical courses.

(d) Some of them offer credit for knowledge and skills gained through work and non-formal educational experience. It is not clear that such credit should transfer to the three Universities.

3. Guidelines number 1 and 5 suggest a role for the Articulation Committees that past experience (at least, experience with the Commerce Articulation Committee) suggests is unrealistic. Individual course transfer credit applications have not been, and can not conveniently be, discussed at annual Articulation Committee meetings before being sent from College to University. Articulation meetings provide a valuable forum for exchange of views on general curriculum matters, but are inappropriate for the evaluation of individual course equivalencies.

Robert Rogaw

SUAB 198 (revised)

Consolidated version of BCCAT Transfer and Articulation Principles, Guidelines and Procedures (1990), as amended at meeting of 9 October 1990

Principles

1. The primary purpose of transfer among colleges and universities is to increase student accessibility to post secondary education.
2. In any transfer arrangement the academic integrity of the individual institutions and programs must be protected and preserved.
3. Transfer should be based on equivalency of academic achievement and of knowledge and skills acquired.
4. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Multiple methods of demonstrating equivalency may be employed, particularly for career programs, for example course equivalency, competency tests, challenge exams, program equivalency and bridging programs.
5. If transfer arrangements are to be effective, students must be provided with information as to course equivalencies, program prerequisites, and levels of achievement upon which transfer credit will be awarded prior to beginning their programs. Receiving institutions should not make changes in these arrangements without providing adequate notice and 'lead time' to sending institutions.
6. While minimum conditions for transfer credit will be published, receiving institutions may limit admissions to programs based upon availability of resources. In cases where quotas are established, the criteria for admission should be based primarily upon the academic records of the applicants.
7. Admission to programs may be based on criteria additional to academic performance. While academic prerequisites ensure eligibility they do not guarantee admission to a particular program.
8. In determining the eligibility of college students for admission, universities will give primary consideration to a student's academic record while at college.

Guidelines

Discussions concerning curriculum of individual courses or programs of study at public colleges/institutes and universities in British Columbia should, in general, occur at the local (i.e. department to department or instructor to instructor) level, so that questions of suitability of course content, adequacy of supporting facilities and related matters, may be discussed at an early stage of negotiations between institutions....In the event of a dispute which cannot be resolved at the local level, the relevant Articulation Committee should be advised of the matter and a discussion of the issues should occur at the next meeting.

To this end both sending and receiving institutions should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar), objective of course, outline of topics covered, texts and required readings; and, although subject to change without notice, the initial proposals for method of instruction, method of evaluation, and the name and qualifications of instructors.

2. The final decision on the awarding of transfer credit rests with the Board or Senate of the institution concerned.

3. An institution which denies transfer credit requested by another institution shall state the reasons for this refusal.

4. Agreements on transfer credit will be between specific authorities in the respective institutions.

5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of study, it shall not be abrogated without reference to the specified authorities in the institutions affected.

6. An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant Articulation Committees at least six months in advance of implementation, so that other institutions can consider the desirability of alterations to their courses and programs.

7. Each institution has a responsibility to fulfill the commitments in the course descriptions, and to notify the other institutions in the system should any major change in the course content or level occur.

8. While a minimum overall average grade of "C" or equivalent on all post secondary courses attempted is required for transfer, an institution may require a higher level for transfer to, admission to, or continuation in a program of studies to which access is subject to limitations.

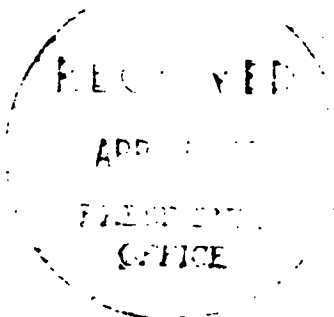
9. Transfer arrangements between colleges and universities are assumed to be based on "lower division" (i.e. first and second year) studies. It is recognized that the assignment of "year level" to any individual course might vary at different institutions and, therefore, specific exceptions to this rule might occur under inter-institutional agreements.

10. Transfer of credit includes the following categories:

- i) specific equivalent of a given course
 - ii) unspecified (elective) credit in a discipline or department
 - iii) unspecified (elective) credit in a Faculty
-

March 28, 1990

Dr. William G. Saywell
President
Simon Fraser University
Burnaby, B.C.
V5A 1S6



Dear Dr. Saywell:

One of the first tasks undertaken by the Council on Admissions and Transfer was a review of the principles and guidelines for transfer formulated by the B.C. Post Secondary Coordinating Committee and approved by University Senates and College Boards in 1976. The Council obtained the advice and assistance of a few of the college and university staff who were active participants in the initial formulation in conducting its review.

The Statement, which was formally adopted by Council at a regular meeting March 16, 1990, is based on the earlier version. The Council concluded that the decision as to whether or not the changes are of sufficient significance to warrant a formal consideration within your institution is best made locally. Consequently, copies of the 1990 and 1976 Statements are enclosed. It is intended that the revised principles and guidelines be published in the first Provincial Transfer Guide with the caveat at the top of page five. By this time next year we would like to be in a position to remove the caveat. To do so we need either a formal endorsement or an indication that the earlier formal approval will apply to this revision.

Your consideration of this important topic will be much appreciated.

Yours sincerely, -

A handwritten signature in dark ink, appearing to read 'Grant L. Fisher'.

Grant L. Fisher
Co-Chairman and
Executive Director

Enclosures

cc: Mr. Gary Mullins
Deputy Minister

Mr. Shell Harvey
Assistant Deputy Minister

Mrs. Rendina Hamilton, Q.C.
Co-Chairman

TRANSFER AND ARTICULATION PRINCIPLES, GUIDELINES AND PROCEDURES (1990)

THE COUNCIL

The British Columbia Council on Admissions and Transfer was created in 1989 by the Minister of Advanced Education and Job Training in response to a recommendation by the Provincial Access Committee and as part of a major Government initiative to improve access to post-secondary education.

The twelve member Council, an independent body appointed by the Minister, reports annually to the Minister. It provides a service to the advanced education system and is funded by the Province of British Columbia, in association with the Centre for Curriculum and Professional Development. Members are chosen from universities, colleges, institutes, student groups, the public, and School Superintendents.

PURPOSE

The Council provides leadership and direction in achieving an overall objective of expanding educational opportunities for students through inter-institution transfer, review of admission requirements, and of other arrangements which lead to the various post-secondary institutions working together as a coordinated system.

FUNCTIONS

The Council serves the advanced education system by facilitating communication and cooperation among institutions, publishing a transfer guide and maintaining program articulation committees. It brings together appropriate representatives of institutions to facilitate the resolution of transfer problems. In addition, it initiates and promotes discussion of alternatives to course equivalency transfer arrangements. It commissions follow-up studies and collects and distributes information regarding admission, transfer and articulation issues.

The Council, in cooperation with the institutions, establishes guidelines for program articulation committees, liaises with the committees, reviews minutes of their meetings and facilitates the resolution of articulation issues raised by them.

THE ADVANCED EDUCATION SYSTEM

The public advanced education system served by the Council consists of three research universities (Simon Fraser University, The University of British Columbia, and the University of Victoria); a distance education university (The Open University); a technology institute (British Columbia Institute of Technology); an art college (Emily Carr College of Art and Design); the Justice Institute; Pacific Marine Training Institute; a distance education college (The Open College); a communication network (The Knowledge Network); 15 colleges (Camosun, Capilano, Cariboo, Douglas, East Kootenay, Fraser Valley, Kwantlen, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Okanagan, Selkirk, Vancouver) three of which (Cariboo, Malaspina and Okanagan) offer complete degree programs in cooperation with universities. Planning is underway on a northern university.

Private institutions of advanced education are not included under the Council's mandate at this time.

TRANSFER

Transfer consists of the granting of credit toward a credential by one institution for programs or courses completed at another.

Transfer arrangements exist between and among colleges, universities, and institutes. Transfer arrangements also exist between the secondary and post secondary systems. The Open Learning Agency, through a "credit bank", grants credit towards diplomas and degrees offered by the Open College and Open University for courses taken at other institutions, and for post-secondary level knowledge and skills gained through work and non-formal educational experience.

British Columbia Council on Admissions and Transfer Transfer and Articulation Principles, Guidelines and Procedures (1990)

Principles

1. The primary purpose for the establishment of transfer among colleges and universities is to increase student accessibility to post secondary education and to improve student mobility between institutions.
2. In any transfer arrangement the academic integrity of the individual institutions and programs must be protected and preserved.
3. Transfer should be based on equivalency of academic achievement and of knowledge and skills acquired.
4. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Multiple methods of demonstrating equivalency may be employed, particularly for career programs, for example course equivalency, competency tests, challenge exams, program equivalency and bridging programs.
5. If transfer arrangements are to be effective, students must be provided with information as to course equivalencies, program prerequisites, and levels of achievement upon which transfer credit will be awarded prior to beginning their programs. Receiving institutions must not make changes in these arrangements without providing adequate notice and 'lead time' to sending institutions.
6. While minimum conditions for transfer credit will be published, receiving institutions may limit admissions to programs based upon availability of resources. In such cases quotas may be based upon the academic record of applicants.
7. Admission to programs may be based on criteria additional to academic performance. While academic prerequisites ensure eligibility they do not guarantee admission to a particular program.
8. In determining the eligibility of college students for admission, universities will give primary consideration to a student's academic record while at college.
9. Transfer and direct entry students should be treated equitably by all institutions in the British Columbia post-secondary system.

Guidelines

1. Discussions concerning curriculum of individual courses or programs of study at public colleges/institutes and universities in British Columbia should, in general, occur at the relevant Articulation Committees, so that questions of suitability of course content, adequacy of supporting facilities and related matters, may be discussed at an early stage of negotiations between institutions. However, formal transfer negotiations shall take place via the designated persons at the institutions.

To this end both sending and receiving institutions should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar), objective of course, outline of topics covered, texts and required readings; and, although subject to change without notice, the initial proposals for method of instruction, method of evaluation, and the name and qualifications of instructors.

2. The final decision on the awarding of transfer credit rests with the Board or Senate of the institution concerned.

3. An institution which denies transfer credit requested by another institution shall state the reasons for this refusal.

4. Agreements on transfer credit will be between specific authorities in the respective institutions.

5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of study, it shall not be abrogated without reference to the specified authorities in the institutions affected, and the relevant Articulation Committee.

6. An institution planning changes to its curriculum which will affect the requirements for credit transfer should inform the members of the relevant Articulation Committees at least a year in advance of implementation, so that other institutions can consider the desirability of alterations to their courses and programs.

7. Each institution has a responsibility to fulfill the commitments in the course descriptions, and to notify the other institutions in the system should any major change in the course content or level occur.

8. Admission standards for transfer students should normally be the same as standards for continuing students.

While a minimum overall average grade of "C" or equivalent on all post secondary courses attempted is required for transfer, an institution may require a higher level for transfer to, admission to, or continuation in a program of studies to which access is subject to limitations.

9. Transfer arrangements between colleges and universities are assumed to be based on "lower division" (i.e. first and second year) studies. It is recognized that the assignment of "year level" to any individual course might vary at different institutions and, therefore, specific exceptions to this rule might occur under inter-institutional agreements.

10. Transfer of credit includes the following categories:

- i) specific equivalent of a given course
 - ii) unspecified (elective) credit in a discipline or department
 - iii) unspecified (elective) credit in a Faculty
 - iv) unspecified (elective) credit for college courses not identifiable with university course offerings but which are evaluated as being appropriate for academic credit on transfer.
-

S.77-38 (modified)

**SIMON FRASER UNIVERSITY
MEMORANDUM**

To: Senate

From: N. Heath, Secretary,
SUAB

Subject: BCCAT Draft Principles and
Guidelines

Date: 1990 10 18

The original (1976) version of the transfer guidelines was provided to the University by the BCCAT in March 1990. This was the same version that had been debated and amended by Senate in its meeting of 4 April 1977. As a result of similar meetings in the various B.C. institutions, a consolidated, revised version of the guidelines was circulated by the B.C. Post-Secondary Coordinating Committee in September 1977. The following document gives:

1977 BCPSCC version	-	in Helvetica 10 pt
1976 original draft (if different)	-	<u>in Helvetica 10 pt underlined</u>
SFU Senate approved version & comments (if different)		<i>in Helvetica 10pt italics</i>

This background information could become significant if the University is asked why its position in 1990 differs from the 1976 document. Many of SUAB's comments echo concerns raised in 1977; most of which were incorporated in the revised 1977 document.

BRITISH COLUMBIA COLLEGE/UNIVERSITY CREDIT TRANSFER GUIDELINES

PREAMBLE

1. For the purposes of these guidelines credit transfer is defined as the awarding of academic credit by a College Council or University Senate for academic achievements at another institution. Students who are awarded academic credit by one institution for work carried out at another are referred to as "transfer students".
2. The ultimate aim of the British Columbia Credit Transfer Policy is to provide a service to students by facilitating their obtaining the best possible education in the most economical and efficient manner. This principle of economy and efficiency implies minimum repetition or recapitulation of studies, and maximum recognition of demonstrated knowledge and skills. Thus, claims on students and faculty time and effort are minimized.
3. The transfer of students between colleges and universities in British Columbia should be carried out in an atmosphere of mutual trust and respect, based on full and free exchange of information between these institutions. To this end, the major requirement for transfer policy implementation is the establishment of active subject-discipline articulation committees, with equal representation by all colleges and universities offering courses and programs in the subject areas. An Articulation Committee shall provide the major forum for the discussion of all matters relevant to the transfer of credit within or associated with the discipline.

SFU Senate stated that too much emphasis had been placed on the articulation committees and that discussions and decisions should be made by departments. Each articulation committee should act as a forum for discussions on transfer credit of a broader nature.

GUIDELINES

1. The final decision on the awarding of transfer credit rests with the College Council or University Senate concerned.
2. Discussions concerning individual courses or programs of study at public colleges and universities in British Columbia should, in general, be initiated with the relevant Articulation Committees, so that questions of suitability of course content, adequacy of supporting facilities and related matters, may be discussed at an early stage of negotiations between institutions.
To this end both colleges and universities should be prepared to provide the following information: course name, course number, length of instructional period, hours per week (lecture, lab, seminar), objective of course, outline of topics covered, texts and required readings; and, although subject to change without notice, the initial proposals for method of instruction, method of evaluation, and the names and of instructors and the nature of their degrees or similar qualifications and areas of competency.. A standard form might be used by all colleges and universities to exchange this information.
SFU Senate recommended the addition of "Prior discussions by the appropriate departments should be required."
3. A college or university which denies the transfer of credit requested by another institution shall state the reasons for this refusal.
4. Agreements on transfer credit must be made between specified authorities in the respective institutions, in order that contracts once made would be duly recorded and recognized.
SFU Senate preferred the word "agreements" to "contracts"
5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of study, it shall not be abrogated without prior notification/reference to the specified authorities in the institutions affected, and the relevant articulation committee.
6. A university planning changes to its curriculum which will affect the requirements for credit transfer must inform the other institutions /members of the relevant articulation committees as soon as possible, preferably at least a year in advance of its implementation, so that other institutions can consider the desirability of alterations to their courses and programs.
SFU Senate considered that it was unrealistic to expect one year's notice and recommended deletion of the phrase "preferably a year in advance of its implementation."
7. The colleges and universities have a responsibility to fulfill the commitments in the course descriptions, and to notify the other institutions in the system should any major change in the course content or level occur.
8. Institutions should consider transfer students on the same basis as their continuing students except that admission of college students to university should normally be subject to a minimum overall average of "C". Colleges must accept the responsibility of ensuring that "C" represents an acceptable level of achievement relative to further studies; maintenance of relative standards should be one of the concerns/functions of the articulation committees. Notwithstanding this general provision, a university while recognizing the right of a college student to transfer, may require a higher level of achievement on transfer to match the level required of its own students for admission to

programs of study to which access is subject to limitations. Universities must make provision, whilst maintaining confidentiality of the records of individual students, for reporting on request the progress of transfer students to the colleges from which they had transferred.

9. Transfer arrangements between colleges and universities are assumed to be based on "lower division" (i.e. first and second year) studies. It is recognized that the assignment of "year level" to any individual course might vary at different institutions, and therefore, specific exceptions to this rule might occur under inter-institutional agreements.
10. Transfer of credit would be identified in the following categories by the universities:
 - (i) specific equivalent of a given course
 - (ii) unspecified (elective) credit in a discipline or department
 - (iii) unspecified (elective) credit in a Faculty
 - (iv) limited unspecified (elective) credit as stipulated by the university for academic college courses not identifiable with specific university course offerings/unspecified (elective) credit up to 9 semester hours (4.5 units) for college courses not identifiable with university course offerings but which the colleges evaluate as being appropriate for academic credit on transfer.

SFU Senate pointed out that SFU had category (iv) transfer credit but not category (iii). However, the category (iv) credit granted is for 'academic' work only as determined by the University and in some cases may not be applied to professional credentials
11. Provision should be made for a forum (such as the Post-Secondary Coordinating Committee) where questions of transfer of students among institutions in British Columbia can be discussed by representatives of all the public colleges and universities of the Province and where, if necessary, recommendations can be formulated for submission to College Councils and University Senates. Appeals on any aspect of transfer policy, unresolvable at other levels, may be made to this body.

PROCEDURE MANUAL

1. Colleges seeking transfer credit for new or revised courses shall make a formal submission to the relevant university official (see Appendix 1) with copies or abridged statements to all members of the pertinent Articulation Committee(s). However, it would be desirable for all proposals to have had preliminary screening in the articulation committees prior to their formal submission. Although submissions may be made at any time, each university will establish a deadline in terms of inclusion of proposals in its published list of college/university course equivalencies.
2. Information should be provided as described in Guidelines 1.
3. The responsible university official who receives a proposal will be expected to respond as promptly as reasonable to the initiating college with a copy to the office at the university that is responsible for the publication of a list of course equivalencies. and a copy to the chairman of the relevant Articulation Committee(s).

nh
Oct 90

