

**SIMON FRASER UNIVERSITY
Office of the Registrar
Memorandum**

From: Nick Heath, Secretary,
Senate Undergraduate Admissions Board (SUAB)

To: Senate

Date: 1992 01 14

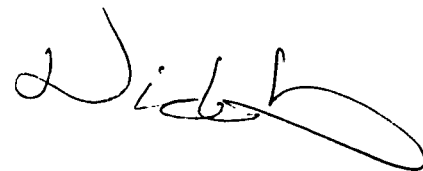
**Subject: BC Council on Admissions and Transfer -
Principles and Guidelines**

Action arising out of SUAB's meeting of 20 December 1991 gives rise to the following motion:

That Senate endorse and approve the "Principles and Guidelines for Transfer", prepared by the British Columbia Council on Admission and Transfer, as set out in S.92 xx.

SUAB members expressed continued concern over some features of document and requested that, if Senate approves the above motion, the attached letter be sent to the Executive Director of the BCCAT.

nh Jan 92



SIMON FRASER UNIVERSITY
Office of the Registrar
Memorandum

From: Nick Heath, Secretary, SUAB

To: Senate

Date: 1992 01 15

Subject: Rationale for SUAB 227

**B.C. Council on Admissions and Transfer - Principles
and Guidelines for Transfer**

Senate has considered and approved, with significant amendments an earlier version of this document (S. 90 refers). The intent of the document is to update a set of Principles and Guidelines agreed upon by institutions of the B.C. post-secondary system in 1976/77.

Attempts had been made through the BCCAT to include in the document principles which could have limited this University's autonomy with respect to the admission of transfer students and the continuance of our own students. Specifically, representatives of some of the colleges wished the universities to match internal continuance standards to the gpa required by transfer students for admission. For example, if space at SFU were limited, we would discontinue SFU students who had cgpas below, say, 2.30, in order to admit college transfer students with 2.30 or better averages. SUAB and Senate found these and other clauses to be unacceptable and this view was shared by the Senates of the University of British Columbia and of the University of Victoria.

Further revisions have been made, which SUAB judge to be satisfactory, although not ideal. As the attached draft letter to Dr. G. Fisher shows, the remaining problems are minor and warrant neither rejection nor formal amendment of the document.

nh Jan 92



SIMON FRASER UNIVERSITY

OFFICE OF THE REGISTRAR



BURNABY, B.C. CANADA V5A 1S6
Telephone: (604) 291-3224

December 20, 1991

DRAFT

Dr. Grant Fisher
Co-Chair and Executive Director
B.C. Council on Admissions and Transfer
1483 Douglas Street
Victoria, BC V8W 3K4

Dear Dr. Fisher,

At today's meeting of the Senate Undergraduate Admissions Board, members voted unanimously to support the revised Principles and Guidelines for Transfer which accompanied your letter of 9 September 1991. The document will now be sent to our Senate for further consideration, with a recommendation to approve from this Board.

The members were pleased with the changes that had been made to some of the sections in the previous draft, which they had reviewed in October, 1990. However, there was still a concern with respect to the first Guideline. I was asked to convey to you and to the Council the following:

Guideline #1. - Paragraph 2.

The institution seeking transfer credit 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 and - although subject to change without notice - texts and required readings, initial proposals for method of instructing and evaluation, and the qualifications of instructors.

Previous versions of the document suggested that course outlines be submitted before a transfer credit evaluation is made. This is missing from the current version and SUAB suggests that this be restored, with the addition of the word 'detailed'. Since this concern is over a guideline, rather than a principle, members felt that it was not necessary to either withhold approval or move a formal amendment. Most representatives on the Board agreed that it had been normal practice for many years to evaluate courses only when a detailed course outline had been received, and there had been no indication through the various articulation committees that this practice would be changed.

Other concerns of a similar nature focussed on the desirability of having full information about courses before they are evaluated. Ideally, this should include sample examinations, grading samples and grading statistics, but these are rarely available at present and there seems little point in suggesting that these be provided if compliance is likely to be low.

Yours sincerely,

Nick Heath
Secretary
Senate Undergraduate Admissions Board

NH/sp

MEMORANDUM

TO: College and Institute Presidents
University Vice Presidents Academic

September 9, 1991

Re: Principles and Guidelines for Transfer

As you know, discussions regarding a revised Statement of Principles and Guidelines for Transfer have been ongoing since shortly after the Council was formed. Several of you recommended substantive and/or editorial changes to the last draft that was circulated. Your recommendations have been studied carefully and many have been incorporated into the enclosed draft.

Some of you participated in a series of meetings to resolve pressing issues arising from the need of universities to limit enrollment in Arts. The principles agreed to at those meetings have been incorporated into this draft of the Statement.

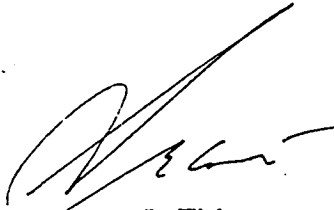
In addition, this draft describes a role for articulation committees that is more in keeping with current practice than did the previous one and it acknowledges that curriculum revision procedures and cycles in most institutions have not and will not allow for a full year of advance notice of changes. Regarding this latter item, this draft calls for members of Articulation Committees to be informed of proposed curriculum changes as far in advance of implementation as possible. The Council will, in consultation with Articulation Committees, develop administrative procedures to remind, encourage and facilitate timely exchange of both intentions and decisions regarding curriculum revisions.

Although the changes from previous drafts are significant, the Council hopes and anticipates that as a result of the consultation which has occurred they will be acceptable to all of the institutions.

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I will, of course, be happy to meet with you and/or appropriate committees to provide further explanation of the Council's rationale for each of the revisions in this draft.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Grant L. Fisher', written over a horizontal line.

Grant L. Fisher
Co-Chair and Executive Director

Enclosure

cc: Mr. Shell Harvey
Assistant Deputy Minister
Universities, Colleges and Institutes

Dr. Nick Rubidge
Director
Colleges and International Education

PRINCIPLES AND GUIDELINES FOR TRANSFER

(May, 1991)

(Heading to be added after institutions approve statement)

PRINCIPLES

1. The primary purpose for transfer among colleges, universities and institutes is to increase student accessibility to post-secondary education by facilitating student mobility between institutions.
2. Each institution in the B.C. post-secondary system will seek to enhance accessibility by planning for, and accepting as transfers, students who have completed a portion of their post-secondary studies at another institution in the system.
3. In any transfer arrangement the academic integrity of the individual institutions and programs must be protected and preserved.
4. Awarding of transfer credit will be governed by the policies and regulations of the Senates or Boards of the institutions concerned.
5. Course or Program transfer credit should be based on equivalency of academic achievement and of knowledge and skills acquired.
6. In determining the eligibility of transfer students for admission, receiving institutions will give primary consideration to a student's post-secondary academic record, provided the student has completed at least 30 credits of post-secondary studies.
7. While minimum conditions for admitting transfer students will be published, receiving institutions may limit admissions to programs based upon availability of resources.

8. Admission of transfer students to some programs may be based upon criteria, pertinent to the program, additional to academic performance. While academic prerequisites ensure eligibility they do not guarantee admission to a particular program.
9. If transfer arrangements are to be effective, students must be provided with information, prior to beginning their programs at sending institutions, as to course equivalencies, program prerequisites and levels of achievement upon which admission to and awarding of transfer credit at receiving institutions will be based. Receiving institutions should not make changes in these arrangements without providing adequate notice and "lead time" to sending institutions.

GUIDELINES

1. Although formal transfer negotiations shall take place via the designated persons at each of the institutions, discussions concerning course content, adequacy of supporting facilities and related matters should generally occur first at the local (i.e. department to department or instructor to instructor) level.

The institution seeking transfer credit 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 and - although subject to change without notice - texts and required readings, initial proposals for method of instructing and evaluation, and the qualifications of instructors.
2. Negotiations between institutions regarding equivalency should recognize that effective learning can occur under a variety of arrangements and conditions. Various methods of demonstrating or achieving equivalency may be employed, particularly for career programs, for example, course equivalency, competency tests, challenge exams, program equivalency and bridging programs.
3. Program or discipline articulation committees consisting of representatives of institutions offering the respective programs meet routinely to share information and enhance cooperation among people providing instruction in given areas of study; to promote course equivalency where appropriate; and to aid in the process of achieving inter-institutional transfer credit. Curriculum issues arising from transfer agreements may be addressed to appropriate articulation committees.

4. An institution which denies the transfer of credit requested by another institution shall state the reasons for this refusal.
5. Once an agreement has been reached on the conditions of credit transfer of an individual course or program of studies it shall not be abrogated without reference to the designated authorities in the institution 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 as far in advance of implementation as possible so that other institutions can consider the desirability of alterations to their courses and programs. Until others have been notified of changes, institutions have an obligation to fulfill the commitments of current course outlines.
7. The minimum GPA for admission as a transfer student is 2.0 (C). Receiving institutions which require higher GPAs for programs to which access is limited and for which transfer quotas have been established will normally give preference to students who have completed as much of their programs of studies as is feasible at the sending institutions.

For one-of-a-kind programs or programs with very limited enrolments (usually professional and career) for which sending institutions offer specific transfer programs, appropriate administrators from sending and receiving institutions should, as a part of a transfer agreement, establish enrolment quotas for each of the participating institutions.

8. 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.
9. Transfer of credit includes the following categories:
 - (i) specific equivalent of a given course (assigned credit).
 - (ii) unassigned (elective) credit in a discipline or department.
 - (iii) unassigned (elective) credit in a Faculty or Program.
 - (iv) unassigned (elective) credit for courses not identifiable with course offerings but which are evaluated as being appropriate for academic credit on transfer.