

Resources to Support an Effective Transfer Environment

Finola Finlay
Associate Director
BC Council on Admissions and Transfer
PCCAT Annual Meeting
Toronto, June 18, 2008

Effective Transfer Environment?


- ▶ **Students can move between institutions to achieve their academic goal**
 - With some planning, can progress with no loss of time, money or credit
 - Will not have to repeat coursework
 - But will not be credited for learning they have not achieved
- ▶ **Transfer arrangements are transparent and honoured**
- ▶ **Articulation decisions are based on**
 - An assessment of equivalence
 - principle, not prejudice
- ▶ **The receiving institution respects the mission and academic environment of the sending institution**
- ▶ **The sending institution does what it promised**
- ▶ **System effectiveness is measured / open to scrutiny**

How to Articulate: Best Practice at a Sending institution

- ▶ Use excellent course outline
 - Provide ***all information necessary for assessment of equivalence***
- ▶ Do the homework
 - Know what credit you want and suggest it
 - Check existing transfer guide
 - Consult colleagues – use your network
 - Balance advice
 - Decide if NO Credit is acceptable
- ▶ Submit two-course sequence together

Give yourself TIME

How to Articulate: Best Practice at a Receiving Institution


- ▶ Know your own institution's rules, policies, and articulation workflow
 - ▶ Understand sending institution's context
 - ▶ Base decisions on principle
 - ▶ Be aware of domino effects of
 - Curricular change
 - articulation decisions
 - ▶ Provide reasons, where feasible
- 

Receiving Institution: *Assessing Equivalence*

Content

- What's the appropriate match?
- ▶ Outcomes
 - Does it achieve the same things?
- ▶ Level
 - Worthy of credit?
- ▶ Respecting professional autonomy

Receiving Institution: *Assessing Equivalence: DO*

- ▶ Try to assign direct equivalence wherever possible
 - ▶ Where not – unassigned or elective credit
 - ▶ Keep applicability in mind
 - ▶ Be clear! (e.g. preclusions, exemptions)
 - ▶ Communicate, explain, notate
- 

Receiving Institution: Assessing Equivalence: **DON'T**

- ▶ Assign “no credit” unless
 - Course is clearly at a lower level (e.g. bookkeeping, not accounting; ESL, not English; conversational, not serious language study)
 - No possibility of *applying* the credit
- ▶ Use “individual assessment,” caveats, provisos and restrictions, unless
 - You can justify them
 - They allow you to award credit where it would not be otherwise possible

The Golden Guideline

**Treat transfer students
as you would want
your own students
to be treated**



Resources for Articulating

Provincial Transfer
 with the BC Transfer System
 Friendly Course Outline

COURSE OUTLINE FORM

Insert institution Logo Here

Course Code: _____ Number: _____ Number of Credits: _____

Calendar Title: _____

Name of Institution: _____

Pick one: Division, Faculty or School: _____ Department: _____

New Course Revised Course Replacement Program as Applicable: _____

Course Level: First Year Second Year Third Year Fourth Year Former Course Code(s) and Number(s) (if applicable): _____

Prerequisite Courses: _____

Calendar Description: _____

Date First Offered: _____

Total Hours: _____

Typical Structure of Instructional Hours:

Breakdown	Duration
Lecture Hours	_____
Seminars/Tutorials	_____
Laboratory Hours	_____
Field Experience Hours	_____
Other Contact Hours	_____
Total	_____

If Other Contact Hours are specified please list: _____

This course is offered only on-line: YES NO

If yes, please indicate on-line or tutor interaction hours: _____

Practicum Hours (if applicable):

Type of Practicum	Duration
On-line-job Experience	_____
Formal Work Experience	_____
Other	_____
Total	_____

If Other, please list: _____

Pre-requisite Statement (if there are no prerequisites, type NONE): _____

Non-Course Prerequisites (List if applicable or type NONE): _____

Transfer Agreements: _____

This is a revision of an existing course and is being submitted for re-articulation: YES NO

To find out how this course transfers, visit the BCCAT Transfer Guide at www.bccat.bc.ca

Co-requisite Statement (List if applicable or type NONE): _____

BCCAT Provincial Transfer-Friendly Course Outline Form Version 1.2 Date Last Revised: 12/10/04

HOW TO ARTICULATE

Requesting and Assessing Credit in the BC Transfer System

Finola Finlay
Associate Director, BCCAT

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Supporting BC's Education System

Case Studies

Irish 101 and 201

Questions:

1. Do you have all the information you need to assess equivalence?
2. Would you give this course transfer credit, and if so, what kind?
3. Do you have any advice for the instructor or the sending institution?

Resources for Communicating



Scenario 1: Sending Institution

- ▶ **You have informed the chair of your Women's Studies Department that the course she sent in for articulation with Humongous University (your largest receiving institution) has been assigned No Credit by Humongous because it does not include a final examination. The chair refuses to resubmit the course, claiming that subjecting students to examinations simply perpetuates the paternalistic assessment culture that her whole course questions and rejects. You point out that the 85 students currently registered to take the course, which starts next week, will receive no transfer credit at Humongous, but she insists that she cannot compromise her principles on this point. How to handle this?**

Scenario 2: Receiving Institution

- ▶ **The local college teaches Intermediate Financial Accounting as a second year course, and your university teaches it as a third year course, with a prerequisite of 60 credits of arts and science. The community college is demanding that the course be allocated transfer credit as a third year course, but your business department refuses, saying that their course is *obviously* more rigorous. The college points out that they use the same textbook as your business department, and that one of your faculty members frequently moonlights at the college to teach the course. What to do?**

Scenario 3: Receiving Institution

- ▶ **The chair of your math department brings you a letter of protest from a local college complaining that, in order to be admitted to a second year calculus course at your university, students from the college must achieve a grade of B or better in their first year college calculus course. Since students in your own institution can continue to the next level as long as they pass first year calculus, the letter accuses your institution of bias. Further, it accuses your institution of using this rule to deny admission to college students to your commerce degree, for which calculus is required. The letter demands that the B policy be rescinded. What to do?**

Scenario 4: Mediator

- ▶ **You receive an angry call from Prof. Pepper, who teaches Kinesiology at Metropolitan University. In the processing of responding to an articulation request from Interior College, the course outline he was assessing turned out to be his own course outline with someone else's name on it. He demands to know what you are going to do about this instance of "blatant plagiarism" and asserts that "this is what they call "teaching" at Interior." When you call the college to get the background, the faculty member who submitted the course explained that she attended a provincial kinesiology meeting, at which Dr. Pepper handed around copies of his course outline, stating that in order to get transfer credit he expected the colleges to cover *exactly* what he did. She was only doing, she says, what she thought he wanted.**
- ▶ **Who's right and who's wrong, and what should you do about the situation?**

Resources for Transfer

BC TRANSFER GUIDE: Discover Your Transfer Options

Course Search

By Sending Institution

By Receiving Institution

By Course Load

Getting Started

Other Transfer Guides

British Columbia

Transfer TIPS

Transfer Information for Post-Secondary Success

Second Edition Revised

ctransferguide.ca

Search by Sending Course

The **Sender** is where you transfer courses FROM
The **Receiver** is where you transfer courses TO.

Sender: Carleton College
Subject: BIOL, Biology
Course Number: BIOL 100
Academic Year: 2007-2008
Receiver: Simon Fraser University

Search Results

Sending Institution Course	Receiving Institution	Transfer Credit	Effective Dates
Carleton College BIOL 100 (4)	SFU	SFU BIOL 100 (4) - B-54	Sep/04 to -
Carleton College BIOL 100 (4)	SFU	BIOL 100	Sep/04 to -
Carleton College BIOL 100 (4)	SFU	SFU BIOL 100 (4)	Sep/04 to -
Carleton College BIOL 124 (4)	SFU	SFU BIOL 124 (4)	Jan/03 to -
Carleton College BIOL 126 (4)	SFU	SFU BIOL 126 (4) - B-54 & SFU BIOL 126 (4)	Sep/04 to -
Carleton College BIOL 141 (3)	SFU	Carleton College BIOL 141 & Carleton College BIOL 141 - SFU BIOL 141 (3)	Sep/07 to -
Carleton College BIOL 141 (4)	SFU	Carleton College BIOL 141 & Carleton College BIOL 141 - SFU BIOL 141 (3)	Sep/07 to -
Carleton College BIOL 142 (3)	SFU	SFU BIOL 142 (3)	Sep/07 to -
Carleton College BIOL 142A (4)	SFU	SFU BIOL 142A (4)	Jan/04 to -
Carleton College BIOL 150 (4)	SFU	SFU BIOL 150 (4)	Sep/06 to -

Where to Find

- ▶ <http://bccat.ca> – links to all publications and to the ***BC Transfer Guide*** and ***Education Planner***
- ▶ <http://bccat.ca/articulation/handbook/index.cfm> or
- ▶ <http://bccat.ca/pubs/how2articulate.pdf>
- ▶ <http://bccat.ca/articulation/companion/index.cfm> or
- ▶ <http://bccat.ca/pubs/companion.pdf>
- ▶ <http://bccat.ca/articulation/principles.cfm>
- ▶ <http://bccat.ca/outline/index.cfm>
- ▶ <http://bctransferguide.ca/pubs/TIPS2005.pdf>

Or Just Call...

Finola Finlay,

Associate Director

BC Council on Admissions and Transfer

Tel: 604-412-7682

Email: ffinlay@bccat.ca or

articulation@bccat.ca