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Transferable Academic Credits: Commodity or Albatross

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Abstract

In recent research, a hypothetical student intending to transfer made a series of contacts among twenty-five universities spanning Ontario, Canada, the United States, and a handful of international universities. The result was a perceived lack of coherence in the mobility of students in higher education. Students have been abandoned in a scuffle of brand loyalty. With the largest rivalries among institutions no longer taking place on the field or gymnasium clashes are waged through logo and advertisement in a hierarchy of corporatism. The admissions office of the institution is jammed in intense competition for the brightest students with the most spending power. The question becomes who are the money-market managers in a “knowledge economy” that would sanction, pre-package, and market curriculum and confer value by degree? With a quantity of universities abandoning their credit transfer systems entirely and others unsure of the cost and credits deemed as transferable, questioning will lead to the policy level.

With a chronic deficit in consistency, in this paper, I critically examine the policies and procedures universities have adopted further questioning the need for their existence; what recommendations do those of power in influencing the university infrastructure suggest. Inquires were made as to what administrative units are responsible for determining credits viable for transfer, what changes are foreseeable, for whom these policies serve, and importantly, given a globalizing hierarchy, would institutions ever consider opening their transfer systems to that of something like the European Union’s Bologna Project. University Presidents of Twenty-five Universities were contacted via letter, questionnaire, and telephone inquiring of the procedures of transfer accreditation, the function it maintains within the University setting, and how feasible such practices are to students. Additionally, the current Ontario Minister of Education, Ms. Kathleen Wynne, was asked to give her satisfaction of university transfer systems at the provincial and national level and their performances, along with her knowledge of student discourse surrounding ‘seamless education’. Composed are the thoughts and judgments of stakeholders of power in the education boardroom. The University classroom, the Wal-Mart superstore, and stockpiling Costco all communally exist as locations of trade, however; in trying to play in this globalized marketplace higher education has failed to anticipate and implement the rules of international game. In trades of ‘intellectual capital’ tertiary education has failed to give students a valid signifier of intellectual capital; a representation or a paper of currency stating the development or value of their education. Where the European Union is engaging the voice of their consumer North American Universities have failed to comply despite the corporate learning tools they have at their expense.

Overview

After posing as a student ready to transfer to twenty-five University institutions the quandaries encountered in doing so revealed calamity in University policies and practices. As a student concerned with the context in which knowledge resides at a

university level my focus has turned to the infrastructure and control by which it has been informed. The modernist purpose of higher education has formed a subset of stakeholders broadening the sphere of those concerned and holding opinions of learning and its purpose. Tertiary education has been transformed through economics which has brought about a change in operations. The posted values of the University displayed in online mission statements and homepages are not coercive with operational values. Under fiscal pressure there has become a disconnect between institutions' slogans and the practices they exploit.

Institutions are sites of knowledge production and the education received from them certifies a certain level of competence. However, it seems that the institutions of today linked only by purpose; each playing out their own territorial game in trading "knowledge" goods. Although classified in the World Trade Organization as a serviceable product it seems that educated minds are not easily tradable items; issues of brand loyalty smothering deals. For example, one could easily plot all university institutions on a normal curve placing exceptional schools at one end of the spectrum, mid at the center, and poor educational facilities at the bottom. The stigma and authority attached to some institutions residing in the minds of consumers and the staff that govern these facilities would be exposed. The unwritten but known hierarchy of institutions in relation to each other when mapped would create anarchy; however the reality being that this unsaid claim is at work daily in transactions among and between educational sites. Those looking to transfer, seeking entrance to graduate programs, and applying to occupations in the work force post-baccalaureate degree feel invisible barriers in their decisions.

The 'real' joke would be if McLean's, ranking university institutions annually, would form a ranking of the universities themselves. If this magazine could organizationally lay out universities under not just their food plan, textbook costs, and residence fees but under and above one another. The more prestigious the university degree is held to be, the higher the score; University of Toronto, Queens, Western, Nipissing would all hold a position on a scale known to others and themselves. If this

suggestion seems absurd one must consider that Universities partake in the unsaid claim that they are more prestigious than others daily, along with the societies and employers that internalize them as such. No one is going to outright say that Princeton is better than Queens; however, this brand war exists and if the explanation for not reaching trade agreements is not academic in merit is it not enough. The conditions meet for intuitional approval vary and therefore so to do the rights and privileges of the degrees they grant. Inter-institutional acknowledgement is as strained in the business sector as it is at the study level and this needs to be addressed. There exist layers of informed knowledge; agencies, faculty, and consumers all know having a stake in what education means and how it gets distribute and accepted within a society.

Critical consumers thus need a broader knowledge than just the key performance indicators listed on a website, some place in cyberspace, to make their future education decisions. The benefits and achievements of a certain program and school need to be expanded beyond a few generalizations posted on a mission's statement website. The tribulations that exist in the transference of degrees and credits manifests itself in a modern triptych, each panel important in itself but when looked at one the whole the scheme/composition becoming much grander. Each panel flows over into the next as the eye moves to see the whole image; transferring between university institutions in undergrad turns to prerequisites and rudiment issues in grad program eligibility, carrying into the business field where degrees and qualifications come under scrutiny and challenge in terms of equivalency and accreditation.

Methods

Data collection was done via phone, e-mail, and letter with each University being mailed a hardcopy of a questionnaire (See Appendix A) to be completed asking the crucial top thirteen questions related to their transfer policies and the criteria used to determine and execute such processes. Institutions were informed of personal research previously conducted concerning the European Bologna Project, the European Credit Transfer System (ECTS) and an e-mailed study delivered to several provincial, national, and international universities questioning the accessibility of the transfer system across

borders. The goal for such research was made evident; a borderless education where members are cognizant of the impact of trade liberalization in higher education and the demands placed upon it within the global marketplace (Knight, 2002). Institutions were informed that the results yielded would be used as qualitative data surrounding transfer credits and policies across provincial, national, and international borders and used as research facilitating discussion into the future objectives and set backs of seamless education. Results would be directly analyzed and discussed in the education field as a means of furthering discourse surrounding this area of tertiary education (See Appendix B). Completion of the questionnaire distributed therefore implied consent for participants' data to not only be used but not be kept confidential, instead; for academic purposes institutions and the positions of its respondents would be used directly.

Opinions have been linked directly to those who have spoken them including all titles and positions held by the individual as a means of granting full disclosure. The questions were to be completed by the President of each university and they included the following (a summary of an original thirteen/See Appendix A): Does your institution have a transfer credit policy, how long this policy had been in effect, what administrative unit is responsible for determining credits eligible for transfer, are there formal procedures in place to determine transfer accreditation. Furthermore Universities were queried as to the level of customer satisfaction they felt they held: Does your university's transfer system meet the needs of the students effectively, do you have any recommendations as to how the transfer system among universities could be improved, and given globalizing hierarchy would your institution ever consider opening your transfer system to that of the Bologna Project¹? Collected qualitatively data allowed for insight into the discourse, terminology, and issues surrounding higher education at present, allowing a stage on which to critically dissect the current education boardroom

¹ The Bologna Declaration represents a firm commitment for higher education reform from 29 signatory countries initiating in June 1999, building upon the Sorbonne foundations. The agreement outlined key objectives each country would undertake by 2010 in order to achieve higher education convergence. Important objectives include: A system of easily read and comparable degrees, the creation of a European-wide credit system with credits earned in studies or non-traditional learning paths, to promote student mobility, and Cooperation between QA bodies to develop comparable criteria and methodologies.

(Noble, 1998). The study allowed members of the higher education arena to contemplate their administrative system and decision rationale. The dialogue and wording of numerous administrative departments concerning knowledge of borderless education has been laid out for examination.

The study itself has worked as a form of media advertising the critical awareness of students to their scholarship in co-capital relationships. The student shopping the campus markets purely based on specs and guarantees has become a reality. Buying one's education has become similar to the purchase of a home computer where the latest programs, flashy features, and extra upgrades are an all consuming market. In this economic interplay, where students have become their own market money managers, university institutions will be forced to play catch up in a society where crossing borders is the everyday. The contract prospective buyers receive needs to be treated as a contract if this is the corporate entity universities are choosing to operate within. Such business transactions should fulfill the terms outlined and do so without clause making clear the meaning of one's education, its worth, and appeal.

Lastly, those who will buy this product after it has been inspected and quantified as marketable good also needs to be held accountable. The focus on student consumers needs to shift to consumers of the student. The cost of one's education is not visible to "retailers" and instead only the corporate logo exists as an inclination of worth. This gift receipt education, where one is informed of the value of purchases made after they have been reviewed and checked for damage classifies recent education relations. In many jurisdictions the law now requires that goods be of merchantable 'quality' but for education it seems this does not apply and students are left figuring this "small" detail out in personal moments of crisis.

Those who inform policy need to be questioned as to the functionality of the system utilized; when it does not serve those forced to consume its structure then concern needs to be directed towards locating to whose advantage the situation is actually functioning. The second portion of the study then consisted of an inquiry directed to

Ontario Minister of education Ms. Kathleen Wynn. The letter mailed (See Appendix C) contained a set of questions regarding how our province has fared in transfer systems, students' satisfaction levels as determined at the government level and where university institutions are residing currently in terms of their stance on the acceptance of degrees from non AUCC members. Questions to be answered at the government level included: Are you content with the way our university transfer system works provincially and nationally, how do you think it functions and performs in an international setting, and do you have any recommendations as to how the transfer system among universities could be improved and what the consequences of those changes would be.

Identifying and demanding major stakeholders consider the issues disturbing education in a global marketplace is focus of this study. From the institution to the governments that control it the voices of higher education have been collected and the need for a solution rendered. Out of this resolution a "top ten buyer beware" has been composed for patrons intending to utilize tertiary education and its goods. Treated as a purchasable item by institutions and employers students need view education purchases as purchases. This means implying the same rules and policies to education as cds and socks purchased at the local Wal-Mart. If the production of menial goods receives a guarantee of satisfaction; the production of knowledge defining selves and whole societies should be warranty worthy.

Results

The outcomes of this study yield many questions and truths concerning the nature of the transference of credits and of the university itself. Seventeen out of twenty-five Universities, 68 %, responded to the questionnaire mailed however who responded to the letters were not those intended. Trent University was the most timely and held the most contact in their response, Susan Salisbury form the office of the registrar being informed and honest of the policies in place. Answers were well framed and thought through unlike those of Windsor University who merely jotted yes and no answers to some questions

leaving other entirely blank ignoring their significance. Windsor University initially made contact in phone conversation over which the secretary designated the questionnaire exclaimed she was confused as her University would accept anything with a “C” or better and all year credits, third and fourth as they are a part of the Pan-American Protocol. Most interesting however is that in this response and in another study done the previous year, as a student looking to transfer due to a father switching job location, Windsor University responded that a student must complete a full year, ten senior level courses, before ever qualifying for a degree. They may accept nearly all of one’s credits but even upon this occurrence would need to spend a year of tuition at this institution before being qualified to graduate. Overall, this respondent was unfriendly and seemed bothered to have had to fill this questionnaire out and find answers to questions that were not readily at hand.

Even more significant however was the completion of the questionnaire and the results it produced. The questionnaire seemed to be a task to be juggled and handed off to various managers and secretaries throughout university faculties and admissions. University Presidents pawned the delegation off to their secretaries, registrar, and other members that could be of any insight to the subject. It seemed that either these university presidents did not have time to give over to such a concern. Or it might have been that they did not know enough about the policies to have a secure knowledge of their formation and operation. The only University president who responded directly was Lord David Owen from the University of Liverpool to announce that he was passing the letter over to the Chief operating officer of the University of Liverpool.

Most universities did not even consider the issue of the president not providing answers directly as being problematic. Cornell University was the only institution in the study whose President’s secretary called and asked “if it would be keeping with the study if she had an admissions officer fill it out the study” (Personal Communication, 2007). Their President did not have time to do so she explained as he was currently on a trip. One out of twenty-five universities were forward enough to even consider this issue and ask how it might affect the research. Most universities seemed more concerned with their

image; debating the answers they would be giving and how the respondents would be linked to what was written. Western University outright exclaimed in a phone conversation, that before filling out the survey that it was important to know if they would be “quoted or associated directly with the information they provided” (personal Communication, 2007). The answer was a quick and definite response that is most certainly would be. The secretary debating verbally over the phone and finally deciding that they would participate even though this condition was something to be considered. This university has yet to respond to the survey.

Speaking from a policy standpoint, from the subsequent data obtained all Universities that responded with the exception of Princeton and Syracuse had a place for transfer policies under general academic regulations in their Academic Calendar. Most stated that if their University offered the credit in question and a grade of 60% or better was obtained transfer should not be an issue (See Appendix D). The courses offered and the amount granted however are that which becomes enmeshed in territoriality; one university offering a more prestigious range of classes than the next. Thus, the University of Toronto responded that their transfer credit policy reads;

Acceptance of transfer credits by the University of Toronto shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer credit shall allow for the maximum recognition of previous learning experience in university level courses. Subject to degree, grade and program requirements, any course offered for credit by a recognized university shall be accepted for credit by the University of Toronto when there is virtual equivalency in course content (Personal Communication, 2007).

Equivalency is the ambiguous wording that most universities seem to use as a means of escaping what truly does and does not get transferred. Even if institutions offered a similar course and degree the granting of the credit requested would have to be equivalent to their standards. Policies obviously exist but are subjective in rule.

Interestingly the University of Saskatchewan, McGill, and Memorial all stated that they have had a transfer credit system for decades but state nothing about that changes that have occurred over that time period (See Appendix E). Susan Salisbury of Trent University's registrar was the only respondent to state that she did not know "how long the university's transfer system had been in place, to be honest. We have tweaked the policy a few times since I arrived in July 2000. We are currently in the process of reviewing the entire policy and we will be taking a revised policy through the appropriate academic approval channels in the fall of 2007" (Personal Communication, 2007).

Syracuse's represented an unimpressive look at the world of mobile education as they stated in their response that "No university wide policy exists as each of our colleges determines its own policies" (Personal Communication, 2007) and that no policy had ever existed. This University has not even a policy between its own institutions never mind others and therefore the subjectivity of this process becomes evident. More retrogressive, however, was the pronouncement and discovery that Princeton University provided. After initial contact with the university's UG Admission Office a response quickly determined that currently Princeton does admit transfer students. They state within the data collected that "our transfer program was suspended in 1990 and it is not likely to be reopened in the foreseeable future" (Personal Communication, 2007). However, even if students were willing to drop their credits and begin anew "since you are already enrolled in a college or university, you are ineligible to apply to Princeton as an undergraduate or to begin again as a freshman" (Personal Communication, 2007). If this university was not one's first choice for post graduate studies then no longer will he or she ever be able to join. When a requested appeals procedure was questioned there was none existent for such policies and no information was provided why such policies exist. Not to be "reopened in the foreseeable future" (Personal Communication) strikes discord and dissention between higher education and the growing global economy in which it is set, increasing a rapidly surfacing nausea.

The question of formal procedures as a means of assessing credits seemed to be a patch work of styles. Universities responded that these decisions were typically made by recruitment officers or the registrar but did not have a fine reasoning for why some credits transfer and what appeal procedures may look like (See Appendix F). Windsor, Trent, and Syracuse University responded that for domestic files the Administration of Universities and Colleges of Canada (AUCC) was used to determine transferability however no mention was made about the way international files are assessed (See Appendix G). Michigan State had another method guiding decision making; “courses taught by institutions listed in the American Council on Education’s “Accredited Institutions of Post-secondary Education”, the I.A.U. “International Handbook of Universities”, and the UNESCO online database www.UNESCO.org/iau may be evaluated. Procedures may vary from one faculty to the next” (personal Communication, 2007). McGill however had the most interesting response to this question stating that “in general an assessment is made of the course content by the designated evaluator who could be at the departmental or faculty level” (Personal Communication, 2007). A one on one approach seems to be more appealing; however, this is also extremely subjective providing no guide to pull judgment from.

The number of transfer credits able to be transferred averaged at 50% a most universities explained that credits could be transferred for students’ first and second year of schooling (ten credit maximum/ See Appendix I). Michigan State was the only university that could say that there is “no limit in the number that can be transferred although there are limits on the number of credits that may count toward a degree” (Personal Communication, 2007). Most universities stated that the residency component of their Academic calendar must be met and this would limit the number of transfer credits allowed at any one time. Universities had no problem transferring fourth year students to their institution when questioned upon the year one would still be allowed to transfer they just proclaimed that most (if not all) credits would not carry over (See Appendix J). Students would have to complete a “do-over” for those years.

Although university administrators thought their transfer policies were accurate and descriptive they provided cookie cutter responses to the questions of whether or not students were pleased with their system. They responded that they thought they did provide access to all stakeholders and took their needs into account but are continually looking for ways to improve (See Appendix O). The problem with this statement is that only one university followed up this statement with what the initiatives they were improving upon were. McGill exclaimed in their response that “By enlarge our system does meet the needs of students. We are always working to improve our system. Our latest initiative has been to make equivalents as transparent as possible, posting known equivalents on our web site. This initiative is constantly expanding” (Personal Communication, 2007). Allowing students to see for themselves the equivalency through a medium of their desire is a positive step in improving the systems currently in place. This initiative gives students a reference on which to fall back on if they have questions or injustices as to the way their evaluation has been treated. This online reference represents that which currently students do not have access too unless completing school in an institution enrolled in the BC transfer guide. Trent University represented the most informative opinion. The respondent did not avoid the question or cling to brand loyalty in her response exclaiming forwardly,

No, in the past we have not been able to provide all of the transfer credit details to students prior to the start of classes. Various delays, including volume of transfer credit files and a longer than acceptable turn around time in departments (due to various circumstances such as a new Chair starting his/her term on July 1st, right in the peak of transfer credit requests) has resulted in students not knowing their exact transfer credit assessments until October or November (Personal Communication, 2007).

Students upon the initial school start date still not knowing their assessment is ridiculous and although other institutions do not want to admit this it is true for them as well. When asked then what changes could be made to alleviate tension Trent University responded

that autonomous institutions make “the possibility for a “system” to be adopted fairly remote” (Personal Communication, 2007). Another issue that was conceived was full year versus half year course, and the idea that while some institutions introductory course cover much of the same material where 200 level courses tend to represent faculty members interests ad concerns. For smaller institutions like Trent and Brock University these specialties would be the most difficult credits to transfer and most similar institutions would not offer them. The release of grades in terms of timing is also problematic slowing down the processes and steps taken when switching universities. Andrea E. Wasylow, the Coordinator of Canadian Transfer Credits, at the University of Saskatchewan thought that communication was essential and that this could be doe online so that all parties would have open access to information made available.

Communicating is how the Bologna Project in Europe came about and when asked their opinion of this device many institutions held direct judgment (See Appendix P). Susan Salisbury, Trent University, stating that a few years ago, Ontario institutions attempted to put together an electronic database of equivalencies, so that prospective students could see what credits they might receive at another institution, but given financial and IT constraints at institutions, as well as the complexity of the transfer credit process, the system never came to fruition (Personal Communication, 2007). Tracy Wood from the University of Toronto thought that the question was worth contemplation, “a good question, for which I have no answer. There seems to be much cooperation already amongst institutions in Ontario through the Baker Report in 1994. Subsequent to that was the Pan-Canadian Protocol on the Transferability of University Credit introduced by the Council of Ministers of Education of Canada (CMEC) in 1995 and was to be implemented by each University as of September 1995 to which the University of Toronto did not sign off (Personal Communication, 2007). McGill stated that t was currently under discussion and the University of Saskatchewan remarked that they are very aware of the benefits of the Bologna Project, and are open to the project. They encourage transfer applicants from European countries, and give them fair and reasonable

recognition and transfer credit upon their applications to undergraduate or graduate study. The study stroke interest in many respondents; the University of Saskatchewan and Trent requested to be mailed the results if they were able to be shared.

Response was not received from Ms. Kathleen Wynn and no reason was provided. This is a shame considering her impact on the issue and her ability to speak to it. The Ministry of Education being able to influence and discuss transfer among institutions and not doing so certainly sets a tone. The ignoring of the problem and the unwillingness to divulge within it consequently helps no one.

Discussion

Trade Amongst Universities

Trade in higher education services has grown over the last few years into a market estimated in 1999 at \$30 billion worldwide (Association of Universities and Colleges, 2003). In Canada, most exports of education services currently take place through foreign student enrolment in Canadian institutions (AUCC, 2003). Canadian universities are a \$16 billion enterprise. At the national level, the contribution of the university sector to the Canadian gross domestic product is comparable to many major industries (AUCC, 2003). Universities' contribution to national gross domestic product is larger than the pulp and paper industry, the forestry and logging, and such prominent manufacturing industries as the motor vehicle, furniture or plastic product industries (AUCC, 2003).

The university has become over the last two decades a significant site of capital accumulation. A change in social perceptions has lead to the systematic conversion of intellectual activity into intellectual capital, and thus the term 'intellectual property' has been defined by the WTO to classify such engagements (Noble, 1998). The automatization of higher education has become a battle of commercialization with students on one side and university administrations and companies with 'educational products' on the other (Noble, 1998). The products of Wal-Mart and Corporation Yale are currently hardly deferrable; each is assigned a merchandisable number for easy

tracking and quality assurance. The ministry of education needs to consider why this event has occurred and what they are going to do with the information.

On the Ministry of Ontario's Training, Colleges and Universities website the opening introductory remark states "There are 19 publicly assisted universities in Ontario, including the Ontario College of Art & Design. Each university offers undergraduate (bachelor) degrees, and most offer graduate (master's and doctorate) degrees. Each institution operates independently and determines its own academic and admissions policies, programs, and staff appointments. The ministry provides operating funding to the universities and each university's degree-granting authority is based on its Act of the Legislature" (Ontario. Ministry of Education, 2005). The fact that our Universities function independently and determine their own policies on admissions and academic policies is problematic. How do students fare in such a setting and how does such a policy work for the university? Who is it benefiting?

GATS

The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations (Knight, 2002). At its heart are the WTO agreements, negotiated and signed by the majority of the world's trading nations and ratified in their parliaments (Knight, 2002). The GATS is one of these key agreements and is a legally enforceable set of rules. Education remains one of the least committed sectors in the GATS, representing in part the concerns of many countries that trade liberalization may negatively affect quality and accessibility (WTO, 2005). However, accessibility is the problem currently as the transition between universities is anything but fully accessible and forming an agreement in trade may be the key to making this sector consumer friendly. These concerns are underlined within the GATS, which is an agreement covering any measure, taken by any government or delegated authority which affects the supply of a service (WTO, 2005). Trade in higher education is a million dollar business. The demand for higher education, on the one side, is growing, while on the other side, trans-border education e.g. private or for-profit higher foreign

university campuses, IT Academies, twinning arrangements with other universities, corporate universities, virtual universities, open universities, e-universities etc.) is escalating (www.gats.com). The capacity of the public sector has failed to keep up with this demand and this together with the recent developments of ICTs and the resulting growth in online learning has resulted in the formation of this very profitable market (WTO, 2005).

The main objective of GATS is the same as that of the older GATT, improving trade and investment conditions through multilaterally agreed disciplines; stabilizing trade relations” (Bienefeld, 2001). The liberalization of trade in education services is high on the agenda of trade negotiators but is only just appearing on the radar screen of higher education managers and policy makers (Knight, 2002). Currently “academic programs and providers are all moving across borders” (Knight, 2002).

Economic rationales are increasingly driving a large part of the international or cross border supply of education. This commercial or profit motive is a reality today, and applies to both private providers and in some cases public institutions. In short, the business side of borderless education is growing and is a target of the GATS. It is therefore important that educators are cognizant of the impact of trade liberalization on higher education and are taking steps to maximize the benefits and minimize the threats to a robust and quality higher education system (Knight, 2002).

For much like trade in lumber, ore or other commodities, education will find that the obligation and enforcement of international standards for all participants will bring about full re-conceptualization of the ends, principles and practices that characterize circumstances of learning and teaching (Kompf, 2006). Therefore at the very outset of this new age of higher education, the lines have already been drawn in the struggle which will ultimately determine its shape (Noble, 1998). On one side are administrators and their myriad of commercial partners and on the other lies the core of education, students

and faculty; it is no accident that the transformation of higher education is being initiated from the top down (Noble, 1998). However, even if students and faculty are not being included in decision making involvements they are striking, writing, and voicing their opinions and are being received.

The students are speaking and the media is listening, publicizing their concerns and making known to others what the hidden rules of the game have become. Those involved in the system have taken responsibility for informing and changing the experience for those entering. The Toronto Star recently featured an article titled “It’s Time to Weigh the Options” with the opening disclaimer advocating that “research is crucial to picking the right learning institution for your future career” (Toronto Star 2006). Toby Whitfield a first year business management student at Ryerson University exclaimed that he knew what he wanted to do applying to university but had no idea where to go, choosing an institution based on the breadth of information he received and mere reputation (Toronto Star 2006). The issue he found he should have considered was where this university was going to take him after the course, a question most students buying in do not consider. However, even if one does not get it right he exclaimed later “once you’ve started your course your future is by no means fixed as there is usually plenty of flexibility within the course and intuition” (Toronto Star, 2006). However, the problem lies in the idea that this safety net exists within the institution not between institutions and therefore his phrasing of the subject is absolutely correct. Choosing a program and institute should not be a binding contract but rather should work as the foundation for building and understanding what one wants to achieve and the right school in which to do so

Tyler Charlebois, director of advocacy for the College student Alliance, a group serving Ontario’s college and college-university students agrees. He states that picking a program should not mean locking yourself in. Twenty years ago the view was that if you started a program you finished it but it should be looked at as a building foundation to find the right fit (Toronto Star 2006). Faculty has taken this tribulation as theirs to fix and

the results are being made known. Sharron and Mike McIntyre, Professors of Business at Carleton and Queen's University, have started a program called University Matters and currently field questions forming a more educated education decision at www.universitymatters.ca (Toronto Star 2006). They encourage students to discuss their education with someone who knows the industry and all of the "unstated(s)" it embraces. They are using the art of advertising to sell knowledge of educational programs not just the programs themselves.

The Undergraduate Applying to Grad

Upon applying to graduate studies one may feel that they have surpassed the field of transfer territoriality; however, the opposite occurs and instead the stakes are raised. With some applied degrees being considered terminal the employment skills focused upon are not intended as preparation for graduate and professional programs. There begins a discrepancy due to membership and who as a belonging member has the right to supply a worthy program for continued study. Most undergraduate degrees in Canada are offered by traditional universities with membership in the Association of Universities and Colleges of Canada (Ministry of Advanced Education, 2007). This AUCC membership has overtime become viewed as a *de facto* indication of the quality of an institution and the programs each offers. In the past it normally coincided with the authority to offer degrees under provincial legislation (Ministry of Advanced Education, 2007). However, most of the new applied and applied bachelor degrees are located in situations that offer degree programming that that are not AUCC members. This situation has become one in which different kinds of post-secondary institutions with and without AUCC membership are offering varying degrees that have not been well defined both in content and in equivalency standardization (Ministry of Advanced Education, 2007). With money as the main factor universities are punching out programs that offer new features but have not being linked in terms of their application to further studies and universities. If students are being used as guinea pigs in product trials masquerading as courses, should they be paying for these courses or be paid to take them? (Noble, 1998).

Thus, in September 2000, AUCC sent out a brief survey asking International Liaison Officers of Canadian universities whether they had encountered barriers to trade in education services. Approximately twelve responses were received with only two institutions reporting that they had encountered specific obstacles in their education export activities (AUCC, 2000). These obstacles include:

- Lack of transparency with respect to government policies and procedures
- Difficulties with respect to recognizing credentials
- Foreign currency controls
- Government monopolies and high degree of institutional subsidization

Apart from the restrictions listed above, however, most responding institutions remarked that they have not encountered any barriers. Moreover, many of the institutions that did not respond to the survey and AUCC proclaimed in their background paper on the GATS that these universities probably chose not to do so because they had not encountered any barriers either (AUCC, 2000). Notwithstanding, apart from international student recruitment, Canadian institutions are relatively new to the export of educational services exclaims AUCC later in their report “Progress and Promise: The AUCC Report on Internationalization at Canadian Universities” and as activity in this area grows, restrictions can potentially emerge (AUCC, 2000). ‘Can potentially emerge’ seems to be the problem in North American tertiary education, as only those who seem to encounter the process become involved and become trapped within its bounds. The AUCC results seem arguably restricted as the methodology of university administrators being polled should have been revamped and directed toward students who had transferred within the last five years between insinuations. This would have provided a more accurate depiction of university account activities. More interesting however would have been to determine if this study was administered only to institutions belonging to the AUCC, with apparent standards in place, versus extraditing data of institutions between which transfer seems impossible.

Even in graduate studies students are being refused due to issues of territoriality and equivalency. The British Columbia Council on Admissions and Transfer state in their

recent publication that some Universities have refused to accept graduates with different kinds of bachelor degrees into graduate and professional programs for a number of reasons: lack of knowledge about new degrees and their content/intent, concerns about the quality and rigour of applied degree programs offered, and questions about the appropriateness of applied degrees as preparation for further study (British Columbia Council on Admissions and Transfer, 2006). With an absence of national and regional accreditation processes some Canadian Universities are using AUCC membership status of the institution conferring the degree as a factor determining whether a student is suitable for graduate studies acceptance (BCCAT, 2006). The problem lies in the AUCC not being an accrediting agency but instead an organization where universities benefit from public policies, communications, research, and advocacy roles (BCCAT, 2006). The situation is of particular relevance to Ontario, Alberta, and British Columbia students where the provincial governments have expanded access to baccalaureate applied degrees through the non-university post-secondary sector (BCCAT, 2006).

Although this is true BC has also been setting and leading the example for other to follow for quite some time. British Columbia has a long history of cooperation between colleges and Universities because of its extensive transfer system, which allows students to receive credit towards other bachelor degrees or appropriate first and second year courses taken at college or university. Due to this long established system of transference bachelor degree graduates from a BC college, university, or institute are considered for entrance to graduate study programs regardless of whether or not the student received their undergraduate at an institution that was not registered with the AUCC (BCCAT, 2006).

A promising as this is, it is also just one province, and there exist many recent cases where students have not been so lucky. One student interviewed, taking an interest in this study in an online blog, exclaimed “in applying to a Masters program at Brock University in 1998 after receiving my undergraduate degree at Cornell University the registrar informed me that I did not have enough credits to apply to my desired program and would have to go back to school in order to continue” (Personal Communication,

2007). After weeks of debate and numerous phone calls a professor in the kinesiology department heard of this student's struggle and recognizing his previous sports coach suddenly all credits were transferred without a problem, "it is who you know that determines what work gets done" (Personal Communication, 2007). Students who are buying into programs such as these unaware of the consequences their degrees may have upon later success and education are being fooled by flashy logos and slogans that make hollow promises. The BCCAT recalls an incident in their report upon which a graduate of the Bachelor of Music Degree in Jazz Studies at Capilano College in North Vancouver was informed by four Ontario Universities that he could not be considered for entry to post-bachelor teacher education programs because his undergraduate was completed at a non AUCC institution (BCCAT, 2006). Ironically, the education departments in most North American universities seem to be the receptacle for most transfer difficulties as if one currently completes their Med/Bed degree conjointly in a U.S. institute they will have to enroll in make up courses upon returning to most Ontario Universities in order to be recognized as a certified teacher. Even programs offered in one's "brother" country are not deemed equivalent and upon talking to students of these programs it seems their application to teachers college holds different conditions and connotations.

The Workforce

With economic entrenchment being the primary concern of Universities at the present moment it seems that what occurs with one's degree status when they have attained their qualifications is too an issue of territoriality. Transferability of qualification has too become awkward, with a degree from Harvard becoming the BMW of educational degrees and one from Iran being deemed a Lada. Upon receiving one's medical degree in Iran and coming to Canada to practice doctors have been denied the right to do so. Dr. Shahab Khanahmadi, a graduate of the Tehran University of Medical Sciences, had worked as a family physician for two years (Cornwall, 2004). He also worked as an assistant in the university neurology department's clinical electrophysiology laboratory, studying diseases such as epilepsy. But in Canada,

Khanahmadi hasn't been able to work as a doctor but instead only as an unpaid assistant to a neurologist and as a volunteer in a family practice (Cornwall, 2004). He has become trapped in a complicated bureaucracy that seems intent on shutting out foreign-trained physicians. Khanahmadi came to Vancouver in September 2001. Because his English is flawless, he aced the language tests—written and oral—that foreign-trained doctors must pass to practice in this country (Cornwall, 2004). He also passed a series of Canadian medical exams. This year Khanahmadi applied for a residency position under the Canadian Resident Matching Service (CARMS). He got two interviews but no position. Last year British Columbia had only six positions set aside in family practice for immigrant doctors.

The provincial colleges of physicians and surgeons, which grant doctors their licenses, require that after medical school, doctors complete a residency: at least two years of hands-on training, usually in a hospital. An American residency is treated on a par with a Canadian one, but residencies in other countries are not. Therefore, the majority of immigrant doctors have to complete a residency here (Cornwall, 2004). Foreign doctors can compete with Canadian medical school graduates for residency positions, but in order to do so, they have to register with CARMS. And there is a catch: Foreign doctors will only be considered after Canadian-trained graduates have found residency positions. Admitting qualified doctors makes economic sense. If a foreign-trained doctor requires additional training to come up to Canadian standards, it is far cheaper to provide it than to educate a doctor entirely from scratch (Cornwall, 2004). Herb Emery, an associate professor of economics at the University of Calgary, says it costs Alberta taxpayers about \$300,000 to put a student through three years of medical school (Cornwall, 2004). This would be saved if immigrants who already have medical degrees were accepted for residencies.

Joan Atlin, executive director of the Association of International Physicians and Surgeons of Ontario, estimates that Ontario has between 2,000 and 4,000 immigrant doctors looking for a practice. "Doctors are coming with thousands of dollars of training

and experience in their pockets,” (Cornwall, 2004) says Atlin. They have a right to be assessed, and if found to be qualified, they should be allowed to practice their profession. Vancouver MP Dr. Hedy Fry, a medical doctor and the parliamentary secretary to Citizenship and Immigration Minister Judy Sgro, believes that we have to look at fast-tracking; “When do we start valuing foreign experience? Europe is ahead of us on this. You can be trained in Italy and work in the United Kingdom. We’re lagging” (Cornwall, 2004). Like education itself in Europe students are able to transfer professions by moving seamlessly between countries and governments under the jurisdiction of the European Union.

While doctors in North America are given two options, they can either start over or take more courses to reach the set standard. And with Canada’s stand to multiculturalism it seems ironic that we do not value what our neighbors and counterparts in other countries bring with them. The federal government will spend three million dollars to determine why skilled immigrants have trouble finding jobs in their chosen field of education (CBC News Interview, 2007). The study lead by the University of Ottawa will attempt to identify the barriers encountered by immigrants and figure out strategies to overcome them the Minister of Human Resources and Social Development Monte Solberg stated in February of this year. She exclaimed in interview that “bridging the gap will benefit both newcomers and businesses. On one hand, it will tear down barriers that block entry into the workforce and on the other it will increase awareness of multicultural issues amongst small and medium sized enterprises” (CBC News Interview, 2007). As promising as this sounds others argue that another study need not even be done. The answers are already known and gathering more data is blatantly unfair for new immigrants waiting. This announcement comes from NDP MP Olivia Chow, the deputy immigration critic for the party after a new study was released February 28, 2007 on foreign educational credentials (CBC News Interview, 2007). The survey was based on the responses of 6,000 executives and managers of Canadian corporations and found that nearly fifty percent of visible minority respondents with foreign educational credentials

felt their employers did not recognize their credentials as being on par with Canadian equivalent degrees, diplomas, or certificates.

Re-Cognition

There needs to be a universal paradigm; whether North America conforms to Iran or vice versa growth for all needs to occur. A collaborative resolution needs to be found versus competitive ends without means. There is an arrogance associated with the university and the way it defines itself. The way one defines oneself continually changes for as the background becomes larger events change to scale and so too must the measuring stick. If Harvard is representative of the top of the scale of standardization and Iran the bottom, an educational ISO that respects the individual institution needs to be implemented. Degrees function like the automobile industry, there is no sense investing in a propane filled car if there is no where to fill it in the United States. The machine created may be great but if there is no way to push it then it is no longer deemed credible, much like the grad student himself.

Arbitrating deceptions of difference is the key to allowing interchangeable products to emerge in a leveling effect similar to that of the Bologna Project. If one drives a Lada and it suddenly needs a part where is one going to be purchased if the country in which it breaks down does not manufacture that car? If there will always exist more prestigious institutions then maybe the solution is layering degrees by specialization, the “McEd degree” not as worthy as the “degree plus”. Employing a universal system for ranking institutions by quality of produced “knowledge goods” will have to be employed.

We need to reframe the definition of the university and account for the affordances in academics vs. economics. The aims are different and upon buying in students only become aware of this after. The successful graduate student is defined as one that is employable making the aim of the university narrow in scope or at least in the utility of it. The post-modern university we would all like to think is engaged in producing people to produce knowledge, so what has happened? Thomas Kuhn exclaims that what has happened is a shift. This shift occurs when the governing systems of

organization become informed from the outside and no longer within. For example, we drive the car we have been taught to operate only to realize that it pollutes, at which juncture we must psychologically reframe the experience society has already framed for us. This is where the conundrum lies. We delve into the illusion we have been given until we see it as an illusion.

The modern definition of academics and the university serves special interests and will most likely be resolved as an economic issue versus an academic one. Neil Postman discusses the furthering of knowledge as it has become marketable, schools engaging in competitive positioning and matters that have little to do with education. The Faculty of Education at Brock University during the spring session of this year ran a slogan generating such competition among faculty. The slogan itself as well as the contest is not interested in the issue of higher learning but instead on the misleading of this learning. The mission statement for the department will thus obviously be implicitly written for if it was done so explicitly it would be unfavourable. A slogan would not be needed if the department were able to speak of their priorities without having to hide them behind a façade. Most institutions would rather take away time from their faculties teaching and research to cover up their “true selves” in favour of satisfying catchy phrases. These are phrases that often tell little of the programs a university offers but speak endlessly to the aesthetics and perception those in charge are so determined in presenting.

Conclusion

Therefore, to deconstruct the domains of influence for higher education is to break it into bits as a means of determining the actions of the whole. There exists at this level of education competing interests and ideologies and it is important that they are reorganized as a means of seeing what one receives. These influences and constant creators of knowledge and practice are: the spiritual, emotional, economic, practical, and academic. Consumers of education need to know and attend to these cautions. Upon completion of this study there loomed a set of warnings that if written for others could

change the helpless pattern repeatedly occurring. The following is a list of the top ten concerns that students should ask themselves before writing that next tuition check:

1. Students enrolled in an applied bachelor degree with the goal of continuing their studies past the undergraduate level should confirm and check with the institution granting the degree about their admissibility to other post-secondary institutions.
2. Looking at the recognition and portability of graduate and professional programs among universities before buying into one of choice is recommended. As after one has attended even one year at a post-secondary institution one is locked in a battle of transfer credits with little knowledge of their worth.
3. Or in the most extreme of cases after taking acceptance to a particular university realizing that the university you later wish to transfer to will not allow you to attend their institution during your lifetime as it was not originally first on your deciding list. Once one has revealed their proof of purchase one is no longer worthy.
4. Call and find out what your degree means; determining whether employers recognize and attribute accreditation to the university and program you have attended is important to avoid heartbreak later.
5. Simple statements made online about programs that will be taught often does not hold true and can be outdated. Make sure before deciding on a program of study you gather information surrounding how that program actually runs. What benefits and pitfalls does it contain?
6. The guidance counselor of the high school you attend does not know the university as well as the students who already attend it. Ask questions before

- forking over your dough, they unlike the head of a department will not lie and hide behind issues of policy.
7. Beware of universities and professors attesting to knowledge creation as their primary concern, but in practice disregard students thinking critically of their course or the content taught within it. For those not just jumping through the hoops to a degree this can an extreme detriment.
 8. Economic gain will be at the forefront of most universities goals as corporations in an ever expanding market place. Don't kid yourself most institutions do not care if you succeeded. Instead, they actually project a set number of students to fail out of programs each year. They get their tuition and funding either way.
 9. With that said make connections with professors. Do not be just another cog in the wheel with an aimless number attached to a student somewhere.
 10. Only you can make your education what you would like it to be. If it does not suit you find another outlet; take concepts you wish to learn that are not taught and engage them yourself.

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Appendix A:

University Transfer Credit Questionnaire:

1. Does our university have a transfer credit policy? If yes please provide citation for it.
2. How long has this policy been in effect?
3. What administrative unit is responsible for determining credits eligible for transfer?
4. Are there formal procedures in place to determine transfer accreditation? If yes please provide citation.
5. Are credits available for courses not offered at your institution? If no why not?
6. What is the maximum number of transfer credits able to be transferred at your institution? Please circle one of the following on the scale found below.

1-----2-----3-----4-----5-----6-----7-----8-----9-----10-----11-----12-----13-----14-----15
7. What is the undergrad year of study that transfer credits will be accepted up until?

1-----2-----3-----4
8. Is your institution involved in any articulation programs or inter-university transfer systems with other universities or colleges? If so state with what institution this takes place and provide citations or links.
9. Are students required to fully register into a program and pay tuition at your university in order to have academic transfer credits assessed? If yes what is the fee for this assessment?
10. Is there an appeals procedure for denial of transfer credits? If no provide links. If yes what is level of satisfaction of these outcomes for a) institution and b) students.
11. Does your university's transfer system meet the needs of the students effectively? If no provide examples of common sources of dissatisfaction.
12. Do you have any recommendations as to how the transfer system among universities could be improved? If yes what are the top three changes you would make?
13. Given globalizing hierarchy would your institution ever consider opening your transfer system to that of the Bologna Project²?

² The Bologna Declaration represents a firm commitment for higher education reform from 29 signatory countries initiating in June 1999, building upon the Sorbonne foundations. The agreement outlined key objectives each country would undertake by 2010 in order to achieve higher education convergence. Important objectives include: A system of easily read and comparable degrees, the creation of a European-wide credit system with credits earned in studies or non-traditional learning paths, to promote student mobility, and Cooperation between QA bodies to develop comparable criteria and methodologies.

Appendix B:

Christine Arnold
16 Athlone Place
St. Catharines, ON
L2N 2B2

March 22, 2007

Brock University, St. Catharines, ON

Dear **Ms. Indira Samarasekera**; President of the University of Alberta:

My name is Christine Arnold and I am a concurrent Education Student BA/BED (I/S) in my fourth year of study at Brock University, St. Catharines ON Canada. I have been conducting research for an independent study with Education Professor Michael Kompf concerning transfer credits as a follow up and expansion to a paper I wrote last year concerning higher education titled "The Disparity and Despair of Transfer Credits" which has now been referred to by the Toronto Star columnist Carol Goar and has been used in a publication for the University of Western's Gazette. After researching GATS, the European Bologna Project, and the European Credit Transfer System (ECTS) I engaged in the e-mailing of several provincial, national, and international universities questioning the accessibility of the transfer system across borders. The final results were presented at 'The Crossing Borders Conference' at Niagara University in Buffalo NY representing Brock University. The goal for such research is a borderless education where members are cognizant of the impact of tradeliberalization in higher education and the demands placed upon it within the global marketplace (Dr. Jane Knight, 'The Observatory's' March 2002 report on GATS).

In furthering my research for this current year of study what I would like to know is how the transfer system works at the University of Alberta. After researching this topic on your website I still have a few questions. I would like to find out as much as I can about the transfer system that is in place at your university and become knowledgeable of how it functions.

The results yielded from this study will be used as qualitative data surrounding transfer credits and policies across provincial, national, and international borders and will be used within a research paper discussing the future objectives and set backs of seamless education. Results will be analyzed and discussed in the education field as a means of furthering discourse surrounding this area of tertiary education. Completion of this questionnaire therefore will imply consent for participants' data to be used in this study. Data obtained will not be made confidential, instead; for academic purposes institutions and the positions of its respondents will be used directly ensuring accuracy and context of the opinions expressed.

I appreciate your input as this is an important area of inquiry and your response will help me produce a succinct and constructive study.

Christine Arnold
4th Year Concurrent Education Student
BA/BED
Brock University
ca03wt@brocku.ca
905-934-4909

P.S. Should you wish to contact my supervising Professor he can be reached at:

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Appendix C:

Christine Arnold
16 Athlone Place
St. Catharines, ON
L2N 2B2

March 22, 2007
Brock University, St. Catharines, ON

Dear Ms. Kathleen Wynne, Minister of Education:

My name is Christine Arnold and I am a concurrent Education Student BA/BED (I/S) in my fourth year of study at Brock University, St. Catharines ON Canada. I have been conducting research for an independent study with Education Professor Michael Kompf concerning transfer credits as a follow up and expansion to a paper I wrote last year concerning higher education titled "The Disparity and Despair of Transfer Credits" which has now been referred to by the Toronto Star columnist Carol Goar and has been used in a publication for the University of Western's Gazette. After researching GATS, the European Bologna Project, and the European Credit Transfer System (ECTS) I engaged in the e-mailing of several provincial, national, and international universities questioning the accessibility of the transfer system across borders. The final results were presented at 'The Crossing Borders Conference' at Niagara University in Buffalo NY representing Brock University. The goal for such research is a borderless education where members are cognizant of the impact of trade liberalization in higher education and the demands placed upon it within the global marketplace (Dr. Jane Knight, 'The Observatory's' March 2002 report on GATS).

With a mounting interest in global higher education, questions asked of institutions should lead to international comparisons and encourage students to act as critical consumers. Students who view their university education in a broader context will require knowledge of what their credits and education means to another institution. If global trends in higher education are to be taken seriously then discourse must move beyond mere rhetoric and towards the establishment of a viable basis of comparison for inclusive international academic practices and value. The Bologna Accord developed in Europe (1999) presents new opportunities to students by splitting the traditional long-cycle degree into two Stages and giving students more options in an enlarged higher education environment (Bologna Process and Declaration). The most significant change that the Bologna Process and Declaration has brought about is that of student mobility and a recognized worth of education for those students. No longer without representation or a paper of currency stating the development or value of their education before seeking transfer to another institution they have now been granted a security of goods. They now have a return in investment that can be used and cashed in where they like. It is anticipated that 2.4million European students per annum will graduate with Bachelor degrees; they will have to decide whether to seek employment or carry on their studying (Bologna Process and Declaration 1999).

On the Ministry of Ontario's Training, Colleges and Universities website the introduction states that "There are 19 publicly assisted universities in Ontario, including the Ontario College of Art & Design. Each university offers undergraduate (bachelor) degrees, and most offer graduate (master's and doctorate) degrees. Each institution operates independently and determines its own academic and admissions policies, programs, and staff appointments. The ministry provides operating funding to the universities and each university's degree-granting authority is based on its Act of the Legislature" (<http://www.edu.gov.on.ca/eng/general/postsec/univers.html>).

I wonder if the fact that our Universities function independently and determine their own

policies on admissions and academic policies is problematic? How do students fare in such a setting and how does such a policy work for the university? Who is it benefiting? In furthering my research for this current year of study what I would like to know is:

1. Are you content with the way our university transfer system works provincially and nationally?
2. How do you think it functions and performs in an international setting?
3. In your interaction and discourse with students do you feel they are pleased and comfortable with the transfer system that our Ontario Universities have in place?
4. Do you see any alternatives to the way in which our transfer system is currently functioning?
5. Do you have any recommendations as to how the transfer system among universities could be improved and what the consequences of those changes would be?
6. What would have to occur to make the transfer process more seamless and would its outcomes be beneficial enough to change what is currently in place?
7. What would be the implications of putting in place a transfer system like that of the Bologna Project in a North American setting? What would the shortcomings be?
8. Would the outcome be beneficial enough to consider implementing change in the discourses and processes surrounding transfer students in tertiary education in our Universities?

I appreciate your input as this is an important area of inquiry and your response will help me produce a succinct and constructive study.

Christine Arnold
4th Year Concurrent Education Student
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P.S. Should you wish to contact my supervising Professor he can be reached at:

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Appendix D:

University	Does your university have a transfer credit policy?
University of Windsor	Yes
University of Toronto	<p>Does your university have a transfer credit policy? If “yes” please provide a citation for it.</p> <p>Acceptance of transfer credits by the University of Toronto shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer credit shall allow for the maximum recognition of previous learning experience in university level courses.</p> <p>Subject to degree, grade and program requirements, any course offered for credit by a recognized university shall be accepted for credit by the University of Toronto when there is virtual equivalency in course content.</p>
Nipissing University	
Queen’s University	The transfer credit policies vary between Faculties and Schools.
Trent University	Yes. http://www.trentu.ca/admin/ro/calendar/2007-08/uc38.html is the website for the calendar; scroll down on the left side and click on Admissions, then scroll down through the admissions portion of the calendar to the Transfer Credit section.
University of Saskatchewan	Our transfer credit policies are available at: http://explore.usask.ca/admission/transfer/
University of Alberta	
Western University	
McMaster University	<p><i>Yes, please see the general policy in the McMaster University Undergraduate Calendar, pp 14-15. URL:</i></p> <p><i>http://registrar.mcmaster.ca/CALENDAR/year2007/pdf/admisreq.pdf</i></p>
NAIT	
SAIT	
McGill University	<p>Does your university have a transfer credit policy? If “yes” please provide a citation for it. Transfer Credits (http://www.mcgill.ca/files/courses/Undergrad200708-march20.pdf 3.5.5)</p> <p>Students may be granted credit for courses passed with a grade of C or better at other universities, as long as they are within the number of credits imposed by McGill's residency requirements and program requirements in some faculties. In general, a maximum of 30 transfer credits may be granted. Students must be in satisfactory standing in order to be granted the transfer credits. Courses with grades of C-, P, and S will not be considered for transfer credits. The letter grades applied by the host institution take precedence over the numerical grades if both are provided. Students should note that a minimum of 60 credits must be completed at McGill in order to qualify for a McGill degree.</p> <p>Students must obtain approval from their Student Affairs Office. In some faculties approval must be obtained from the Student Affairs Office as well as the academic adviser prior to taking the course, especially if the course is taken as part of a student's program requirements.</p> <p>Grades earned at the host university for transfer courses are not entered on the student's McGill transcript and are not included in the calculation of the TGPA or</p>

	<p>CGPA.</p> <p>For universities outside Quebec, it is the student's responsibility to ensure that an official transcript is sent from the host institution to the Senior Adviser, Student Affairs Office (Arts, Education, Engineering, Music, Science), the Students Affairs Office, Laird Hall, Room 106, Macdonald Campus (Agric. & Envir. Sc.), Student Affairs Office, BCom Program (Desautels Faculty of Management) or the Office of the Associate Dean (all other faculties). It is the student's responsibility to process the request for transfer of credits with their home faculty at McGill within six months of return from the exchange program or study away. Students studying at another Quebec university on an Inter-University Transfer Agreement (IUT) will have their grade(s) sent to McGill University automatically by the host university. For additional information, please refer to section 3.3.5, "Quebec Inter-University Transfer Agreement (IUT)".</p> <p>Transcripts for transfer courses must meet the following deadlines:</p> <ul style="list-style-type: none"> - April 30, if term of graduation is to be Winter <p>(Convocation in Spring)</p> <ul style="list-style-type: none"> - September 15, if term of graduation is to be Summer <p>(Convocation in Fall)</p> <ul style="list-style-type: none"> - January 15, if term of graduation is to be Fall (degree granted February, Convocation in Spring) <p>Transcripts not received by the appropriate date will be considered for the next graduation period only.</p>
Memorial University	<p>Regulation 2.5 under General Academic Regulations - Admissions and Readmission to the University in the Academic Calendar. This can be found starting on page 52 in the hard copy version of 2006-2007 Academic Calendar or at http://www.mun.ca/regoff/calendar/sectionNo=REGS-0421 in the online version of the Calendar.</p>
Harvard	
Columbia	<p>Yes, however your questionnaire is very detailed and the structure and diversity of our schools and degree offerings does not lend itself to neat response.</p>
Princeton	<p>President Tilghman asked me to get back to you regarding your recent letter on the subject of the transfer system at Princeton University. Princeton does not admit transfer students. Sorry we could not be of more help. Thank you for your letter and good luck with your study.</p>
Cornell	
Yale	<p>Yes. Yale College of Study, p.g. 77 and p.g. 81-84</p>
Kent State	
Syracuse	<p>No university wide policy. Each of our colleges determines its own policies.</p>
Brigham Young	
UCLA	
Michigan State	<p>Our transfer policy is published in the 'Academic Programs' catalog. Web access at www.reg.msu.edu, Academic Programs catalog, click on Transfer Student Admission.</p>
University of Liverpool	<p>Accreditation prior to learning document (APL) is the generic term used for the award of credits on the basis of demonstrated learning that has occurred at some time in the past. Document from the University of Liverpool transfer system was provided.</p>
University of Auckland	
University of New Mexico	
University of Queensland	<p>The University of Queensland's rules relating to the award of credit are stated in the</p>

	<p>General Award Rules, which can be viewed at www.uq.edu.au/study/index/html?page=12450</p> <p>The University of Queensland's policy on "Credit for Previous Studies and Recognised Prior Learning" can be viewed at www.uq.edu.au/hupp/index.html?page=25103&pid=25075</p>
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Appendix E:

University	How long has this policy been in effect?
University of Windsor	
University of Toronto	Established in the mid 1990s.
Nipissing University	
Queen's University	n/a
Trent University	I don't really know, to be honest. We have tweaked the policy a few times since I arrived in July 2000. We are currently in the process of reviewing the entire policy and we will be taking a revised policy through the appropriate academic approval channels in the fall of 2007.
University of Saskatchewan	We have had policy on transfer credit for many decades.
University of Alberta	
Western University	
McMaster University	<i>Indefinitely, however there are continuous updates to the policy.</i>
NAIT	
SAIT	
McGill University	A transfer credit policy has always been in effect. It is tied into McGill's minimum residency requirement.
Memorial University	This policy has always been in effect at Memorial University.
Harvard	
Columbia	n/a
Princeton	
Cornell	
Yale	A very long time.
Kent State	
Syracuse	Does not apply.
Brigham Young	
UCLA	
Michigan State	The general concept has been in place for more than fifty years. The 1956 Catalog states, "If the student is admitted from an institution whose entrance requirements and curricula are equivalent to those of Michigan State College . . . he may receive full credit for his past work."
University of Liverpool	Three years.
University of Auckland	
University of New Mexico	
University of Queensland	The policy was approved by the University's Senate on 28 July 2005 and last updated on 31 March 2006.

Appendix F:

University	3. What administrative unit is responsible for determining credits eligible for transfer?
University of Windsor	
University of Toronto	<p>What administrative unit is responsible for determining credits eligible for transfer?</p> <p>The Transfer Credit Section of the Faculty of Arts and Science in consultation with departmental Faculty members determine credit transfer. Each division has a similar office.</p>
Nipissing University	
Queen’s University	<p>The Faculties and Schools, in collaboration with Admission Services, determine credits eligible for transfer.</p>
Trent University	<p>The Office of the Registrar is responsible for the transfer credit process. This office reviews transcripts and determines eligible courses to be considered for transfer credit. Academic departments are responsible for determining the exact equivalency. A transfer credit database was created in 2002; it is continually updated with course equivalencies as assessed by departments. If a course appears in the database, the department does not receive a request for an assessment; the information is taken from the database and applied to the student's record.</p> <p>Staff in the Office of the Registrar handle both domestic and international transfer credit files; we have one staff person dedicated to each type of file.</p>
University of Saskatchewan	<p>Transfer credit evaluations take place within the Recruitment & Admissions office in the Student & Enrolment Services Division (SESD). Information about the structure of SESD is available at: http://www.usask.ca/sesd/ (click on Enrolment Services)</p>
University of Alberta	
Western University	
McMaster University	<p><i>The Faculty and sometimes the department offering the program to which the student has applied is normally responsible for transfer credit determination.</i></p>
NAIT	
SAIT	
McGill University	<p>This is a shared responsibility between the ARRO (Admissions, Recruitment and Registrar's Office) and Faculty Student Affairs Offices. (http://www.mcgill.ca/student-records/transfercredits/) At the time of admission to McGill University, the Admissions Office does an initial review. Where necessary, an additional review is done by the Student Affairs Office. As the student continues through the program, the responsibility shifts to the Student Affairs Office.</p>
Memorial University	<p>The Office of the Registrar coordinates the Transfer Credit application, documentation, and communication process. For course transfers which have been previously approved as precedent setting, the Office of the Registrar may determine equivalencies and award credit. Incoming courses which are not already approved for transfer credit by departments are reviewed by a representative of the appropriate academic unit (as determined by the academic unit) and credit is awarded by the unit based upon that recommendation. This information is recorded and reported by the Office of the Registrar.</p>
Harvard	
Columbia	<p>Generally, work offered for transfer is evaluated by the individual school. The school will be guided by the corresponding academic department in the evaluation of the curriculum offered.</p>
Princeton	
Cornell	
Yale	<p>Yale college Dean’s office.</p>
Kent State	

Syracuse	The college which is accepting or has accepted the student.
Brigham Young	
UCLA	
Michigan State	The college/department responsible for teaching the subject matter being evaluated.
University of Liverpool	Done at academic department level.
University of Auckland	
University of New Mexico	
University of Queensland	The executive dean of the faculty administering the program in which the student is enrolled makes decisions on: -the granting of credit transfer/exemption for both formal and informal learning; and -unless otherwise stipulated in the relevant Admission Rules, whether admission requirements have been satisfied on the basis of formal or informal learning.

Appendix G:

University	4. Are there formal procedures in place to determine transfer accreditation? If yes please provide citation.
University of Windsor	Yes, AUCC.
University of Toronto	institution must have approval from the relevant province to grant the particular degree presented.
Nipissing University	
Queen’s University	There are no formal procedures in place.
Trent University	For domestic files, we generally look for AUCC membership; if in doubt, we will contact another Ontario university admissions office for their assistance.
University of Saskatchewan	Yes, we do have formal procedures to determine accreditation of institutions. Please refer to http://explore.usask.ca/admission/transfer/equivalents/#bookmark2
Western University	
McMaster University	The credit is assigned on a case by case basis using precedents established within and sometimes among Faculties. There is no centralized database.
University of Alberta	
NAIT	
SAIT	
McGill University	Procedures may vary from one faculty to the next. In general an assessment is made of the course content by the designated evaluator who could be at the departmental or faculty level. Preferably this is done prior to the student taking the course. Upon receipt of an official transcript, the transfer credit is entered onto the student's record.
Memorial University	In accordance with the Transfer Credit Regulations in the calendar.
Harvard	
Columbia	The view is that it should match the curriculum offered here, and/or be appropriately applicable to the degree requirements. Work should be from institutions comparably accredited by regional and state agencies and be completed with certain minimum grade levels. In the case o work offered as a result of advanced placement work completed on the secondary level, decisions may await the successful completion of work within the same discipline here.
Princeton	
Cornell	
Yale	Yes, YCPS p.g. 82-84
Kent State	
Syracuse	Yes. We look for accreditation by the regional accrediting bodies for US colleges & universities and recognition from the Ministries of Education for colleges & universities outside of the US.
Brigham Young	
UCLA	
Michigan State	Courses taught by institutions listed in the American Council on Education’s “Accredited Institutions of Post-secondary Education”, the I.A.U. “International Handbook of Universities”, and the UNESCO online database www.UNESCO.org/iau may be evaluated.
University of Liverpool	Accreditation of Prior Learning (APL) Policy
University of Auckland	
University of New Mexico	
University of Queensland	Formal procedures relating to transfer credit are stated n he policy listed above. Refer to section 2.6.

Appendix H:

University	5. Are credits available for courses not offered at your institution? If no why not?
University of Windsor	Yes.
University of Toronto	<p>Are credits available for courses not offered at your institution? If you have answered "no" please state why not?</p> <p>Only if the course would be deemed suitable within the realm of the Faculty of Arts and Science.</p>
Nipissing University	
Queen's University	Yes, credits are available for courses not offered at Queen's, if the credit is applicable to the student's degree program.
Trent University	We will provide 'unassigned' Arts or Science credits for courses which are not the exact equivalent of a Trent offering. We are proposing to expand this so that any course which has been considered for credit within a Bachelors program at another institution can be granted credit (the example is a student in a concurrent Education program who drops out of the program at the end of year one but has taken an Education course as part of their requirements).
University of Saskatchewan	Yes, we do give transfer credit for courses not offered at our institution, and the courses must be within subject areas that are taught at the University of Saskatchewan.
University of Alberta	
Western University	
McMaster University	<i>Yes, in some Faculties credit may be assigned for courses not offered at McMaster. These credits are assigned as either unspecified units in a particular discipline, or general elective credit at a particular Year.</i>
NAIT	
SAIT	
McGill University	Are credits available for courses not offered at your institution? If you have answered "no" please state why not? Yes. (Grades are never calculated into the CGPA).
Memorial University	Credits may be awarded "unspecified" if the equivalent course does not exist at Memorial University.
Harvard	
Columbia	
Princeton	
Cornell	
Yale	No. See p.g. 82 YCPS
Kent State	
Syracuse	(I can't answer - only the colleges would know this)
Brigham Young	
UCLA	
Michigan State	General subject credits matching subject areas may be recorded if there is no direct course analog.
University of Liverpool	
University of Auckland	
University of New Mexico	
University of Queensland	Credit may be granted for courses not offered at the University of Queensland.

Appendix I:

University	6. What is the maximum number of transfer credits able to be transferred at your institution? Please circle one of the following on the scale found below.
University of Windsor	15
University of Toronto	The Faculty of Arts and Science will transfer a maximum of 10.0 credits (2years of study). We have a residency requirement.
Nipissing University	
Queen's University	A student must complete 50% + 1 of their credits at Queen's.
Trent University	1----2----3----4----5----6----7----8----9---- <i>10</i> ----11----12----13----14----15 I've bolded and italicized 10 - that is the maximum.
University of Saskatchewan	We do not have a maximum number of credits that can be transferred. After the transfer credit evaluation takes place, it is up to the College (Faculty) to determine which and how many transfer credits will be applicable to a student's particular program of study. For more information please see http://explore.usask.ca/admission/transfer/results/
University of Alberta	
Western University	
McMaster University	A transfer student may receive up to two full years of transfer credit (60 units at McMaster).
NAIT	
SAIT	
McGill University	What is the maximum number of transfer credits able to be transferred at your institution? Please circle one of the following on the scale found below. See answer to question #1.
Memorial University	In Accordance with regulation 4.3 Residency Requirements (page 55 of 2006-2007 Memorial University Calendar or www.mun.ca/regoff/calendar/sectionNo=REGS-0508) for a first degree, students must complete at least 50% of their credits at Memorial University. This normally equates to a minimum of 60 credits (or the equivalent of 20 courses) for a 120 credit-hour degree program.
Harvard	
Columbia	In order to receive the Columbia College degree, transfer students must complete a minimum of 60 points while enrolled in the College. Transfer students may apply a maximum of 64 pints toward advanced standing at the College. Credit granted on the basis of Advanced Pacement, International Bacclaureate, and other standardized examinations will be counted toward the 64-point maximum. Credit is not grnated for college courses taken while in high school.
Princeton	
Cornell	
Yale	Two for 4-year undergrads; a max of 18 for "transfer" students
Kent State	
Syracuse	We accept a maximum of 66 credit from 2 year schools, maximum of 30 credits from test & other credit and a maximum of 90 credits for the total of transfer, test, and other credit.
Brigham Young	
UCLA	

Michigan State	There is no limit in the number that can be transferred although there are limits on the number of credits that may count toward a degree.
University of Liverpool	Normally on ehtird of any given programme.
University of Auckland	
University of New Mexico	
University of Queensland	Th maximum credit available for previos study is detailed in Rules 1.6 and 1.7 of the University'd General Award Rules. In summary, a student must get one third of the units required for an award: <ul style="list-style-type: none"> a) by studies undertaken at the University; and b) in courses not credited towards another completed award. However, "completed awar" does not include an award that is surrendered.

Appendix J:

University	7. What is the undergrad year of study that transfer credits will be accepted up until?
University of Windsor	Year 4.
University of Toronto	What is the undergrad year of study that transfer credits will be accepted up until? The Faculty of Arts and Science will consider all year levels, however, if the student has more than 12.5 credits completed we treat them as second degree students. Second degree students will receive a maximum of 5.0 transfer credits.
Nipissing University	
Queen's University	We accept credits for transfer up to fourth year.
Trent University	Year 3. Students can be considered for admission even if they have completed more than 10 credits, but they will not be given credit for more than 10 here. So, generally, students transfer in first or second year.
University of Saskatchewan	We assign transfer credit in every year of undergraduate study. For example, a transfer equivalent may be at the first-year level, or the fourth-year level.
University of Alberta	
Western University	
McMaster University	Normally up to and including Year II although some credit may be assigned for Year III and IV courses in particular cases.
NAIT	
SAIT	
McGill University	What is the undergrad year of study that transfer credits will be accepted up until? May vary from one faculty to another. Generally, there is no year restriction. However, taking transfer credits in a student's graduating term can be problematic, if the official transcript is not received in time to process for graduation.
Memorial University	Students must complete 15 of the final 30 credits of their program at Memorial University of Newfoundland. Normally, the highest level at which courses are eligible for transfer is third year.
Harvard	
Columbia	
Princeton	
Cornell	
Yale	Year 4.
Kent State	
Syracuse	We don't have a limitation.
Brigham Young	
UCLA	
Michigan State	4
University of Liverpool	Usual the second year but occasionally a student may be allowed direct entry to third year.
University of Auckland	
University of New Mexico	
University of Queensland	The undergraduate year of study has no direct relevance to the award of credit for previous studies.

Appendix K:

<p>University</p>	<p>8. Is your institution involved in any articulation programs or inter-university transfer systems with other universities of colleges? If so state with what institution this takes place and provide citations or links.</p>
<p>University of Windsor</p>	<p>Yes</p>
<p>University of Toronto</p>	<p>The Faculty of Arts and Science does not currently have any agreements. UTM (University of Toronto Mississauga) has agreements with Sheridan College.</p> <p>UTSC (University of Toronto Scarborough) has two bilateral agreements with Centennial College. Details available on OUCTG (Ontario University College Transfer Guide)</p> <p>Professional divisions may also have agreements, you will need to check with the appropriate division.</p>
<p>Nipissing University</p>	
<p>Queen’s University</p>	<p>We are involved in an articulation program with the Eastern Ontario School of X-Ray Technology.</p>
<p>Trent University</p>	<p>Yes, we have a significant number of articulation agreements with community colleges: Seneca, Georgian, Durham, and Fleming to name a few. You can check them out at http://www.trentu.ca/admin/ro/calendar/2007-08/uc37.html. Scroll down on the left side and click on Special Programs and Opportunities.</p> <p>We also have a registration protocol in place with the University of Ontario Institute of Technology (UOIT) in Oshawa. We offer several degree programs in Oshawa, and we offer a significant number of elective courses which are taken by UOIT students as part of their degree programs. Information about the Oshawa programs is available at: http://www.trentu.ca/oshawa/.</p>
<p>University of Saskatchewan</p>	<p>Yes, we have some articulation programs, but most transfer credit is evaluated on a course-by-course basis. The most recent articulation agreement is with Briercrest Bible College. Please see the press release at: http://announcements.usask.ca/news/archive/2007/04/university_of_s_27.html</p>
<p>University of Alberta</p>	
<p>Western University</p>	
<p>McMaster University</p>	<p>There are some articulation agreements however as a rule similar transfer credit is available to students from any institution.</p>
<p>NAIT</p>	
<p>SAIT</p>	
<p>McGill University</p>	<p>Is your institution involved in any articulation programs or inter-university transfer systems with other universities of colleges? If so state with what institution this takes place and provide citations or links.</p> <p>There is an agreement between Quebec universities [CREPUQ] where the entire process of taking courses at one of the agreed upon universities is done electronically. https://dbs.crepuq.qc.ca/mobilite-cours/4DSTATIC/ENAccueil.html. Once a final transcript is received, the process of articulating the transfer credits is always done manually. We are currently exploring the possibility of an automated process for transfer articulation.</p>
<p>Memorial University</p>	<p>Yes, as follows:</p>

	<p>- Newfoundland and Labrador Transfer Guide: (www.edu.gov.nf.ca/council/trans98.HTM)</p> <p>- Pan-Canadian Protocol http://www.cmec.ca/postsec/transferabilit.en.stm</p> <p>- A number of inter-institutional agreements, both National and International, to receive students for advanced placement coming with specific credentials into specific programs.</p>
Harvard	
Columbia	
Princeton	
Cornell	
Yale	No.
Kent State	
Syracuse	No.
Brigham Young	
UCLA	
Michigan State	<p>We are a member of the CIC and have ongoing articulation arrangements at the graduate and undergraduate levels with our Big 10 plus the University of Chicago CIC partners. In addition, we are an active member of the Great Plains Interactive Distance Education Consortium and have consortia with many international institutions, a list of which may be found at www.reg.msu.edu under Co-sponsored Study Abroad Programs.</p>
University of Liverpool	Yes, several.
University of Auckland	
University of New Mexico	
University of Queensland	<p>The University's academic faculties are responsible for the granting of credit and may have established articulation arrangements with other institutions. Faculty responsibilities in relation to transfer credit and articulation are outlined in section 2.8.2 of the University's policy. That policy makes it explicit that credit or exemptions might be granted with respect to courses and/or programs completed at this or another higher education institution but also may include studies undertaken at TAFE (Technical and Further Education), Open learning Australia or other accredited private learning organizations.</p> <p>The University has plans in place to develop a central credit transfer database so details of credit transfer arrangements can be published on the web for the benefit of both prospective and current students. However, that facility is not yet available, and currently faculties hold the details of their credit transfer precedents and articulation arrangements with other institutions.</p>

Appendix L:

University	9. Are students required to fully register into a program and pay tuition at your university in order to have academic transfer credits assessed? If yes what is the fee for this assessment?
University of Windsor	No.
University of Toronto	<p>Are students required to fully register into a program and pay tuition at your university in order to have academic transfer credits assessed? If yes what is the fee for this assessment?</p> <p>The Faculty of Arts and Science requires admitted students to pay \$30.00* for a transfer credit assessment. Students are not required to register nor accept the offer of admission. The payment is to deter frivolous assessments. Prior to 2001, the Faculty produced a transfer credit assessment for every admitted transfer student. *international students are exempt from this fee.</p>
Nipissing University	
Queen’s University	Student do not have to register and pay tuition to have their transfer credits assessed. The fee for assessment is \$60 (full-time students) or \$30 (part-time students).
Trent University	When students apply to transfer to Trent University through the OUAC website (www.ouac.on.ca) we charge a \$50. supplementary application fee. This fee is used to subsidize the transfer credit processing. In the past we have required that a student accept their offer of admission before we would process their transfer credits. We are changing this year to assess transfer credits prior to an offer of admission being made. We do not require that a student be registered and have paid tuition before we consider transfer credit.
University of Saskatchewan	We do provide information to prospective students regarding unofficial transfer credit evaluations. New applicants receive formal transfer credit evaluations with official transcripts as part of the application process, with the \$90.00CDN application fee. Current, returning, visiting, and previous students pay no additional fees for any transfer credit evaluations. Prospective students who would like a formal transfer credit evaluation pay \$90.00CDN as an evaluation charge, and if that person applies to the University in the next academic session, this \$90.00 is applied to the application fee. For more detailed information please visit http://explore.usask.ca/admission/transfer/#bookmark3
University of Alberta	
Western University	
McMaster University	A \$60.00 transfer credit assessment fee is part of the application fee for transfer students. Transfer credit is assigned as part of the admission process.
NAIT	
SAIT	
McGill University	<p>Are students required to fully register into a program and pay tuition at your university in order to have academic transfer credits assessed? If yes what is the fee for this assessment?</p> <p>Newly admitted students need only to confirm that they are accepting the offer of admission and make a \$200 deposit towards their tuition. There is no fee associated with the assessment.</p>
Memorial University	Yes. The service itself does not have a specific fee associated with it. Transfer applicants coming from institutions outside of Newfoundland and Labrador do pay an additional application fee of \$40 (for a total of \$80).
Harvard	
Columbia	
Princeton	
Cornell	

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Yale	No.
Kent State	
Syracuse	Credit is assessed for applicants by the college to which they are applying prior to arriving here as students.
Brigham Young	
UCLA	
Michigan State	Students need to have been admitted to a degree program before a full evaluation is performed.
University of Liverpool	Where APL is being claimed for access onto a programme: No charge is made for the process of advising and assessing the claim. Where APL is being claimed for exemption from study: The University charges a fee for the process of advising and assessing the claim. Initial advice is free of charge. The fee is paid once the student requests more detailed advice from the APL adviser in submitting their claim for assessment. The current fee shall be: 50% of the full module fee.
University of Auckland	
University of New Mexico	
University of Queensland	Credit is granted for a course if the student applies for credit on first enrolling in the program. There is no separate fee associated with assessment or granting of credit. As prospective student can make enquiries, prior to admission, about the likely credit for previous studies that they will obtain should they gain entry to a particular program. However, the credit is not formally assessed and awarded until the student has enrolled. With regard to international students, their credit is assessed at the time of application, and students are advised in their letter of offer, the amount of credit they will be awarded based upon previous studies.

Appendix M:

University	10. Is there an appeals procedure for denial of transfer credits? If no provide links. If yes what is level of satisfaction of these outcomes for a) institution and b) students.
University of Windsor	Yes.
University of Toronto	<p>10. Is there an appeals procedure for denial of transfer credits? If you have answered “no” please provide links. If you have answered “yes” what is level of satisfaction of these outcomes for a) institution and b) students.</p> <p>The Faculty of Arts and Science does have an appeal process. From an institutional perspective, the process allows us to re-evaluate the situation with additional information and ensure an appropriate assessment has been made. From a student perspective, one can know that their concern has been taken seriously and that due consideration has been given.</p>
Nipissing University	
Queen’s University	There is no appeals procedure. Students are able to provide us with more information and request a reassessment
Trent University	<p>Yes, students appeal through the Office of the Registrar. Generally, the outcomes seem to be satisfactory for the students as the appeal will often involve the student discussing their concerns with the chair of the academic department. Chairs are in the best position to tell the student why a credit could not be granted OR to work out an alternative solution that might benefit the student (e.g., a student being exempted from a degree requirement even though the transfer credit did not fully meet the course equivalency; extra reading might assist the student in success in other courses).</p> <p>This solution is satisfactory for the staff in the Office of the Registrar, as it ensures a good understanding by both student and Chair of the student's preparedness for a course.</p>
University of Saskatchewan	<p>Yes, we do have an appeal of transfer credit mechanism. Please see http://explore.usask.ca/admission/transfer/results/#bookmark8</p> <p>We process hundreds of appeals per year, as we strive to determine exact equivalents wherever possible, and to award fair and reasonable transfer credit for every case. In my experience there is a high level of satisfaction from students regarding the appeal process. In many cases, students can receive credit applicable to their degree programs, and if the appeal is denied, they receive detailed explanations as to the rationale of the College or Department's determination.</p>
University of Alberta	
Western University	
McMaster University	Students may ask for a review of an admission decision by the Registrar. Any questions or errors are routinely addressed by the Faculty offices.
NAIT	
SAIT	
McGill University	<p>Is there an appeals procedure for denial of transfer credits? If you have answered "no" please provide links. If you have answered "yes" what is level of satisfaction of these outcomes for a) institution and b) students.</p> <p>This would vary from one faculty to another. There is no formal university procedure.</p>
Memorial University	Yes. Students may request a re-evaluation by the awarding or another applicable department. Satisfaction levels are not monitored or measured. However, the general principal that is followed is to give the student the maximum possible credit for prior course work completed and departments are very willing to reconsider when asked.
Harvard	

Columbia	
Princeton	
Cornell	
Yale	No.
Kent State	
Syracuse	This would be college-specific.
Brigham Young	
UCLA	
Michigan State	The student appeals to the evaluating college/department. There is no data on satisfaction.
University of Liverpool	As far as we know.
University of Auckland	
University of New Mexico	
University of Queensland	<p>Students who might be dissatisfied with a decision relating to a credit assessment have a right of appeal in accordance with the University's "Student Grievance Resolution" policy which is available at: www.uq.edu.au/hupp/index.html?page = 25126&pid=25075</p> <p>Very few appeals are made by students in relation to credit transfer applications. That would appear to suggest students are satisfied with the credit decisions that are made in respect of their applications.</p>

Appendix N:

University	11. Does your university's transfer system meet the needs of the students effectively? If no provide examples of common sources of dissatisfaction.
University of Windsor	Yes.
University of Toronto	<p>Does your university's transfer system meet the needs of students effectively? If you have answered 'no' please provide examples of common sources of dissatisfaction.</p> <p>We believe our system does. The Faculty of Arts and Science continues to evaluate the timelines of assessments to ensure timely delivery. Where possible we place students into programs directly. Colleges within the Faculty host information sessions geared specifically to the transfer student needs.</p>
Nipissing University	
Queen's University	Yes, our transfer system meets students' needs. We have not received negative feedback.
Trent University	<p>No, in the past we have not been able to provide all of the transfer credit details to students prior to the start of classes. Various delays, including volume of transfer credit files and a longer than acceptable turn around time in departments (due to various circumstances such as a new Chair starting his/her term on July 1st, right in the peak of transfer credit requests) has resulted in students not knowing their exact transfer credit assessments until October or November.</p> <p>This year, changes to the staffing levels and processing should help to alleviate some of the issues, as well as working with departments to ensure quick turn around time for transfer credit assessments.</p>
University of Saskatchewan	Yes, our transfer credit system effectively meets the needs of students, as well as other stakeholders, such as academic advisors, academic units from within the University and across the country, and the public. We are constantly looking for ways to improve our business functions and processes, as we are aware of how the transfer credit process impacts on many facets of the academic lives of students. We work to provide accurate and timely transfer credit evaluations and responses to appeals.
University of Alberta	
Western University	
McMaster University	As far as we know. There are few complaints.
NAIT	
SAIT	
McGill University	<p>Does your university's transfer system meet the needs of students effectively? If you have answered "no" please provide examples of common sources of dissatisfaction.</p> <p>By enlarge, yes it does. We are always working to improve our system. Our latest initiative has been to make equivalents as transparent as possible, posting known equivalents on our web site. This initiative is constantly expanding.</p>
Memorial University	We believe that it does.
Harvard	
Columbia	
Princeton	
Cornell	
Yale	? Perfectly clear requirements and limits a condition of enrollment.
Kent State	
Syracuse	(I can't answer - only the colleges would know this)
Brigham Young	
UCLA	
Michigan State	Yes.
University of Liverpool	No.
University of Auckland	

University of New Mexico	
University of Queensland	<p>The transfer credit system appears to meet the needs of students effectively. The University does not expect students to repeat learning that has been successfully completed at a similar level and standard elsewhere, where that work is substantially the same in content and standard, as that required for the student's current program of study at the University. The University's policy is consistent with the Australian Vice-Chancellors' Committee's (AVCC) Policy Guidelines on Cross-Sector Qualification Linkages and its Provision of Education to International Students Code of Practice and Guidelines for Australian Universities.</p>

Appendix O:

University	12. Do you have any recommendations as to how the transfer system among universities could be improved? If yes what are the top three changes you would make?
University of Windsor	
University of Toronto	Do you have any recommendations as to how the transfer system among universities could be improved? If "yes" what are the top three changes you would make
Nipissing University	
Queen's University	a) The nature of course descriptions in calendars needs to be standardized, b) a published database of transfer equivalencies for first-year courses, available internally and externally, would be ideal, and c) more communication with shorter timelines for the transfer credit process.
Trent University	<p>The fact that universities are autonomous institutions makes the possibility for a 'system' to be adopted fairly remote. One example is semester vs. full year credit courses (Introductory Psychology taken as a half credit cannot be granted credit at an institution which offers introductory psychology as a full year course). Another example is the individuality of each institutions course offerings; while introductory courses may cover much of the same material, 200 level courses tend to be more reflective of the strengths of the faculty members in the department, particularly in smaller institutions like Trent University. The timing of the release of grades and transcripts impacts the transfer credit process: grades are not normally released at any institution until the middle of May at the earliest; transcripts can taken another 10-14 business days to be processed. Once received at the new institution, the transcript must be received, matched to the file and then assessed (although EDI of transcripts which allows transcript data to be received electronically will speed up some of this processing).</p> <p>A few years ago, Ontario institutions attempted to put together an electronic database of equivalencies, so that prospective students could see what credits they might receive at another institution, but given financial and IT constraints at institutions, as well as the complexity of the transfer credit process, the system never came to fruition.</p> <p>Top three changes: this is a tough question. I think if institutions could coordinate their processes so that the procedures were the same at all institutions would be helpful, particularly to students who may apply to more than one institution only to find the transfer credit process to be different in different places.</p> <p>All institutions should have good information about transfer credit processing on their websites (I know ours needs a lot of work) including what is required for assessment, what the policies are, how the process works and when the student can expect a response.</p>
University of Saskatchewan	In my opinion, I would support more university services, transfer credit included, becoming more electronic and online, so that universities could more easily and effectively communicate with each other.
University of Alberta	
Western University	
McMaster University	No.
NAIT	
SAIT	
McGill University	Do you have any recommendations as to how the transfer system among universities could be improved? If "yes" what are the top three changes you would make?
Memorial University	
Harvard	
Columbia	
Princeton	

Cornell	
Yale	Yes. Disparities between semester and quarter be removed.
Kent State	
Syracuse	No
Brigham Young	
UCLA	
Michigan State	The most effective improvement would result from universal implementation of a system allowing prospective transfers to test their current course records against the requirements of other institutions privately on the web
University of Liverpool	
University of Auckland	
University of New Mexico	
University of Queensland	No suggestions to offer.

Appendix P:

University	13. Given globalizing hierarchy would your institution ever consider opening your transfer system to that of the Bologna Project?
University of Windsor	
University of Toronto	Good question, for which I have no answer. There seems to be much cooperation already amongst institutions in Ontario through the Baker Report in 1994. Subsequent to that was the Pan-Canadian Protocol on the Transferability of University Credit introduced by the Council of Ministers of Education of Canada (CMEC) in 1995 and was to be implemented by each University as of September 1995. The University of Toronto <i>did not</i> sign off on the terms of this protocol, but agreed to extend the terms of the Baker Report to provinces outside of Ontario.
Nipissing University	
Queen's University	It is too soon for Queen's to comment on the Bologna Project. We will be observing its implementation with great interest
Trent University	Frankly, I think it is just a matter of time before Canadian institutions start to think about how to rationalize their educational systems. The recent initiative in Alberta to move to a common grading scheme for all the universities is a major step in that direction. There is not a lot of discussion about this among Ontario university registrars at the moment, but I think many of us can see this on the horizon. However, despite what registrars think, this is a major change that would require the approval of all 20 Executive Heads through the Council of Ontario Universities (COU) and I'm not sure that the discussion has reached those levels.
University of Saskatchewan	Yes we are aware of the benefits of the Bologna Project, and we are open to the project in that we encourage transfer applicants from European countries, and we would give them fair and reasonable recognition and transfer credit upon their applications to undergraduate or graduate study.
University of Alberta	
Western University	
McMaster University	No, we have not considered this.
NAIT	
SAIT	
McGill University	Given globalizing hierarchy would your institution ever consider opening your transfer system to that of the Bologna Project'? Currently under discussion.
Memorial University	This is likely something that would be reviewed in the most favorable light possible, with all factors considered at the time, should it be proposed that Memorial University participate
Harvard	
Columbia	I am informed that our evaluations, chiefly on the graduate level where it becomes an issue, do conform to the Bologna Declaration.
Princeton	
Cornell	
Yale	Doubtful; Not European.
Kent State	
Syracuse	(I can't answer this)
Brigham Young	
UCLA	
Michigan State	At this point in time, Bologna seems more a question of the acceptability of the Bologna degrees rather than the constituent courses.
University of Liverpool	Yes.
University of Auckland	
University of New Mexico	
University of Queensland	The University of Queensland has not specifically considered the credit transfer aspects of the Bologna Project but the University has undertaken some preliminary

	investigations of the Diploma Supplement aspect of that project.
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