

PRINCIPLES FOR CREDIT TRANSFER POLICIES AND PROCEDURES

These Principles for Credit Transfer Policies and Procedures are intended to act as goals for Ontario's 45 publicly funded postsecondary institutions to achieve. Given the complexities of credit transfer and the diversity of operational contexts, the Principles are broadly stated so that the resulting goals can be achieved in a variety of ways. Although the Principles are presented sequentially, they are fundamentally interrelated, and work as a whole to encompass the various activities connected to credit transfer, and to balance the needs of students with institutional responsibilities for academic integrity.

***The Principles use the term "students" inclusively to refer to applicants as well as current or previous students.*

SECTION 1: INFORMATION FOR STUDENTS

Students should have the information they need to make informed decisions about the transfer process.

Students should be able to easily understand and navigate credit transfer processes, and should know what credit they can expect to receive. Information on institutional policies and procedures should be transparent and easily accessible. Institutions should provide the maximum amount of information possible as well as resources for additional clarification or inquiry.

- ➔ To support and encourage planning, institutions should provide students access to as much information as possible on course equivalencies, program prerequisites, and levels of achievement on which admission and transfer credit will be awarded.
 - ➔ Institutions are responsible for communicating with students about policy changes as applicable.
- ➔ In the case where an institution uses Prior Learning Assessment and Recognition (PLAR) to determine advanced standing, the institutions should provide clear information on the methods of PLAR and how students can access the assessment process.
- ➔ An award of transfer credit should confer certainty: it should be clear which courses are being recognized and how they are being applied, as well as the number of credits awarded.
 - ➔ Students should have access to information about how credit transfer information will be recorded on transcripts.
- ➔ Institutions should be able to provide a rationale for a denial of a credit transfer request.
- ➔ Institutions should establish and publicly identify a key point of contact to answer common credit transfer questions from students and other stakeholders.
- ➔ Students are responsible for informing themselves about transfer processes and for providing institutions any required information about their previous studies.

SECTION 2: ADMISSIONS DECISIONS / TRANSFER CREDIT EVALUATION

Students can expect to be treated equitably by all member institutions.

Credit transfer decisions should be fair and predictable. Students should be able to make the educational choice that best maximizes their educational investment and supports their success. To do so, they need timely information on credit transfer decisions, and the ability to easily compare the decisions of different institutions. Actions students must take to support those decisions should be clearly communicated and integrated into routine admissions processes.

- ➔ Students should be granted credit for applicable courses successfully completed elsewhere, with successful completion being determined by the credit-granting institution.
- ➔ Institutions should respond to requests for transfer decisions in a timely manner, preferably at the time of offer
 - ➔ Procedures for credit transfer should be clearly communicated to students early in the application cycle along with any additional information required.
- ➔ Where an institution defines a basis of admission for transfer students, the institution should specify the minimum grade requirement for transfer of credit.
- ➔ Students should have access to avenues of review/appeal for transfer credit decisions, and this should be clearly communicated with the decision.
- ➔ Students should not be disadvantaged by changes made to transfer arrangements while courses/programs are in progress.

SECTION 3: INSTITUTIONAL RESPONSIBILITY FOR ACADEMIC DECISIONS

All members acknowledge and respect the primary jurisdiction of each institution for transfer policy and academic integrity.

Individual institutions develop their own specific policies and procedures around credit transfer. Academic decisions, including admissions and credit transfer decisions, are the purview of individual institutions. To promote credit transfer decisions, institutions should share information. Admissions decisions should be made independently from credit transfer decisions, and, once admitted, students should be treated consistently.

- ➔ Each institution should use clearly stated policies and procedures to govern the awarding of transfer credit.
- ➔ Institutions may limit admission to programs based on space availability, prerequisites or other criteria required by the program.
- ➔ Variations in institutional programs that reflect differing missions, context, expertise, and modes of delivery should be respected.
- ➔ To facilitate credit transfer decisions, upon request institutions should be prepared to provide information such as institutional policies, course outlines, and minimum qualifications for instructors.