ARUCC PCCAT NATIONAL TRANSCRIPT AND TRANSFER CREDIT NOMENCLATURE PROJECT PHASE TWO

Consultation Document

Prepared for the ARUCC PCCAT Stakeholder Community

April 29, 2015

This Consultation Document is the primary source document for information regarding Phase 2 of the ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Project. It is available online at: http://www.arucc.ca/en/resources/arucc-pccat-project.html

The Consultation Document is supported by an online survey: http://fluidsurveys.com/s/ARUCCPCCATPhase2FeedbackSurvey_SondageRetroactionPhase2ARUCCCPCAT/

The deadline to provide a response to the survey is Friday, June 5.

ARUCC PCCAT Consultation Document

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Engaging the Community and Moving Forward

Section 1: Setting the Context

The overall goal of the ARUCC PCCAT National Transcript Standards and Transfer Credit Nomenclature Project is to contribute to enhanced student mobility by creating standards and tools that facilitate the efforts of registrarial and pathway practitioners and policy developers at Canadian postsecondary institutions and allied organizations.

A core component of Phase 2 is to further engage the national community in a discussion about what the future transcript standards and transfer credit nomenclature ***should*** look like. To quote the 2003 ARUCC Transcript Guide, the main transcript issues remain "'what information to record' on the transcript and 'how to record' the needed information, so that the transcript accurately and equitably reflects educational achievements, and the information it conveys is clear and unambiguous for present and future users" (ARUCC, 2003, p. 10).[1] For transfer credit nomenclature, the primary goal is to seek agreement on what terms and definitions to adopt in a database that are reflective of common and promising practice.[2]

This phase is also focused on creating a national, online database scheduled for launch by the end of September 2015. Phase 1 findings, additional research, the 2003 ARUCC Transcript Guide, and transfer credit glossaries in use within and across pathway organizations in Canada are being assessed as a means to inform database development.

Phase 1, completed in June 2014, resulted in a comprehensive, national understanding of current transcript and transfer credit nomenclature standards, practices, and thinking. The full report is available online at: http://www.arucc.ca/en/resources/arucc-pccat-project.html.

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[1] http://www.arucc.ca/uploads/PDF/transe.pdf

[2] In Phase 1, respondents across Canada stressed consideration of electronic data exchange standards. For the latter, the researchers are seeking advice from the Canadian Postsecondary Electronic Standards Council (PESC) User Working Group which is leading a separate related project; therefore, this topic is not covered in the Consultation Document. The 2003 ARUCC Transcript Guide directly references the XML data standards work in the US and noted the promise these would hold for the future (pp. 43-44). Given the infancy of the field at that time, further details could not be provided.

These findings will support the updating of the 2003 ARUCC Transcript Guide to a certain degree; however, there are differences of opinion, gaps, and variable practices. Further, there is evidence that the previous Guide was not widely used which is somewhat unfortunate as, while there is room for updating the document, it offers a number of enduring principles, standards, and recommendations that still resonate in the present day. The findings also indicate there is a variable appreciation of the alternative practices in other international jurisdictions, some of which might assist with supporting standards development particularly in the areas of competency-based education and program learning outcomes.

Project Operating Principles

Core principles continue to guide this work: supporting student mobility; facilitating community engagement; and encouraging transparency, coherency and knowledge enhancement. The project is also guided by a commitment to recognize and respect institutional autonomy and provincial authority.[3] In this context, the overarching intentions include pointing "to good practices, even best practices" (ARUCC, 2003, p. 10), highlighting enduring common practice which should be preserved, and pointing the way to future possibilities.

Objectives

Three objectives inform the consultation and communications process: confirming and validating Phase 1 findings; clarifying remaining relevant considerations where questions remain surrounding previously collected data; and resolving any discrepancies or evident gaps. Realization of these objectives will inform the content created for the transcript and the transfer credit nomenclature standards database (the "Guide").[4]

Consultation Format

To elicit forward thinking and broad, and deep consultation with the community, this Consultation Document is structured to allow for reflective consideration of questions that are grounded in Phase 1 evidence and additional research. ***It does not repeat questions asked in Phase 1; however, focuses on probing the issues to a deeper level.***[5]

Input can be provided primarily in two ways:

1. Through an online survey that accompanies this Consultation Document at the following URL: http://fluidsurveys.com/s/ARUCCPCCATPhase2FeedbackSurvey_SondageRetroactionPhase2ARUCCCPCAT/; OR,
2. By separate written submission to the primary investigator for the project, Joanne Duklas (jduklas@cogeco.ca).

The approach is deliberately flexible at this stage to ensure deep reflections on those transcript standards and transfer credit nomenclature topics that are particularly concerning to pathway developers and registrarial practitioners.

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[3] Duklas et al. (2014). ARUCC PCCAT National Transcript Standards and Transfer Credit Nomenclature Study, ARUCC PCCAT, p. 23.

[4] For the purposes of this Consultation Document, "Guide" from this point forward will explicitly mean to reference the future transcript and transfer credit nomenclature standards database.

[5] The stakeholder groups to be consulted are provided in Appendix A.

For your convenience, a summary of the consultation questions is available in Appendix B.

The research group is also conducting select regional workshops and stakeholder interviews to capture further qualitative input. These additional venues are intended to probe topics in a manner that elicits additional context beyond the survey. The online survey and the discussions in these venues will not replicate the consultation questions from Phase 1.

Participants are also encouraged to revisit the Phase 1 Report: http://www.arucc.ca/en/resources/arucc-pccat-project.html

Consultation Timing

The time period for the primary consultation phase begins Wednesday, April 29th and concludes Friday, June 5th with the formal closure of the supporting online survey, the link for which accompanies this Consultation Document. It will be supported by a number of stakeholder consultation opportunities. During the month of June, the consulting team will be creating the content for the searchable databases and seeking any final confirming reflections from leadership within the ARUCC and PCCAT stakeholder groups. The database will be developed with a goal to launch by September 2015.

Consultation Deadline

The deadline to provide feedback through the survey is Friday, June 5th, 2015. Workshop timing is pending consultation with regional associations across Canada.

Highlighting Exemplars

While the project scope does not include analyzing each and every institutional transcript or transfer credit policy or practice or conducting individual institutional interviews, participants in this consultation process are encouraged to continue identifying exemplars. These will be examined at a high level to inform identification of promising practice.

There are two primary methods to submit feedback: (i) through the online survey accompanying this Consultation Document; or, (ii) in writing to the primary investigator, Joanne Duklas, about the topics of relevance to your situation (jduklas@cogeco.ca). The research group is also conducting select regional workshops and stakeholder interviews to capture further qualitative input.

Consultation Topics

Section 2: Toward a 2015 ARUCC Transcript Guide

Subsection 2.1: The Role of the Transcript

Considerations:

The consultation questions in this section are intended to focus on what "should" be the role of the transcript at Canadian universities, colleges, and institutes in light of current thinking and practice and emerging trends.

The community confirmed many of the core principles in the 2003 ARUCC Transcript Guide; however, there were some points of disagreement on specific transcript components and practices. Further, there was evidence that the emergence of alternate artifacts (e.g., the co-curricular record, transfer credit statements, and competency-based learner records) were causing some discussion. Generally, the Phase 1 findings suggest there is an interest in encouraging and supporting the creation of additional and separate artifacts to document alternate forms of achievement. International examples where this has occurred were shared in the final Phase 1 report to expand the conversation such as the Diploma Supplement from Europe, the UK Higher Education Achievement Report (HEAR) document, and the Australian Higher Education Graduation Statement (AHEG). Canadian institutions and academic colleagues are examining many alternate approaches; therefore, it is important to clarify the role of the transcript as potentially one component in this compendium of institutional artifacts.[6] The questions below are in addition to those asked in the first Phase and are intended to further confirm thinking and clarify discrepancies; the outcomes along with those from Phase 1 will underpin a broader understanding of the role of the transcript in a future Guide.

Online Survey Questions:

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

[6] Those interested in developing standards for the co-curricular record may be interested in the upcoming CCR/T Summit in British Columbia (see http://www.cacuss.ca/cgi/page.cgi/_article.html/CACUSS_News/Co-Curricular_Record_Transcript_Summit_2015).

1. Should the role of the transcript be redefined? If yes, how and what principles should underpin this redefinition?
2. Indicate your level of agreement with each of the following transcript standard principles. A transcript should (note: these are in addition to those already confirmed in Phase 1)…
    i. Depict academic achievement of relevant academic milestones.
    ii. Demonstrate the issuing institution's adherence to quality assurance.
    iii. Facilitate student mobility through different institutions and programs by ensuring clarity.
    iv. Reflect regulations approved by the academic body of the issuing institution.
    v. Ensure transparency about relevant milestones in a student record related to the credential the student is pursuing.
    vi. Be sufficiently comprehensive.
    vii. Be coherent, easy to understand, and supported by a comprehensive transcript key/legend.
3. Identify your level of agreement with the following statement: Student achievement outcomes from programs reviewed by institutional academic governing bodies that are subject to academic quality assurance review should be the only items reflected on the transcript. What is the rationale for your position?
4. What other documented outcomes regarding learner achievements should be published on a transcript? What is the rationale for your position?
5. If approved by the institutional academic governing body, which of the following should be represented on a transcript: Bridging programs offered as part of an approved certificate, diploma, or degree; Non-credit bridging programs that are not part of an approved certificate, diploma, or degree; Bridging programs that combine credit and non-credit studies and that are not part of an approved certificate, diploma, or degree; Non-credit learning of relevance to the academic record (e.g., Academic Honesty tutorials, Ethics tutorials); Credit-based work integrated learning/experiential education. What is the rationale for your position?

Background:

Some of the findings from Phase 1 suggest mainly confirmation regarding the role, purpose, and content of a transcript; however, there are apparent differences of opinion. It is worth noting the definition for a transcript varies somewhat by organization (see Table 1 for examples). Therefore, as part of this consultation process, we are seeking more specific direction and consensus from the community regarding the scope of the academic transcript.

The rationale for this discussion stems from the changes emerging in the Canadian postsecondary world. Game changers and new research are affecting core understandings of what a transcript represents and the role it plays. In Phase 1, we learned that the growing focus on learning outcomes and competency-based education is challenging the concept of the credit hour. Providing demonstrable and vigorously verified evidence of achievement of quality markers that have been approved by academic governing bodies within institutions generally represents the lens of an institutional view of the role of a transcript. Dr. Kate Ross, Associate Vice President and Registrar at the University of British Columbia suggests a transcript also serves another purpose: "It tells the story of a student's academic learning experience at your institution." Which story it should tell varies by institution and, as confirmed by Phase 1 findings, should be determined by institutional history, evolution, policies, and regulations (87% agreed or

strongly agreed with this position in Phase 1). Further, 93% confirmed the transcript should represent a complete and accurate history of achievement of academic history for a student.

As another lens on this topic, Matthew Pittinsky recently published an opinion piece in the Educause magazine, *Credentialing in Higher Education: Current Challenges and Innovative Trends* (Mar/Apr, 2015),[7] which we encourage people review when reflecting on the role of a transcript.

The international emphasis on student mobility and the necessary data portability is further impacting the transcript world. Data exchange is being enabled by significant technology advances; the opportunity to share pieces of a student record has become easier with the advent of this new world. Initiatives such as the Groningen Declaration, an international cause to advance partnership across geographical boundaries to facilitate student and data mobility,[8] and the North American Postsecondary Electronic Standards Council (PESC) which is supported by the Canadian PESC User Working Group are two such examples that are changing the conversation around exchange of student data. These are important influencers. As an additional pressure, the complexity of the issue is affected by the number of "users" of the transcript data: students, educational institutions (for admission and assessment purposes), allied accrediting bodies (for industry standards assessment), and, to a lesser extent, employers (to ascertain the educational readiness, fit, and capabilities of potential employees).

All participants were offered the opportunity to comment on the principles and protocols entrenched in documents such as the ARUCC Transcript Guide.

A number of respondents agreed or strongly agreed that transcripts should:

- *Only be released upon student request or court order (97, 95%);*
- *Be a high level document highlighting academic achievement and relevant academic milestones (79, 78%);*
- *Be determined by institutional history, evolution, policies, and regulations and be subject to legal constraints (88, 87%);*
- *Contain a student's complete academic history at a particular institution (95, 93%);*
- *Not represent a subset of a student's academic record (73, 73%);*
- Not contain co-curricular information (43% agreed or strongly agreed; 30% disagreed or strongly disagreed).

Respondents were invited to provide further clarification or commentary regarding the scope of a transcript. Examples provided included emphasizing the importance of separating the academic transcript from the co-curricular summary (perhaps through creation of a secondary supplement), ensuring the transcript contained sufficient information to support an accurate interpretation of a student's educational history (with examples provided), and to consider exploring the creation of some form of diploma supplement similar to what is available in Europe and other regions.

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, p. 78.

[7] https://www.educause.edu/ero/article/credentialing-higher-education-current-challenges-and-innovative-trends
[8] http://www.groningendeclaration.org/

Table 1: Sample of Definitions for Transcript in use in Canada

Transcript	The transcript is a subset of the student's academic record. The transcript should contain a complete and accurate history of the academic path of a given student in a particular postsecondary institution. Its content and format are determined by institutional history, evolution, policies and regulations and are subject to legal constraints.
Transcript	An official document that identifies courses taken (title and course number), credits and grades achieved, and credentials or qualifications earned.
Transcript	A record issued by an institution of a student's enrolment, course completion, credits acquired, grades, credential completion, and any other academic activity. An official transcript is certified (e.g., by signature and/or seal) by the institution. It is normally sent directly, by mail or electronically, to another institution on the student's request
Transcript	An official transcript is the original record verifying enrolment and achievement, and certified (e.g., by signature and/or seal) by the institution. It is normally sent directly, by mail or electronically, on a student's request.
Transcript	Document issued by a college or university or other authorized body that legally reports a student's cumulative academic record, courses and credits taken, grades or achievement levels obtained, and credentials earned
Transcript	A subset of a student's educational record at a given point in time, issued by a postsecondary institution, which reflects the student's complete and accurate educational history at the issuing institution. The transcript is considered official when it has been verified as issued by a competent issuing authority. Authentication criteria may or may not include direct transmission from institution to institution and presence of an institutional seal.

Subsection 2.2: Specific Transcript Components

Considerations:

In Phase 1, the community provided a tremendous amount of detail about specific transcript components. There is much in the findings that will guide the establishment of standards in the future Guide. They also requested an alternate format for the final Guide – as an online, searchable database rather than a printed publication or a PDF document.[9]

With respect to standards related to specific transcript components, the community signaled a desire for more guidance in the areas of college, graduate, transfer, and inter-institutional partnerships. Also requested were standards that more obviously transcended institutional type and sector or jurisdiction. While numerous specific examples were provided for transfer and inter-institutional partnerships, it was somewhat harder to explicitly identify the gaps for the other areas noted above.

The questions in this section are intended to elicit confirmation for what will be noted in the final Guide as "Essential," "Recommended," "Optional," and "Not recommended."

Online Survey Questions

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

For your convenience and to assist you with the next few questions, a comparison between the 2003 ARUCC Guide, the 2011 AACRAO Academic Record and Transcript Guide, and the planned recommendations for the new ARUCC PCCAT Transcript Guide are provided in a Transcripts Standards Comparison Database.

6. What is your opinion regarding the future recommendations for the various transcript component and student record system categorizations in the following database: http://b5.caspio.com/dp.asp?AppKey=95ca300006abb17d64624fa3b1aa
    - The future recommendations for both the transcript standards and the student record system seem appropriate.
    - Refinement of transcript component recommendations is required in the following areas:___
    - Refinement of student record system recommendations is required in the following areas:__
    - The following items should be added: ___
7. The search categories in the Transcript Standards Comparison Database…(Response Categories: make sense; should be refined as follows….)

[9] The development and related testing of the future Guide is not addressed in this Consultation Document as it will be created at a later date. Therefore, questions related to its usability are not contained in this Document.

Background

In Phase 1, we found much currency in the work of past registrarial colleagues and academic leadership as represented by the level of agreement with the standards and thinking within the 2003 ARUCC Transcript Guide, including the continued relevance of some of the foundational principles. However, the shift in the educational landscape in the last decade coupled with an increase in technology tools led institutional colleagues to advocate for an updated national transcript guide that was available in a user-friendly and practical format. Colleagues further noted a number of gaps or requests for enhancements including, but not limited to, a need to the following:

- represent more equitably all postsecondary options in Canada;
- reflect more fully courses, activities, and programs taken at the graduate/postgraduate levels;
- re-examine the relevancy and currency of 2003 Guide recommendations regarding which elements should or should not appear on a Canadian postsecondary transcript in light of current legislative or social policy frameworks or protocols, balanced with broader institutional or collective jurisdictional goals;
- update or clarify terminology and language used in the Guide;
- provide best practice recommendations on how to reflect courses or learning from outside of the institution and for which credit was transferred;
- explore best practices on reflecting inter-institutional partnerships on a transcript; and,
- provide examples of transcript legends, supplements, and an "ideal" transcript template.

Phase 1 identified the following themes:

a. *There appears to be variation in practice among universities and colleges in Canada regarding what is included on an official transcript, how it is displayed, and what information is available on institutional websites describing policies and practices with respect to transcripts (ARUCC PCCAT Phase 1 Report, 2014, p. 66).*
b. *Workshop participants pointed to terminology used in the Guide that was rapidly becoming obsolete such as "correspondence courses" or "Electronic Data Interchange (EDI)," and which needed to be updated. In addition, they identified a need for the Guide to address how changes in traditional classroom delivery of courses: distance education, online or blended delivery, as well as the proliferation of MOOCs should or should not be reflected on a transcript (p. 68).*
c. *Institutions are challenged by how to navigate and create joint transcripts and to reconcile different transcript expectations and practices of institutional partners, especially in the international realm (p. 68).*
d. *The community has called for greater detail on best practices such as those for transfer credit, partnerships, grading, progression, academic history, co-curricular records, legends, etc. (p. 69).*
e. *Some non-university participants found the current Guide to be too university focused and would appreciate it be expanded to enhance the presence of colleges and CEGEPs (p. 69).*

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, 2014

Subsection 2.3: Transcript Operating Principles

Considerations:

It is unlikely that a move from the traditional transcript model is likely to occur in Canada in the near future. Therefore, the following questions are intended to facilitate an expanded conversation regarding the longevity of the academic information on a transcript, potential policies regarding retroactivity including expunging information from student records, and notating withdrawal and probation on transcripts.

It is worth noting that the 2003 ARUCC Transcript Guide indicates the following: "Expunging a student's academic record contradicts the basic principle that the transcript should be a complete and historically accurate image of the academic record…[further]…policy changes affecting the transcript of the academic record should not be applied retroactively" (p. 21). Although it occurred selectively, Phase 1 indicates that a significant percentage of institutions expunge or retroactively change records which stands in contrast to the 2003 Guide.

The Phase 1 survey findings also indicate varied withdrawal and probation annotation practices on institutional transcripts. Withdrawal notations occurred for reasons of academic performance (56% report this permanently; 8% report it with a time limit; 35% do not report it); academic misconduct/dishonesty (23% report this permanently; 28% report it with a time limit; 47% do not report), and non-academic discipline (8% report this permanently; 15% report it with a time limit; 72% do not report it). With respect to academic misconduct, the 2003 ARUCC Guide recommends that disciplinary action be recorded on the transcript unless the disciplinary action results in interruption of studies (suspension, expulsion) in which case it is essential (although details of the offense should not be shown). The ARUCC Guide does not endorse recording disciplinary action for non-academic misconduct *unless* the disciplinary action results in the interruption of studies (suspension, expulsion) in which case it is essential (again, details of the offense should not be shown).

In the 2011 AACRAO Guide, they cite best practice recommendations (p. 23) as follows (underlining added):

> *Disciplinary action(s) resulting in a period of probation, suspension or dismissal should not be recorded on an official academic transcript. Academic performance or other academic reasons resulting in a period of probation, suspension or dismissal should be preserved as an option for an institution to record on an official transcript. The institution may choose to represent the status of the individual by citing three status options referenced above, or the institution may opt to note a students' "academic ineligibility to re-enroll." Noting "ineligible to re-enroll" without a specific qualifier, such as "disciplinary" or "academic" is not recommended. [sic]*

The rationale provided indicates that the transcript and the record are no longer one and the same document; therefore, "maintaining documentation of an action that affects a student's status and recording it on the academic transcript are two separate and distinct activities..." Thus, "it was no longer necessary to record academic and disciplinary probation, suspension, dismissal or ineligibility to re-enroll on the official transcript…In recent years, some have called for a return to presenting disciplinary actions on transcripts, citing the need for an official transcript to reflect an unabridged account of a

student's enrollment and academic history. Given legal concerns and student privacy rights, however, AACRAO has not endorsed this concept" (pp. 23-24).

Online Survey Questions:

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

8. Should the future Guide re-emphasize a commitment to avoiding retroactive application of policy changes to a transcript? Should the future Guide re-emphasize a commitment to avoiding expunging data from the student transcript?
9. What core principle(s) should govern best practice in this area particularly if the practical evidence suggests retroactive changes to student records occurs (selectively) at a number of institutions in Canada?
10. If it is known that an institution engages in this practice beyond the rare exception, what implications does this have for how transcripts are received, assessed, and perceived by other institutions when students apply for further studies?
11. Is there a chance that retroactive removal of information from a student transcript would impede student mobility and perceptions of an institution's commitment to academic quality?
12. Provide a rationale for your responses above.
13. Does your institution report academic misconduct on a transcript? For those institutions that do report academic misconduct on transcripts, what reasons and/or rationale underpin this approach?
14. Does your institution report non-academic misconduct on a transcript? What rationale underpins your institution's approach?

Background:

Phase 1 survey respondents confirmed the validity of many of the core transcript definitions and principles. However, these statements carry nuances that need to be explored further with the postsecondary community in Phase 2 in order to establish a sustainable framework of principles that will underpin and guide current as well as future transcripting approaches.

As one example, the 2003 Guide uses the following as the definition for 'transcript' (underlining added):

> *The transcript is a subset of the student's academic record. The transcript should contain a complete and accurate history of the academic path of a given student in a particular postsecondary institution. Its content and format are determined by institutional history, evolution, policies and regulations and are subject to legal constraints (p. 20).*

Yet, 73% of Phase 1 respondents indicated that the transcript should *not* be a subset of the academic record. The corollary would be that the transcript *should* reflect a student's entire academic record. How this gets interpreted and implemented points to the importance of clarifying our definition of the transcript, the student record system and other artifacts in play in registrarial offices so that the roles of each are well understood.

Further, there is strong belief that the transcript should display all academic credentials earned at a school; retroactive changes or application of policy is largely viewed as undesirable (although the practice is evident). Most indicated partial transcripts are not distributed. However, we learned in Phase 1 that institutions are sometimes faced with student requests to create partial transcripts to facilitate particular external employment or accreditation needs. In some select examples, when this practice occurred, the institution ensured a 'mention' was made in the transcript that it represented a partial picture. In those cases, the guiding principle of transparency was perceived to have been preserved. Further, select institutions have formal protocols in place to allow this practice.

Most of the respondents agreed or strongly agreed with the 2003 ARUCC Transcript Guide principles although there appeared to be some ambiguity around the concept of a receiving institution being the verifier of what constitutes an official transcript.

- *73% disagreed or strongly disagreed that a transcript should represent a subset of a student record.*
- *77% agreed or strongly agreed that the transcript should represent a historically accurate image of the entire academic path of the student; therefore, results should not be expunged.*
- *89% indicated that a transcript should display all academic credentials and reflect the entire academic experience.*
- *85% agreed or strongly agreed that a transcript practice of allowing retroactive policy changes should not be allowed.*
- *87% of the respondents indicated they did not engage in distributing partial transcripts.*
- *66% considered the transcript official only when verified by a receiving institution.*
- *81% indicated a transcript's official status is determined by both the sending and receiving institution.*
- *93% indicated the transcript is a "trusted" document of a student's academic experience at a particular institution and all efforts to undermine this trust should be avoided.*

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, pp. 78-79.

As another example, we found that institutions wishing to implement redemption opportunities for students argued that removing and partitioning a previous poor academic record can, at times, facilitate a student's future chance of success. As the transcript is seen by many to be a trusted document that reflects an institution's detailed attention to sustaining its academic standards, these situations are sometimes perceived to be problematic. Select institutions may also have auditable protocols that prevent this approach. Retroactive changes also sit in contrast to the standards recommendations entrenched in the ARUCC 2003 Guide and the 2011 AACRAO Guide, both of which are representative of institutional quality assurance.

Retroactive altering of the record or expunging information from student transcripts is not perceived as a routine practice in Canada; however, findings from Phase 1 indicate 66% removed courses from transcripts as a result of successful appeals. Those institutions that have experience in this area outline considerations where the practice is considered appropriate: in the case of administrative error; under extraordinary circumstances beyond the student's control; or for legal reasons. Further, transparency, coherency, and qualitative explanations were recommended when altering a student record. From one perspective, retroactivity seems to erode the preservation of the transcript artifact as a 'trusted' document; from another perspective, it may be the best approach if it is to the benefit of the student and happens very selectively.

Section 3: Exploring the Intricacies of Student Mobility

Subsection 3.1: Defining the Credit Hour

Considerations:

Phase 1 of the project and subsequent research indicates the credit hour continues to be the predominate form of representing academic studies at Canadian colleges, institutes, and universities; therefore, it is reasonable to ensure that successful practices are in place.

First, there are numerous definitions for 'credit' in use in Canada although many share themes. Further, a select few institutions use the term 'unit.' Secondly, the research from Phase 1 indicates that institutions maintain different degrees of transparency and coherency when describing credit weight on the transcript key (i.e., the basic unit of measurement per hour). We learned in the first phase that the situation was impeding successful assessment for admission and transfer. To this point, we also heard an interest in greater transparency regarding course mode of delivery.

Finally, we learned examples do exist in Canada where institutions translate other learning into a credit model, thereby ensuring that transparency and coherency are achieved for a student on their transcript and for their progression. Examples include 'credit for experience' and 'level credit.' Therefore, the findings suggest that standards need to be developed with a specific focus on transcripting the credit hour.

Online Survey Questions

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

15. Do you agree that how your institution defines credit, credit hour, and credit weight should be identified on an institutional transcript key/legend to facilitate assessment and transfer? Please provide a rationale. (Response categories: Agree, Disagree)
16. Confirm your agreement with the following: at minimum, institutions should specifically define within the transcript key/legend the predominant unit of measurement for learning. This should describe the unit value and the number of hours of instruction per unit/credit, per week, and per term for each unit/credit value and how the unit/credit value relates to a course (or equivalent). If you disagree, please provide a rationale.
17. Phase 1 findings suggest there is very selective interest in including mode of delivery on a transcript; in contrast, some jurisdictions and institutions focus on learning outcomes and consider mode of delivery irrelevant. In your opinion, what are some of the considerations that should drive whether or not mode of delivery should be identified on a transcript? What is the rationale for your response?

Background:

Research is emerging regarding the concept of the credit hour and the "Carnegie Unit," originally a metric for faculty workload for pension benefits, now a proxy for student learning that is embedded in institutional culture, systems, and more.[10] While having a slightly longer history in the US, in the early

[10]Laitinan, A. (September, 2012, Cracking the Credit Hour. Washington, D.C.: New America Foundation. Retrieved March 26, 2015 from http://www.educationsector.org/publications/cracking-credit-hour

1900s, the credit hour was first introduced in Canada at McGill University. Over the past 100 years, the credit hour has become so deeply entrenched in Canadian (and North American) postsecondary education that it has become the core driver for the shape of institutional student information systems, the postsecondary transcript, and more. Table 2 outlines examples of definitions for credit hour in use in Canada. While somewhat different, the definitions offer similar themes most of which are focused on counting the credit hour.

Table 2: Sample of Definitions for Credit, Unit, and Course in use in Canada

Credit	A unit used to express the value of a course or other training activity in relation to the total requirements for a degree, diploma, or certificate, usually measured in hours of study or achievement of threshold standard or both.
Credit	The value assigned to a course. For example, many courses are valued at three credits. Most credentials specify the number of credits to be earned for the credential to be awarded. See also Unit.
Credit	The value given to a course. May be related to the number of hours of instruction. The majority of academic courses are worth three credits. Many degrees require 120 credits. (See also Unit)
Credit	A unit of value assigned to a course for the purpose of counting its value towards a credential such as a certificate, diploma or degree. The number of credits received by students for a course varies widely among Institutions.
Credit	1. The unit of value attached to a given course. 2. The recognition awarded to a student for successfully completing the course's requirements.
Credit	The value given to a course; may be related to the number of hours of instruction.
Credit Course	A course carrying a unit value which can be applied against a program of study's requirements, if the course is completed successfully.
Credit for Experience	The credit awarded for one's work or life experience.
Credit Hour	The unit of value that expresses the quantity of course work required. The number of credit hours of a course is usually determined by the number of hours per week multiplied by the number of weeks in the term or session. One credit hour is usually assigned for each hour which meets per week over a term or session.
Credit hour	The measure used to reflect the relative weight of a given course toward the fulfilment of appropriate degree, diploma, certificate, major, minor, or other program requirements. A weight of one credit hour normally means that the course meets for lectures one hour per week for the duration of a semester or two hours per week for the duration of a session. Unless otherwise indicated, a course normally has a credit value of three credit hours.
Course	A single unit of study offered by an educational institution.
Course	Single unit of study, identified by a title, description and credit value, as well as a unique course number and/or code.
Course	A discrete unit of instruction which is part of a program leading to a credential
Unit	Select institutions in Canada have used a unit rather than credit system to define the value assigned to a course toward a program or credential (3 credit hours = 1.5 institutional units).
Unit	One unit = two credits.

Concepts such as "credit for experience" extend the possibilities and move the definition towards a mobility framework nested in the concept of portability and recognition of prior learning (similar in methodology to the European Credit Transfer System - ECTS). At all levels of credentials there are other examples of learning and concomitant methods to recognize learning such as field work, experiential learning, co-op, PLAR, challenge exams, etc. The findings from Phase 1 confirm evidence exists of these various practices.

The research in Phase 1 also notes that institutions employ different methods to define credit weight and that transcripts are not always sufficiently detailed. This situation is causing problems in the areas of transfer credit and admissions assessment. In addition, it is impeding efficiency as assessors are often required to conduct further research in order to clarify institutional practices. While regulatory and accreditation bodies were not surveyed for this research, it stands to reason that the lack of transparency is also likely impeding at times assessment of credentials towards final accreditation. Therefore, we suggest that institutions should be more transparent on their transcripts and websites about how they assign credit weight.

Mode and method of delivery also arose as discussion topics although opinions in terms of transcription are not known. Institutions are delivering learning in-person, online, and in hybrid formats, and are experimenting with alternative approaches such as MOOCs,[11] experiential learning, flipped classrooms, collaborative learning using learning platforms, and more.

Subsection 3.2: Transcription of Transfer Credit

Considerations:

The Canadian registrarial and pathway communities are solidly committed to developing partnerships among institutions locally, and a number advocate for the flexibility to develop them in a customized fashion. There is also strong desire to harmonize institutional policy to avoid ad hoc transcript policies and practices in the area of transfer credit, to develop jurisdictional standards that preserve institutional autonomy, and to ensure transcripts contain information about transfer to enhance mobility. There are differences of opinion regarding principles related to the tension between program autonomy, institutional autonomy, and adoption of standards, and including details regarding studies taken at another institution on the home transcript.

Online Survey Questions:

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

18. In your opinion, what are the risks and opportunities when student information regarding studies taken at another institution is embedded within your school's transcript? What policy and systems considerations emerge?
19. What assumptions drive decision making in this area? What might be ways to mitigate reliance on those assumptions?

Background:

During the first phase of the national project, we clearly heard the following principles should guide transcription of transfer credit (2014, pp. 107-108):

- Clarity (source of transfer credit, what was awarded, what type, and how much credit);
- Transparency (display necessary information to ensure other organizations reading the transcript understand what was awarded); and,

[11] Arizona State University MOOCs example: https://www.insidehighered.com/news/2015/04/23/arizona-state-edx-team-offer-freshman-year-online-through-moocs

- An appropriate level of detail (sufficient information to ensure a clear understanding of how the awarded transfer credit applies to the credential).

As a means to provide additional clarification, select institutions reported providing a supplementary document with the transcript that 'tells the story' of transfer to both the student and other organizations.

The ARUCC 2003 Transcript Guide is clear on transcription of partnerships: *adding the names of all partner institutions is considered "essential" whether the relationship involves degree or non-degree studies.* Having noted this, only 33% indicated this practice is followed. A review of transcript samples reveals a significant lack of transfer credit detail is included on transcripts. Typically, the source institution is noted and transfer credit is indicated as awarded; however, the level of detail varies and institutions are not routinely explicit on transcripts regarding how they calculate credit weight even for their own institution.

Agreement or strong agreement was evident for the following:

- Institutional policy should be harmonized to avoid ad hoc transcript policies and practices (80, 74%);
- A jurisdictional transcript standard should be developed that preserves institutional autonomy (88, 82%);
- Transcripts at receiving and/or sending institutions should contain transfer details to enhance mobility (69, 65%).

There appears to be almost equal division of perspective on the following:

- Partnership types should influence what appears on a transcript;
- Institutions should develop partnerships locally and by program in a customized fashion;
- An institution should not publish partner information from another school;
- One institution should hold the official student record.

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, p. 100.

In examining the almost equally balanced divisions of perspective identified in the first phase, the foundational principle that appears most in conflict is the tension between preserving the transcript as an academic record that is reflective of that which is controlled and delivered locally by the home institution (i.e., verifiable, subject to local quality control, defensible, monitored) versus facilitating partnerships and transfer by putting another institution's information on the transcript as a means to acknowledge the partnership and/or to enhance clarity and transparency.

The notion that information from another institution should not be featured on home transcripts stands in contrast to many examples where this practice, when carefully thought through, has proven to be in the best interest of the student, mobility, transparency, and efficiencies. In instances where this occurs, one institution typically holds the final "official" record of the student. The researchers found examples across Canada that amplified these principles in action and note partnership type sometimes drives the final outcomes.

A college and university in Alberta have developed a degree completion opportunity wherein the college notes the full four years on the transcript. In this example, all courses are taught on the college campus; however, the upper two years officially comprise the courses owned and taught by the university. The college, therefore, notes that the upper year courses are placed on the college transcript for information purposes and indicates that the "official" transcript outlining the full degree is distributed by the

university. This approach has ensured the student is seamlessly supported, the administrators and faculty have a complete record for degree progression review, counselling, and audit, and the student can still access an official version for the purposes of demonstrating completion of a degree program at a university.

Another example in BC represents a partnership among four institutions wherein the final diploma credential for the degree is signed by all four presidents. The "official record" is managed entirely by one of the partners. The partnership for the degree is supported by a separately incorporated company. There is one transcript distributed. This model demonstrates an example of a partnership model driving the final credential and the subsequent support framework and protocols such as for transcription.

The graduate level provides interesting approaches to partnerships; one example is the Cotutelle. This type of partnership originally emerged in France and has now been adopted by institutions around the world. In this model, a student pursues two doctoral programs simultaneously as a result of first an institutional partnership agreement and then an individual agreement. Many elements are joint: supervision, a shared defence, and recognition of work by two separate institutions at the PhD level. Further, the successful student can receive two degrees upon completion or one joint degree. Transcripts are notated to acknowledge the participation of the doctoral student in a Cotutelle arrangement. The Ontario Universities Council on Quality Assurance (the "Quality Council") is one example of a jurisdiction in Canada that has specifically defined Cotutelle[12] and specified the expected

Respondents to the national survey conducted in Phase 1 were asked to identify which of the following transfer credit items should be on a transcript. The total percentage that chose optional, recommended, and essential is noted for each item; of this, the percentage that identified the item as essential is identified in brackets:

Block transfer credit – 90% (49% essential)

Grades earned from equivalent experience (e.g., PLAR) – 78% (26% essential)

Failed grades – 63% (21% essential)

Passed grades – 80% (40% essential)

Transfer credit source – 88% (22% essential)

Identity of sending institution – 95% (66% essential)

Name of sending program – 79% (22% essential)

Actual grades from sending institution – 60% (14% essential; 38% NOT recommended)

Grade equivalents – 56% (11% essential; 36% NOT recommended)

Course-specific transfer credit – 89% (55% essential)

Type of inter-institutional partnership – 83% (14% essential)

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, p. 107.

[12] A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at

credential outcomes. A growing number of Canadian institutions are creating locally developed policies to support this type of degree.

Subsection 3.3: Prior Learning Assessment (PLAR)

Considerations:

Phase 1 of the ARUCC PCCAT study identified significant variation of practice across the country with both transcripting prior learning and with the level of transparency. Phase 1 also highlighted the existence of an online transfer credit database in the US overseen by AACRAO. This platform explicitly identifies which institutions offer PLAR and further follows a standardized format. This database provides a level of transparency that does not currently exist in Canada.

The development of transcription standards for PLAR represents a complementary activity to support Canadian Association of Prior Learning Assessment's (CAPLA) work. Therefore, the researchers for the ARUCC PCCAT project will be consulting with CAPLA leadership and inviting their input into this consultation process.

The following consultation questions to the institutional sector are provided to facilitate that consultation.

Online Survey and Workshop Questions:

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

20. Identify your level of agreement with the following statements:
    - PLAR results should be explicitly identified on the institutional transcript
    - PLAR results do not need to be explicitly identified when the assessment is conducted by the institution's subject matter expert/faculty assessor, using established course learning outcomes and reliable evaluation processes to assure quality.
    - PLAR results should be eligible for transfer credit assessment
21. Provide a rationale for your responses above.
22. Are there other considerations and/or potential research that the researchers should explore to help inform development of promising national practice for transcripting PLAR and assessing it for transfer credit?

Background:

The work of the ARUCC PCCAT National Transcript Standards and Transfer Credit Nomenclature Project complements the work of the Canadian Association for Prior Learning Assessment (CAPLA). This organization has been in existence since the mid-90s and is considered a national leader in the field of Prior Learning Assessment (PLAR). The association and its website[13] provides access to international

each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her thesis under Cotutelle arrangements (Ontario Universities Council on Quality Assurance, 2010, p. 6).

[13] http://capla.ca/

networks and a wealth of resources for those with interest in Prior Learning Assessment and Recognition, including resource manuals for practitioners, links to PLAR journals and policies across Canada, training modules, webinars, and a glossary which informs the Terminology Guide published by the Canadian Information Centre for International Credentials (CICIC).[14] We encourage respondents to the Phase 2 consultation call to review some of this material when reflecting on the questions provided.

In recognition of CAPLA's leadership in this area, it is appropriate to acknowledge the association's definition for Prior Learning Assessment and Recognition:[15]

> *PLAR/RPL stands for Prior Learning Assessment and Recognition of Prior Learning.*
>
> *Prior learning assessment and recognition defines processes that allow individuals to identify, document, have assessed and gain recognition for their prior learning. The learning may be formal, informal, non-formal, or experiential. The context of the learning is not key to the process as the focus is on the learning. PLAR processes can be undertaken for several purposes, including self-knowledge, credit or advanced standing at an academic institution, for employment, licensure, career planning or recruitment.*
>
> *Some organizations in Canada use PLAR to describe processes associated with assessment and recognition of non-formal and informal learning only. Tools such as challenge exams, demonstrations, structured interviews, simulations and portfolios can be used alone or in combination, for experiential learning and competency assessment in such instances.*

In 2013, CAPLA launched a project to "create pan-Canadian Quality Assurance guidelines for the Recognition of Prior Learning (RPL) to guide and enhance assessment of immigrants through RPL across contexts, contribute to organizational effectiveness, and promote labour force development."[16] This work will result, in part, in the launch in October 2015 of a Quality Assurance manual for prior learning assessment which will be based on pan-Canadian standards. The focus on quality assurance and the development of related standards to evaluate both informal and non-formal learning is critical and a foundational component of CAPLA's work. This is a principle that aligns with the thinking that emerged in Phase 1 findings. Of relevance to Phase 2 is a hoped for goal of achieving consistency in approach and standards related to transcription.

[14] http://terminologies.cicic.ca/app/
[15] CAPLA. (2015). What is Prior Learning Assessment & Recognition (PLAR)/ Recognition for Prior Learning (RPL)? Retrieved March 30, 2015 from http://capla.ca/what-is-pla/
[16] http://capla.ca/quality-assurance/pan-canadian-project-description/

Subsection 3.4: Defining Inter-institutional Agreements

Considerations:

There are many different types of agreements in place at colleges, institutes, and universities in Canada. Their characteristics vary although thematic similarities are evident. Agreements affecting the area of transfer can be university wide, faculty/school specific, program specific, or at the level of courses such as for cross-registration initiatives. These agreements can also have legal ramifications.

The most common agreement terms used in Canada are listed in order of popularity below. The italicized terms were also found to be common in the BCCAT *Credentialing Practices for Joint Program* study (Duklas, 2013, p. 11).

- Memoranda of Understanding;
- *Block transfer agreements;*
- *Articulated agreements;*
- *Pathway agreements;*
- *Numeric titling agreements;*
- Bridge/bridging programs or agreements.

Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, pp. 102-103.

The findings from Phase 1 indicate that numerous institutions do not notate partnership information on a transcript despite the *Essential* recommendation in the 2003 ARUCC Transcript Guide (33% reported notating partnerships on transcripts). Further, there is evidence that the variety of agreement types is causing confusion and negatively impacting attempts to reach a holistic understanding regarding the breadth and depth of joint programs in Canada. There were also suggestions that agreements in place between institutions in one province were not necessarily honoured in another province (i.e., an issue of reciprocity arose). While likely small, the suggestion is that there is a potential negative impact on inter-provincial student mobility. There were also comments made regarding intra-provincial reciprocity issues.

While some of these findings do begin to stray beyond the scope of the ARUCC PCCAT Project, the research suggests that transcription standards need to be identified and amplified. Further, establishing an agreement nomenclature framework might potentially reduce confusion. It is also worth stating that certain institutions and governing organizations have approved specific partnership agreement terminology. In light of the project's commitment to the principles of institutional autonomy and provincial authority, it is important to respect these formally approved protocols. In so doing, the project is seeking to identify common practices that might inform promising practices in the area of transfer nomenclature glossary development.

Online Survey and Workshop Questions

23. What other jurisdictions might provide a definitional framework for inter-institutional agreements that would lend insights to the Canadian postsecondary sector?

Background:

Evidence from Phase 1 indicates institutions and jurisdictions use variable approaches to describe inter-institutional partnerships. Given the evidence, it would be fair to say that it is difficult to point to a national standard; however, there are jurisdictional examples. As the research of Dr. Jane Knight illustrates (2008, 2011), this challenge is not unique to Canada or Canadian institutions.

Although the terms in the call out within this section are most commonly used at Canadian postsecondary institutions, none of the glossaries examined provided definitions for all the options; typically, “Block Transfer Agreement” and “Articulated Agreements” were defined.

A review of terms culled from glossaries created by institutions, allied organizations, and governments reveal that formal definitions for agreement types do not always appear to exist in current glossaries. Table 3 highlights some of the terms in use in Canada.

Table 3: Agreement Terms in Use in Canada

Term	Definition
Degree Partnership	An agreement between two institutions that allows students to earn credit toward a credential at one institution while enrolled at the other institution. May also be called ‘dual enrollment’.
Memorandum of Understanding (MOU)	A formal agreement of intent between two or more institutions to accept courses (or clusters of courses) for credit. Generally MOU's also incorporate other factors such as recognition of co-op placements, reduced course load (beyond what is accepted for advanced credit) for completion, etc. that is not normally found in a Transfer Agreement.
Reciprocal Bilateral Transfer Agreement	A transfer agreement that has been negotiated between two institutions whereby Institution A agrees to accept the course (or cluster of courses) taken at Institution B in lieu of its own course (or cluster of courses) and reciprocally, Institution B agrees to accept the course (or cluster of courses) taken at Institution A in lieu of its own course (or cluster of courses).Therefore, reciprocal bilateral agreements are always two-way agreements (see unidirectional bilateral transfer agreement).
Unidirectional Bilateral Transfer Agreement	A transfer agreement negotiated between a sending institution and a receiving institution which is primarily intended to be one-way. In practice, advance credit for courses involved in an agreement usually will be awarded at either institution, particularly when the agreement involves courses that are part of a university transfer program. However, in some cases credit will not be awarded in the opposite direction; for example, Institution A may agree to accept Institution B’s cluster of transferable courses in lieu of one of its own courses and have the agreement entered in the Transfer Guide. However, it might not be appropriate for Institution B conversely to award transfer credits for the cluster of courses if a student with the one course from Institution A presented it for advanced credit assessment (see reciprocal bilateral transfer agreement).
Transfer Agreement	Formal agreement between postsecondary institutions that specifies how courses and credits completed at the sending institution will be accepted and applied at the receiving institution.
	An agreement between two institutions (a sender and a receiver) that specifies how the sending institution's course or program will be accepted for (transfer) credit at the receiving institution.
Articulation Agreement	An agreement, typically between two institutions but also between an institution and an organization such as an occupational body, that authorizes studies undertaken in specific programs to be credited toward direct entry and/or Advanced Standing into a specific program at the receiving institution.

Term	Definition
	A formal agreement between one or more colleges and one or more educational institutions or boards of education that recognizes learning achievement, facilitates student progress, minimizes curriculum duplication, and eases the transition from one institution to the other.
	Official agreement between two (bilateral) or more (multilateral) postsecondary institutions that defines the terms and conditions enabling students to transfer between specific programs. May also determine which courses or programs taken at the sending institution will apply to graduation requirements at the receiving institution.
Block Transfer Agreement	A transfer agreement in which a predetermined number of transfer credits is granted to transferring students who have successfully completed a certificate, diploma or cluster of courses at another institution. Generally, block transfer is used to award credit for courses that, as a group, are recognized as having an academic wholeness or integrity and that collectively satisfy part of the requirements for another credential.
Laddering	"Laddering": A process which allows you to build upon previously earned credits or credentials, either from secondary or postsecondary institutions. "Career Laddering": using a previously earned postsecondary credential to enter another program at a higher level.
Transfer Pathway	Defined route from one program or institution to another program or institution that specifies eligibility requirements and how transfer credits will be accepted and applied at the receiving institution. Usually applies to multiple sending institutions and one or more receiving institutions Does not require formal signed agreement between institutions.
Cotutelle (graduate doctoral agreement)	A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single thesis that is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her thesis under Cotutelle arrangements.

While the practice might be to use a particular term and, perhaps, entrench it in institutional policy or publish it on a provincial glossary, that does not necessarily mean it is commonly used, understood, or defined. The same term could be used to mean different things as the example in Table 4 for 'block credit' illustrates. Sometimes this term is defined as a type of an agreement, a process, a form of articulation, a type of credit, etc.

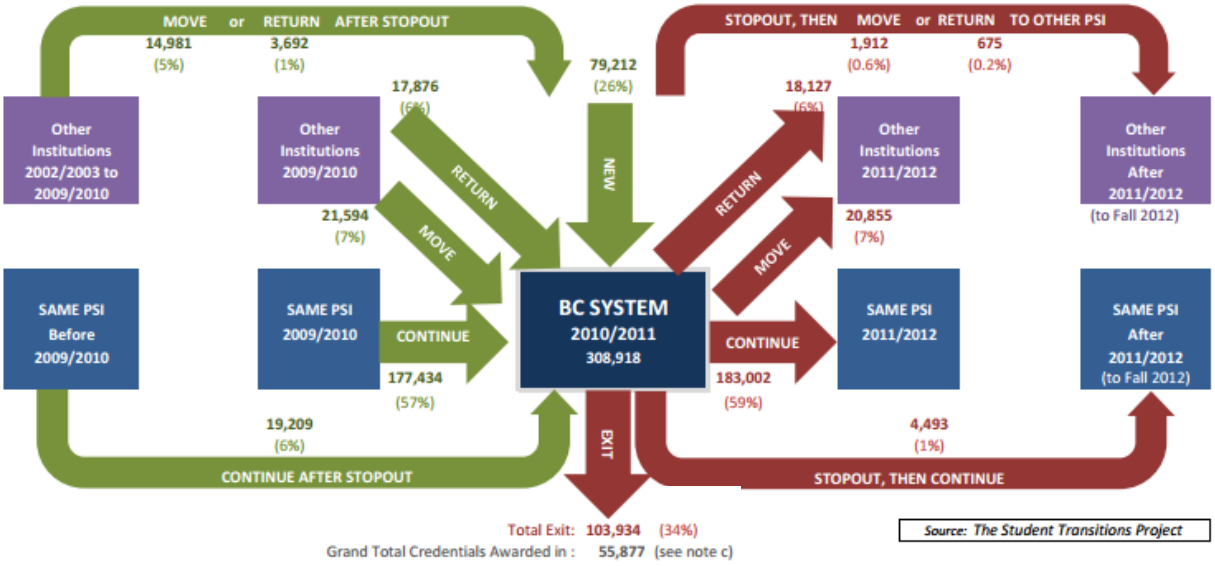
Table 4: Analysis of "Block Credit" and its different Categories of Usage across Canada

Category of Use for Block Credit	Definition
Type of agreement	A transfer agreement in which a predetermined number of transfer credits is granted to transferring students who have successfully completed a certificate, diploma or cluster of courses at another institution. Generally, block transfer is used to award credit for courses that, as a group, are recognized as having an academic wholeness or integrity and that collectively satisfy part of the requirements for another credential.
Timing and what a student obtains	Block Transfer occurs when a group of courses, often in the form of a certificate or diploma, is recognized for transfer credit. You should be able to transfer directly into the second or third year of the degree program depending on the agreement. Block transfer works well if you complete the entire diploma. If you don't complete the entire diploma, you'll probably still receive some transfer credit if the individual courses are listed.
Type of articulation	Block transfer articulation occurs where institutions compare whole programs and award credit on the basis of total hours or credits, rather than for individual courses. This form of articulation is used, for example, in granting credit for a diploma completed at one institution toward a degree program at another institution.
Type of credit granted	Credit granted based on completion of the transfer credential.
Type of credit granted	Advanced Standing for a group of credits or courses at one institution based on their equivalence to a defined set of course or program learning outcomes at another institution. Block credit enables students to enter a program at a receiving institution at an advanced level.
Type of courses accepted for credit	A group of courses, such as a completed certificate or diploma program, that are accepted for transfer credit into a degree program.
A process	The process whereby a block of credits is granted to students who have successfully completed a cluster of courses, certificate or diploma, recognized as having an academic wholeness or integrity, and related in a meaningful way to part of the degree program.

Of relevance to this section is the focus in some of the agreement definitions on 'senders' and 'receivers' (e.g., "unidirectional" agreements). The ARUCC PCCAT Phase 1 report highlighted the findings of a Student Transitions study by the BC provincial government. It, along with other research, is fundamentally changing perceptions regarding discrete distinctions between 'senders' and 'receivers.' The relevant data for British Columbia demonstrating this shift is highlighted in Figure 1 below.

> Figure 1 provides an overview of student mobility numbers from British Columbia's Student Transitions project (BC Ministry of Advanced Education, n.d.). While comparable data is not available from other Canadian provinces, it demonstrates that students are combining attendance at a number of schools all the way through their educational journey; suggesting that a shift is occurring with regard to long-held understandings regarding the concepts surrounding transfer, transcript standards, and transfer credit nomenclature more generally (Rob Fleming; Robert Adamoski, personal communication, January 23, 2014).
>
> Duklas et al. (2014). ARUCC PCCAT Phase 1 Report, p. 35.

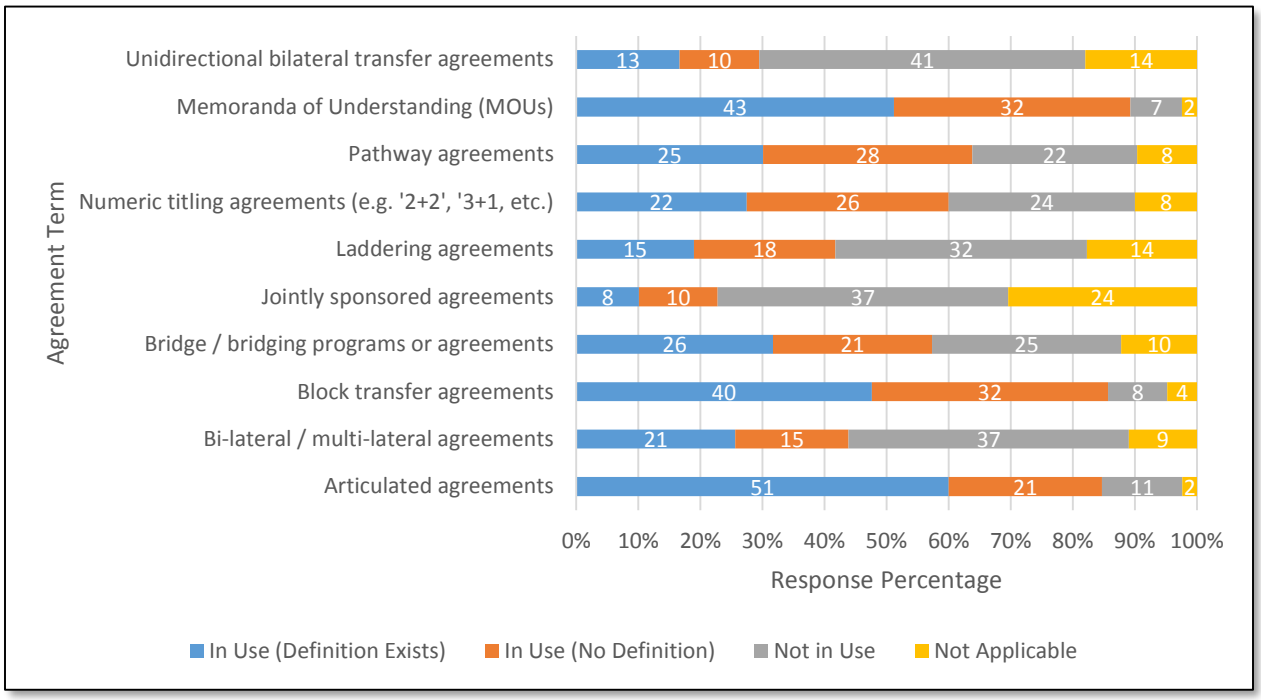
Figure 1: Student Pathways to BC Public PSE Institutions 2010/2011 and Future Student Pathways, up to Fall 2012



Source: BC Ministry of Advanced Education. (n.d.). *The Student Transitions Project*. http://www.aved.gov.bc.ca/student_transitions/

The range of findings regarding agreement nomenclature from the first phase is included in Figure 2 below (ARUCC PCCAT Phase 1 Report, 2014, p. 11).

Figure 2: Agreement Nomenclature in Use in Canada



Subsection 3.5: Defining Inter-institutional Programs

Considerations:

The findings from Phase 1 reveal a variety of terms in use in Canada to describe inter-institutional programs; nine are for joint and collaborative programs alone. This variety is causing confusion and there is demonstrable evidence that it is creating problems for researchers when analyzing Canada's success in the area of inter-institutional partnerships.

It is the aspiration of Phase 2 to establish a taxonomy of terminology to facilitate common term usage across Canada in the area of inter-institutional program definitions while also ensuring awareness of those terms that have been approved by governing bodies. Plus, prior research suggests a partial framework for resolving this area of consideration.

This section is intended to illuminate consensus where possible to facilitate the development of inter-institutional program nomenclature.

Online Survey Questions:

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

24. Do the following definitions apply to your local context?

    The following definitions are attributed to Dr. Knight's work, *Joint and Double Degree Programmes: Vexing Questions and Issues*,[17] in which she offered these definitions for international collaborative degree programs. We are interested in determining if these definitions also resonate in the national context.

    - Consecutive credential program - "A consecutive … program awards two different qualifications at consecutive levels upon completion of the collaborative program requirements established by the partner institutions."
    - Double credential program - "A double [credential] program awards ***two individual qualifications*** at equivalent levels upon completion of the collaborative program requirements established by the two partner institutions."
    - Joint program - "A joint [credential] program awards ***one joint qualification*** upon completion of the collaborative program requirements established by the partner institution."
    - Multiple credential program - "A multiple [credential] program awards three or more individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the three or more partner institutions."

Background:

Phase 1 of the national study indicates the most popular terms used to describe transfer credit programs include the following: degree/diploma completion programs; joint programs; collaborative programs; and dual/double credential programs. Table 5 provides a summary of the findings from a review of glossaries in use at institutions and allied organizations.

[17] Knight, J. (2008). Joint and Double Degree Programmes: Vexing Questions and Issues. London: The Observatory on Borderless Higher Education

Table 5: Terms Used to Describe Program Types in Canada

Term	Definition
Bridge course / program	Course or set of courses that students take to fill gaps in their learning from one program in order to enter another program, for example from a diploma to a degree program in the same area of study. Some bridging courses/programs are designed to prepare internationally educated professionals to write certification examinations to practice in Canada.
Conjoint Program	A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both Institutions is awarded.
Integrated Program	Two or more distinct, approved, free-standing programs of instruction, in one or more institutions, amalgamated into one program of instruction for enrolment, curricula, examination, and administrative purposes and for which the eligible enrolment is reported on the basis of the institution-of-registration. The program of instruction is planned, maintained, and delivered by one or more institutions from each sector and culminates in one credential, normally a baccalaureate degree.
Joint Degree Program	A ***program*** of study offered ***by two or more*** universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a ***single degree document***.
	A joint degree program awards ***one joint qualification*** upon completion of the collaborative program requirements established by the partner Institutions.
	"A joint degree program awards ***one joint qualification*** upon completion of the collaborative program requirements established by the partner institution."[18]
Joint / Integrated Program	A ***program offered co-operatively*** by university and college partners. May integrate two or more distinct programs also offered independently by partner institutions. Students ***study*** at both institutions either ***sequentially or concurrently***.
	Graduates receive one or more credentials from partner institutions, for example, a student might receive both a diploma in media arts and a degree in communications. May sometimes describe an educational program developed and delivered by two different academic programs or departments at the same institution, or concurrent programs offered within the same institution.
Collaborative and Joint Degree Programs	Collaborative programs ***are offered jointly*** by a college and a partnering university. Students may earn either ***one or two credentials*** - one from the college and/or one from the university.
Collaborative Program	Generally, an academic or vocational program of instruction that has been developed cooperatively by university and college partners to facilitate learners' efficient progression towards ***one or more credentials*** for which the learning has been achieved in both a college and a university. Collaborative programs of instruction ensure ***that learning*** that has already been ***achieved will be recognized*** by the receiving institution according to the terms outlined in the articulation agreement. There are a number of models for collaborative programs of instruction.
	Programs offered ***jointly by two or more*** institutions.

[18] Knight, J. (2008). Joint and Double Degree Programmes: Vexing Questions and Issues. London: The Observatory on Borderless Higher Education.

Term	Definition
	A collaborative program is an intra-university graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies).
	An academic program ***offered jointly*** by university and college partners. The partners have agreed on a defined sharing of responsibility for curriculum that is recognized by both institutions as earning credit toward one or more credentials. Some collaborative programs offer graduates a diploma and a degree.
Degree Completion Program	A program offered by a college or university that awards transfer credit to graduates of a college diploma or advanced diploma program in order to enter a degree program at a specified level. May require completion of bridge courses where applicable. Specifies additional credits necessary to qualify for a degree. Subject to conditions such as academic standing or minimum grades. Example: College Advanced Diploma in Chemical Engineering Technology to Bachelor of Science in Chemistry
Consecutive Degree Program	"A consecutive degree program awards two different qualifications at consecutive levels upon completion of the collaborative program requirements established by the partner institutions."[19]
University Transfer Program	Several college systems offer university transfer programs, providing the first two years of a university undergraduate program. Universities and colleges also cooperate on integrated programs for which graduates receive both a degree and a diploma. Cooperative education is part of many programs, with work placements being a requirement in addition to academic study.
	First 2 years of a degree level program taken at a college before transferring to a university of private college with accredited degree program.
Multiple Degree Program	"A multiple degree program awards three or more individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the three or more partner institutions."[20]
Dual Credential Program	A program of study offered by ***two or more*** universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by ***a separate and different degree/diploma document being awarded by each*** of the participating institutions.
Dual Degree Program	***Two separate awards*** from two institutions. Also called a double degree.
Double Degree Program	"A double degree program awards ***two individual qualifications*** at equivalent levels upon completion of the collaborative program requirements established by the two partner institutions."[21]

[19] Knight, J., 2008
[20] Knight, J., 2008
[21] Knight, J., 2008

Term	Definition
	A double degree program awards two individual qualifications at equivalent levels upon completion of the collaborative program requirements established by the two partner institutions.

Subsection 3.6: Operational Transfer Credit Nomenclature Usage

Considerations:

There is a tremendous variety of transfer credit terminology used in Canada to describe the particulars of transfer credit, blocks or clusters of courses, the nature of the credit assigned for past studies as it relates to the program to which the student is seeking access, whether or not it directly applies to a particular discipline (such as a major), and so forth. Phase 1 findings indicate this variety is having an impact on administrators, policy developers, and students. We encourage you to read the 2014 study by Christine Helen Arnold, Transfer Literacy: Assessing Informational Symmetries and Asymmetries, which provides another lens on the challenge.[22]

Principles which appear to drive the choice of a term or phrase appear to vary. For example, we learned in the first phase from institutional feedback that attempts were routinely made to simplify language and enhance transparency for students when choosing a particular term. Others indicated a desire to find or create terms that conveyed the core purpose of a particular action in an effort to simplify and clarify the nomenclature. And still others indicated a desire to ensure the chosen nomenclature sufficiently categorized an array of mutual exclusivity between opposite actions (e.g., specified and unspecified). Most of the terms in use derive in some fashion from the expectation that the item in question is a course shaped by credit hours or relates in some fashion to a course credit framework. When not explicitly about a course shaped by credit hours, some institutions appear to be attempting to translate the knowledge gained in prior studies or experience into the credit hour framework. This is similar to the methodology employed by the ECTS credit system in Europe.

The research from Phase 1 highlighted common and successful practices that are worth considering. However, the bigger challenge appears to be identifying best practice and, further, encouraging adoption. This section is intended to address these areas.

Online Survey and Workshop Questions:

25. How might adoption of new best practices or promising practices for transfer credit nomenclature be encouraged and realized across Canada?
26. Are there any transfer credit terms missing from your local context that you have noticed in other jurisdictions and that you would recommend be adopted as a standard in light of the changing Canadian postsecondary environment?
27. What principles should inform good practice when implementing transfer credit nomenclature?

[22] http://www.oncat.ca/files_docs/content/pdf/en/oncat_research_reports/2012-2_ChristineArnold-Transfer-literacy-assessing-informational-symmetries-and-asymmetries.pdf

Background:

In addition to the aforementioned tables, Figure 3 provides a high level overview of some of the program and course specific findings from Phase 1. Additional research of Canadian glossaries and institutional policies indicate that any one of these words is defined differently by different organizations. In some instances, there are four different definitions evident across Canada for the same term (and sometimes more). An example is “advanced standing.” Table 5 provides sample definitions for select unique items some of which demonstrate the array of approaches.

Some widely used words such as *equivalency* also encourage additional reflection. For example, this word suggests equal value, function, meaning, etc. Its use, although wide, is open to challenge. For example, is it a truly sufficient term to identify what usually amounts to overlap but not sameness? What might be an alternate term? And what about its opposite? There seem to be many derivations of the latter. The variety of words and definitions creates some confusion.

It is also worth stating that very few of the examples provided spoke to other forms of learning beyond course work. The exceptions would be forms of prior learning assessment and assessment approaches such as a “challenge test”; however, it is not clear from the first phase findings that institutions routinely award transfer credit for non-course based learning. The researchers did find examples of institutions that award credit for PLAR; however, it would appear this is not common across Canada. Further, the approach to transcripting varies as there is no standard for PLAR.

Figure 3: Degree of Usage - Terms of Relevance to Transfer Credit

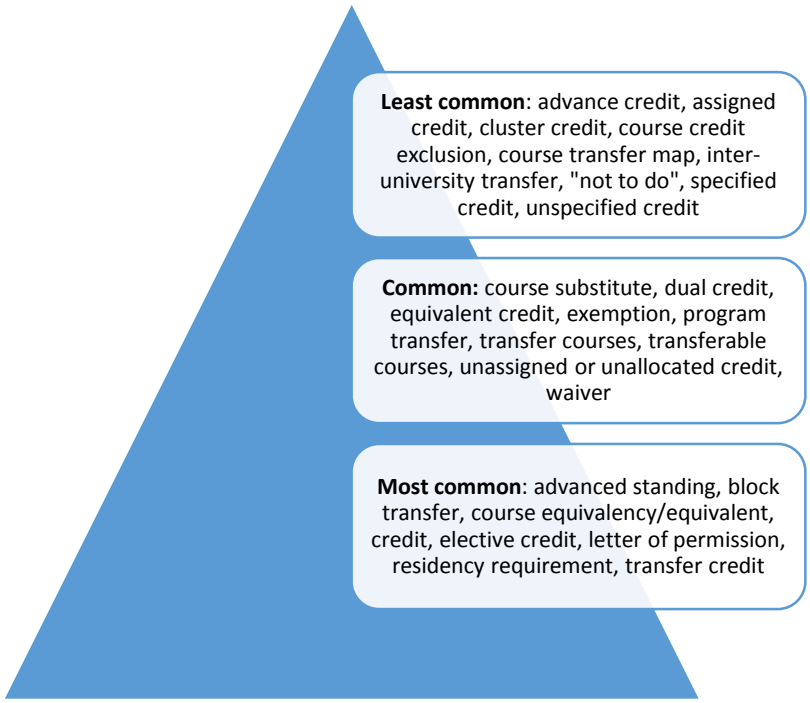


Table 6: Sample Definitions

Term	Definition
Cluster Credit	The credit awarded when two or more courses must be combined, at either the sending or the receiving institution, in order to obtain credit for a single equivalent course at the receiving institution.
Equivalency (similar terms: Equivalent Credit, Course Credit Equivalency)	A relationship of parity between one system, jurisdiction, or institution and another with respect to the value and significance of courses, diplomas, certificates, licences, and/or degrees. Recognition of the equivalent value of courses, programs, sections of programs, degrees, or training. Applies to assessments provided, for example, by regulatory bodies to determine eligibility to practice.
	Equivalent means "equal in value, amount, function, [or] meaning." A course submitted for evaluation for articulation purposes will likely never be completely identical to the corresponding course at the receiving institution. The assessment of equivalence involves identifying the degree to which the courses match in content or outcomes. The degree of similarity between the courses should be close enough so that students receiving transfer credit will have the necessary knowledge and background to be successful in more advanced courses. Conditions and restrictions on transfer (such as requiring a minimum grade in the course for credit to be transferable) should not be included unless those same restrictions apply to the equivalent course at the receiving institution, or unless there are clear and defensible reasons for doing so.
	Transfer of course credit from one postsecondary institution to another where courses are considered equal in content or academic value.
Assigned Credit (similar term: Level Credit)	The credit value that is 'assigned' to a course at a sending institution when it is assessed as being equivalent to a course at a receiving institution.
	If a course at a receiving institution is determined to be equivalent to the course for which transfer credit is being requested, the transfer credit request form is filled in with the name, code and number of credits of the matching course and, if applicable, the effective start date. This is referred to as assigned credit.
Assigned Disciplinary Credit (similar terms: Assigned Credit, Level Credit)	Placement at a certain level of study when entering a program or course, based on assessment of previous [academic] work, or on achievement in a placement test.
Unassigned Credit (similar term: Level Credit)	Credit given when a course is considered worthy of credit but does not have a direct equivalent. It may be recorded as credit within a particular discipline or as general unassigned credit.
	A form of transfer credit that can be awarded when a course is assessed as not being equivalent to a specific course at a receiving institution. Unassigned credit is usually specified as applying toward the requirements of a particular discipline or program, e.g., BUS 1xx (3). May be called level credit at some Institutions.

Term	Definition
	If a transfer credit request involves a course which is appropriate for credit in the discipline, but which does not closely match the topic, structure, content, or format of the courses in the department at the receiving institution, then unassigned discipline-specific transfer credit can be awarded. This type of credit verifies that the course is taught at the expected level and standard for the program it is being awarded credit in; that it conforms to the norms of the discipline; and that it is suitable for meeting elective credit requirements within a degree program. However, the course does not transfer with direct credit for a course at the receiving institution.
	Recognition of learning where the course doesn't have a specific equivalent at the receiving institution.

Subsection 3.7: Institutional Readiness for Competency-based Education and Learning Outcomes

Considerations:

Phase 1 research reveals a varied understanding of competency-based education and learning outcomes assessment in Canada or of international approaches to documenting student achievement. The findings also indicate there is not a common understanding regarding the co-curricular record among those surveyed. However, there seems to be a significant group of researchers, policy developers, and practitioners who are interested in expanding the conversation around documenting different student learning experiences.

Canada is not alone. As an example, three American associations are working to establish a common definitions framework for transcription of competency and outcomes-based learning at the program level for individual learners: the American Association of Collegiate Registrars and Admissions Officers, NASPA: Student Affairs Administrators in Higher Education, and IMS Global Learning Consortium. While the project is in its early stages, the proponents are consulting about the concept of creating a learning outcomes document (a competency record) that is separate and yet complementary to the transcript.

Currently, there are examples of institutions documenting competency-based assessment scores on transcripts in order to share learner achievement results. Further, organizations such as the Lumina Foundation and OECD are exploring enhanced assessment metrics for learning outcomes even at the individual student level. Some references are provided for those that are interested in delving into this topic further:

- Lumina Foundation's Degree Qualifications Profile – see http://www.luminafoundation.org/resources/dqp and http://www.changemag.org/Archives/Back%20Issues/2013/November-December%202013/Degree_full.html
- Council for Aid to Education (CAE) – see "CLA +" at http://cae.org/participating-institutions/cla-overview
- OECD Assessment for Higher Education Learning Outcomes (AHELO) – see http://www.oecd.org/edu/skills-beyond-school/testingstudentanduniversityperformancegloballyoecdsahelo.htm

Phase 1 findings suggest that institutions in Canada have long histories with developing learning outcomes. Examples include the college sector's historical focus on delivering program and vocational

learning outcomes, the various quality assurance bodies across the country which focus on establishing or aligning with credential frameworks and establishing program level expectations, and those in student development who have or are implementing the co-curricular record.

Research and related efforts are underway in Canada to deliver learning in alternative ways and in a manner that acknowledges achievement of learning outcomes through a variety of learner experiences. One of the value assets of these projects is to explore possibilities for transfer and student mobility. The following represent three recent Canadian examples:

- Fitzgibbon, J. (February, 2014). Learning Outcomes and Credit Transfer: Examples, Issues and Possibilities. Vancouver: BCCAT. http://bccat.ca/pubs/Learning_Outcomes_and_Credit_Transfer_Feb2014.pdf
- Higher Education Quality Council of Ontario (HEQCO) – see http://www.heqco.ca/en-ca/Research/LearningOutcomes/Pages/home.aspx
- Lennon, M. C., Frank, B., Humphreys, J., Lenton, R., Madsen, K., Omri, A., & Turner, R.1 (2014). Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education. Toronto: Higher Education Quality Council of Ontario. http://www.heqco.ca/SiteCollectionDocuments/Tuning%20ENG.pdf

These efforts align with the conclusions published in the Phase 1 ARUCC PCCAT report where specific international examples were shared including the European Diploma Supplement (Duklas et al, 2014, p. 51), the Australian Higher Education Graduation Statement (AHEGS) (p. 49), and the UK Higher Education Achievement Report (HEAR) (p. 53).

It is worth noting that the 2003 ARUCC Transcript Guide contemplated competency-based learning and actually noted high level transcript standards such as *Demonstrated Competencies* and *Narrative Evaluations.* There are also examples of institutions notating transcripts and identifying milestones and activities such as at the graduate level. The findings from the first phase suggest there appears to be a strong commitment across the country to preserve the transcript in its traditional format and yet to also explore creating separate standards and documents for representing program learning outcomes *once agreed upon learning outcome frameworks are established by academic colleagues through quality assurance frameworks*.

The stage of the Canadian postsecondary environment suggests that while certain core understandings are needed, it is prudent to proceed cautiously until more research is conducted and formal application of learning outcomes at the program level and perhaps even the course level is expanded across all institutions in Canada.[23] The following questions are intended to understand perspective on this topic.

[23] It is acknowledged that select jurisdictions have defined learning outcomes and related credential level expectations and frameworks. These might hold the promise of creating a transcription definitional framework for Canadian institutions.

Online survey questions

The following questions are embedded within the online survey accompanying this Consultation Document. They are provided below to facilitate advance reflection.

28. Is your institution experimenting with transcripting alternate forms of learning beyond the credit hour? Click on "Not applicable," if you do not represent an institution.
29. If you represent an institution, provide an example of where your institution has represented a final result other than a grade on a transcript or in another institutional artifact. Does your institution have a policy in place that underpins this practice? If so, provide the URL for the policy. (Response categories: Yes, please explain; No; Not applicable)
30. Identify your agreement with the following: learning outcomes and/or competency-based learning achievement should be documented...(Response Categories: Agree, Disagree, No opinion, Don't know)
    - Within an existing transcript structure.
    - As a supplement to a transcript.
31. Rather than expanding the transcript, do you think a separate complementary document is necessary that details alternate forms of learning outcomes achievement?
32. If yes, what would you recommend? If no, proceed to the next question.
    Information on the UK HEAR, the European Diploma Supplement, and the Australian AHEGS is available on pages 46-52 in the ARUCC PCCAT Report (Duklas et al, 2014) which is available online at: http://www.arucc.ca/uploads/documents/arucc_pccat_15_jun_2014_english.pdf

    (Response Categories: Recommend, Do not recommend, No opinion, Don't know)

    - Something similar to the UK HEAR Document, the European Diploma Supplement, or the Australian AHEGS Document
    - Some form of Badging
    - A new competency report
    - Some kind of learning portfolio
    - Other; if you responded with "Other," provide details here.

33. What core requirements must be confirmed and in place before documenting achievement of learning outcomes at the individual student level whether on a transcript or on a separate competency-based report?

    Check all that apply. Response categories: Strongly Agree, Agree, No opinion, Disagree, Strongly Disagree, Not applicable

    - Adoption of a validated assessment tool to measure final achievement of learning outcomes at the student level by program and level.
    - Approval of institution-wide credential level expectations that are in keeping with adopted and approved credential frameworks.
    - Defined and approved learning outcomes by program.
    - Defined and established principles for assessing and documenting achievement of learning outcomes at the student level.
    - Established, institution-wide definitional framework for documenting learning outcomes at the student level.

34. If you chose "Other," please provide the explanatory details here.
35. Is there anything else you would like to add to support this project?

Background:

The transcript is being challenged to stretch. New forms of learning and credentialing are emerging.[24] The growing focus on learning outcomes[25] and competency-based learning and assessment,[26] has significant implications for documenting learner achievement. Given the growing focus on inter-institutional partnerships, transfer, and mechanisms for monitoring and representing student workload in a manner that facilitates transfer between institutions and through levels of education, pressure is growing to be ready for alternate approaches to document outcomes.

Further, the Phase 1 report provides examples from international jurisdictions of countries that create or incorporate program level learning outcomes in institutional artifacts that document student learning and achievement of learning outcomes.[27] Specific examples are shared including the European Diploma

[24] Carey, K. (January 22, 2013. MIT Mints a Valuable New Form of Academic Currency. Chronicle of Higher Education. Retrieved March 26, 2015 from http://chronicle.com/article/MIT-Mints-a-Valuable-New-Form/130410/

[25] Lennon, M. C., Frank, B., Humphreys, J., Lenton, R., Madsen, K., Omri, A., & Turner, R.1 (2014). Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education. Toronto: Higher Education Quality Council of Ontario.

[26] Fitzgibbon, J. (February, 2014). Learning Outcomes and Credit Transfer: Examples, Issues, and Possibilities. Vancouver: British Columbia Council on Admissions and Transfer (BCCAT). http://bccat.ca/pubs/Learning_Outcomes_and_Credit_Transfer_Feb2014.pdf

Goff, L., Potter, M., Pierre, E., Carey, T., Gullage, A., Kustra, E., Lee, R., Lopes, V., Marshall, L., Martin, L., Raffoul, J., Siddiqui, A., Van Goestel, G. (2015). Learning Outcome's Assessment: A Practitioner's Handbook. Toronto: Higher Education Quality Council of Ontario.

[27] Duklas, J., Maki, K., Pesaro, J., Brady, J. (2014). ARUCC PCCAT Transcript and Transfer Credit Nomenclature Study. Alberta: Association of Registrars of the Universities and Colleges of Canada (ARUCC) & the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). http://www.arucc.ca/uploads/documents/arucc_pccat_15_jun_2014_english.pdf

Supplement (Duklas et al, 2014, pp. 49, 51),[28] the Australian Higher Education Graduation Statement (AHEGS) (p. 49), and the UK Higher Education Achievement Report (HEAR) (p. 53). These findings complement a recent learning outcomes Tuning Project mentioned above.

For the HEQCO study, the researchers identified and measured learning outcomes in specific postsecondary areas for four types of qualifications: two-year diploma, three-year diploma, a four-year baccalaureate, and a master's degree (research-based) (Lennon et al, 2014, p. 3).[29] The researchers further "affiliated" learning outcomes to Ontario qualification frameworks and degree level expectations (p. 3; appendices). The research project is quite extensive and provides practical advice to academic colleagues for incorporating learning outcomes in programs in meaningful ways. In the section, *Demonstrating Learning Outcomes to Students and Employers*, the researchers note the variety of methods institutions use around the world to provide documentation outlining student achievement of learning (p. 35). According to these authors, the examples include the European Diploma Supplement which also documents "'information on the Contents and Results Gained' broken down into four categories: knowledge and understanding, intellectual (thinking) skills, practical skills (subject-specific) and key skills" (p. 35).[30]

A mapping of the credential frameworks in use across Canada identifies an interesting opportunity for establishing a framework for transcription standards. Table 7 provides a comparative analysis at a very high level. What becomes immediately clear is the credential level expectations in use across the country to guide credential and potentially even program learning outcomes are fairly consistent. Each of the expectations vary considerably in terms of description, credential, and level; however, a thematic framework is readily apparent which might help to undergird a definitional framework for Canadian transcription standards of demonstrated competencies and learning outcomes for each credential type and level.

[28] Sample templates: http://ec.europa.eu/education/tools/ects_en.htm and
Tuning Educational Structures in Europe. (2007). Retrieved March 26, 2015 from
http://www.unideusto.org/tuningeu/images/stories/documents/General_Brochure_final_version.pdf
[29] Lennon, M. C., Frank, B., Humphreys, J., Lenton, R., Madsen, K., Omri, A., & Turner, R.1 (2014). Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education. Toronto: Higher Education Quality Council of Ontario.
[30] See European Commission for more details and the Phase 1 ARUCC PCCAT report.

Table 7: Comparison of Credential Level Expectation Categories

Credential Level Expectations	Canada Degree Qualifications Framework[1]	Maritime Degree Level Qualifications Framework (undergraduate) [2]	Maritime Degree Level Qualifications Framework (graduate) [2]	Ontario Qualifications Framework (certificate through graduate); Postsecondary Education Quality Assessment Board[31]	Quality Assurance Framework (baccalaureate)[3]	Quality Assurance Framework (graduate) [4]
Breadth and depth of knowledge	X	X (in the field) X (outside the field)	X (in the field) X (outside the field)	X	X	X
Knowledge of methodologies		X (Conceptual and methodological awareness)	X (Conceptual and methodological awareness)	X (Conceptual and methodological awareness)	X	
Knowledge of methodologies and research	X					
Research and scholarship				X		X
Level of analytical skill		X	X			
Level of application of knowledge	X	X	X	X	X	X
Awareness of limits of knowledge	X	X	X	X	X	X
Professional capacity / autonomy	X	X	X	X	X	X
Level of communication skills	X	X	X	X	X	X
Jurisdiction	National -- adopted by a number of provinces and territories such as BC, Saskatchewan, Alberta through the Campus Alberta Quality Council (pp. 53, 85),[32] and more	Maritime Provinces Higher Education Commission, mphec.ca (New Brunswick, Nova Scotia, PEI)	Maritime Provinces Higher Education Commission, mphec.ca (New Brunswick, Nova Scotia, PEI)	Ontario government (certificate through to doctoral)	Ontario university, Quality Council, oucqa.ca	Ontario university, Quality Council, oucqa.ca

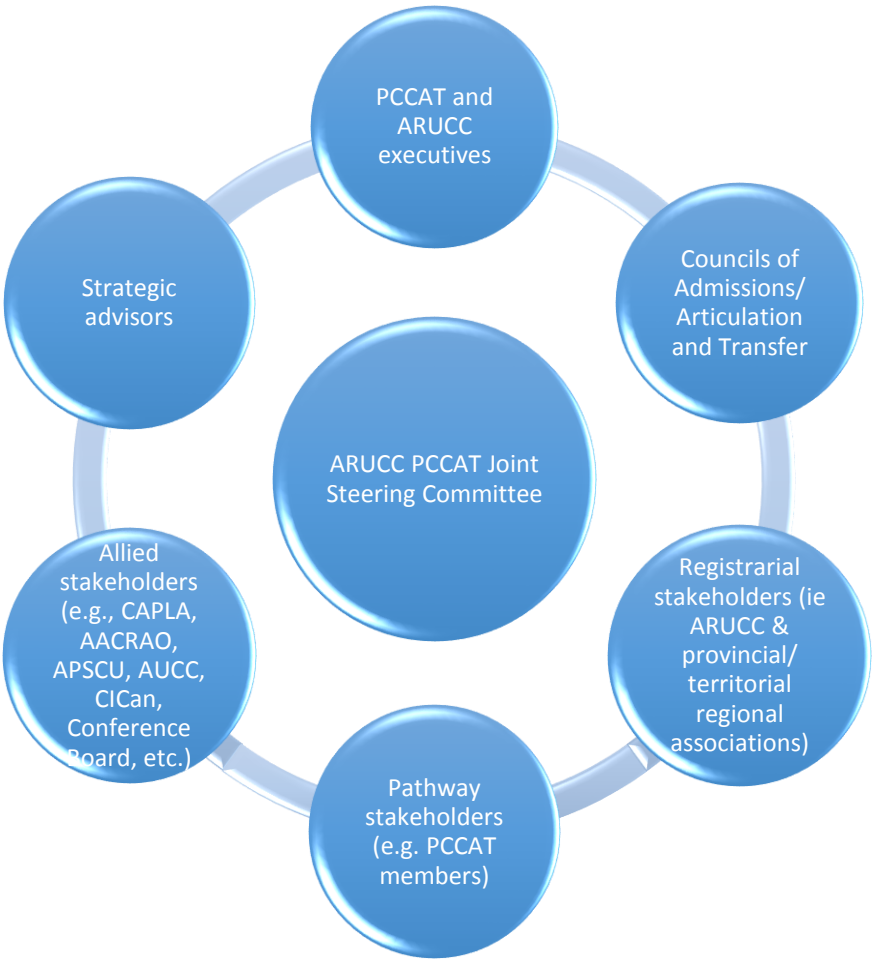
[31] http://www.peqab.ca/DegreeLevelStandards.html

[32] http://caqc.gov.ab.ca/media/4650/handbook_july_2014.pdf

Appendix A: Consultation Groups

Figure 4 identifies the various parties involved in the consultation process. Additionally, the leadership of each regional registrarial and pathway organizations/associations is being consulted to facilitate the reach of the consultation and validation process. The ***registrarial*** stakeholders are defined as ARUCC members primarily supplemented by registrarial members of regional associations aligned with ARUCC. Examples include the provincial registrarial organizations in the various provinces and territories. PCCAT members and the councils of articulation/admissions and transfer are also core participants in this project; many, along with ARUCC, are sponsors of the project and all have an interest in the success of the project goals. The pathway organizations include the following: Alberta Council on Admissions and Transfer (ACAT), British Columbia Council on Admissions and Transfer (BCCAT); Campus Manitoba; Maritimes Provinces Higher Education Commission (MPHEC); the Saskatchewan Credit Transfer and Learner Pathways Committee; New Brunswick Council on Articulations and Transfer (NBCAT); Ontario Council on Articulation and Transfer (ONCAT); and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

Figure 4: Stakeholders Involved in Consultation Process



Allied Stakeholders

The first phase of the ARUCC PCCAT project recognized the importance of allied stakeholders to this project. Immediate examples include the Canadian PESC User Working Group; the Canadian Association for Prior Learning Assessment (CAPLA); leadership involved in the strategic guidance of the co-curricular record; American Association of Collegiate Registrars and Admissions Officers (AACRAO); Councils of Ministers of Education, Canada (CMEC) Canadian Information Centre for International Credentials (CICIC); Canadian Association of Graduate Studies; Association of Universities and Colleges of Canada (AUCC – now called "Universities Canada"); Colleges and Institutes Canada (CICan); and the Conference Board of Canada. These national and international organizations comprise the groups that appear to have close interest in the areas of transcript standards and transfer credit policy. Each are invited into this consultation process and are encouraged to review the Consultation Document and provide a response to the survey. Other allied stakeholders may emerge during the consultation process such as the Higher Education Quality Council of Ontario (HEQCO); these groups are also welcome to participate.

Appendix B: Summary of Consultation Questions