Overview of the ARUCC PCCAT Guide http://guide.pccat.arucc.ca/en/
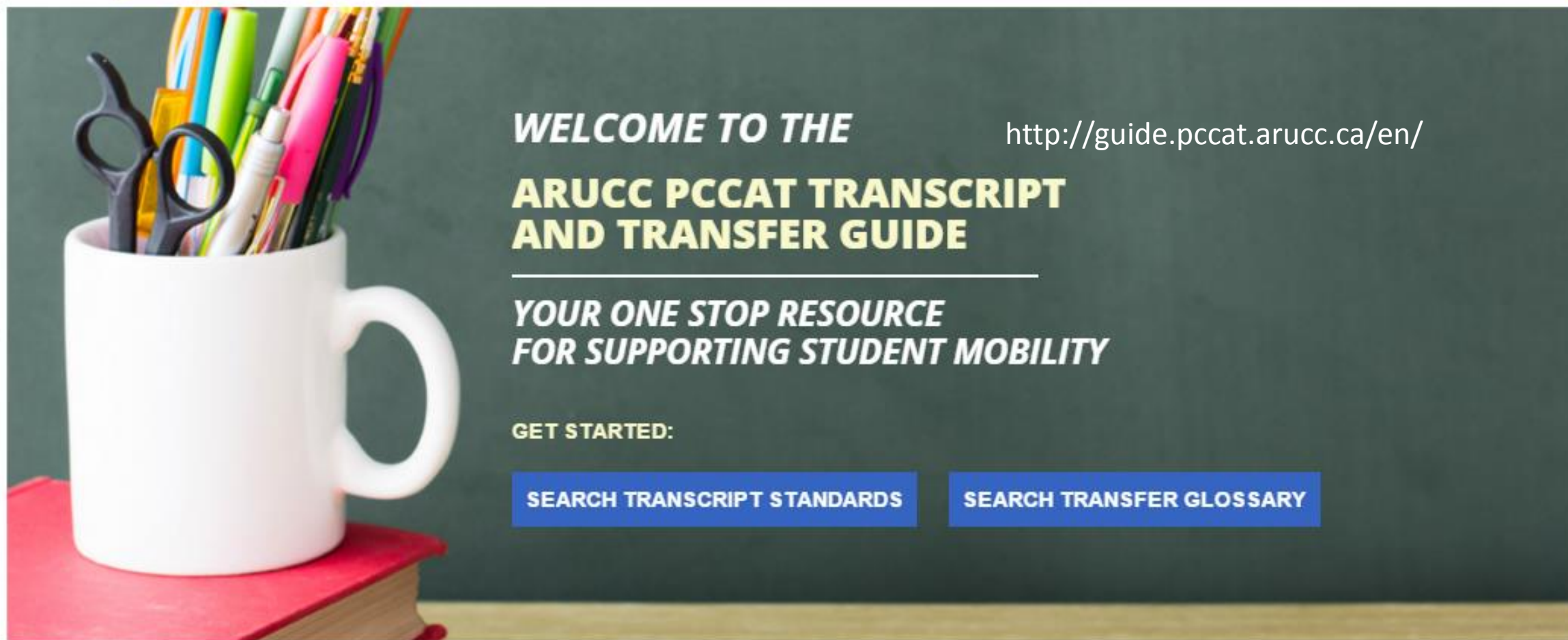
April 23, 2016

ONCAT Conference

Joanne Duklas, Duklas Cornerstone Consulting, duklasj@gmail.com

Project Lead and Primary Author of the ARUCC PCCAT Transcript and Transfer Guide

Home page of Guide

ARUCC PCCAT | TRANSCRIPT & TRANSFER GUIDE

Search …   SEARCH

HOME   TRANSCRIPT STANDARDS   TRANSFER GLOSSARY   ELECTRONIC DATA EXCHANGE   RESOURCES   ARUCC PCCAT STUDY   FEEDBACK

WELCOME TO THE

http://guide.pccat.arucc.ca/en/

ARUCC PCCAT TRANSCRIPT AND TRANSFER GUIDE

YOUR ONE STOP RESOURCE FOR SUPPORTING STUDENT MOBILITY

GET STARTED:

SEARCH TRANSCRIPT STANDARDS   SEARCH TRANSFER GLOSSARY

ABOUT

QUICK LINKS

SEARCH TRANSCRIPT STANDARDS   **SEARCH TRANSFER GLOSSARY**

ABOUT

The Guide is a national, online resource for Canadian registrarial and pathway practitioners and policy developers. It contains standards, definitions, and additional resources for close to 500 transcript and transfer credit terms in an online, searchable format. This resource is intended to encourage best practice and enhance student mobility and data portability.

Principles supporting the Guide are available online.

The Guide results from a multi-year research and consultation exercise involving Canadian postsecondary institutions and allied organizations including the councils on articulation/admissions and transfer and the registrarial regional associations from across the country. More information about the research project is available online.

If you have a question about the Guide or would like to suggest a standard or term be refined or added, complete the Guide feedback form available online.

QUICK LINKS

ELECTRONIC DATA EXCHANGE   **ARUCC PCCAT STUDY**

PROJECT LEADERSHIP   **ACKNOWLEDGEMENTS**

PROJECT AND GUIDE SPONSORS

ARUCC PCCAT Endorsed Principles

Governs ongoing changes and maintenance of the Guide

Information release: Launch of the ARUCC PCCAT Transcript and Transfer Guide – guide.pccat.arucc.ca

Enhancing student mobility through national collaboration

The Association of Registrars of the Universities and Colleges of Canada (ARUCC) and the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) are pleased to announce the launch of the national ARUCC PCCAT Transcript and Transfer Guide (the "*Guide*").

The *Guide* is a one-stop, online resource for policy developers and practitioners. It contains a wealth of information about transcript standards, transfer nomenclature, and links to best practice resources, research, and scholarly literature. With the launch of the *Guide*, direct access to tools and research becomes achievable for postsecondary leaders when developing institutional credentials and transfer pathways.

The *Guide* results from extensive national research and consultation with postsecondary experts across Canada's colleges, institutes, polytechnics, universities, and allied organizations.

Ensuring the Guide's currency

To ensure the *Guide's* ongoing currency and focus, ARUCC and PCCAT have endorsed the following principles which, taken together, are intended to steer future implementation and/or modification of its core content.

Future evolutions of the *Guide* and its contents should continue to

Sustain student-centered approaches in the support, creation and execution of transcription and transfer standards

> To that end, changes to the content should be mindful of the need to support student retention, mobility, success and engagement in Canadian postsecondary education. This is true whether a student's individual

Ensuring the Guide's currency

To ensure the *Guide's* ongoing currency and focus, ARUCC and PCCAT have endorsed the following principles which, taken together, are intended to steer future implementation and/or modification of its core content.

Future evolutions of the *Guide* and its contents should continue to

Sustain student-centered approaches in the support, creation and execution of transcription and transfer standards

> To that end, changes to the content should be mindful of the need to support student retention, mobility, success and engagement in Canadian postsecondary education. This is true whether a student's individual experience occurs within an institution or across multiple learning organizations.

Recognize institutional and provincial autonomy and authority

> To that end, future changes to the Guide should be achieved through collaboration and dialogue informed by research.

Support the academic preeminence and quality of Canadian educational institutions.

> To that end, any future changes need to support academic quality assurance standards and assessment practices related to transcription and transfer. Future changes to the Guide should be supported by practices and standards development that are informed by research; decisions regarding standards should be evidence-based and in keeping with academic principles.

Facilitate student mobility by supporting transparent and clear standards that are informed by best practice and research

> Confusing language or practices and policies related to transcription and transfer should be avoided.

Respect governmental regulatory requirements such as those related to accessibility, privacy, and human rights

Moving pan-Canadian student mobility to the next level

The Guide represents one in a series of initiatives designed to improve inter-provincial student mobility and demonstrates the significant pan-Canadian interest in pursuing collaborative initiatives both within and across provinces and territories. Postsecondary institutions and allied organizations are coordinating efforts at all levels to improve student experiences and enhance educational pathways for students.

Examples of collaboration towards success

In spring 2012, ARUCC and PCCAT held Canada's first biennial joint conference on enrolment services and transfer in Ottawa focusing on strategic enrolment leadership, and student mobility and transfer.

In winter 2014, the Pan-Canadian Association of Admissions and Transfer (PCCAT) and the Association of Registrars of the Universities and Colleges of Canada (ARUCC) created a joint partnership to pursue research and development of transcript and transfer standards for the Canadian postsecondary community.

In spring 2014, ARUCC, PCCAT, and the Canadian Postsecondary Electronic Standards Council (CanPESC) partnered to establish the ARUCC Groningen and Student Mobility Task Force focused on contributing to the international dialogue on achieving student mobility through enhanced and secure student data portability. This resulted in ARUCC becoming the first international signatory to the international Groningen Declaration in spring 2015.

In fall 2014, four councils on articulation/admissions and transfer signed an historic, interprovincial memorandum of understanding (MOU) that formally commits these allied organizations to enhanced collaboration. Their goals include developing student pathways, reducing barriers, and, ultimately, expanding opportunities for students. The four organizations include the Alberta Council on Admissions and Transfer (ACAT), the British Columbia Council on Admissions and Transfer (BCCAT), the New Brunswick Council on Articulations and Transfer (NBCAT), and the Ontario Council on Articulation and Transfer (ONCAT).

In September 2015, Universities Canada and Colleges and Institutes Canada signed a "Framework for Collaboration" which is "is designed to help Canada succeed in the global knowledge economy by addressing the need for advanced skills in all sectors" (CICan News release, 2015). This new framework reflects the commitment of universities and colleges across the country to further enhance collaboration within and among institutions. The Framework's principles amplify a focus on mobility, collaboration, and students.

In September 2015, the provincial councils on articulation/admissions and transfer came together in Vancouver to host Canada's first summit focused on exploring the inter-provincial transfer and student mobility agenda.

Association of Registrars of the Universities and Colleges of Canada (ARUCC)

Community Feedback Loop

Questions and changes to the Guide

ARUCC PCCAT GUIDE WORKING GROUP FEEDBACK FORM

Salutation *

Choose a Title ▼

First Name *

Last Name *

Phone

Email *

Retype your email. *

Position

Department

Organization *

Organization Type *

Organization's Region *

Is your organization public or private? *

Organization Type? ▼

Your region? ▼

Public or Private? ▼

Comment Category *

Priority *

Resolution required by... (MM/DD/YYYY)

Choose a category ▼

Priority? ▼

What is your question or suggestion? *

500

If applicable, identify a website address where more information is available regarding your question or suggestion

ARUCC PCCAT Transcript and Transfer Guide Working Group

Terms of Reference

Purpose

- To provide operational oversight for the ARUCC PCCAT Transcript and Transfer Guide (i.e, "the Guide").
- To identify and implement any changes or enhancements to the Guide.
- To monitor postsecondary trends and opportunities for the purpose of developing enhancements and changes to the Guide.
- To identify and suggest to executive committees of ARUCC and PCCAT related research projects as might emerge and be considered relevant for the Guide and to lead such research as might arise.
- To act as the primary body responsible for communicating with the membership about the Guide and to create collaborative engagement and dialogue around potential priorities for the Guide.
- To encourage ongoing usage of the Guide by the membership.

Governance

The Guide Working Group reports jointly to the ARUCC and PCCAT Executives. Regular

Transcript Standards search

ARUCC | **PCCAT** | **TRANSCRIPT & TRANSFER GUIDE**

| HOME | TRANSCRIPT STANDARDS | TRANSFER GLOSSARY | ELECTRONIC DATA EXCHANGE | RESOURCES | ARUCC PCCAT STUDY | FEEDBACK |

TRANSCRIPT STANDARDS

BENCHMARK YOUR INSTITUTION'S TRANSCRIPT PRACTICES AGAINST THE NEW STANDARDS

The Transcript Standards Search provides publication standards for transcript data elements on the Official Academic Transcript. Search by transcript standard using freeform text or by predefined categories. For each one you will find a definition, a transcript publication rationale, and the relevant supporting publication principles. A data standard protocol for institutional Student Record Systems and a publication protocol for the Transcript Legend are also provided. If available, the search provides the common, related glossary term associated with the transcript data element.

SEARCH THE TRANSCRIPT STANDARD AND TRANSFER GLOSSARY SIMULTANEOUSLY

1. Search for a term or standard using any of the fields below.
2. When using a search category, ensure the other fields are blank before submitting the search.

TRANSCRIPT STANDARDS SEARCH

This search will provide access to specific transcript data elements either by using the freeform field or by selecting a dropdown category. If there is a related glossary term, it will also feature in the final result.

Freeform Transcript Standards Search

TRANSCRIPT STANDARDS SEARCH

This search will provide access to specific transcript data elements either by using the freeform field or by selecting a dropdown category. If there is a related glossary term, it will also feature in the final result.

Freeform Transcript Standards Search

Dropdown Menu: Transcript Standards Search

▼

GLOSSARY SEARCH

This freeform search will provide access to specific glossary terms. If there is a transcript data element associated with a glossary term, it will also feature in the final result.

Freeform Glossary Search

Search

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

TRANSCRIPT STANDARD PUBLICATION PRINCIPLES

Transcript standard publication principles inform and reinforce the standards in the Transcript Standards Search. The validation process reinforcing each principle results from extensive research and consultation with pan-Canadian registrarial and pathway practitioners through the ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Study conducted in spring 2014 and 2015. View Transcript Standard Publication Principles.

TRANSCRIPT BEST PRACTICE PUBLICATION OPERATING PRINCIPLES

Overview

The following operating principles guided the decisions regarding the transcript publication standards for each of the Transcript Data Elements in the ARUCC PCCAT Guide. These are explained below in further detail to assist those using the Guide with understanding the rationale behind choosing a particular publication standard. As a result, not every principle is relevant to each Transcript Data Element. Those that are relevant to a particular Transcript Data Element are noted in the Transcript Standard Search results of the Guide. To assist the reader, here is a summary list of the principles:

A transcript should

1. Reflect the regulations of the academic body of the issuing institution (page 2)
2. Function as a trusted document that demonstrates adherence to historical accuracy and quality assurance and assessment (page 2)
3. Provide evidence of achievement of learning outcomes assessed through a quality assured process by a qualified person (page 2)
4. Be appropriately transparent in accordance with the credential being pursued (page 3)
5. Document relevant academic milestones (page 3)
6. Avoid publication of extraneous information (page 3)
7. Facilitate student mobility through transparency and clarity (page 4)
8. Support student retention, and student and/or alumni success and engagement (page 4)
9. Adhere to privacy, human rights, and/or accessibility legislation relevant in a particular jurisdiction (page 4)
10. Facilitate secure, validated, and trusted electronic data exchange (page 5)
11. Contain information that is carefully considered and presented to avoid any potential for misinterpretation and/or bias (page 5)
12. Be reflective of institutional autonomy which means that the information published is therefore sometimes dependent on institutional needs and context (page 5)

The data confirming support for these principles are contained in the Phase 1 Report and the Phase 2

SEARCH THE TRANSCRIPT STANDARD AND TRANSFER GLOSSARY SIMULTANEOUSLY

1. Search for a term or standard using any of the fields below.
2. When using a search category, ensure the other fields are blank before submitting the search.

TRANSCRIPT STANDARDS SEARCH

This search will provide access to specific transcript data elements either by using the freeform field or by selecting a dropdown category. If there is a related glossary term, it will also feature in the final result.

Freeform Transcript Standards Search

Dropdown Menu: Transcript Standards Search

Attendance & Withdrawals
Basis of Admission
Co-curricular
Demonstrated Competencies, Documenting Achievement of Learning Outcomes
Experiential Education
Grades, Averages, Credits, & Evaluations (Issuing Institution)
Graduate & Professional Studies Only
Graduation & Credential (Issuing Institution)
Institutional Identification (Issuing Institution)
Institutional Partnerships
Prior Institutions - Information About
Prior Learning Assessment and Recognition (PLA/PLAR)/Recognition of Prior Learning (RPL)
Programs & Courses (Issuing Institution)
Scholarships, Honours, Awards, Bursaries, & Financial Aid
Student Identification
Student Progression Status
Test Scores
Transcript Issuance Information
Transfer Related Information

anscript data element associated with a glossary term, it will also feature in the final result.

Search

Created with Caspio

Fo... higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

SEARCH THE TRANSCRIPT STANDARD AND TRANSFER GLOSSARY SIMULTANEOUSLY

1. Search for a term or standard using any of the fields below.
2. When using a search category, ensure the other fields are blank before submitting the search.

TRANSCRIPT STANDARDS SEARCH

This search will provide access to specific transcript data elements either by using the freeform field or by selecting a dropdown category. If there is a related glossary term, it will also feature in the final result.

Freeform Transcript Standards Search

cou

Co-registration Course

Country of Citizenship

Country/Place of Birth

Course Grade

Course Identification Code

Course Mode of Delivery - Examples: Online Courses, In-class Courses, Hybrid Courses

Courses Accepted for Transfer Credit   anscript data element associated with a glossary term, it will also feature in the final result.

Courses in Progress

Credit Value Earned by Course

Non-credit Courses (Not Part of an Approved Credential)

Search

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

Freeform Transcript Standards Search

Dropdown Menu: Transcript Standards Search

▼

GLOSSARY SEARCH

This freeform search will provide access to specific glossary terms. If there is a transcript data element associated with a glossary term, it will also feature in the final result.

Freeform Glossary Search

credi

Accreditation - See also Qualifications Frameworks

Assigned Credit - Sometimes known as Specified Credit, Allocated Credit, or Equivalent Credit; see also Unassigned Credit

Block Credit, Block Transfer

Challenge for Credit - PLAR/RPL; also known as Challenge Exam, Challenge Test, Credit by Examination

Cluster Credit

Council of Higher Education Accreditation - CHEA

Course Transfer Maps, Credit Transfer Pathway Maps - See also Statement of Transfer Credit

Course-by-Course Credit, Course-to-Course Transfer

Credit - Also known as Course Credit, Credit Hour

Credit Equivalency - PLAR/RPL; also known as Credit for Experience, Advance Credit

For ... igher, Firefox 10 or higher or Safari 5.1 or higher.

TR

Tra... n. The validation process reinforcing each principle results from extensive research and consultation with pan-Canadian registrarial and pathway practitioners through the ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Study conducted in spring 2014 and 2015. ⬛ View Transcript Standard Publication Principles.

To further assist you, a best practices sample for both the Transcript and Transcript Legend are available in the Resources section of the Guide.

SEARCH THE TRANSCRIPT STANDARD AND TRANSFER GLOSSARY SIMULTANEOUSLY

🔍 **Search Again**

TRANSCRIPT STANDARD (IF AVAILABLE)

Transcript Data Element   **Dropdown Menu Category: Transcript Standards Search** ⑦

Courses Accepted for Transfer Credit   Transfer Related Information

Transcript Data Element Definition

Self-explanatory

Note

There are additional Glossary Terms displayed below for this Transcript Data Element. Use the arrows at the top or bottom of the search to scroll through these different Terms.

TRANSCRIPT AND STUDENT RECORD SYSTEM PROTOCOLS (IF AVAILABLE)

Transcript Publication Standard for Transcript Data Element	**Credential Type Impacted**	**Additional Consideration(s)**
Varies by Situation - check Additional Considerations (if available)	Up to Master's (for courses)	Essential: identifying the cumulative total of credit accepted for transfer either by coding the course(s) for which credit was granted or indicating clearly how many credit hours were accepted for transfer (It is important to identify the dates attended.)
		Recommended: naming the institution from where credit and grades were accepted
		Discretionary: including the grades earned or converted

Rationale for Transcript Publication Standard

Notation on the Transcript facilitates assessment and understanding of academic standing ▸▸

Transcript Legend Publication Protocol

Essential (if used): institutionally specific coding, terminology, and assessment and credit weighting protocols require explanation within the Transcript Legend.

Rationale for Transcript Publication Standard

Notation on the Transcript facilitates assessment and understanding of academic standing ▸▸

Transcript Legend Publication Protocol

Essential (if used): institutionally specific coding, terminology, and assessment and credit weighting protocols require explanation within the Transcript Legend.

Student Record System Data Standard Protocol

Essential

TRANSCRIPT STANDARD BACKGROUND INFORMATION (IF AVAILABLE)

Operating Principle(s) Guiding Transcript Publication Standard ⑦

1. Facilitates student mobility through transparency and clarity; 2. ensures transparency relevant to credential pursued; 3. supports student success, retention, and/or engagement

RELATED GLOSSARY TERM(S) (IF AVAILABLE)

If there is an associated Glossary Term it will appear below. When there is more than one, use the arrow at the bottom of this page to scroll through the results. It will only appear when there is more than one record.

Related Glossary Term

Cluster Credit

Definition of Glossary Term

Refers to a category of transfer credit awarded when two or more courses from a sending institution are combined to obtain credit for a single equivalent course at a receiving institution.

Source of Glossary Definition

Adapted from British Columbia Council on Admissions and Transfer (BCCAT). (2013). How to Articulate. Vancouver, BC: BCCAT. http://www.bccat.ca/pubs/how2articulate2013.pdf

Guide Publication Date

12/1/2015

Rationale for Transcript Publication Standard

Notation on the Transcript facilitates assessment and understanding of academic standing, progression, or history in a course of study.

Identifying the name of the institution on the Transcript from which courses were accepted for transfer facilitates transparency and mobility.

Recording a grade from another institution as a course owned by the receiving institution without acknowledging the course as transfer credit can be viewed as problematic as the information is representation of the academic history of a student with that institution.

If an institution accepts grades from another institution and includes the results in grade calculations, then the grades should be displayed and the Transcript Legend should clearly explain the ind methodology used to capture these grades in the overall cumulative average or in the term/session average. ◀◀

Transcript Legend Publication Protocol

Essential (if used): institutionally specific coding, terminology, and assessment and credit weighting protocols require explanation within the Transcript Legend.

Student Record System Data Standard Protocol

Essential

TRANSCRIPT STANDARD BACKGROUND INFORMATION (IF AVAILABLE)

Operating Principle(s) Guiding Transcript Publication Standard ⑦

1. Facilitates student mobility through transparency and clarity; 2. ensures transparency relevant to credential pursued; 3. supports student success, retention, and/or engagement

RELATED GLOSSARY TERM(S) (IF AVAILABLE)

Transfer Glossary section

ARUCC **PCCAT** | **TRANSCRIPT & TRANSFER GUIDE**

COMMITMENT DEDICATION | Pan-Canadian Consortium on Admissions & Transfer

HOME   TRANSCRIPT STANDARDS   TRANSFER GLOSSARY   ELECTRONIC DATA EXCHANGE   RESOURCES   ARUCC PCCAT STUDY   FEEDBACK

TRANSFER GLOSSARY

SIMPLIFY AND ALIGN NATIONAL NOMENCLATURE

The Transfer Glossary seeks to align nomenclature usage across the country and broaden access to additional resources. Search for a term using freeform text or by predefined categories. For each one you will find a definition and, if available, additional resources. If available, the search also provides the related transcript data element associated with the glossary term.

TRANSFER GLOSSARY SEARCH

If you wish to view a transcript data element associated with a glossary term, use the Transcript Standards Search.

Search Tips:

1. Search for a Term using either field below.
2. When using a search category, ensure the other field is blank before submitting the search.

Freeform Search

Dropdown Search

Transfer Literacy: Assessing Informational Symmetries and Asymmetries

Christine Helen Arnold

University of Toronto/Ontario Institute for Studies in Education (OISE)

TRANSFER GLOSSARY SEARCH

If you wish to view a transcript data element associated with a glossary term, use the Transcript Standards Search.

Search Tips:

1. Search for a Term using either field below.
2. When using a search category, ensure the other field is blank before submitting the search.

Freeform Search

Dropdown Search

▼

Search

Created with Caspio

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

BACKGROUND

During the research for the national ARUCC PCCAT Transcript and Transfer Credit Nomenclature Study, the Canadian postsecondary community identified core principles that should guide nomenclature development and usage for transfer policies and protocols. These also apply when institutions create inter-institutional partnerships.

- Establish nomenclature that is consistent, clear, and simple to understand for the layperson and that is specific enough to define the term but flexible enough to be used by all institutions
- Avoid jargon
- Align with international standards
- Recognize institutional autonomy and provincial authority

For the Guide, more than 1,000 terms currently in use in Canada were identified and assessed. There were numerous examples provided where different labels described the same situation or the same label described different situations. The potential exists for considerable confusion. The Transfer Glossary provides access to more than 300 concise terms and

TRANSFER GLOSSARY SEARCH

If you wish to view a transcript data element associated with a glossary term, use the Transcript Standards Search.

Search Tips:

1. Search for a Term using either field below.
2. When using a search category, ensure the other field is blank before submitting the search.

Freeform Search

Dropdown Search

Institution Type
Institutional Partnerships
International Body
National Body
Prior Learning Assessment - PLA, PLAR / Recognition of Prior Learning - RPL
Programs & Courses (Issuing Institution)
Provincial or Territorial Organization
Quality Assurance, Qualifications Frameworks, Accreditation
Scholarships, Awards, Bursaries, and Financial Aid
Strategic Enrolment Management Registrarial Association
Student Progression Status
Student Identification
Student Progression Status
Test Scores
Transcript Security, Privacy
Transfer - Advanced Standing
Transfer - Course Specific
Transfer Guide
Transfer Organization
Transfer Pathways, Systems, and Related Initiatives

Fo   ne 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

B

Du   r Credit Nomenclature Study, the Canadian postsecondary community identified core principles that should
gu   ols. These also apply when institutions create inter-institutional partnerships.

•   tand for the layperson and that is specific enough to define the term but flexible enough to be used by

•
• Align with international standards
• Recognize institutional autonomy and provincial authority

For the Guide, more than 1,000 terms currently in use in Canada were identified and assessed. There were numerous examples provided where different labels described the same

TRANSFER GLOSSARY SEARCH

If you wish to view a transcript data element associated with a glossary term, use the Transcript Standards Search.

Search Tips:

1. Search for a Term using either field below.
2. When using a search category, ensure the other field is blank before submitting the search.

Freeform Search

trans

Alberta Council on Admissions and Transfer - ACAT

Alberta Transfer System - ATS

Articulation Agreement - Also known as Transfer Agreement; see also Course-to-Course Transfer Agreement, Articulation

BC Transfer System

Block Credit, Block Transfer

Block Transfer Agreement

British Columbia Council on Admissions and Transfer - BCCAT

Canadian University Graduate Transfer Agreement - CUGTA

For ~~~~~~igher, Firefox 10 or higher or Safari 5.1 or higher.

Certified Translation

Co-Curricular Record - CCR, Co-Curricular Transcript - CCT

BACKGROUND

During the research for the national ARUCC PCCAT Transcript and Transfer Credit Nomenclature Study, the Canadian postsecondary community identified core principles that should guide nomenclature development and usage for transfer policies and protocols. These also apply when institutions create inter-institutional partnerships.

- Establish nomenclature that is consistent, clear, and simple to understand for the layperson and that is specific enough to define the term but flexible enough to be used by all institutions
- Avoid jargon
- Align with international standards
- Recognize institutional autonomy and provincial authority

For the Guide, more than 1,000 terms currently in use in Canada were identified and assessed. There were numerous examples provided where different labels described the same situation or the same label described different situations. The potential exists for considerable confusion. The Transfer Glossary provides access to more than 300 concise terms and

TRANSFER GLOSSARY SEARCH

GLOSSARY TERM INFORMATION

Glossary Term

Course Currency - Also known as Course Shelf Life or Course Stale Dating

Dropdown Search Category

Transfer - Course Specific

Definition

Refers to the time limit an institution imposes on previously completed courses for transfer credit ▶▶

Source(s) for Definition

Adapted from Alberta Council on Admissions and Transfer (ACAT). (2009). Glossary of Transfer Terms ▶▶

Jurisdiction ⓘ

National

BACKGROUND INFORMATION

Associated Transcript Data Element ⓘ

No associated Transcript Data Element

Guide Publication Date

12/1/2015

Search Again

GLOSSARY TERM INFORMATION

Glossary Term   **Dropdown Search Category**

Reciprocity   Transfer - Course Specific

Definition

Refers to when institutions recognize each others courses as equivalent. Reciprocity may not be ▶▶

Source(s) for Definition

Adapted from British Columbia Council on Admissions and Transfer (BCCAT). (2013). How to Articulate ▶▶

Jurisdiction ⍰

British Columbia

BACKGROUND INFORMATION

Associated Transcript Data Element ⍰

Courses Accepted for Transfer Credit

Guide Publication Date

12/1/2015

Resources section

ARUCC PCCAT | TRANSCRIPT & TRANSFER GUIDE

Search …   SEARCH

HOME   TRANSCRIPT STANDARDS   TRANSFER GLOSSARY   ELECTRONIC DATA EXCHANGE   **RESOURCES**   ARUCC PCCAT STUDY   FEEDBACK

RESOURCES

HELPING INSTITUTIONS AND ALLIED ORGANIZATIONS ADVANCE STUDENT MOBILITY

The Guide provides helpful tools and resources in addition to the Transcript Standards and the Glossary to support your efforts to advance promising practices in your organization.

TRANSCRIPT RESOURCES

Help Tools

- Academic Transcript: Best Practice Guidelines

- Transcript Legend: Best Practice Guidelines

- Transcript: Best Practice Publication Principles

  Comparing Standards between the 2003 ARUCC Transcript Standards Guide and the 2011 AACRAO Academic Record and Transcript Guide

- 2003 ARUCC National Transcript Guide

  AACRAO Academic Record & Transcript Guide

- AACRAO 2015 U.S. Higher Education Transcript Practices and Best Practice Opinions: Results of the AACRAO 2015 Academic Record and Transcript Survey

TRANSFER AND STUDENT MOBILITY RESOURCES AND INITIATIVES

Help Tools

TRANSFER AND STUDENT MOBILITY RESOURCES AND INITIATIVES

Help Tools

📕 Transfer Guide: Best Practice Guidelines

Creating a Competency-based Student Record

Memorandums of Understanding

PCCAT News Release: Provincial Memorandum of Understanding to Enhance Student Mobility in Canada

CICan and Universities Canada Framework for Collaboration

Transfer Research and Other Resources

Alberta Council on Admissions and Transfer (ACAT) Research Studies

BC Ministry of Advanced Education Student Transitions Project

British Columbia Council on Admissions and Transfer (BCCAT) Research Studies

Higher Education Quality Council of Ontario (HEQCO) Research Studies

Maritime Provinces Higher Education Commission (MPHEC) Research Studies

Ontario Council on Articulation and Transfer (ONCAT) Research Studies

Transfer related resources: AACRAO

US Transfer Credit Practices

JURISDICTIONAL OVERVIEWS

The Phase 1 ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Standards Report provides national and regionally specific overviews of the progress on transcript standards and transfer credit initiatives (see pages 28 to 45). 📕 Phase 1 Full Report

"[S]tudents 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

ACADEMIC TRANSCRIPT: BEST PRACTICE GUIDELINES

Each of the following items is a helpful addition to the Official Academic Transcript. The information resulted from broad and deep consultation with Canadian postsecondary registrarial and pathway practitioners and policy developers and a review of sample transcripts from a number of postsecondary institutions as part of the *ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Standards Study*.

A. General

- ✓ **Title of document** (e.g., Academic Transcript; Transcript of Academic Record, etc.)
- ✓ **Institutional logo**
- ✓ **Institutional seal**
- ✓ **Numbered pages** (e.g., Page of 1 of 3)
- ✓ **Statement regarding security features** (could feature on the transcript or in the transcript legend)
- ✓ **Official Transcript Statement** (include a statement on what makes an official transcript; could feature in the transcript legend)
- ✓ **Date transcript was printed**
- ✓ **Name and signature of Registrar**
- ✓ **Unique transcript number**

B. Institutional and student details

- ✓ **Name of academic institution ("includes xx campus") –** if more than one campus, include all affiliated campus names and addresses in the transcript legend
- ✓ **Institutional physical address** (optional for the transcript: phone #, fax, email address but ensure to include this in the transcript legend)

Comparing Standards section

Within the Resources section

COMPARING STANDARDS

Compare the new ARUCC PCCAT Transcript Standards to the 2003 ARUCC Transcript Standards Guide and the 2011 AACRAO Academic Record and Transcript Guide. For background information, refer to the Guides for more details.

📕 2003 National Transcript Guide

2011 AACRAO Academic Record and Transcript Guide

HISTORICAL COMPARISON OF TRANSCRIPT STANDARDS

1. Search for a Transcript Standard using any of the fields below.
2. Ensure the other fields are blank when using a search category.

Freeform Search

Dropdown Search

Transcript Publication Standard Search

Search

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

COMPARING STANDARDS

Compare the new ARUCC PCCAT Transcript Standards to the 2003 ARUCC Transcript Standards Guide and the 2011 AACRAO Academic Record and Transcript Guide. For background information, refer to the Guides for more details.

📕 2003 National Transcript Guide

2011 AACRAO Academic Record and Transcript Guide

HISTORICAL COMPARISON OF TRANSCRIPT STANDARDS

1. Search for a Transcript Standard using any of the fields below.
2. Ensure the other fields are blank when using a search category.

Freeform Search

part

Athletic Participation by Sport, Sports

Name of Institutional Partner(s) and Type of Partnership

Non-credit Courses (Not Part of an Approved Credential)

Non-credit Courses (Part of an Approved Program)

Transcript Publication Standard Search

▼

Search

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

COMPARING STANDARDS

Compare the new ARUCC PCCAT Transcript Standards to the 2003 ARUCC Transcript Standards Guide and the 2011 AACRAO Academic Record and Transcript Guide. For background information, refer to the Guides for more details.

20

H**   DARDS**

Attendance & Withdrawals
Basis of Admission
Co-curricular
Demonstrated Competencies, Documenting Achievement of Learning Outcomes
Experiential Education
Grades, Averages, Credits, & Evaluations (Issuing Institution)
Graduate & Professional Studies Only
Graduation & Credential (Issuing Institution)
Institutional Identification (Issuing Institution)
Institutional Partnerships
Prior Institutions - Information About
Prior Learning Assessment and Recognition (PLA/PLAR)/Recognition of Prior Learning (RPL)
Programs & Courses (Issuing Institution)
Scholarships, Honours, Awards, Bursaries, & Financial Aid
Student Identification
Student Progression Status
Test Scores
Transcript Issuance Information
Transfer Related Information

▼

Transcript Publication Standard Search

▼

Search

For an optimal experience, the search is best supported by Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

COMPARING STANDARDS

Compare the new ARUCC PCCAT Transcript Standards to the 2003 ARUCC Transcript Standards Guide and the 2011 AACRAO Academic Record and Transcript Guide. For background information, refer to the Guides for more details.

📕 2003 National Transcript Guide

2011 AACRAO Academic Record and Transcript Guide

HISTORICAL COMPARISON OF TRANSCRIPT STANDARDS

1. Search for a Transcript Standard using any of the fields below.
2. Ensure the other fields are blank when using a search category.

Freeform Search

Dropdown Search

▼

Transcript Publication Standard Search

▼

Discretionary
Essential
Essential (if applicable)
Essential (if credit granted)
Not Recommended
Recommended
Varies by Situation - check Additional Considerations (if available)

Fo⎮   ⎮y Google Chrome 15 or higher, Internet Explorer 9 or higher, Firefox 10 or higher or Safari 5.1 or higher.

HISTORICAL COMPARISON OF TRANSCRIPT STANDARDS

🔍 Search Again

GENERAL INFORMATION: ARUCC PCCAT TRANSCRIPT DATA ELEMENT

Transcript Data Element

Repeated Courses (relates to expunging grades, academic forgiveness, academic concession)

Dropdown Menu category

Programs & Courses (issuing Institution)

Definition for Transcript Data Element

Definition self-explanatory

Additional resources regarding Grading Practices, Academic Forgiveness, Expunging Grades, Repeated courses: (1) See Canadian findings published in section of ARUCC PCCAT Transcript and Transfer Guide called "ARUCC PCCAT Study" (i.e., Phase 1 Report and Phase 2 Summary of Findings); (2) AACRAO Course Repeat Practices: Results of the AACRAO September 2015 60 Second Survey. http://www.aacrao.org/docs/default-source/PDF-Files/aacrao-september-2015-60-second-survey---course-repeat-practices.pdf?sfvrsn=2; (3) AACRAO. Current Trends in Grades and Grading Practices in Higher Education: Results of the 2004 AACRAO Survey. http://www4.aacrao.org/publications/catalog.php?item=0106#.VISYRXarTIU

HISTORICAL COMPARISON OF STANDARDS

Credential Type Impacted

Up to Master's (for courses)

ARUCC PCCAT Transcript Publication Standard for Transcript Data Element

Essential

2003 ARUCC Guide Transcript Publication Standard

Not Addressed

2011 AACRAO Guide Transcript Publication Standard

Not Addressed

Creating a Competency-based Student Record section

Within the Resources section

CREATING A COMPETENCY-BASED STUDENT RECORD

EXTENDING THE TRANSCRIPT

Is your organization considering developing a competency-based student academic record to enhance student mobility as a supplement to the Official Academic Transcript? Use the following resources to begin the process.

- Framing questions to begin the creation process

- Background information: Documenting learner achievement of learning outcomes

- Australian System and Higher Education Graduation Statement (AHEGs)

- European System and Diploma Supplement

- UK System and Higher Education Achievement Report (HEAR)

- US Transcript and Transfer Practices

AACRAO "Extending the Transcript" Project

EXAMPLES OF CO-CURRICULAR RECORDS

Questions and comments arose during the research process regarding the Co-Curricular Record (CCR). The research findings from Phase 1 of the ARUCC PCCAT National Transcript and Transfer Credit Nomenclature Standards Study suggest the national community supports creating a co-curricular record that functions as a separate but complementary document to the existing Official Academic Transcript. Further, most respondents reported co-curricular information is not currently captured on the Transcript. Another national committee is developing associated standards and protocols for the co-curricular record; therefore, below are select examples of existing CCRs at different institutions to help support these conversations.

- Elon University

University of Manitoba

- Sample CCR

Algonquin College

BEGINNING THE DIALOGUE: CREATING A COMPETENCY-BASED STUDENT RECORD REFLECTING ACHIEVEMENT OF ACADEMIC LEARNING OUTCOMES

Introduction:

This document provides postsecondary institutions with a series of questions to facilitate initial discussions focused on developing a 'competency-based student record.' Typically, the first step involves establishing the overarching vision, goals, and objectives. The assumption here is that the ultimate vision is to enhance and facilitate student mobility by chronicling final learner achievement of pre-defined learning outcomes related to an individual's academic studies. The questions might change and evolve if a different vision is contemplated. Further, the assumption regarding process is that discussions would evolve in partnership with campus stakeholders, particularly academic colleagues. As each institution provides a unique context, participants involved in the creation of a competency-based student record may be different depending on the campus.

Essential Components:

The respondents to the 2015 survey for Phase 2 of the *ARUCC PCCAT Transcript Standards and Transfer Credit Nomenclature Study* identified the following requisite components for developing an individual student competency record:

1. an institution-wide definitional framework for documenting learner outcomes;
2. defined and approved learning outcomes by program;
3. defined principles for assessing and documenting achievement of learning outcomes at the student level with a supporting rubric;
4. adoption of an appropriate assessment tool (or approach) to measure final achievement of learning outcomes at the individual student level by program and level (i.e., year 1, year 2, etc.).

Extensive consultation and leadership from the academic community was also considered necessary. The process involved to create a student competency record is very complex; however, it is achievable. Examples exist such as Stanford University's "Scholarship Record" (https://studentaffairs.stanford.edu/registrar/faculty/scholarship-record). In Canada, BCcampus has been exploring platforms and processes in the area of competency-based education in the trades

Subsection 3.7: Institutional Readiness for Competency-based Education and Learning Outcomes <pages 35-40>

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

ELON EXPERIENCES TRANSCRIPT

STUDY ABROAD • VOLUNTEER SERVICE • INTERNSHIPS/CO-OPS • LEADERSHIP DEVELOPMENT • UNDERGRADUATE RESEARCH

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experience and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript.

The Elon Experiences Transcript is an official document of Elon University and is maintained on behalf of students. The Elon Experiences Transcript is not an official academic transcript.

Name: Jane Sally Doe
Degree: AB - Bachelor of Arts
   Major(s): English
   Minor(s): Political Science

STUDY ABROAD

Winter	2012	Studies in Costa Rica/ELR	Semester
Winter	2013	Science in London/ELR	Semester

VOLUNTEER SERVICE

Spring	2011	Elon Service Day	4 hours
Spring	2011	Cummings High School	3 hours
Spring	2011	ElonTHON	24 hours
Spring	2011	Service Learning	40 hours
Fall	2011	Blood Drive	0.5 hour
Spring	2012	Boys and Girls Club	1 hour
Spring	2012	Alpha Chi Omega	6 hours
Fall	2012	Alpha Chi Omega	2 hours
Fall	2012	Alpha Chi Omega	3 hours
Fall	2012	Habitat for Hummanity	3 hours
Spring	2013	ElonTHON	24 hours

INTERNSHIPS/CO-OPS

Summer	2012	Washington Center Internship	160 hours
Spring	2012	Internship with Gallup	260 hours

LEADERSHIP

Spring	2011	Resident Student Association	Vice-President
Fall	2011	Alpha Chi Omega	New Member Educat
Spring	2012	Alpha Chi Omega	New Member Educat
Fall	2012	SPARKS	Peer Educator
Spring	2013	SPARKS	Peer Educator
Spring	2013	Orientation	Head Staff
Fall	2013	Alpha Chi Omega	Vice-President
Spring	2014	Alpha Chi Omega	Vice-President

UNDERGRADUATE RESEARCH

Spring	2012	Elon Research Forum
Fall	2012	Research in English
Fall	2013	Research in English
Spring	2014	Research in English

Electronic Data Exchange section

Search ...   **SEARCH**

HOME   **TRANSCRIPT STANDARDS**   **TRANSFER GLOSSARY**   ELECTRONIC DATA EXCHANGE   **RESOURCES**   **ARUCC PCCAT STUDY**   **FEEDBACK**

ELECTRONIC DATA EXCHANGE

STUDENT MOBILITY SUPPORTED BY DATA PORTABILITY

The ARUCC PCCAT National Transcript Standards and Transfer Credit Nomenclature Study validated the community's support for advancing student mobility through secure, validated, and trusted data exchange. Two international initiatives focusing on this area include the Canadian P20W Education Standards Council User Group (CanPESC) and the ARUCC Groningen Declaration Task Force (the "Task Force").

CANPESC

CanPESC is a national working group comprising representatives from application centres, allied organizations, and institutions from across Canada. It encourages the development and implementation of PESC XML data standards across the country and facilitates quality practices and student mobility through validated, consistent, and flexible data exchange. The following webinars are available for those wishing to learn more about PESC XML.

WEBINARS

XML PESC OVERVIEW

PESC XML:
An Overview

essing request...

Part 2 - Section 1:
PESC Overview
PESC XM...

▶ 00:00   20:50 〔〕

Part 2 - Section 2:
PESC Documents and Resources
Canadianization

▶ 00:00   00:00 〔〕

These videos were prepared by the Ontario Universities' Application Centre (OUAC) in 2014 as a university resource during the OUAC's Application Management System (AMS) Project. This systems upgrade project enables XML data distribution with Ontario's twenty universities.

GRONINGEN DECLARATION

The Groningen Declaration Network is an international organization that "…seeks common ground in best serving the academic and professional mobility needs of citizens worldwide by bringing together key stakeholders in the Digital Student Data Ecosystem." The Groningen Declaration supports the international mobility of people, promoting education and economic development worldwide by exchanging postsecondary data electronically. For Canada, the ARUCC Groningen Declaration Task Force, launched in 2014, is mandated to champion the engagement of Canadian institutions in the implementation of the Groningen Declaration by fostering an ethos, culture, and network that removes impediments for data portability, and provides the foundation for student mobility. These benefits will be realized throughout the various educational jurisdictions across Canada by fostering a pan-Canadian model of electronic data exchange that will serve Canadians and the world.

ARUCC PCAT Study section

Search …   SEARCH

HOME   TRANSCRIPT STANDARDS   TRANSFER GLOSSARY   ELECTRONIC DATA EXCHANGE   RESOURCES   ARUCC PCCAT STUDY   FEEDBACK

ARUCC PCCAT STUDY

ARUCC AND PCCAT – ENSURING RESEARCH AND EVIDENCE GUIDE STANDARDS DEVELOPMENT

The Guide results from extensive national and provincial consultation. Its contents are deeply informed by the primary and secondary research conducted as part of the ARUCC PCCAT Transcript Standards and Transfer Credit Nomenclature Study. The research spanned two time periods: January through to April 2014 (Phase 1) and February to June 2015 (Phase 2).

Phase 1 research identified current transcript and transfer credit nomenclature practices in Canada and in four select international jurisdictions – United Kingdom, United States, Europe, and Australia. Phase 2 extended the consultation and tested potential new standards and definitions with regional associations and stakeholders across Canada.

CORE PRINCIPLES GUIDED THE RESEARCH

- Supporting student mobility
- Respecting institutional autonomy and provincial authority
- Encouraging clarity, consistency, and transparency
- Building enduring standards from research and evidence
- Encouraging broad and deep consultation and engagement of individual, institutional, and organizational stakeholders

SPECIFIC RESEARCH OBJECTIVES RESULTED IN THE PUBLISHED TRANSCRIPT AND TRANSFER CREDIT GUIDE

- Articulating the enhancement requirements for the 2003 ARUCC Transcript Guide and testing its core principles and definitions
- Identifying at a specific, operational level the current transcript and transfer credit terminology practices in use across Canada within postsecondary institutions and by associated organizations
- Highlighting gaps and opportunities in current transcript and transfer credit nomenclature practices

SPECIFIC RESEARCH OBJECTIVES RESULTED IN THE PUBLISHED TRANSCRIPT AND TRANSFER CREDIT GUIDE

- Articulating the enhancement requirements for the 2003 ARUCC Transcript Guide and testing its core principles and definitions
- Identifying at a specific, operational level the current transcript and transfer credit terminology practices in use across Canada within postsecondary institutions and by associated organizations
- Highlighting gaps and opportunities in current transcript and transfer credit nomenclature practices
- Identifying emergent thinking surrounding transcript and transfer credit terminology standards
- Identifying promising practices in various jurisdictions (with a particular focus on Europe, the United Kingdom, United States, and Australia)
- Creating the transcript and transfer credit terminology standards Guide

THE RESEARCH EMPLOYED A VARIETY OF METHODS TO ENSURE BREADTH AND DEPTH

The research methods in Phase 1 included an initial online poll and a national survey which saw an institutional response rate of 57%. In spring 2015, the Phase 2 national survey saw participation from more than 200 people from across the country. Both phases utilized workshops, in-person stakeholder interviews, and reviews of foundational documents and websites available provincially, nationally, and internationally. In total, more than 200 registrarial and pathway professionals participated in regional workshops conducted in the 2014 and 2015 spring time periods. These efforts supplemented over 50 stakeholder interviews and included a review of more than 100+ sample transcripts and transfer credit policies from 40+ institutions. XML data standards for electronic data exchange were also reviewed.

The research findings are published online.

Phase 1 Executive Summary

Phase 1 Full Report

Phase 2 Information release

Phase 2 Consultation memo

Phase 2 Consultation Document

Phase 2 Consultation Findings

"[M]uch of what we know about student success focuses on the efforts of individual institutions. …to improve student persistence and graduation at the institution of original enrollment. We know far less about the factors associated with student success for mobile students …. [A] new view may prove useful, in which students are the unit of analysis and institutions are viewed as stepping stones along a diverse set of educational paths."
(Hossler, D. et al. February, 2012, p. 8)

Feedback section

Search ... SEARCH

HOME TRANSCRIPT STANDARDS TRANSFER GLOSSARY ELECTRONIC DATA EXCHANGE RESOURCES ARUCC PCCAT STUDY FEEDBACK

FEEDBACK

The Guide is a living resource. If you are working on a transcript standard or transfer nomenclature framework specific to your institution and wish to seek advice or make a suggestion for enhancement, complete the following Feedback Form. Your comments will be sent directly to the Chair of the ARUCC PCCAT Guide Working Group, a team of registrarial and pathway volunteers. These individuals will review your comments, make relevant changes to the Guide, and/or contact you for follow up.

TERMS OF REFERENCE

View the 📄 Terms of Reference for the ARUCC PCCAT Transcript and Transfer Credit Guide Working Group.

ARUCC PCCAT GUIDE WORKING GROUP FEEDBACK FORM

Salutation*

Choose a Title ▼

First Name*   Last Name*

Phone   Email*   Retype your email.*