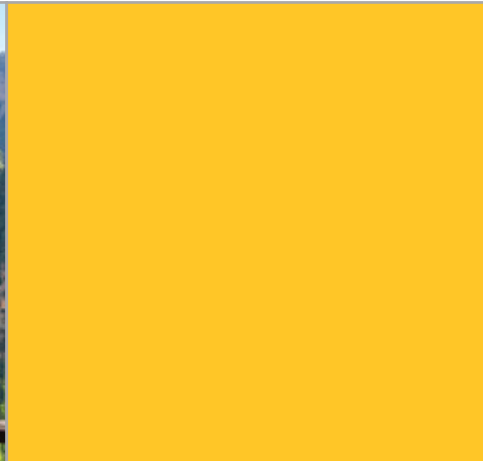


ELEVEN PRINCIPLES OF CREDIT TRANSFER IN LEARNING ABROAD PARTNERSHIPS

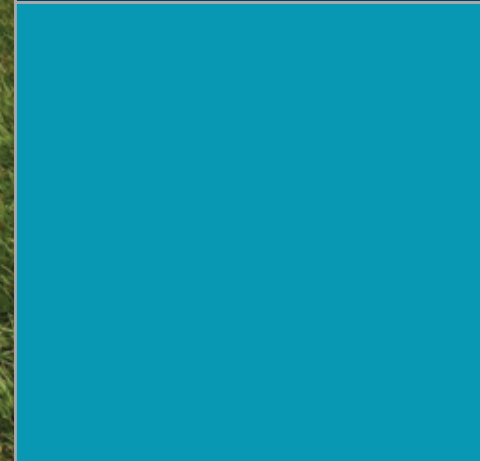
When institutions establish connections with other institutions for the purpose of student exchange it signifies a “special relationship,” one that has more responsibilities and coordination than general credit transfer arrangements. In exchange agreements, where institutions have entered into either bilateral or multilateral agreements to support the movement of students, credit earned at the partner institution should be recognized. This highlights the importance of the partnership building process and completing a thorough investigation of the compatibility of programs prior to signing of agreements.

This resource identifies principles of credit transfer in learning abroad partnerships. It is just one chapter in CBIE’s capacity-building series *Assessing and Implementing Credit Transfer in Student Mobility Partnerships: A How-to Guide for Post-Secondary Institutions* as part of the national *Learning Beyond Borders* campaign.



PRINCIPLES

- 1. Students will receive credit recognition for approved course work completed at a partner institution.** If courses are given credit at the partner institution, they will be recognized as either elective or program credit.
- 2. Credit transfer options must be available for both elective and program related courses.** An exchange opportunity that only allows a student to receive elective credit for work completed at a partner institution will often delay graduation.
- 3. Credit transfer pathways should be provided by a faculty or department, in consultation with the international office.** The international office in turn provides faculty members with information relating to the academic formats, structures, grading systems and frameworks operating in the foreign institution so accurate transfer credit assessments can be made. Credit transfer pathways should clearly outline for students: a) ideal times to participate in an international experience; and b) what courses to take to avoid delay in graduation.
- 4. Create a clearly articulated mechanism for establishing student mobility partnerships that includes transfer credit assessment and pre-approval.** This process must include at least one faculty representative from the program or discipline. The expansion to other disciplines should only occur with consultation and input of faculty members from the new discipline.
- 5. Academic departments must allot time and authority to predetermine transfer credit opportunities.** As an essential component of international partnership development the commitment of learning abroad requires that ultimate responsibility resides with academic departments, but assistance and expertise of the international office is an essential support. Pathways are then communicated through the department to the students.



6. **Information on transfer credit must be transparent and widely available.** All stakeholders (students, advisors, faculty and international mobility staff) should have easy and timely access to transfer credit information.
7. **Information on transfer credit is understood by key academic and support staff.** Coordination and information sharing are important components of the credit transfer process and success of the international partnership.
8. **Transfer by default: Only a small number of pre-determined courses can be ineligible for transfer credit within a student's program.** It is assumed that a student can receive credit for any course required in his or her degree—both elective and required—except for a small number of courses designated with rationale by the faculty or department as ineligible.
9. **A letter of agreement is created that outlines the course transfer agreement for each student prior to departure.** This document should also outline the steps to take if courses that are not on the list wish to be considered for transfer credit.
10. **Quality assurance tracking system is established and maintained for both incoming and outgoing students.** This allows faculty and staff to ensure that transfer credit granted supports program learning outcomes.
11. **Expand opportunities through existing partnerships into other program and discipline areas.** Deeper engagement with a partner institution allows program areas to learn from one another and ensures long term quality assurance.

