



Charles R. Drew University of Medicine and Science
A Private University with a Public Mission

Transfer Credit Policy

PURPOSE:

The purpose of this policy is to establish university-wide guidelines and criteria regarding the definition and assignment of transfer credits for all academic programs at Charles R. Drew University of Medicine and Science. This policy is intended to reflect the commitment of the University to compliance with relevant regulations of the federal government, regional and specialized accreditation agencies, and professional licensing boards.

BACKGROUND:

This policy was created to comply with federal regulations regarding the definition and transparency of criteria for awarding transfer credits, and with collateral requirements of accrediting agencies for institutions of higher education to formally adopt, review, publicize, and undergo accrediting agency audits on transfer credit policy.

POLICY:

Accountability:

For undergraduate and graduate degrees, credit and non-credit certificates, or any distinct tracks within a degree or certificate program, the deliberation regarding awarding of transfer credits shall include program faculty, the department Chair and/or program Director, the College/School Dean, the Academic Senate, the Provost, and the President. Final approval of transfer credit criteria on a program-level basis for any new or revised academic program curriculum must be secured in advance of application and notification to matriculating or continuing students.

Applicability:

This policy provides opportunity and procedures for deliberation by faculty, faculty administrators, and other academic affairs officers regarding proposed transfer credit policy and it is applicable to all academic programs at CDU, whether at the degree, certificate, or track levels.

Definition(s):

Academic program: a sequence of courses leading to a degree and/or a certificate, including a distinct track within a degree or certificate program. Academic programs covered by this policy include undergraduate and graduate programs, credit and non-credit certificate programs, and any distinct tracks within a broader degree or certificate program.

Transfer Credit: Transfer credit, credit transfer, or advanced standing are the terms used by colleges and universities for the procedure of granting credit to a student for educational experiences or courses undertaken at another institution, which can include credit for experiential learning at non-academic institutions.

Text:

Charles R. Drew University of Medicine and Science (CDU) awards transfer credit earned at regionally accredited colleges and universities. Transfer credit is accepted only when the course is applicable toward academic program requirements for a CDU degree or certificate program. Students must fill out a Transfer Credit Evaluation Petition form and submit to their Program Director in the College of Science and Health (COSH) or the Director of Student Affairs in the Mervyn M. Dymally School of Nursing (SON).

Transfer units earned at other colleges and universities are not included in the CDU grade point average (GPA) computation. However, transfer units will be counted in the total units earned to meet academic program requirements. Only courses with a “C” grade or better are transferable to undergraduate degree programs. For graduate programs, only courses with a “B” or better are transferable. Official transcripts are required and kept as a written record of the previous education and training.

A maximum of 84 units can be transferred from a regionally accredited institution toward a CDU bachelor degree in COSH. A maximum of 76 units can be transferred in for the RN to BSN program in SON. The maximum transfer credit acceptable for the associate degree is up to 50% of the total units required for the program. A maximum of 12 units can be transferred toward the Master of Science degree in Nursing, and a maximum of 6 units can be transferred to the Master of Public Health degree in Urban Public Health and the Master of Science in Biomedical Sciences. No transfer credits are allowed for the Physician Assistant Program. Per the standard definition of transfer credits, these caps only apply to transfer of credits from another institution; students who have concurrent or sequential degree or certificate programs within CDU are subject instead to internal articulation agreements that specify which courses of instruction and attendant credit hours count toward graduation requirements for both academic programs.

Students will receive an email from the Office of Registration and Records once transfer credit, if any, has been posted to their academic record. If appropriate and in some instances, the student’s length of program may be shortened.

CDU will award academic credit for military training. The academic credit awarded for prior military training must be granted only for training that is applicable to the student's certificate or degree requirements.

For students utilizing Veteran's Administration (VA) education benefits, all veteran student transfer credit must be evaluated within two quarters of program start. If the student does not submit all transcripts by the end of the second semester, he/she will not be certified for the use of VA education benefits until transcripts are submitted and reviewed. Veteran students using education benefits are not permitted to opt out of prior credit evaluation. The VA requires all entering veterans to be formally admitted to the University in a VA approved education program before becoming eligible to receive VA benefits. Please visit WEAMS (<http://inquiry.vba.va.gov/weamspub/buildSearchInstitutionCriteria.do>) to view your options and verify if your program of interest is approved for education benefits.

Per federal regulations effective July 1, 2016, CDU abides by transfer credit hour equivalencies for clock-to-credit hour conversions. On a course-by-course basis for students enrolled in clock hour programs of another institution, CDU will determine an amount of student work for a credit hour that reasonably approximates three hours of student work for each credit hour. In a traditional 15-week semester system, the federally mandated minimum is 37.5 total student work hours for one semester hour of credit. Such conversion factors only apply to traditional didactic or laboratory courses of instruction, not to clinical training hours, the terms of which are set by professional practice regulatory agencies, including specialized national accreditors and state licensing boards.

Notification(s):

The regional accreditor of the University and any relevant professional accreditors and licensing boards are required to monitor and periodically audit academic program transfer credit policy consistent with the policies and procedures of those agencies concerning substantive change in general and transfer credit policy in particular.

Students already enrolled or approved for admission in an academic program under consideration for a new or revised transfer credit policy must be notified in a timely fashion about final decisions of the University concerning the status of the program's curriculum requirements in general and transfer credit criteria in particular. Continuing students must be notified in writing about any implications of transfer credit policy changes for normative and maximum time to completion of degree or certificate requirements, and they may retain the curriculum requirements in general and transfer credit determinations in particular under the applicable catalog of their original student matriculation into the academic program.

Any other educational institutions or health care providers who have formal articulation or affiliation agreements with the University for student pipeline, clinical education, or community service facets of an academic program under consideration for transfer credit policy change must be notified in a timely fashion about final decisions of the University concerning the status of curriculum requirements in general and transfer credit criteria in particular. Students must be notified about any implications of transfer credit policy changes

for normative and maximum time to completion of clinical rotation or community services requirements of the program, and they may retain the curriculum requirements in general and transfer credit determinations in particular under the applicable catalog of their original student matriculation into the academic program.

Exhibit(s):

The [Transfer of Credit Policy](#) statement of the WASC Senior College and University Commission (WSCUC) accompanies this CDU policy.

Transfer of Credit Policy

The Commission recognizes that each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions are encouraged to review their policies and practices periodically to ensure that they accomplish the institution's objectives and that they function in a manner that is fair and equitable to students. As part of its review for candidacy, initial accreditation, or reaffirmation of accreditation, WSCUC will confirm that the institution has publicly disclosed its transfer of credit policies, including a statement of the criteria it has established regarding the acceptance of credit earned at another institution of higher education. WSCUC will also verify that a list of institutions with which the institution has established articulation agreements is made publicly available. The following principles and criteria should be considered by an institution as it formulates its policies on acceptance of transfer credit.

Transfer of credit is a concept that involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important, for reasons of social equity and educational effectiveness, as well as for the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer of credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas. All institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of a student's work. Institutions also have a responsibility to advise students that the work reflected on the transcript may or may not be accepted by a receiving institution.

Accredited Institutions

Accreditation speaks primarily to the quality of the institution from which the student transfers, serving as the basic indicator that an institution meets certain minimum standards. In reviewing the accreditation status of an institution, special attention should be paid to whether the accrediting agency has received recognition from the Council for Higher Education Accreditation (CHEA). Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Accreditation affords reason for confidence in an institution's or a program's purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability, but does not guarantee, that students have met applicable standards of educational accomplishment.

Criteria for Transfer Decisions

Policy and practice for the evaluation and award of transfer credit emanate from an institution's decision that a student applicant is qualified to successfully engage the receiving institution's curriculum and benefit from its educational purposes and programs.

- 1. Comparability and Applicability:** Comparability of the nature, content, quality, and level of transfer credit, and the appropriateness and applicability of the credit earned, to programs offered by the receiving institution are as important in the evaluation process as the accreditation status of the institution at which the transfer credit was awarded. Since accreditation does not address these questions, this information must be obtained from catalogs, course syllabi, and other materials, and from direct contact between knowledgeable, experienced faculty and staff at both the receiving and sending institutions.
- 2. Balance in the Use of Accreditation Status in Transfer Decisions:** Institutions of postsecondary education that are not accredited by CHEA-recognized accrediting bodies may lack that status for

reasons unrelated to questions of academic quality. Such unaccredited institutions, however, cannot provide a reliable, third-party assurance that they meet or exceed minimum standards. It is therefore incumbent on the receiving institution to take special steps to validate credits that have been previously earned at unaccredited programs or institutions. Acceptance of transfer credit should not be made solely on the accreditation status of an institution. This is just one of the factors to be considered in evaluation of transfer credit. After review of the student transcript and any related documentation, if feasible, the receiving institution, upon request, may provide reasonable explanation to student applicants about why work is or is not accepted for credit.

3. **Consistency:** Policies and practices that inform transfer decisions are to be applied consistently. This principle becomes even more important in the context of two national trends; that of changing student attendance patterns reflecting higher incidence of transfer rates, and emerging new providers of higher education, with attendant new sources of credits and experience to be evaluated.
4. **Accountability for Effective Public Communication:** Full and accurate disclosure of transfer policies and practices is important in ensuring the public that the transfer process is built on a strong commitment to fairness and effectiveness.
5. **Commitment to Address Innovation:** Institutions need to be flexible and open in considering alternative approaches to managing transfer when these approaches will benefit students. Distance learning and other applications of technology generate alternative approaches to many functions of colleges and universities, including transfer policy and practice.
6. **Applicability of Credit for Degree Purposes:** At some institutions, there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student at the receiving institution. Institutions have a responsibility to make this distinction, and its implications, clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential.
7. **Evaluation of Credit from Foreign Institutions:** In most cases, foreign institutions are chartered and authorized by their national governments, usually through a ministry of education. Although this provides for standardization within a country, it does not produce useful information about comparability from one country to another. No other nation has a system comparable to voluntary accreditation. The Division of Higher Education of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is engaged in a project to develop international compacts for the acceptance of educational credentials. At the operational level, four organizations—the Council on International Educational Exchange (CIEE), the National Council on the Evaluation of Foreign Student Credentials (CEC), NAFSA: Association of International Educators, and the National Liaison Committee on Foreign Student Admissions (NLC)—often can assist institutions by providing general guidelines for admission and placement of foreign students. Equivalency or placement recommendations are to be evaluated in terms of the programs and policies of the individual receiving institution.
8. **Validation of Extra-Institutional and Experiential Learning:** Transfer of credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited postsecondary institutions. In deciding upon the award of credit for extra-institutional learning, institutions may find the services of the American Council on Education's College Credit Recommendation Service helpful. One of the service's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. The service maintains evaluation programs for formally structured courses offered by the military, and civilian non-collegiate sponsors such as business, corporations, government agencies, and labor unions. Evaluation services are also available for examination programs for occupations with validated job proficiency evaluation systems, and for correspondence courses offered by schools accredited by the National Home Study Council. The results are published in a guide series. Another resource is the General Education Development (GED) Testing Program, which provides a means for assessing high school equivalency.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions may wish to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are available.

Use of This Statement

This policy draws upon two advisory statements issued by CHEA, which are available on its website at www.chea.org, and were approved by each of the regional accrediting Commissions, the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation. Institutions are encouraged to use this Statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer.

Revised and adopted by the Commission, 11/06/2009
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