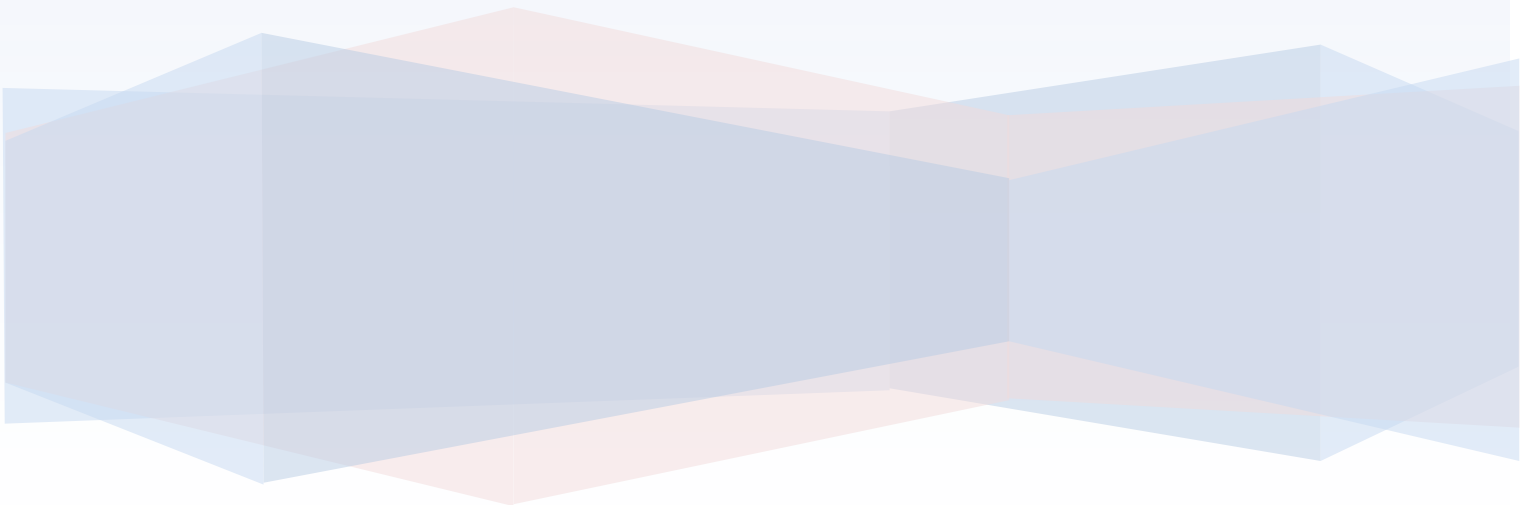


Final Report

International Short-term Programs: Transfer Issues
Analysis

BC Council for International Education

David Glen, Consultant May 2009



INTRODUCTION

The primary deliverable of the project was to present a proposal for an inter-institutional transfer credit grid of all credit course offerings that are identified as an international field school course or program offered by BC post-secondary institutions. As the consultant contracted for Phase 1 my three specific tasks were:

1. Research of international field school and program offerings
2. Sectoral consultation and analysis
3. Recommendations

As stated in the project contract there are additional deliverables, which will be the responsibility of the BC Council for International Education (BCCIE) in Phase II of the project. These are a common format/template for course/program offerings including program content and a short-term program consortium agreement. It has been confirmed by Dr. Randall Martin, Executive Director for BCCIE, that private educational institutions operating in BC are now one of the Council's stakeholders none of which, however, are currently offering field school courses or programs which would impact this phase of the project.

My contract started on October 14, 2008 with a final report submission date of May 31, 2009. I have maintained timely contact with Dr. Randall Martin in regards to my scheduled meetings and associated activities as well as sought his expert advice on relevant project topics and issues related to international education in the BC post-secondary system.

RESEARCH AND SECTORAL CONSULTATIONS

A BCCIE Project Working Group, located in Appendix 1, has been formed and I met with them on October 14, 2008. This was my starting point on the project, which gave me an opportunity to learn about the details of the deliverables and expectations of Phase 1. It was also an opportunity to learn about the long-term goals of the project. At this meeting it was decided that an electronic survey would be sent to the BCCIE member institution contacts requesting information concerning their respective international field school course and program offerings. The survey format and questions were confirmed in consultation with the Project Working Group and myself, and then sent from BCCIE in early November 2008.

Concurrently with the activity I began a search of BC public post-secondary websites; specifically the sections that described international educational opportunities for students to experience field school courses and programs. Also, by late October 2008-early November 2008 I started to arrange meetings with representatives of selected BC post-secondary institutions. The personnel were from the International Education Office as well as the Registrar's Office. These individuals have the knowledge and the operational expertise for me to gather the required

information needed for this phase of the project. As I progressed with the meetings there were other organizations along with events that were included in this schedule, see Appendix 2.

TOPICS AND ISSUES

My on-site meetings were conducted by following a consistent agenda that included:

- Undergraduate Admissions Policies and Processes, including Letter of Permission
- Institutional Computer Student Records Databases, including identification of courses and students
- Academic Policies, including Degree Residency requirements
- BC Council on Admissions and Transfer (BCCAT) Transfer Credit Articulation Process
- BCCAT, BCCIE and B.C. University and College Publications/Websites
- Report options to identify/select field school courses/programs and students

This format was very helpful to have as a focus for the discussions and also allowed for sufficient flexibility to explore other relevant current and future academic and operational items related to the project.

I have identified eight issues, in order of importance, which would have an impact on the primary deliverable of the project:

1. BCCAT Transfer Credit Evaluation System

Participating 'sending' and 'receiving' institutions articulate 100-200 level courses but are reluctant to include 300-400 level courses.

2. International Field School Courses/Programs are dominant at the 300-400 level

At least 80% of current field school courses/programs are offered at the upper level (300-400) and typically have registration restrictions.

3. Variety of institutional student records systems databases

Commercial and 'home grown' databases have various operational constraints.

4. International Field School Course/Program Identification/Descriptions

There is a range of terminology used to describe or record field school courses/programs in academic calendars, websites, student records databases, and on student transcripts.

5. Academic policy concerning degree residency requirements

Students are normally required to complete their final two years of a degree with senior (300-400 level) courses from their 'home' institution only.

6. Letter of Permission

Institutions recognize this document in lieu of an official transcript from a Visiting Student

7. Post-Secondary Application Service of British Columbia(PASBC)

An emerging trend for some institutions is that they have switched back to instructing new students (e.g. Visiting Students) to apply for admission directly and may then bypass PASBC.

8. Student Recruitment

Opportunities for institutions to attract Visiting Students could be problematic.

On two occasions I gave a PowerPoint presentation including follow up questions and answers that addressed these issues – BCCIE Member Professional Development Event and the B.C. Registrars' Association (BCRA) Spring Meeting.

INTER-INSTITUTIONAL TRANSFER CREDIT GRID CONCEPT

As a result of my research and consultations, I have reached the opinion that the primary deliverable of a 'stand-alone' inter-institutional transfer credit grid is impracticable to display the transferability of field school courses/programs among participating institutions. I also suggest that the appropriate representatives from BCCIE establish a working relationship with BCRA and possibly BCCAT to consider a workable model in the future.

The interactions between BCCAT, specifically the Transfer Credit Evaluation System (TCES) component, and the role of the B.C Universities and Colleges as 'sending and/or receiving' institutions in the evaluation of university level courses for transfer credit have evolved to a highly sophisticated and reliable service for students as well as other appropriate users within the Province and elsewhere. The TCES annual business cycle represented by course changes (new course articulation, review of existing course articulation, course number changes or course deletion) corresponds as follows:

January-June (high)

July-August (low)

September – December (moderate)

For the latest period of activity, April 1, 2008-March 31, 2009, the number of course changes was 10,192. My research and the responses to the previous mentioned electronic survey revealed there are fewer than 100 international field school course/program offerings and at least 80% were at the 300-400 level. The number of course/program offerings tends to vary within an academic year by institution. Although the 'receiving' institutions in this process include: UVic, SFU, UNBC, UBC and UBCO, it is, unfortunate these five do not participate also as 'sending' institutions of 300-400 level courses and perhaps 100-200 level courses. The significance of this fact is that the transfer credit articulation process is dominated by colleges as 'sending' institutions which offer university transfer courses up to 2nd year level and the recently-legislated degree-granting institutions which, in most cases, participate as both 'senders' and 'receivers'.

I am pleased to report that BCCAT has agreed to 'host' the field school course/program information on their website which could also allow a data feed to the BCCIE website. Essentially, the TCES functionality could accommodate those identified international field school courses offered at the 100 and/or 200 levels. Further, this system includes an electronic form for

the submission of a new course request that is exchanged between 'sending' and 'receiving' institutions. This form could be modified to add a line underneath the 'Course Number' row, which would say -*"Is this an international field school course?"* and check box for 'yes or no' (see Appendix 3). The key benefit of this feature would be to identify, earlier, an international field school course or program for participating 'sending' and 'receiving' institutions. As a further enhancement, it would be useful to provide an explanation of what a field school course is by having a dotted line underlining field school in the text of the above mentioned question. A user would 'mouse over' the words that would then have an explanation pop up defining a field school.

However, I have found that the problematic piece in this transfer credit articulation transaction would be that typically international field school programs award credit for already articulated university transfer courses at the 100-200 levels. As such, it is common that these courses are available for registration by students who are not necessarily associated with an international field school program. Therefore, these courses are being used for two different purposes.

An example from an institutional website on this point is:

Langara College>External Studies>Field Studies>Europe (Art History)> Study in Europe: Art History

The program includes three courses (12 university transfer credits): Art History 1110(6 credits), Art History 1210(3 credits) and Art History 1118(3 credits).

These courses comprise the program for a field school student registered in the European Field School. However, a non-field school student could take one or more of these courses and if successful be awarded credit, too. In this example, the program name - *Study in Europe: Art History*, does identify for a student the opportunity for a field school experience rather than the three specific Art History courses.

The fact that the vast majority of the international field school courses/programs are at the 300-400 level which are not articulated for transfer credit via TCES presents an on-going challenge to inform students from a central resource. There is a feature on the BCCAT Transfer Guide site that includes a tab, *Other Transfer Guides*, which is usually in a static narrative form and which requires manual updates. This option could give participating institutions a web based location to provide information on ALL course levels (100-400) of international field school courses and programs plus links to their respective institutional websites for more details including how a student and other users could confirm current international field school course and program information, including transfer credit.

It will be necessary for representatives from BCCIE and hopefully BCCAT to determine the format of the posted information, while BCCIE will be responsible for regular updates.

I do want to note that BCCAT-TCES is a fully functional system for the transfer credit articulation process of 100-200 level as well as 300-400 level courses. However, at this time some institutions are reluctant to include 300-400 level courses as well as become 'sending' institutions.

INTERNATIONAL FIELD SCHOOL COURSE/PROGRAM IDENTIFICATION/DESCRIPTION

In general terms, the information presented for students and other users who do a search on a website or access other communication pieces for this type of course/program offerings would usually find the minimum essential specifications. These would include course/program destination, academic discipline(s), program name, course credit, dates, costs, financial aid and academic eligibility. The typical institutional website has a directory to select on the key word 'international' and then proceed from there to 'drill down' to obtain information on this type of academic opportunity.

However, the terminology which exists to identify the institutional area of responsibility and the generic label 'field school' could be confusing for students and other users.

As examples:

Langara College-> External Studies ->Field Studies->Europe (Art History);
SFU-> International Activities-> SFU International->Field School Destinations;
VIU->International Education ->Study Abroad ->Short Term Study Abroad Programs;
Camosun College-> Camosun ->International->Study Abroad ->Field Schools
UVic -> International and Exchange Student Services->Study Abroad->UVic Departmental Opportunities.

These differences are perhaps more a reflection of institutional academic and administrative naming conventions. For internal users the familiarity eases the search steps, but for an external user it could be confusing.

The end product that is of significant importance for students and appropriate educational personnel is an official transcript. This document is the piece in the sequence of events that confirms for students the completion of this educational endeavor. As I discovered, institutional systems technology, including record keeping policies and practices, demonstrated the variety of student records systems databases and the clarity, or not, of recording 'field school' work.

Examples from four institutional transcripts illustrate this point:

SFU-Summer 2008(Appendix #4)
Langara College -Fall 2008(Appendix # 5)
VIU- 2007-04-30 to 2007-08-17 Bachelor of Science (Appendix #6)
UVic.-Summer 2008(Appendix #7)

ACADEMIC POLICIES

It is common that degree-granting institutions require students to complete their final two years of study by taking the home institution senior courses (300-400 level) and not through other institutions. This policy could restrict access by senior students with the opportunity to experience many international field school courses/programs.

VARIETY OF INSTITUTIONAL STUDENT RECORDS SYSTEMS DATABASES

There is an on-going replacement of student records systems databases by institutions that has occurred for the past several years. The results of which are that commercial systems are now prevalent in B.C. post – secondary institutions as well as elsewhere in Canada and the United States. These products are usually represented by: *SCT-Banner*, *Data Tel-Colleague* and *PeopleSoft*.

The consequence for a project with this specialized focus is that any desired modification requests from an institution would need to be presented to a users client advisory group for consideration. This would not be an easy task!

LETTER OF PERMISSION

There seems to be the perception among those responsible for the administration of international field school courses and programs that the letter of permission admissions requirement for Visiting Students presents somewhat of an obstacle. I suggest that it is a reasonable policy compared to the conventional requirement that new students submit one or more official transcripts.

PASBC

The relevance of this agency to the project would be for Visiting Students who want to apply for admission to a specific institution to take an international field school course or program. There was discussion about this item in my meetings and presentations as a way to identify, more readily, those students by the selected institution. However, to accommodate this added admissions information sent electronically from PASBC to the institution concerned, it would likely require a new data field or a modification to an existing one on the institutional database; again this would not be straightforward. Also, as mentioned previously there is seemingly less value to pursue this concept as institutions are instructing new students to apply directly through their website rather than PASBC.

STUDENT RECRUITMENT

I raised this topic in discussions with institutional representatives to gauge the level of interest as another opportunity to promote field school courses and programs as an educational experience for Visiting Students and perhaps other potential applicants. It seems that the overriding challenge to pursue this recruitment activity would be the admissions priority given to 'in-course' students over students from elsewhere when there are established quotas.

I would describe the present field school programming offered by several of the B.C. post-secondary institutions as providing an excellent range of enhanced educational experiences for students, either as a declared program curriculum requirement or as a value added choice to their area(s) of specialization towards a credential.

The methods of delivery and communication strategies of field school course/program offerings exhibited by the institutions involved tend to be more individual although there is a collective mind set as members of BCCIE. My recommendations are intended for consideration by BCCIE as a venture to utilize the BCCAT structure to provide a central information resource location, in addition to the individual institutional websites and other promotional pieces.

RECOMMENDATIONS

June 2009-December 2009

1. Implement in consultation with BCCAT-Transfer Credit Evaluation System (TCES) the existing new course request form exchanged between 'sending' and 'receiving' institutions. Add a question including an explanation of an international field school course and a 'yes/no' check box that this course request for transfer credit evaluation is an international field school course not previously articulated for transfer credit.
2. Prepare in consultation with BCCAT a narrative entry to describe current field school courses/programs at ALL levels (100-200-300-400) as part of the *Transfer Guide-Other Transfer Guides* section that would include links to the International Education sections on institutional websites and also BCCIE.
3. Re-confirm the field school courses/programs offered in 2009 by sending a survey from BCCIE to member institutions to achieve a comprehensive list.
4. Pre-load, by BCCAT, the identifiable individual field school courses already articulated for transfer credit at the 100 and/or 200 levels as submitted in Recommendation #3.
5. Send a joint announcement from BCCIE and BCCAT to the BC post-secondary institutions that describes Recommendations #1, #2 and #3 plus post a similar notice on the BCCIE website.
6. Encourage BCCIE member institutions to monitor for consistency the international field school course/program minimum essential specifications on their websites and associated print publications. Consider including information related to the eligibility of Visiting Students; any quotas for internal and external students and course specific credit. For example, Art History 1210 = 3 credits rather than 3 units of 2nd year credit.

7. Lastly, include a list of potential field school courses/programs to be offered at future dates.

RECOMMENDATIONS

January 2010-June 2010

8. Form a BCCIE-BCRA-BCCAT Working Group to discuss options to submit those individual field school courses at the 300-400 level via BCCAT-TCES. Another alternative would be to consider a Memorandum of Understanding among degree granting institutions that would permit a maximum number of credits that a 3rd or 4th year student would be allowed to use toward their degree by completing an acceptable field school course/program offered by another recognized institution.
9. On-going monitoring of the recommendations and related issues of this project by BCCIE.

Appendix #1

BCCIE Project Working Group:

Dr. Randall Martin, Executive Director- BCCIE

Trevor Corkum, Director- BCCIE

Kate Jennings, Acting Director- SFU International

Audrey Hansen, Manager, Study Abroad- Vancouver Island University

Thevi Pather, Associate Director- Camosun College International

Carolyn Russell, Director Student Success- University of Northern BC

Appendix #2

Project Meetings/Presentations:

- **October 14, 2008:** BCCIE Project Working Group
- **October 23, 2008:** University of Victoria
 - Pierre Laliberte, Manager, International & Exchange Student Services
- **October 27, 2008:** Camosun College
 - Thevi Pather, Associate Director
- **November 4, 2008:** Vancouver Island University
 - Audrey Hansen, Manager, Study Abroad
- **November 18, 2008:** BCCIE
 - Randall Martin, Executive Director
 - Gordon McNeil, Director International Education- Langara College
- **November 23, 2008:** BC campus-PASBC
 - David Porter, Executive Director
 - Greg Link, Manager, Enrolment Services
 - Randall Martin, Executive Director- BCCIE

Note: David Glen and Randall Martin phone conversation re: meeting results

- **December 4, 2008:** University of Victoria
 - Lauren Charlton, Associate Registrar, Records & Registration
 - Chris Purse, Coordinator/Transfer Credit Administrative Officer
 - Pierre Laliberte, Manager, International & Exchange Student Services
- **December 9, 2008:** Vancouver Island University
 - Fred Jacklin, Registrar & Director of Enrolment Services
 - Audrey Hansen, Manager, Study Abroad
- **December 17, 2008:** BCCAT
 - Mike Winsemann, Transfer & Technology Manager
 - Jennifer Orum, Special Projects Coordinator
 - Randall Martin, Executive Director- BCCIE
- **January 12, 2009:** University of Victoria
 - Jim Anglin, Associate Vice-President & Director, Office of International Affairs
 - Pierre Laliberte, Manager, International & Exchange Student Services
- **January 14, 2009:** Simon Fraser University
 - Kate Ross, Registrar & Senior Director Student Enrolment
 - Kate Jennings, Acting Director, SFU International
 - Shona Toner, International Mobility Coordinator
- **January 14, 2009:** Langara College
 - Kevin Paul, Registrar & Dean of Student Support Services

- Kyle Vuorinen, Assistant Registrar, Admissions
- **January 23, 2009:** BCCIE Professional Development Event
 - David Glen, Project Update presentation
 - Patricia Bowron, Director, International Education- College of the Rockies
 - Gordon Shuster, Director, International Education- Okanagan College
- **February 2, 2009:** Camosun College
 - Dawn Sutherland, Director Camosun College International
 - Thevi Pather, Associate Director- Camosun College International
 - Bill Code, Associate Registrar
- **February 13, 2009:** University of British Columbia
 - Carol Zachs, Coordinator, Go Global
 - Michael Bluhm, Associate Registrar, Undergraduate Admissions
 - Nicole McDonald, Transfer Credit Coordinator
 - Raymond Kaan, Manager, Records & Registration
- **February 25, 2009:** BC Registrars Association Spring Meeting
 - Project presentation, David Glen and Kate Jennings, Acting Director- SFU International
- **April 8, 2009:** BCCAT
 - Mike Winsemann, Transfer & Technology Manager
 - Jennifer Oram, Special Projects Coordinator
- **April 8, 2009:** BCCIE
 - Randall Martin, Executive Director

Appendix #3



Mila
 Capilano Uni
[my profile](#)

home	General	Sender
------	---------	--------

New Request

Step 3 of 3: Identify receiving institutions. [back](#)

	Course	Course Title	Credit Value	
Existing:	ANTH 209	Anthropology of Latin America	3	edit course

Request New Evaluations:

	Rec	Suggested Credit	Existing Transfer Credit	Starts	Ends	Assessed
<input type="checkbox"/>	ECU	<input type="text"/>				
<input type="checkbox"/>	KWAN	<input type="text"/>	≤ KWAN ANTH 2XXX (3)	Jan 09		Jul 16 '08
<input type="checkbox"/>	SFU	<input type="text"/>	≤ SFU SA 2XX (3) ANTH	Jan 09		Sep 17 '08
<input type="checkbox"/>	SSCC	<input type="text"/>				
<input type="checkbox"/>	TRU	<input type="text"/>	≤ TRU ANTH 2XX (3)	Jan 09		May 8 '09
<input type="checkbox"/>	TRU-OL	<input type="text"/>	≤ TRU-OL ANTH 2XX (3)	Jan 09		Oct 16 '08
<input type="checkbox"/>	TWU	<input type="text"/>	≤ TWU ANTH 200 lev (3)	Jan 09		Jan 22 '09
<input type="checkbox"/>	UBC	<input type="text"/>	≤ UBC ANTH 2nd (3)	Jan 09		Dec 9 '08
<input type="checkbox"/>	UBCO	<input type="text"/>	≤ UBCO ANTH 2nd (3)	Jan 09		Feb 9 '09
<input type="checkbox"/>	UFV	<input type="text"/>	≤ UFV ANTH 220 (3)	Jan 09		Aug 22 '08
<input type="checkbox"/>	UNBC	<input type="text"/>	≤ UNBC ANTH 2XX (3)	Jan 09		Nov 5 '08
<input type="checkbox"/>	UVIC	<input type="text"/>	≤ UVIC ANTH 325 (1.5)	Jan 09		Jun 6 '08
<input type="checkbox"/>	VIU	<input type="text"/>	≤ VIU ANTH 270 (3)	Jan 09		Jul 7 '08
select all select all existing deselect all ECI must be selected manually if applicable						

Request Details:

Requested Start Date: * mm/yy

Course Outline: [Browse...](#)

or URL:

Comments:

e.g., enter reason for request 1000 characters left

[Next](#) [back](#)

* - required field

home

General

Sender

New Request

Step 1 of 3: Enter Course search criteria.

Please identify the course for this TCE Request. To add a new course, click the 'Next' button.

Subject: e.g. '*EC*'

Course Number: e.g. '1*'

* - required field

Appendix #4

STUDENT SERVICES		REGISTRAR & ENROLLMENT SERVICES				Page 2 of 2				
Student ID:	Name :				Print Date: 2009-04-15					
Birthdate :										
2008 Summer					CHNS	473	Publication Design and Print	4.00		
<u>Course</u>	<u>Description</u>	<u>Attempts</u>	<u>Data/Grade</u>	<u>Points</u>	TERM GPA :	0.000	TERM TOTALS :	0.00	0.00	0.000
FREN 300	Field School: St I	3.00	3.00 B	9.000	CUM GPA :	3.160	CUM TOTALS :	49.00	109.00	154.950
FREN 321	Field School: St II	3.00	3.00 B	9.000	----- End of Transcript -----					
FREN 322	Field School: St III	3.00	3.00 C+	6.990						
TERM GPA :	2.790	TERM TOTALS :	9.00	9.00	24.990					
CUM GPA :	3.080	CUM TOTALS :	37.00	97.00	113.970					
2008 Fall										
<u>Course</u>	<u>Description</u>	<u>Attempts</u>	<u>Data/Grade</u>	<u>Points</u>						
CHNS 220	Understanding Television	3.00	3.00 A-	11.000						
FREN 300K	Advn French Composition	3.00	3.00 B+	9.990						
FREN 340	Intermediate French Literature	3.00	3.00 B+	9.990						
TERM GPA :	3.440	TERM TOTALS :	9.00	9.00	30.990					
CUM GPA :	3.150	CUM TOTALS :	46.00	104.00	144.960					
2009 Spring										
<u>Course</u>	<u>Description</u>	<u>Attempts</u>	<u>Data/Grade</u>	<u>Points</u>						
CHNS 371	Book Publish. Industry in Can.	4.00	3.00 ND							
FREN 370	Intre. French Linguistics II	3.00								
FREN 443	Lit. of the 17th C.	3.00								
FREN 474	French Poetry	3.00	3.00 B+	9.990						
TERM GPA :	3.130	TERM TOTALS :	3.00	3.00	9.990					
CUM GPA :	3.160	CUM TOTALS :	49.00	109.00	154.950					
2009 Summer										
<u>Course</u>	<u>Description</u>	<u>Attempts</u>	<u>Data/Grade</u>	<u>Points</u>						
FREN 462	Proc. Renaissance Lit.	3.00								

SECURITY FEATURES IN THIS TRANSCRIPT INCLUDE:
 1 - Watermark paper that glows in ultraviolet light when held up to the light. 2 - Multiple 111 colored fluorescent spots in paper stock.
 3 - Chemically treated areas that glow green in ultraviolet light and stand out clearly if you alternate. 4 - Micro printed text on face (under magnification) for the title of the document (Brock-Pedag University).

Appendix #5

Langara ID:

Date Issued: 06-MAY-2009

Record of:

UNOFFICIAL - Langara College Page: 1

SUBJ NO.	COURSE TITLE	CRED	GRD	GPA	X
----------	--------------	------	-----	-----	---

LANGARA CREDIT:

Fall 2008 - European Field School

ANIS 1110	European Art in Context	6.00	B-	2.67	
ANIS 1118	Intro to Art in Renaissance	3.00	C+	2.33	
ANIS 1210	Monumental Artworks in Context	3.00	C+	2.33	
FSIE 1111	European Field School	0.00	S	NIL	
Sem Cred:	12.00			Sem GPA:	2.50

Spring 2009 - Arts & Science

ECON 1220	Principles of Microeconomics	3.00	B-	2.67	
ENGL 1127	Essay Writing & Short Prose Sl	3.00	C	2.00	
MATH 1170	Precalculus Mathematics	0.00	W	NIL	
PHYS 1114	Basic Physics	4.00	A	4.00	
Sem Cred:	10.00			Sem GPA:	3.00

***** TRANSCRIPT TOTALS *****

	Credits	CGPA
LANGARA	22.00	2.72
TOTAL CREDIT	22.00	

***** END OF TRANSCRIPT *****

Appendix #6

TRANSCRIPT OF ACADEMIC RECORD

VANCOUVER ISLAND UNIVERSITY
900 FIFTH STREET
NANAIMO, BC V9R 5S6
CANADA

(1 of 1) 15 APR 2009

NAME: 2 SAMPLE STUDENT ID: XXXX-08-15
 ADDRESS: _____ BIRTHDATE: _____
 BC Personal Education Number: _____

COURSE NO	COURSE NAME	CREDIT	GRADE	GRADE PT	COURSE NO	COURSE NAME	CREDIT	GRADE	GRADE PT
ADM1	2003-09-02 ADMITTED TO UNIVERSITY PROGRAMS BASIS OF ADMISSION: HIGH SCHOOL REQUIREMENTS MET TERM CREDIT: 0.00				B10L 212	GENETICS	3.00	A+	30.00
					MATH 233	BIOMETRICS	3.00	A+	30.00
					TERM GPA: 10.00 CREDIT: 12.00				
					2006-09-05 to 2006-12-04 BACHELOR OF SCIENCE				
B10L 121	2003-09-02 to 2003-11-28 UNIVERSITY PROGRAMS	3.00	A	27.00	B10L 341	MOLECULAR CELL BIOLOGY	3.00	A	27.00
CHEM 121	INTRODUCTORY ZOOLOGY	3.00	A	27.00	B10L 342	ADVANCED BIOCHEMISTRY	3.00	A+	30.00
MATH 121	CHEMISTRY FUNDAMENTALS I	3.00	A+	30.00	CHEM 331	AQUEOUS ENVIRONMENTAL CHEMISTRY	3.00	A	27.00
PHYS 121	CALCULUS I	3.00	A	27.00	CHEM 311	ENVIRONMENTAL CHEMICAL ANALYSIS	3.00	A+	30.00
WHMS 099	PHYSICS FOR THE PHYSICAL SCIENCES I	3.00	A	27.00	TERM GPA: 9.50 CREDIT: 12.00				
	WHMS CERTIFICATION			CR					
	TERM GPA: 9.25 CREDIT: 12.00				2007-01-08 to 2007-04-13 BACHELOR OF SCIENCE				
					B10L 465	ENDOCRINOLOGY	3.00	A-	24.00
					CHEM 312	PRINCIPLES OF INSTRUMENTAL ANALYSIS	3.00	A	27.00
CHEM 122	2004-01-05 to 2004-04-02 UNIVERSITY PROGRAMS	3.00	A	27.00	CHEM 321	APPLICATIONS OF PHYSICAL CHEMISTRY	3.00	A+	30.00
ENGL 141	CHEMISTRY FUNDAMENTALS II: ENGINEERING MECHANICS	3.00	A	27.00	CHEM 332	BIO-ORGANIC CHEMISTRY	3.00	A	27.00
MATH 110	ADDITIONAL CALCULUS TOPICS	1.00	A+	10.00	TERM GPA: 9.00 CREDIT: 12.00				
MATH 122	CALCULUS II	3.00	A	27.00					
PHYS 122	PHYSICS FOR PHYSICAL SCI. II	3.00	A+	30.00					
	TERM GPA: 9.31 CREDIT: 13.00				2007-04-30 to 2007-08-17 BACHELOR OF SCIENCE				
					ANTH 270	INTRO TO PEOPLES & CULTURES OF CENTRAL AMERICA & CARIBBEAN	3.00	A	27.00
					B10L 395	TROPICAL BIOLOGY	3.00	A-	24.00
					TERM GPA: 8.50 CREDIT: 6.00				
					2007-09-04 to 2008-04-11 BACHELOR OF SCIENCE				
ENGL 115	2004-05-03 to 2004-06-18 UNIVERSITY PROGRAMS	3.00	A-	24.00	B10L 403	CURRENT TOPICS IN BIOLOGY	3.00	B+	21.00
	COLLEGE COMPOSITION				B10L 456	BIOGEOGRAPHY	3.00	A+	30.00
	TERM GPA: 8.00 CREDIT: 3.00				B10L 491	UNDERGRADUATE RESEARCH PROJECT	6.00	A	48.00
					TERM GPA: 8.25 CREDIT: 12.00				
					2008-01-07 to 2008-04-11 BACHELOR OF SCIENCE				
ENGL 116	2004-06-21 to 2004-08-06 UNIVERSITY PROGRAMS	3.00	A-	24.00	B10L 305	ANIMAL PHYSIOLOGY	3.00	A	27.00
	INTRODUCTION TO LITERATURE				B10L 402	EVOLUTION	3.00	A	27.00
	TERM GPA: 8.00 CREDIT: 3.00				TERM GPA: 9.00 CREDIT: 6.00				
					2004-09-07 to 2004-12-06 UNIVERSITY PROGRAMS				
CHEM 221	PHYSICAL CHEMISTRY	3.00	A+	30.00					
CHEM 231	ORGANIC CHEMISTRY I	3.00	A+	30.00					
MATH 211	STATISTICS I	3.00	A+	30.00					
MATH 241	LINEAR ALGEBRA	3.00	A	27.00					
	TERM GPA: 9.75 CREDIT: 12.00								
					2005-01-04 to 2005-04-11 UNIVERSITY PROGRAMS				
ARTS 121	THREE-DIMENSIONAL DESIGN	3.00	A	24.00					
B10L 122	INTRODUCTORY PLANT BIOLOGY	4.00	A+	40.00					
CHEM 232	ORGANIC CHEMISTRY II	3.00	A+	30.00					
MATH 123	LOGIC AND FOUNDATIONS	3.00	A+	30.00					
	TERM GPA: 9.54 CREDIT: 13.00								
					2005-09-06 to 2005-12-05 BACHELOR OF SCIENCE				
B10L 201	PRINCIPLES OF BIOCHEMISTRY	3.00	A	27.00					
B10L 202	ECOLOGY	3.00	A-	24.00					
B10L 210	MICROBIOLOGY I	3.00	A+	30.00					
CHEM 302	ATMOSPHERIC ENVIRONMENTAL CHEMISTRY	3.00	A+	30.00					
	TERM GPA: 9.25 CREDIT: 12.00								
					2006-01-03 to 2006-04-10 BACHELOR OF SCIENCE				
ANTH 111	2006-01-03 to 2006-04-10 UNIVERSITY PROGRAMS	3.00	A+	30.00					
B10L 206	INTRODUCTORY ANTHROPOLOGY	3.00	A+	30.00					
	INTRODUCTION TO CELL BIOLOGY	3.00	A-	30.00					

* END OF TRANSCRIPT *

Fred S. Jackin
Registrar and Director of Enrollment Services

THIS TRANSCRIPT IS PRINTED ON SECURE PAPER AND DOES NOT REQUIRE A RAISED SEAL

Appendix #7

University of Victoria
 Office of the Registrar and Enrolment Services
 PO Box 3025 STN CSC
 Victoria BC V8W 3P2
 Canada

Date Issued: 17 APR 2009
 Name:
 Student No:



Official Transcript of
 Academic Record

Lauren Charlton
 Acting Registrar

Valid only if bearing seal and official signature.

Course History at the University of Victoria

SESSION	COURSE	DESCRIPTION	UNIT VALUE	GRADE	GRADE POINT	AWARDED UNITS	NOTE
WINTER 2007-2008							
	BIOL 365	ANIMAL PHYSIOLOGY	1.5	B+	6	1.5	
	ED-D 101	STRAT: UNIVERSITY SUCCESS	1.5	A	8	1.5	
	GER 100A	BEGINNERS GERMAN I	1.5	A+	9	1.5	
	GER 100B	BEGINNERS GERMAN II	1.5	B+	6	1.5	
	MICR 303	IMMUNOLOGY	1.5	B-	4	1.5	
	PHIL 331	ISSUES:BIOMEDICAL ETHICS	1.5	B-	4	1.5	
	SESSIONAL GPA = 6.10						
	CREDIT IN 15.0 UNITS						
SUMMER 2008							
	SCIENCE B.SC. MAJOR BIOLOGY (CO-OP BIOLOGY)						
	BIOL 490B	DIR S+R:ECOLOGY:MALAYSIA TROPICAL FIELD ECOLOGY	1.5	A	8	1.5	
	BIOL 490B	DIR S+R:ECOLOGY: MALAYSIA TROPICAL DIVERSITY	1.5	A	8	1.5	
	SESSIONAL GPA = 8.00						
	CREDIT IN 3.0 UNITS IN GOOD STANDING						
WINTER 2008-2009							
	SCIENCE B.SC. MAJOR BIOLOGY						
	BIOL 345	ANIMAL BEHAVIOUR	1.5	A	8	1.5	
	BIOL 455	EVOLUTION	1.5	B	5	1.5	
	ED-D 316	COMMUNCTN INTERP RLTNSHPS	1.5	A-	7	1.5	
	GER 200	INTERMEDIATE GERMAN	1.5	A-	7	1.5	
	ASTR 120	ELEMENTARY ASTRONOMY	1.5	CONTINUING	Full Session - First Half		
	ASTR 120	ELEMENTARY ASTRONOMY	1.5	CONTINUING	Full Session - Second Half		
	BIOL 307	CHORDATE ZOOLOGY	1.5	CONTINUING			
	BIOL 334	PLANTS AND PEOPLE	1.5	CONTINUING			
	BIOL 400	HISTORY OF BIOLOGY	1.5	CONTINUING			
	MUS 208	POPULAR MUSIC AND SOCIETY: AFRICAN HAND DRUMMING	1.5	CONTINUING			
	CREDIT IN 6.0 UNITS						

END OF TRANSCRIPT