

## University of Pittsburgh Best Practice Guidelines for Undergraduate Transfer Credit

As the University of Pittsburgh implements an updated Advanced Standing Regulation and continues to refine practices and systems related to consistent and equitable posting of transfer credit course equivalencies for students on the Pittsburgh campus, the Office of the Provost and Office of the University Registrar want to jointly reiterate the following best practices. Adoption of these practices will support the University's progress toward cultivating student success as outlined in pillar #1 of the Plan for Pitt 2028. Further, these practices connect directly to developing an upstream enrollment plan, as well as improving accessibility and affordability, retention, and graduation rates. Beyond the impact to student success, consistent application of best practices will enhance promotion of accountability and trust with students.

- 1. Schools must ensure that all transfer course equivalencies are documented in the Transfer Course Equivalency Database**, which is managed through the Transfer Evaluation System (TES). Any transfer course equivalencies maintained outside of the database or TES (e.g., in school-specific databases) should be identified and added.
- 2. Schools should route all unevaluated transfer courses through TES for evaluation.** Doing so will allow the University to eliminate program-centric credit posting, and it will alleviate the need for any re-evaluation of credit when students move between schools. If no specific course-to-course equivalency can be established for academic credit from another institution, a subject appropriate "quad zero" equivalency within a subject the University offers (e.g., CHEM 0000) should be considered.
- 3. Those evaluating transfer credit should perform due diligence to determine whether any credit being presented for evaluation is continuing education, personal enrichment, or another type of non-academic credit.**
- 4. When evaluating transfer courses for potential equivalencies, schools should limit requests for syllabi to circumstances where it is necessary for purposes of establishing a course equivalency.**
- 5. Timely evaluation of transfer credit is paramount to student success and supporting the University's transfer credit practices.** Evaluation of transfer credit equivalencies should occur within seven business days of an evaluation request being received.
- 6. Personnel posting transfer credit must use the established course equivalencies available via TES when posting credit, adhering to the course equivalency evaluation of the school in which the course subject is housed.** Rather than deviating from established transfer credit course equivalencies when posting credit, program-specific exceptions should be documented through the Academic Advising Report (AAR).
- 7. Personnel posting transfer credit should not limit the posting of such credit based solely on its applicability to a specific program or credential with which they work.** Transfer credits that do not contribute directly to a student's intended major may contribute to minors, certificates, or progress toward degree.
- 8. Students should not lose transfer credit when transferring between schools of the University.** As a matter of normal practice, the only time transfer credit should be removed from a student's academic record is when a student has the maximum credit posted to their record (i.e., 75% needed for an undergraduate degree) and additional transfer credits not posted to the student's record would be more advantageous to the individual student. There is no reason to remove credit that follows an established equivalency unless it causes the student to exceed the maximum for transfer credit.