

ARTICULATION COMMITTEE COMPANION

2013 Edition



Resources by

BCCAT

ARTICULATION COMMITTEE COMPANION

2013 Edition

Revised by Dr. Fiona McQuarrie, Special Projects Coordinator,
John FitzGibbon, Associate Director, Transfer and Articulation,
and Mike Winsemann, Assistant Director, Transfer and Technology, BCCAT.

© Copyright 2013 by the British Columbia Council on Admissions and Transfer.
BCCAT is the official mark of the BC Council on Admissions and Transfer,
as published by the Registrar of Trade-marks of the Canadian Intellectual Property Office.

This handbook is available at bccat.ca/info

BC COUNCIL ON ADMISSIONS & TRANSFER
709 – 555 Seymour Street, Vancouver BC Canada V6B 3H6
bccat.ca | educationplanner.ca | bctransferguide.ca
t 604 412 7700 | f 604 683 0576 | e info@bccat.ca

TABLE OF CONTENTS

- INTRODUCTION 1**

- ARTICULATION COMMITTEES 2**
 - An Essential Role in a Successful Transfer System 2
 - Currently Recognized Articulation Committees 3
 - Terms of Reference..... 4
 - Accountability and Reporting 6

- COMMITTEE LEADERSHIP 7**
 - Responsibility of Committee Chairs 7
 - Responsibility of System Liaison Persons 9
 - Responsibilities of Individual Committee Members 9
 - Responsibilities of BCCAT 10

- COMMITTEE MEETINGS 11**
 - Hosting an Articulation Meeting 11
 - Cost of Hosting an Articulation Meeting 11
 - Cost to Attend an Articulation Meeting 11
 - Planning an Articulation Meeting 12
 - Meeting Attendees 13
 - Setting Effective Agendas 13
 - Guidelines for Articulation Committee Minutes 15
 - Institutional Reports 16

- TRANSFER INNOVATIONS (TI) FUNDING 17**

- FREQUENTLY ASKED QUESTIONS..... 19**

- APPENDIX A: PRINCIPLES AND GUIDELINES FOR TRANSFER..... 23**

- APPENDIX B: PROCESS FOR ESTABLISHING A NEW ARTICULATION COMMITTEE 26**

- APPENDIX C: DELISTING INACTIVE ARTICULATION COMMITTEES..... 28**

INTRODUCTION

Since its inception in 1989, the BC Council on Admissions and Transfer (BCCAT) has been responsible for coordinating provincial articulation committees. Articulation committees existed long before that, and they continue to play a vital role in the BC post-secondary system.

Articulation committees are formed around a particular subject of post-secondary study. The members of an articulation committee are representatives from each BC Transfer System member institution offering courses or programs in that subject. Articulation committees meet at least once each year to discuss transfer-related issues in their subject area. BCCAT's Transfer and Articulation Committee (TAC), a standing committee of Council, is responsible for approving new committees, delisting inactive committees, and providing administrative sponsorship of the articulation activities of existing committees. BCCAT staff members, primarily the Committee Coordinator, maintain regular communication with articulation committees and support them in their work. BCCAT has designed the *Articulation Committee Companion* to serve as both a resource for articulation committee members and as an ongoing reference for committees. The Companion includes a brief overview of the province's articulation committees and their essential role in the post-secondary system. It also outlines the key responsibilities of committee members, and suggests best practices for meetings and activities.

Additional information available at bccat.ca includes the following:

- Electronic versions of this publication (pdf and html)
- Current contact information for articulation committee chairs
- Information regarding upcoming articulation committee meetings
- Web pages for each articulation committee
- Information on applying for Transfer Innovations (TI) funding
- Information about BCCAT, its staff members, and its standing committees
- Access to the BC Transfer Guide and Education Planner
- BCCAT resources and publications on transfer, articulation, and other subjects

If you have questions that are not addressed in the Companion, please contact articulation@bccat.ca.

Since its inception in 1989, the BC Council on Admissions and Transfer (BCCAT) has been responsible for coordinating provincial articulation committees. Articulation committees existed long before that, and they continue to play a vital role in the BC post-secondary system

ARTICULATION COMMITTEES

AN ESSENTIAL ROLE IN A SUCCESSFUL TRANSFER SYSTEM

The BC Transfer System currently has 40 member institutions. These include all of the province's public post-secondary education institutions, two out-of-province institutions (Yukon College and Athabasca University), and several private institutions and programs which have been approved to participate through a provincial quality assessment process. Within the BC Transfer System, smooth student mobility between institutions is facilitated by all members. Articulation committees play a critical role in that process.

Articulation committees are formed around specific disciplines, subjects, or programs. The members of articulation committees are representatives from each BC Transfer System member institution that offers courses or programs in the relevant subject. Usually the representative is a faculty member involved in designing, delivering, and/or administering the relevant courses or programs. There are 66 articulation committees currently recognized by BCCAT. These committees represent academic programs (e.g., Philosophy, Math, English), applied and professional programs (e.g. Nursing, Adult Education, Tourism Management), vocational, trades and technical programs (e.g., Drafting, Automotive Service Technician, Welding) and Adult Basic Education programs.

The primary purpose of articulation committees is to expand educational opportunities for students by facilitating transfer of courses or credits between institutions. Articulation committees normally meet once a year to share information and to engage in discussions related to curricular matters, particularly those affecting student mobility. For articulation committees in technical, vocational, and preparatory fields, these discussions often centre on provincial curricula and shared objectives. The discussions of articulation committees in academic and professional disciplines often focus on course equivalencies and transfer relationships.

Transfer credit agreements for specific courses or programs are not usually negotiated at articulation committee meetings. These agreements are reached through discussions between the participating institutions and/or through requests made through the Transfer Credit Evaluation System (TCES), which is used to formalize and record completed transfer credit agreements. The aim of the articulation committee meeting is to generate common understandings and to share information regarding course objectives/outcomes, teaching methodologies, and other relevant issues. Articulation committee meetings foster collaborative and collegial relationships among disciplinary colleagues throughout the system. Committees will often discuss current and potential transfer problems and ways that they might be addressed. In addition, meetings give an opportunity for institutions planning curriculum or program changes to give advance notice of these so that institutions with relevant transfer credit agreements can decide how best to respond.

All institutions offering a particular program or set of courses are expected to send an appropriate representative to meetings of the relevant articulation committee. The cost of the representative's attendance is borne by each institution. The successful functioning of articulation committees depends on the ability of each representative to provide effective liaison between his/her own department, the committee, and other institutions. It is important, therefore, that institutions select as their representatives individuals who are experienced members of their departments and who are well informed regarding matters of transfer and articulation.

Inter-institutional credit transfer is a key element of the BC post-secondary system. Credit transfer provides students with opportunities for mobility and for efficient credential completion. At the same time, each BC Transfer System member institution is autonomous in establishing its own admissions policies, curricula, academic standards, and credit equivalencies. Articulation committees provide an essential link among autonomous institutions and, as such, these committees are a critical factor in the smooth functioning and success of the BC Transfer System.

CURRENTLY RECOGNIZED COMMITTEES

Each committee's web page is accessible from the general committee page on the BCCAT website at: bccat.ca/articulation/committees. The following list consists of the provincial post-secondary articulation committees recognized by BCCAT as of September 2013.

ABE (Computer Studies) Working Group	Electronics Technician
ABE (Education & Career Planning) Working Group	Engineering
ABE (English) Working Group	English
ABE (Fundamental) Working Group	English as a Second Language (ESL)
ABE (Indigenous) Working Group	Environmental Programs
ABE (Math) Working Group	First Nations Studies
ABE (Science) Working Group	Forestry and Sustainable Resources Management
ABE (Social Science) Working Group	Geography
ABE Steering Committee	Health Care Assistant Programs
ABT/Office Administration	Health Educators (Anatomy & Physiology)
Adult Education	Heavy Duty/Commercial Transport/Diesel Engines
Adult Special Education	History
Adventure Tourism	Hospitality Management
Agriculture / Horticulture	Human Service Programs
American Sign Language	Mathematics-Statistics (BCupms)
Automotive Collision Repair & Refinishing	Millwright/Machinists
Automotive Service Technician	Modern Languages (SCOLA)
Biology	Music
Business and Commerce	Nursing (NECBC)
Carpentry	Philosophy
Chemistry	Physical Education & Kinesiology
Communications and Media (CAMAC)	Physics & Astronomy
Computing Education	Piping Trades
Creative Writing	Political Science
Criminology	Practical Nursing
Dental Assisting	Professional Cook Training
Dental Hygiene	Psychology
Drafting Technologies	Sheet Metal
Early Childhood Education	Sociology/Anthropology
Earth Sciences	Theatre
Economics	Tourism Management
Electrical	Visual Arts & Design
Electronics Engineering Technology	Welding
	Women's Studies

TERMS OF REFERENCE

(As approved by the Transfer and Articulation Committee on September 13, 2013.)

*The Transfer and Articulation Committee (TAC) is a standing committee established by and reporting to the BC Council on Admissions and Transfer (BCCAT). The TAC has set forth the following Terms of Reference to guide the operations of articulation committees. BCCAT's publication *Articulation Committee Companion* (bccat.ca/info/handbook/articulation-committee-companion) includes detailed guidance on committee practices, as well as a description of TAC's processes for establishing and delisting articulation committees.*

Scope and Limits

For the purpose of facilitating post-secondary credit transfer, articulation committees operate under the administrative sponsorship of BCCAT if approved by the Council's Transfer and Articulation Committee (TAC). However, articulation committees are neither standing committees nor sub-committees of the Council or TAC. As such, articulation committees are not operating with any delegated authority and do not speak on behalf of the Council or its standing committees.

Purpose

Articulation committees are established for the purpose of expanding educational opportunities for students by facilitating students' transfer of credits from one educational institution to another. Articulation committees achieve this purpose by:

- exchanging information and enhancing cooperation and coordination among institutions in a given area of study;
- promoting course and program equivalency where appropriate; and,
- contributing to the facilitation of inter-institutional transfer credit agreements.

Objectives

1. To foster understanding of course objectives/learning outcomes in the discipline/program relevant to the committee.
2. To exchange information about entry requirements, measures of achievement, course numbering systems, instructional practices, textbooks, and learning materials.
3. To discuss new developments in the relevant discipline/program, and to identify common professional issues and opportunities for program development as well as transfer research and innovation opportunities.
4. To discuss any potential changes in courses and/or programs at institutions that may affect transfer relationships.
5. To foster understanding of the *Principles and Guidelines for Transfer*.
6. To identify significant transfer issues and to forward such issues to BCCAT's attention.

Membership and Participation

1. Articulation committees exist for most academic disciplines, and for most career, vocational and developmental programs. Articulation committees consist of representatives from BC Transfer System member institutions which offer, or plan to offer, instruction in the relevant discipline or program.
2. Institutions which are members of the BC Transfer System are expected to send one representative to each articulation committee for which they deliver a program of study or courses in the subject. Representatives of BC Transfer System member institutions are automatically entitled to vote on motions at the articulation committee meeting, with one vote per institution. Other attendees may be permitted to vote if a motion to that effect is presented and approved by representatives at the meeting from BC Transfer System member institutions. Any such motion should be recorded in the meeting minutes, with a clear indication of which meeting attendees have been allowed to vote. This motion should be presented and voted on at every meeting of the committee where voting rights are extended to these attendees.
3. Representatives attending articulation committee meetings should have appropriate knowledge of their department or program's curriculum, and ideally should have experience with and an interest in articulation and/or the BC Transfer System.
4. Private institutions that are members of the BC Transfer System are expected to send a representative to each relevant articulation committee. These representatives are entitled to vote on motions presented to the committee. This and other aspects of articulation committee participation by private institutions are described in the *Membership of Private Institutions in the BC Transfer System Policy*, which is available at: bccat.ca/pubs/privatemembers.pdf.
5. BCCAT staff may attend meetings to provide guidance, give updates on BCCAT activities, or address issues related to procedure or projects undertaken by the committee.
6. An articulation committee may choose to invite guests or observers to attend its meetings. These could include appropriate provincial government staff, representatives from counterpart committees, representatives from professional or regulatory bodies, the host institution's Institutional Contact Person (ICP) or Transfer Credit Contact (TCC), or representatives from other institutions, public or private. Generally, guests or observers do not have voting rights, unless otherwise determined by the articulation committee representatives. Each institution is allocated one vote.
7. Committees should invite representatives from the K-12 system where possible and appropriate.
8. Sub-committees may evolve out of the approved articulation committees, either on an ad-hoc basis or on an on-going basis as a sub-discipline of the parent committee. In either case, the meetings and activities of sub-committees are conducted under the sponsorship of, and guided by the same principles and responsibilities as, the parent committee.

ACCOUNTABILITY AND REPORTING

1. Articulation committees operate under the administrative sponsorship of the BC Council on Admissions and Transfer and report to the Council through its Transfer and Articulation Committee.
2. Committees demonstrate accountability by: keeping in contact with the Committee Coordinator; forwarding up to date contact information for the committee leadership; sending draft minutes after the meeting including the date and location of the next meeting; and ensuring that matters requiring intervention or assistance are drawn to the attention of BCCAT.
3. BCCAT and TAC demonstrate accountability by monitoring the articulation activities of articulation committees, attending committee meetings when appropriate, and making committee contact information and minutes publicly accessible on the BCCAT website.
4. Meeting proceedings are a matter of public record. There should be no expectation of privacy regarding the proceedings of any articulation committee meeting.
5. Where a committee has not supplied contact information, has not submitted minutes, has not returned requests for information, or appears not to have met for two academic years, it is considered inactive. In this case, TAC will be asked to consider removing the committee from its list of recognized committees, following the procedure outlined in [Appendix C: Delisting Inactive Articulation Committees](#).
6. If a substantial portion of the committee's work is delegated to a subcommittee, or if the committee's work is split between two or more disciplinary subcommittees, these subcommittees are responsible for maintaining records and reporting to the committee chair. The minutes of any subcommittee meetings should be attached to or incorporated within the draft minutes of the parent committee's annual meeting minutes that are submitted to BCCAT.
7. Because the public funds that support articulation committees come from institutional budgets, keeping institutions informed regarding articulation activity is of paramount importance. Each member of the committee is responsible for acting as a liaison between his/her home institution and the committee. Articulation committee members are to ensure that faculty and relevant administrators receive copies of committee meeting minutes and are informed regarding transfer issues, curricular change, program initiatives, or any items likely to affect the home institution.

COMMITTEE LEADERSHIP

Articulation committees have, at minimum, two leadership positions: the committee chair and the System Liaison Person (SLP). Articulation committees are required to have a chair and a SLP, but committees may use any other leadership positions or patterns of succession that they feel will maximize the effectiveness of the committee and its operations and ensure efficiency, continuity, and distribution of work among members.

Committee Chair: Articulation committee meetings are led by the committee chair who is elected or appointed by the committee membership. The committee chair is the committee's main contact with BCCAT and is usually the member of the committee who facilitates the committee's year-round operations, including the committee's meeting(s). BCCAT recommends that chairs have a two-year term of office, so that the chair can develop adequate knowledge of the year-round operations of the committee and the responsibilities of the chair's role.

Co-Chair: The committee membership may decide that it is necessary to elect or appoint additional leadership positions such as vice-chair, meeting coordinator/host, or co-chair. Co-chairs are beneficial when the committee is divided between two or more sub-committees to address different disciplinary focuses or as succession planning to ensure continuity of leadership. In some committees, the terms of the leadership positions overlap or are laddered (e.g., the vice-chair and chair may each have a two-year term, but the chair's term begins one year before the vice-chair's). The vice-chair spends one year as vice-chair and, after the chair's term of office ends, becomes the new chair.

System Liaison Person: The SLP is usually an instructional administrator at a BC Transfer System member institution whose institutional responsibilities include oversight of courses or programs relevant to the articulation committee. The SLP is appointed by BCCAT in consultation with the articulation committee members (usually through a motion passed by the articulation committee recommending a candidate for the position of SLP). For trades and technical articulation committees, the appointment of the SLP also involves consultation with the BC Association of Trades and Technical Administrators (BCATTA). The SLP is not a voting member of the articulation committee. The SLP's role in an articulation committee is to provide the committee with information on system-wide trends and events that may affect the committee's work, and to play an advocacy or advisory role as needed.

RESPONSIBILITIES OF COMMITTEE CHAIRS

The chair is key to the success of the articulation committee. He/she is responsible for communicating with committee members and with BCCAT, organizing and chairing the committee's meeting(s), and ensuring appropriate follow-up on action items from the meeting(s).

The specific responsibilities of the committee chair are to:

- Serve as contact person for the committee. (The main BCCAT contact person for committees is the Committee Coordinator, articulation@bccat.ca)
- Inform BCCAT when there are changes in the committee leadership/structure, including providing full names and contact information for any new members of the committee's leadership.

- Attend BCCAT’s annual JAM--the Joint Annual Meeting of articulation committee chairs, SLPs, and Institutional Contact Persons (ICPs)/Transfer Credit Contacts (TCCs)--held in the Lower Mainland every November. (For this particular event, BCCAT reimburses travel and accommodation expenses for committee chairs.)
- Maintain an email group or listserv for the committee.
- Notify BCCAT of scheduled committee meetings and locations, as soon as these are determined.
- Notify all members of upcoming committee meeting dates and locations. (Ideally, a date for the next meeting should be chosen at the conclusion of every committee meeting.)
- Canvass committee members for agenda items and produce and distribute the meeting agenda well in advance of the meeting.
- Ensure that institutional reports are provided by all committee members, and facilitate the distribution of the reports to the committee.
- Obtain BCCAT’s list of incomplete articulation requests in the Transfer Credit Evaluation System (TCES) that are relevant to the committee. (This list can be distributed at the meeting.)
- Ensure, in consultation with the committee members, that appropriate representatives from government, working groups, professional associations, secondary school educators, and/or private or public agencies are informed of the meeting and are invited to attend.
- Ensure that arrangements for hosting the meeting are in place (see [page 11](#) of this document).
- Ensure that appropriate technology is available at the meeting if members are attending through virtual means (e.g., Skype, teleconferencing) or if there are electronic presentations.
- Appoint a member or ask for a volunteer member to record and submit minutes of each meeting. The recorder takes minutes that include:
 - names of attendees and the institutions they represent;
 - location of meeting;
 - summary of discussion;
 - synopsis of institutional reports;
 - motions and actions;
 - subcommittee or agency reports.
- Collect minutes from the recorder, along with minutes of any associated sub-committee meeting, and forward to all committee members for review. Finalized minutes are submitted to BCCAT’s Committee Coordinator for posting on the BCCAT website.
- Ensure that all appropriate committee documents (e.g., minutes, resources) are posted on the articulation committee’s webpage at bccat.ca.
- Ensure that committee leadership contact and meeting information on the BCCAT website is correct.

RESPONSIBILITIES OF SYSTEM LIAISON PERSONS (SLPS)

The SLP is a valuable member of the articulation committee. He/she brings their knowledge of the post-secondary system to committee discussions, provides context for system initiatives and information on system processes, and is a link to administrators and other coordinating mechanisms within the BC Transfer System. The SLP should have knowledge of or experience in the discipline that is the focus of the articulation committee.

The specific responsibilities of SLPs are to:

- Attend BCCAT's annual JAM meeting--the Joint Annual Meeting of articulation committee chairs, SLPs, and ICPs/TCCs--held in the Lower Mainland in November.
- Attend meetings of the articulation committee.
- Provide advice and information to the committee members about structures and processes within the post-secondary system and current system-wide innovations or initiatives.
- Provide continuity for the committee through changes in committee leadership.
- Provide advice on how to forward an articulation concern through appropriate channels (which may include contacting BCCAT on behalf of the committee).
- Provide an administrative perspective on issues under discussion.
- Act as liaison for the articulation committee with other committees and groups on the BC post-secondary system (e.g., Deans, Directors, and Registrars' groups, BCATTA).
- Notify BCCAT and committee chair if no longer able to serve (BCCAT will work with the committee to identify and appoint a replacement).

RESPONSIBILITIES OF INDIVIDUAL COMMITTEE MEMBERS

Each articulation committee member provides a vital link between the committee and his/her home institution. Articulation committee members are usually faculty members involved in courses or programs in the discipline related to the committee. Articulation committee members are chosen by their institutions in various ways; at some institutions, the member is a volunteer, and at others, s/he is elected or appointed by other faculty members, or by the dean or administrator involved with the discipline. Articulation committee members should have enough familiarity with the programs and/or courses in the discipline at their institution to be able to share information and to participate in meaningful discussions at the articulation committee meeting.

The specific responsibilities of articulation committee members are to:

- Attend meetings of the articulation committee. (The cost of attending articulation committee meetings is the responsibility of the member's home institution.)

- Determine if there are issues or concerns at their institution that should be discussed at the meeting, and contact the articulation committee chair to request that these issues or concerns be added to the meeting agenda.
- Distribute the meeting agenda in advance (if available) to department/program faculty and administrators, in order to solicit any institutional feedback on agenda items.
- Distribute the draft minutes of the meeting and own report to department/program faculty and administrators after the meeting. (Some institutions require reports as a condition of attendance or being funded to attend.)
- Prepare an institutional report for the meeting and submit it to the articulation committee chair. Most committees request these reports to be provided in advance of the meeting so that they can be circulated to all committee members.
- Notify the relevant department head and/or administrator if unable to attend an articulation committee meeting. If someone else will be attending the meeting to represent the institution, ensure that they have all relevant materials and information.
- Ensure that the committee chair has up-to-date contact information.
- Be willing to host a meeting, and/or to participate in the articulation committee's administration or activities. All articulation committee members are volunteers, so it is important that all members of the articulation committee are willing to share the work associated with the operation of the committee.

RESPONSIBILITIES OF BCCAT

All articulation committees operate under the administrative sponsorship of BCCAT, through the oversight of the Transfer and Articulation Committee. These are the responsibilities that BCCAT carries out in relation to articulation committees:

- Convenes the Joint Annual Meeting (JAM) of articulation committee chairs, SLPs and ICPs/TCCs, and pays the expenses of chairs attending the meeting.
- Appoints an SLP for each articulation committee, usually on a recommendation from the committee members.
- Maintains articulation committee information on the BCCAT website, including posting minutes and other relevant documents.
- Maintains a BCCAT file for each articulation committee containing meeting minutes and correspondence.
- Sends a representative to articulation committee meetings to provide updates on BCCAT and BC Transfer System activities, and/or addresses issues related to articulation projects undertaken by the committee or committee procedures.
- Keeps articulation committees informed on opportunities related to transfer and articulation, such as Transfer Innovations (TI) project funding.
- Provides information to articulation committees, committee chairs, and committee members on articulation and transfer practices and on articulation committee operations.

COMMITTEE MEETINGS

HOSTING AN ARTICULATION MEETING

Articulation meetings are usually hosted at an institution that has representation on the articulation committee. Different articulation committees select their meeting locations in different ways. For some committees, the meeting location is the home institution of the committee chair. Other committees alternate between meeting sites in the Lower Mainland and outside the Lower Mainland, or use some other geographic rotation of location, in order to equalize the travel expenses for committee members located in different areas of British Columbia.

The time of year that the committee meets is chosen by the committee members, although most committees with a single annual meeting schedule their meeting between mid-April and the end of May (this period is between semesters at most institutions). The specific dates of the meeting may also depend on space availability at the host institution.

COST OF HOSTING AN ARTICULATION MEETING

It is expected that the host institution will provide meeting space at no cost to the committee.

Other costs associated with the meeting (e.g., catering, support staff time, photocopying) are the responsibility of the committee itself. However, host institutions may cover some or all of these costs. Some committees charge a “hospitality fee” to cover the costs of meals or other amenities; some committees operate activities such as a publishers’ exhibit and cover the meeting costs by charging a fee to exhibitors; and some committees charge a fee to participants and use those funds to cover some or all of the meeting costs. If a fee is charged to articulation committee participants, it should cover only meeting costs and should not be used to generate a profit for the committee or recoup costs for the host institution.

COST TO ATTEND AN ARTICULATION MEETING

1. BCCAT does not pay for articulation meetings. It is the position of the Ministry and of BCCAT that funds for articulation activities, including articulation committee meetings, are included in provincial funding to BC public post-secondary institutions. Therefore, institutions are expected to pay for their representatives to attend articulation meetings.
2. Individual committee members should communicate to their institutions the important actions of articulation committees to ensure that their respective institutions remain informed and supportive.
3. Committees normally meet once a year for one or two days. The date and location of the meeting is set by the chair in consultation with the committee. Whenever possible, the meeting should take place during non-teaching duty time.
4. The chair will coordinate and distribute an agenda well in advance of each meeting.

Articulation committee members and other meeting attendees should not be charged a fee to participate in an articulation meeting. Some articulation committees combine their articulation meetings with professional development activities or academic conferences, which have a conference fee. In this situation, anyone who wishes to attend the articulation committee meeting but not participate in the other scheduled activities should not be charged the conference fee.

The cost of travelling to and from the meeting, and other travel-related costs (e.g., accommodation) are the responsibility of the meeting attendees. However, institutions should not expect attendees to use their own professional development funding, or other funding to support academic activities, to attend an articulation meeting.

Many articulation meetings include a social event such as a group dinner or excursion. Participants in these events usually pay their own costs.

PLANNING AN ARTICULATION MEETING

Articulation meeting organizers have a number of logistical issues to consider in planning the meeting. These may include:

- Scheduling the meeting times to coordinate with attendees' travel schedules (e.g., taking flight or ferry arrival times into consideration, especially if these services are limited).
- Ensuring that the host institution has adequate meeting space available at the time of the meeting (this may require coordination with schedules for classes and other events). Organizers should determine whether any attendees require special accommodations for the meeting (e.g., for a disability) and ensure that the meeting space is appropriate to meet those needs.
- Arranging appropriate accommodation. Meeting organizers should consider cost and location (e.g., proximity to the host institution, or ease of getting to and from the meeting site). It is often possible to arrange a group accommodation rate at a discount if many attendees will be staying at the same location. If possible, this rate should be available prior to and after the meeting dates for any attendees who may wish to arrive early or stay longer. If accommodation is away from the meeting site, organizers may want to consider arranging for a bus or other group transportation to and from the meeting.
- Arranging for a dean or other administrator at the host institution to welcome the attendees at the start of the meeting. A representative of the local Aboriginal/First Nations community associated with the institution should also be invited to welcome the attendees.
- Arranging for any staff support that the institution is providing for the meeting (e.g., minute taker).
- Arranging catering for meals and/or coffee breaks. Organizers should determine whether any attendees have special dietary requirements and, if so, ensure that appropriate food is available for those individuals.
- Arranging for any equipment needed for the meeting room (e.g., data projector, internet connection, videoconferencing linkage).
- Making reservations or other arrangements for social events or other activities, including transportation to or from the site if necessary.
- Arranging for any material that will be provided to all of the meeting attendees (e.g., promotional material for the institution, local tourism information).

In recent years, many articulation committees have attempted to reduce attendees' travel costs or reduce institutional costs of hosting meetings by collaborating with other committees in related disciplines on meeting scheduling. For example, if two articulation committees in related disciplines can schedule their meetings consecutively at a single location, a delegate from a single institution can attend both meetings and save their institution the cost of sending two delegates to two separate meetings. Organizers of different articulation committee meetings being held at the same institution may also be able to coordinate activities to reduce costs (e.g., by sharing coffee breaks or field trips). Articulation committee meeting organizers are encouraged to use such cost-saving opportunities whenever possible. The dates and locations of every scheduled articulation committee meeting can be found at bccat.ca/articulation/committees/meetings.

MEETING ATTENDEES

In addition to SLPs and representatives from BC Transfer System member institutions, other meeting attendees may include:

- representatives of secondary school teachers responsible for courses in related disciplines;
- representatives of relevant professional associations or regulatory bodies;
- representatives of post-secondary institutions, training organizations, or agencies that are not BC Transfer System members but which offer relevant courses or programs;
- institutional or community representatives (e.g., guest speakers);
- representatives of government ministries; and,
- retired members of the committee.

Representatives of BC Transfer System member institutions are automatically entitled to vote on motions at the articulation committee meeting, with one vote per institution. Other attendees may be permitted to vote if a motion to that effect is presented and approved by representatives at the meeting from BC Transfer System member institutions. Any such motion should be recorded in the meeting minutes, with a clear indication of which meeting attendees have been allowed to vote. This motion should be presented and voted on at every meeting of the committee where voting rights are extended to attendees who do not represent BC Transfer System member institutions.

SETTING EFFECTIVE AGENDAS

The following suggestions are provided as guidelines, especially to assist new chairs, and are not intended to be prescriptive.

In advance of the meeting the chair should:

- Email participants and any invited guests at least two months before the meeting. Remind them of the date and location, request agenda items and suggest key issues;
- Check previous minutes for items to be brought forward to this meeting;
- Produce and distribute the agenda at least two weeks before the meeting. A sample agenda format is provided on the following page.
- Contact the BCCAT Committee Coordinator for a current list of unevaluated articulation requests in the Transfer Credit Evaluation System (TCES).

AGENDA ITEM	NOTES
Welcome and Introductions	Administrator and Aboriginal representative at host institution welcome participants. Make all new members feel welcome. Distribute sign-up sheet for contact information.
Approval of Agenda	Should any items have a higher priority? Any pertinent topics that should be added?
Approval of Previous Minutes	Ensure that copies of the draft minutes have been distributed in advance of the meeting. The meeting chair should ask for corrections or additions to the draft minutes before the motion to approve the minutes is presented and voted on.
Review Purpose of Meeting	Ensure everyone is familiar with the committee's mandate and review Terms of Reference for articulation committees.
Reports of Subcommittees	In previous meetings, were any individuals or groups given tasks? Is the committee working on an articulation project?
Reports of External Representatives	E.g., Representatives from Ministry, BCCAT, professional bodies.
New Business	Items for discussion may include, for example, notice of major changes to curriculum at institutions and the implications of such changes; new program proposals; new courses.
Incomplete Articulation Requests	Contact the Committee Coordinator prior to the meeting for a current list of unevaluated articulation requests in the Transfer Credit Evaluation System (TCES). This item can be dealt with by circulating the list provided by BCCAT, and may not require any discussion.
Summary of Business	Review decisions made, actions forthcoming, to whom they are assigned, and items to be brought to the attention of BCCAT. Any unresolved or outstanding items may be brought forward to the next meeting or may be addressed in other ways (e.g., via email).
Elections	Chairs and other committee leaders can be elected or appointed.
Institutional Reports	Most committees ask for these to be submitted in advance in writing, and then circulated to all attendees. If written reports are circulated in advance, the meeting time for this item should be restricted to summaries by the institution's representative and/or questions or clarifications from other attendees. If there is time for verbal reports, ask participants to limit remarks to five minutes or less, and strictly enforce time limits.
Next Meeting	Establish, if possible, the date and location for the committee's next meeting. It may facilitate continuity in the committee's operations to identify dates and/or locations two or three years in advance.
Adjournment	

GUIDELINES FOR ARTICULATION COMMITTEE MINUTES

The minutes of articulation committee meetings fulfill several key purposes:

1. They inform all BC Transfer System member institutions about current province-wide initiatives or proposals that may affect the articulation committee's program or discipline.
2. They alert BCCAT and institutions to articulation and transfer issues relevant to the articulation committee and enable tracking of those issues over time.
3. They form a public record of attendance and proceedings of articulation committee meetings, and actions undertaken by the articulation committee. This can be important information to guide the committee's subsequent meetings and activities.

Minutes are an important demonstration of accountability. Where possible, it may be beneficial to have a staff person from the host institution record the discussion of the meetings. This allows the chair and all members to participate fully in discussions, and results in professional quality minutes. From time to time, host institutions are willing to provide a staff person to provide this service.

BCCAT recommends that minutes should record what is discussed, not what is said. Committees and minute takers should also be mindful that minutes approved by the committee are posted on BCCAT's website and are publicly accessible. This does not mean that contentious issues or information should not be shared at the meeting, simply that the minutes of the meeting should not include information or discussion that could later be determined as sensitive.

BCCAT recommends that articulation committee meeting minutes contain the following elements:

- Full committee name;
- Meeting date(s) and location(s);
- The full names and institutional affiliations of the meeting chair and the minute taker;
- The full names and institutional affiliations of all attendees, guests, and presenters;
- The full text of any motions, along with the full names of the movers and seconders (including related documents as appendices as necessary);
- A description of any decisions or action items (including related documents as appendices as necessary). The description should have enough detail so that someone who was not present at the meeting is able to understand the motivation for the decision or action;
- Summaries of reports, discussions, or presentations. The full text of reports may be included as an appendix;

- Summaries of subcommittee reports (where applicable). The full text of the report may be included as an appendix. The summary should include the outcomes of any decisions made at the subcommittee level;
- The full names and institutional affiliations of incoming chairs and any other committee leaders. This information should also be included for any subcommittees, working groups or ad hoc committees established at the meeting; and,
- If possible, the date(s) and location(s) of the committee's next meeting, with an indication if this information is tentative.

Articulation committees are encouraged to submit meeting minutes in a timely fashion. Meeting chairs may wish to circulate draft minutes via email to allow attendees to provide feedback while the meeting is still fresh in their minds. After meeting attendees have reviewed the minutes and provided feedback, the finalized minutes should be submitted electronically to BCCAT at articulation@bccat.ca for posting on the BCCAT website. These will be still considered draft minutes until approved by the committee at its next meeting.

INSTITUTIONAL REPORTS

BCCAT highly recommends that articulation committee members submit an institutional report for circulation in advance of the meeting, or in the context of the meeting. The committee chair or meeting chair should indicate to the attendees when reports are due, and be responsible for circulating the reports in advance of the meeting if that is the committee's practice.

The range of subject matter presented in institutional reports varies. However, an institutional report should, at a minimum, indicate the following:

- Any institutional, departmental or program changes that are anticipated to have an effect on articulation and transfer (e.g., curriculum changes); and
- Any items that may be of interest to the committee membership (e.g., assessment tools, textbooks, and other learning resources).

Sharing written reports in advance of the meeting can prevent a large amount of meeting time being devoted to oral reports. At the meeting itself, sticking to the highlights of written institutional reports or asking for only questions or comments on each report circulated in advance, can result in more productive discussions.

TRANSFER INNOVATIONS (TI) FUNDING

Transfer Innovations (TI) funding is made available by BCCAT to articulation committees on an annual basis. This funding supports projects by articulation committees that have as their central objective a significant improvement in transfer opportunities for students. These types of projects include:

- 1. Flexible Pre-Major (FPM) (Analysis and/or Implementation Project):** A Flexible Pre-Major is defined as a set of courses in a discipline accepted as meeting first and second year requirements of a degree program. An Analysis Project examines the feasibility of a Flexible Pre-Major agreement among participating institutions in the BC Transfer System. An Implementation Project plans and completes institutional agreements for participation in a Flexible Pre-Major.
- 2. Descriptive Pathways/Transfer Grids:** Transfer Grids and Descriptive Pathways outline the courses students should take within a discipline to maximize their transfer credit to other institutions offering courses or programs in the same discipline.
- 3. Block Transfer:** Block Transfer agreements permit students to transfer a completed lower-level credential into an upper-level credential program at another institution (e.g., a 60-credit diploma transferring as the completed first and second year of a 120-credit undergraduate degree program).
- 4. Updating BC Transfer Guide Information:** Information in the BC Transfer Guide relating to courses in a particular discipline may have become outdated due to external changes beyond an articulation committee's control (e.g., changes in curriculum because of changes in regulatory/licensing requirements). Note: BCCAT will **not** fund projects primarily involving ongoing maintenance of transfer arrangements, or projects primarily involving updates to transfer agreements that have not been affected by external changes.
- 5. Moving Transfer Information into the BC Transfer Guide:** In 2012, all BC Transfer System member institutions were designated as both sending and receiving institutions. As a result, there may be transfer agreements currently contained in program-specific transfer guides that can now be moved into the course-to-course section of the BC Transfer Guide website.
- 6. Other Projects:** Proposals will also be considered for transfer-related projects not falling into any of these five categories. Articulation committees and other discipline-based groups are encouraged to consider transfer-related projects that address the needs and conditions of their own subject area. However, BCCAT will **not** fund projects primarily involving ongoing maintenance of existing transfer arrangements (e.g., honoraria for regular information updates), or projects that replicate what is already found, or should be found, in the BC Transfer Guide.

A call for proposals for funding is circulated to articulation committees in the spring of each year, and is also posted on the BCCAT website at bccat.ca/articulation/committees/projects/. Proposals are adjudicated by the Transfer and Admissions Committee at its thrice-yearly meetings, which are usually scheduled for September, January, and May. The maximum amount of funding for a project is \$15,000 and proposals are adjudicated on a first-come, first-served basis. Proposals must be received by BCCAT at least three weeks before the TAC meeting to be included on the meeting's agenda.

Committees considering submitting a proposal must first consult with the BCCAT Special Projects Coordinator, Dr. Fiona McQuarrie (604-412-7679 or fmcquarrie@bccat.ca) to discuss the proposal requirements and the feasibility of the project.

FREQUENTLY ASKED QUESTIONS

1. Who pays for attendance at articulation committee meetings?
2. Who pays for the costs of hosting an articulation committee meeting?
3. How can we arrange to have a System Liaison Person appointed to our committee?
4. When is it appropriate to invite representatives from private post-secondary institutions to articulation committee meetings?
5. Is it appropriate to ask attendees to leave for part of an articulation committee meeting?
6. What happens to articulation committees that don't meet?
7. Can an articulation committee that has been delisted be reactivated?
8. What process should be followed when an institution changes its curriculum?
9. Are we able to organize other activities in conjunction with the articulation committee meeting?
10. An institution has not sent a representative to our committee's meetings for several years. How can we encourage them to attend?
11. When do Ministry representatives attend articulation committee meetings?
12. How do we avoid discussions going off track at our articulation committee meeting?
13. My institution is hosting the meeting of my articulation committee this year. What is expected of us?
14. As chair of my articulation committee, I have been asked to sit on a provincial committee. Is this part of my duties?
15. What should be included in institutional reports for articulation committee meetings?
16. What is Transfer Innovations (TI) funding, and how can my committee apply for it?

1. Who pays for attendance at articulation committee meetings?

Each institution is responsible for the costs associated with sending a representative from that institution. BCCAT does not cover costs associated with articulation committee meetings, apart from the attendance of BCCAT staff members.

2. Who pays for the costs of hosting an articulation committee meeting?

It is expected that the host institution will provide meeting space at no cost to the committee. Other costs associated with the meeting (e.g., catering, support staff time, photocopying) are the responsibility of the committee itself. See [Cost of Hosting or Attending](#) for more information.

3. How can we arrange to have a System Liaison Person appointed to our committee?

The articulation committee should ask its members to suggest the names of deans, associate deans, or other instructional administrators who might be suitable. The committee can recommend a candidate for SLP via a motion passed at a committee meeting. BCCAT will make the appointment, or can canvass the system for additional nominees if the committee cannot identify a suitable candidate. See [Responsibilities of System Liaison Persons \(SLPs\)](#) for more information.

4. When is it appropriate to invite representatives from private post-secondary institutions to articulation committee meetings?

Private institutions that are members of the BC Transfer System are required to send representatives to the meetings of appropriate articulation committees. These representatives are full voting members. Inviting individuals from other private institutions is at the discretion of the committee. See [Responsibilities of Individual Committee Members](#) for more information.

5. Is it appropriate to ask attendees to leave for part of an articulation committee meeting?

Part of BCCAT's mandate is to facilitate cooperation between all post-secondary institutions and stakeholders, and part of the articulation committees' mandate is to foster collegial relations between disciplinary colleagues. There is a clear conflict between those goals and the practice of asking any members, SLPs, or guests to leave an articulation committee meeting. For these reasons, members, SLPs or guests should not be asked to leave a meeting.

6. What happens to articulation committees that don't meet?

Articulation committees that have not met regularly, or that have not responded to BCCAT requests for minutes or other information, may be delisted, (i.e., removed from the list of active articulation committees). See [Appendix C: Delisting Inactive Articulation Committees](#) for more information.

7. Can an articulation committee that has been delisted be reactivated?

To be reactivated, the committee must re-apply for approval, using the procedure for approval of new committees. See [Appendix B: Process for Establishing a New Articulation Committee](#) for more information.

8. What process should be followed when an institution changes its curriculum?

One of the primary purposes of articulation committees is to provide a forum for the discussion of curricular issues, especially as they relate to articulation. At articulation meetings, representatives from institutions should discuss upcoming course or program changes that may or will affect transfer. However, institutions planning such changes should consult with other institutions as soon as possible, either at the articulation meeting or through e-mail or the TCES (Transfer Credit Evaluation System). See the [Changes to Curriculum in the *How to Articulate* handbook](#) for more information.

9. Are we able to organize other activities in conjunction with the articulation committee meeting?

Many articulation committees organize professional development events in conjunction with their meetings, or schedule their meetings to coincide with a conference related to their discipline. However, it is important to distinguish between articulation committee business (see the Terms of Reference for articulation committees) and “other” business. It is also important that attendees are not charged any fees to attend the articulation committee meeting itself. See [Planning an Articulation Committee Meeting](#) for more information.

10. An institution has not sent a representative to our committee’s meetings for several years. How can we encourage them to attend?

A phone call or e-mail from the committee chair to the appropriate department, school, or division chair/head can help to clarify why a representative is not attending, and provide encouragement to do so. If the chair perceives an ongoing problem, he/she can also request help from BCCAT.

11. When do ministry representatives attend articulation committee meetings?

Some committees deal with subject areas which have corresponding responsibilities within the ministry responsible for secondary or for post-secondary education. Representatives from the appropriate ministry may be important if there are changes in curriculum, programs, or provincial regulations, which may affect a committee’s subject area.. If you are not sure whether to invite a ministry representative, or who to invite, BCCAT will be glad to put you in touch with the appropriate person.

12. How do we avoid discussions going off track at our articulation committee meeting?

Discussions at articulation committee meetings should be on matters that are relevant to the [Terms of Reference](#) for articulation committees. A brief discussion or orientation at the beginning of each meeting (especially when

guests have been invited or when many attendees are new) can be helpful in reminding attendees of the scope of discussion. A detailed agenda for the meeting may also help in focusing discussion. See [Setting Effective Agendas](#) for more information.

13. My institution is hosting the meeting of my articulation committee this year. What is expected of us?

The institution is expected to provide meeting space at no charge. The committee is expected to arrange to cover any other costs associated with hosting the meeting; the host institution may cover some or all of these costs at its own discretion. See [Hosting an Articulation Meeting](#) for more information.

14. As chair of my articulation committee, I have been asked to sit on a provincial committee. Is this part of my duties?

Articulation committees may be asked from time to time to send representatives to other committees or task forces. While such involvement can be desirable and mutually beneficial for both the chair and the committee, it may also require considerable time and effort. This kind of activity is not considered part of the chair's duties, and each request for such representation should be judged on its own merits.

15. What should be included in institutional reports for articulation committee meetings?

BCCAT highly recommends that articulation committee members submit an institutional report for circulation in advance of the meeting, or in the context of the meeting. The committee chair or meeting chair should indicate to the attendees when reports should be submitted to be distributed in advance of the meeting, and should circulate the reports to the committee members.

The range of subject matter presented in institutional reports varies. However, an institutional report should, at a minimum, indicate the following:

- Any institutional, departmental or program changes that are anticipated to have an effect on articulation and transfer (e.g., curriculum changes); and
- Any items that may be of interest to the committee membership (e.g., assessment tools, textbooks, and other learning resources).

Please see [Institutional Reports](#) for more information.

16. What is Transfer Innovations (TI) funding, and how can my committee apply for it?

Transfer Innovations (TI) funding is made available by BCCAT to articulation committees on an annual basis. This funding supports projects by articulation committees that have as their central objective a significant improvement in transfer opportunities for students. Please see [Transfer Innovations \(TI\) Funding](#) for more information.

APPENDIX A:

PRINCIPLES AND GUIDELINES FOR TRANSFER

(This document is available online at bccat.ca/system/principles)

Purpose

Credit transfer provides efficient, cost-effective access to post-secondary education and limits geographical barriers for students. The BC Transfer System includes public and recognized private and out-of-province institutions, facilitates student mobility, supports system quality and ensures the portability and applicability of credit by providing dependable, accurate resources to students and institutions. Key system values are those of transparency, fairness, autonomy, predictability and accountability, built upon trust between system partners.

The BC Council on Admissions and Transfer as manager of the BC Transfer System and on behalf of its members adopted this revised set of Principles and Guidelines in May 2010. Originally approved by all members, they have been revised and updated to reflect the changing BC post-secondary system.

Principles and Guidelines in the BC Transfer System:

1. Students earn transfer credit for equivalent learning and can apply that credit to fulfill credential requirements.

- Formal transfer credit agreements recorded in the BC Transfer Guide constitute a guarantee to students.
- Students should not be required to retake courses successfully completed elsewhere, nor should they expect to receive duplicate credit for equivalent courses.
- To support and encourage planning, students must have access to information on course equivalencies, program prerequisites, and levels of achievement on which admission and transfer credit will be awarded.
- Students are responsible for informing themselves about transfer processes.

2. Students can expect to be treated equitably by all member institutions.

- Where an institution defines a basis of admission for transfer students, the institution should specify the minimum cumulative GPA and the minimum number of credits required.
- Where an assessment of previous academic performance forms part of an admission decision, a transfer student's post-secondary academic record should be the primary consideration, rather than performance in secondary school.

- The minimum grade for individual course transfer is normally a passing grade, as defined by the institution awarding the original credit. A higher course grade should not be required by the receiving institution unless the same requirement applies to the equivalent internal course.
- Students should have access to avenues of appeal for transfer credit decisions.
- Students should not be disadvantaged by changes made to transfer arrangements while courses are in progress.

3. All members acknowledge and respect the primary jurisdiction of each institution for transfer policy and academic integrity.

- Each institution in the BC Transfer System should plan for and accept transferring students using clearly stated policies and procedures to govern the awarding of transfer credit.
- Institutions may limit admission to programs based on space availability or on criteria pertinent to the program.
- Variations in institutional programs that reflect differing missions, context, expertise, and modes of delivery should be respected and accommodated: accommodation strategies may include institutions setting flexible course or credit requirements for transfer students.
- Given system norms and expectations regarding appropriate qualifications for instructors of transferable courses, institutions should be prepared to provide information on their instructor qualification policies upon request.

4. Transfer agreements are based on rigorous articulation processes and transparent communication.

- Institutions should allocate appropriate resources to transfer administration, including sending a representative to the relevant articulation committees.
- Institutions should respond to articulation requests in a timely manner, preferably within two months of the receipt of the request.
- All articulation shall be based on an assessment of equivalence that recognizes that effective learning can occur under a variety of arrangements and conditions. Assessment may include (but not be limited to) comparisons of learning outcomes, scope and level of content, assessment strategies, hours of instruction, student success in subsequent courses, program accreditation and provincial or national certification requirements.
- The institution seeking transfer credit should provide course or program outlines that contain all the elements necessary for the assessment of equivalence.
- Institutions should provide a rationale for a denial of an articulation request.
- It is the responsibility of all institutions to maintain the standard of content, outcomes, and instruction upon which an original transfer agreement was based, to re-articulate when necessary and to provide adequate notice of curricular changes affecting established transfer agreements.

- An award of transfer credit should confer certainty: it should be clear what credit is being awarded as well as the number of credits awarded (normally the same number of credits as for the equivalent course).

5. Evaluation of the BC Transfer System is focussed on assessing its effectiveness for students.

- Members of the BC Transfer System are expected to submit data regularly to the relevant system repositories.
- Institutions are encouraged to review research on the effectiveness of the BC Transfer System and to adjust their policies, practices or standards where advisable.
- Institutions should be advised by student mobility research when assessing the business case for articulation for their institution, courses or programs.

Definitions

Credit Transfer

Credit transfer consists of the granting of credit by one institution for equivalent courses completed at another. Once transfer credit is granted, the course is accepted in lieu of an internal course and can be applied in the same way as the internal course to fulfill general or specific credential requirements. Block transfer may also be granted for completed programs. Course and program equivalencies that have been articulated (i.e., assessed for equivalence and awarded credit through a formal inter-institutional request process) are recorded as transfer agreements in the BC Transfer Guide. Non-articulated courses are assessed and credit is awarded on a case-by-case basis.

Transfer Student

Some institutions formally define a basis of admission for transfer students and specify criteria for that admission category, but the term *transfer student* is also used more broadly to refer to any student who wishes to transfer credit from one institution to another.

Revised May, 2010.

APPENDIX B:

PROCESS FOR ESTABLISHING A NEW ARTICULATION COMMITTEE

(As approved by the Transfer and Articulation Committee September 13, 2013)

The Transfer and Articulation Committee (TAC) is a standing committee established by and reporting to the BC Council on Admissions and Transfer (BCCAT). The TAC has set forth Terms of Reference to guide the operations of articulation committees as well as detailed guidance on committee practices, which can be found in the BCCAT publication Articulation Committee Companion (bccat.ca/info/handbook/articulation-committee-companion).

Scope and Limits

For the purpose of facilitating post-secondary credit transfer, articulation committees operate under the administrative sponsorship of BCCAT if approved by the Council's Transfer and Articulation Committee. However, articulation committees are neither standing committees nor sub-committees of the Council or TAC. As such, articulation committees are not operating with any delegated authority and do not speak on behalf of the Council or its standing committees.

Purpose

To establish new articulation committees for reasons that may include the following:

- the growth of a new post-secondary discipline in which programs are offered by member institutions of the BC Transfer System, and in which system-wide coordination would aid in establishing and promoting credit transfer;
- when an existing articulation committee cannot continue to accommodate the needs of a new or emerging subcommittee or group within it; and,
- when a group of institutions, government ministry, or agency wishes to encourage system-wide cooperation among programs that do not fall under the mandate of any existing articulation committee.

Process

Individuals or groups contemplating the establishment of a new articulation committee should first review the following questions.

- How widespread are programs in the discipline represented by the proposed committee? For example, how many institutions offer programs and how many students are enrolled in the programs or their courses? How distinct is the discipline from existing disciplines currently represented by articulation committees?

- Is there support for the establishment of a new committee by institutions offering the program, especially administration in those institutions who may have to approve funding for representatives to attend meetings?
- Is there support for the establishment of a new committee by any government ministries or agencies that may regulate or influence the curriculum of programs related to the proposed committee?

If the answers to these questions indicate sufficient participation in and support for a new articulation committee, individuals or groups may propose the establishment and listing of a new articulation committee. The proposal is submitted to the Transfer and Articulation Committee, and must contain the following elements.

1. Proposed name and detailed rationale for the establishment of the new committee.
2. Contact person for the proposed committee, including name, institutional affiliation, telephone number, and email address.
3. Description of the issues the committee will address (for example, how the work of the committee will facilitate transfer for students), with an explanation of how these are not adequately addressed by existing articulation committees.
4. List of BC Transfer System member institutions that will participate in the new committee. The proposal must include a letter from the dean or administrator of the discipline in each participating institution indicating a) support for the establishment of the committee, and b) willingness to cover the cost of sending representatives to committee meetings on an ongoing basis.
5. List of other potential participants in the committee, including, where appropriate, governments, secondary schools, agencies, professional or regulatory bodies, or private sector organizations. For committees relating to trades, occupations, or apprenticeship programs, letters of endorsement are required from both the Industry Training Authority (ITA) and the BC Association of Trades and Technology Administrators (BCATTA).
6. A plan for scheduling, hosting and chairing meetings; recording and distribution of meeting minutes; and communication with institutional representatives in between meetings.
7. A description of the frequency and location of meetings and/or plans for electronic communications.

Once the proposal has been received, it will be adjudicated by the Transfer and Articulation Committee at its next meeting. Discussions with other interested parties (e.g., Deans' groups, apprenticeship agency) will form part of the adjudication process, where appropriate. The decision to approve the establishment of the committee will be made through a vote on a motion at a TAC meeting.

The Executive Director or Associate Director will communicate the TAC decision to the proponent group.

APPENDIX C:

DELISTING INACTIVE ARTICULATION COMMITTEES

As approved by the Transfer and Articulation Committee September 13, 2013

The Transfer and Articulation Committee (TAC) is a standing committee established by and reporting to the BC Council on Admissions and Transfer (BCCAT). The TAC has set forth Terms of Reference to guide the operations of articulation committees as well as detailed guidance on committee practices, which can be found in the BCCAT publication Articulation Committee Companion (<http://bccat.ca/info/handbook/articulation-committee-companion>).

Scope and Limits

For the purpose of facilitating post-secondary credit transfer, articulation committees operate under the administrative sponsorship of BCCAT if approved by the Council's Transfer and Articulation Committee. However, articulation committees are neither standing committees nor sub-committees of the Council or TAC. As such, articulation committees are not operating with any delegated authority and do not speak on behalf of the Council or its standing committees.

Purpose

To delist articulation committees for reasons that may include the following:

- the number of institutions offering courses/programs in a discipline declines to the point that a meeting of representatives is not productive;
- an articulation committee meets but conducts its business outside the Terms of Reference and committee practices approved by the TAC;
- institutions do not send representatives to a particular articulation committee and the committee is deemed to be unproductive by those that do attend; and/or,
- an articulation committee begins to meet in conjunction with an articulation committee in a related discipline, and eventually merges with the other committee.

Process

BCCAT supports and encourages productive articulation committee meetings. Delisting a committee is the last step in a process of consultation and assistance. Inactive articulation committees are delisted from the BCCAT list of articulation committees using the following process:

1. BCCAT staff identify a committee for delisting, using one or more of the following criteria:
 - The committee has not supplied recent contact information for a chair, co-chair, or System Liaison Person (SLP) and/or appears to have no identified leadership;
 - The committee has consistently not answered requests for documentation such as agendas, meeting minutes, or meeting dates and locations;
 - The attendance of a committee has dwindled considerably, and existing members question the efficacy of continuing to meet, especially if the meetings are not considered productive by those that attend;
 - The committee appears not to have met for at least two successive academic years;
 - The committee has merged formally with another committee.
2. The BCCAT Committee Coordinator prepares a memo for the Transfer and Articulation Committee for discussion at its next meeting. The memo identifies the committee that is considered inactive, lists the evidence indicating that it is inactive, and requests that TAC entertain a motion to delist the committee.
3. If the delisting is approved by TAC through a vote on a motion to that effect, the committee is formally considered inactive, and the Committee Coordinator notifies the articulation committee of its pending removal from the list of BCCAT approved committees. The notification is sent to the last recorded Chair and SLP, and posted on the BCCAT website. If possible, institutions that recently participated in the articulation committee meetings are also notified. If no response from the committee is received by BCCAT within six months of the notification, the inactive committee will be deleted from BCCAT's list of approved articulation committees.
4. All relevant institutions will be notified that the committee is now delisted. If a committee is delisted due to a merger with an existing committee, institutions are expected to continue to fund meeting expenses for representatives to the merged committee.
5. An articulation committee that has been delisted can be reinstated upon a motion to that effect being passed by TAC. To be re-instated, the committee must re-apply for approval, using the format developed for the approval of new committees. (See [Appendix B: Process for Establishing a New Articulation Committee.](#))

