

# Articulation Committee Companion

2018 Edition



BCCAT

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# Introduction

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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 an 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](http://bccat.ca) includes the following:

- Electronic versions of this publication (pdf and html)
- Current contact information for articulation committee chairs and System Liaison Persons (SLPs)
- Information regarding upcoming articulation committee meetings
- A web page for each articulation committee
- Information on applying for Transfer Innovations (TI) funding
- Information about BCCAT, its staff members and standing committees
- Access to the [BC Transfer Guide](#)
- 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](mailto:articulation@bccat.ca).

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has been responsible for coordinating provincial articulation committees.  
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# Articulation Committees

## An Essential Part of a Successful Transfer System

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The BC Transfer System currently has 38 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 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., 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 System (TCS), 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 provide an opportunity for institutions planning curriculum or program changes to give advanced notice of these so that institutions with relevant transfer credit agreements can decide how best to respond.

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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 Articulation Committees

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Each committee's web page is accessible from the general committee page on the BCCAT website ([bccat.ca/articulation/committees/](http://bccat.ca/articulation/committees/)). The following are the provincial post-secondary articulation committees recognized by BCCAT as of April 2018.

ABE (Computer Studies) Working Group	Engineering
ABE (Education and Career Planning) Working Group	English
ABE (English) Working Group	English as a Second Language (ESL)
ABE (Fundamental) Working Group	Environmental Programs
ABE (Indigenous) Working Group	Forestry and Sustainable Resources Management
ABE (Math) Working Group	Geography
ABE (Science) Working Group	Hairstylist
ABE (Social Science) Working Group	Health Care Assistant Programs
ABE Steering Committee	Health Educators (Anatomy and Physiology)
ABT/Office Administration	Heavy Mechanical Trades
Adult Education	History
Adult Special Education	Hospitality Management
Adventure Tourism	Human Service Programs
Agriculture/Horticulture	Indigenous Studies
Automotive Collision Repair and Refinishing	Mathematics and Statistics (BCupms)
Automotive Service Technician	Millwright/Machinists
Biology	Modern Languages (SCOLA)
Business and Commerce	Music
Carpentry	Philosophy
Chemistry	Physical Education and Kinesiology
Communications and Media (CAMAC)	Physics and 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 and Design
Electronics Engineering Technology	Welding
Electronics Technician	Women's Studies

# Terms of Reference

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*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 (as approved on May 25, 2018).*

## Scope and Limits

For the purpose of facilitating post-secondary credit transfer, articulation committees, once approved by the Council's Transfer and Articulation Committee (TAC), operate under the administrative sponsorship of BCCAT. However, articulation committees are neither standing committees nor sub-committees of Council or of 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; by promoting course and program equivalency where appropriate; and by contributing to the facilitation of inter-institutional transfer credit agreements.

## Objectives

Articulation committees exist to the following ends:

- To foster understanding of course objectives and/or learning outcomes in the discipline or program relevant to the committee;
- To exchange information about entry requirements, measures of achievement, course numbering systems, instructional practices, textbooks, and learning materials;
- To discuss new developments in the relevant discipline or program, and to identify common professional issues and opportunities for program development as well as transfer research and innovation opportunities;
- To discuss any potential changes in courses and/or programs at institutions that may affect transfer relationships;
- To foster understanding of the *Principles and Guidelines for Transfer*; and
- 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 that are members of the BC Transfer System are expected to send a 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 meetings, with one vote per institution (even where an institution has enabled more than one faculty member to attend). 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. Faculty representatives attending articulation committee meetings must teach at the institution and should have appropriate knowledge of their disciplines or program's curriculum. Ideally, they should have experience with and an interest in articulation and/or the BC Transfer System.
4. Private and out-of-province public post-secondary institutions are expected to participate regularly in articulation meetings relevant to their ministerial consent degree program curriculum. See [BCCAT Policy 3A: Membership in the BC Transfer System](#).
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.
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.

*Institutions that are members of the BC Transfer System are expected to send a representative to each articulation committee for which they deliver a program of study or courses in the subject.*

# Accountability and Reporting

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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. 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.
3. 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.
4. 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.
5. Meeting proceedings are a matter of public record. There should be no expectation of privacy regarding the proceedings of any articulation committee meeting.
6. 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, the 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](#).
7. If a substantial portion of the committee's work is delegated to a sub-committee or working group, or if the committee's work is split between two or more disciplinary sub-committees, these sub-committees are responsible for maintaining records and reporting to the committee chair. The minutes of any sub-committee meetings should be attached to or incorporated within the draft minutes of the parent committee's annual meeting minutes when submitted to BCCAT.

*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.*

# Committee Leadership

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Articulation committees have, at minimum, two required leadership positions: the committee chair and the System Liaison Person (SLP). Articulation committees may use any other leadership positions that they feel will maximize the effectiveness of the committee and its operations to ensure efficiency, continuity and an equitable 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 committee's year-round operations and the chair's responsibilities.

**Co-Chair:** The committee membership may decide that it is necessary to elect or appoint members to 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), so that 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). 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 a non-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, responsible for communicating with committee members and with BCCAT, for organizing and chairing the committee's meeting(s), and for ensuring appropriate follow-up on action items from the meeting(s).

The specific responsibilities of the committee chair are as follows:

1. To serve as contact person for the committee, primarily through the Committee Coordinator ([articulation@bccat.ca](mailto:articulation@bccat.ca)).
2. To inform BCCAT when there are changes in the committee leadership/structure, and provide names and email contact information for any new members of the committee's leadership;
3. To 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 (BCCAT reimburses travel and accommodation expenses for committee chairs for this particular event);
4. To maintain an email group or listserv for the committee;
5. To notify BCCAT of scheduled committee meetings and locations, as soon as these are known;
6. To notify all members of upcoming committee meeting dates and locations (ideally, choosing a date for the next meeting at the conclusion of the current committee meeting);
7. To canvass committee members for agenda items and produce and distribute the meeting agenda well in advance of the meeting;
8. To ensure that institutional reports are provided by all committee members, and facilitate the distribution of the reports to the committee ([template](#) available from BCCAT);
9. To obtain BCCAT's list of relevant, incomplete articulation requests in the Transfer Credit System (TCS) for distribution at the meeting;
10. To ensure, in consultation with 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 date and location and invited to attend;
11. To ensure that arrangements for hosting the meeting are in place ([see list below, p. 12](#));
12. To 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;
13. To appoint or seek a volunteer member to record and submit minutes of each meeting ([template](#) available from BCCAT), to include
  - names of attendees and the institutions they represent,
  - location of meeting,
  - summary of discussion,
  - synopsis of institutional reports,
  - motions and actions, and
  - sub-committee or agency reports;

14. To collect draft minutes from the recorder, along with draft minutes of any associated sub-committee meeting, and forward, first to all committee members for review, then to BCCAT's Committee Coordinator for posting on the BCCAT website (note: draft minutes to be finalized by formal motion for approval at the subsequent articulation meeting);
15. To ensure that all appropriate committee documents (e.g., minutes, resources) are posted on the articulation committee's webpage at [bccat.ca](http://bccat.ca); and
16. To 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 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 oversight or knowledge of, or experience in, the discipline that is the focus of the articulation committee.

The specific responsibilities of SLPs are these:

1. 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;
2. To attend meetings of the articulation committee;
3. To serve as meeting chair if the chair (and/or vice-chair, where applicable) is unable to do so;
4. To provide advice and information to the committee members about structures and processes within the post-secondary system and current system-wide innovations or initiatives;
5. To provide continuity for the committee through changes in committee leadership;
6. To provide advice on how to forward an articulation concern through appropriate channels (which may include contacting BCCAT on behalf of the committee);
7. To provide an administrative perspective on issues under discussion;
8. To 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); and
9. To 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 discussions at the articulation committee meeting.

The specific responsibilities of articulation committee members are as follows:

1. To attend meetings of the articulation committee (at the home institution's cost);
2. To 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;
3. To distribute the meeting agenda in advance (if available) to department/program faculty and administrators, in order to solicit any institutional feedback on agenda items;
4. To distribute the draft minutes of the meeting and own report to department/program faculty and administrators after the meeting (note: some institutions require such reports as condition of attendance);
5. To prepare an institutional report for the meeting and submit it to the articulation committee chair (usually requested in advance, for distribution to all committee members with the agenda);
6. To notify the relevant department head and/or administrator if unable to attend an articulation committee meeting, and ensure any replacement attendee has all relevant materials and information;
7. To ensure that the committee chair has up-to-date contact information; and
8. To be willing to host a meeting, and/or to participate in the articulation committee's administration or activities, and/or in other ways to share equitably in 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.

BCCAT has the following responsibilities in relation to articulation committees:

1. To convene the Joint Annual Meeting (JAM) of articulation committee chairs, SLPs and ICPs/TCCs, and pay the expenses of chairs attending the meeting;
2. To appoint an SLP for each articulation committee, usually upon recommendation by committee members;
3. To maintain articulation committee information on the BCCAT website, including posting minutes and other relevant documents;
4. To maintain a BCCAT file containing meeting minutes and correspondence for each articulation committee;
5. To send a representative, whenever possible, to articulation committee meetings to provide updates on BCCAT and BC Transfer System activities, and/or to address issues related to articulation projects undertaken by the committee or to committee procedures;
6. To keep articulation committees informed on opportunities related to transfer and articulation, such as Transfer Innovations (TI) project funding; and
7. To provide information to articulation committee chairs and SLPs regarding articulation and transfer practices and articulation committee operations.

# Committee Meetings

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## Hosting an Articulation Meeting

Articulation meetings are usually hosted at an institution that has representation on the articulation committee. Articulation committees select their meeting locations in different ways. Some committees meet at the home institution of the committee chair. Other committees alternate between meeting sites in the Lower Mainland and those outside the Lower Mainland, or rely on 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 late May.

## 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 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 not be used to generate a profit for the committee or to recoup hosting costs.

## Cost of Attending an Articulation Meeting

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 representatives to attend articulation meetings. Individual committee members are encouraged to communicate to their institutions the important work of articulation committees to ensure that the institutions remain informed and supportive.

Committees are encouraged to plan in ways that avoid unnecessary expense for attendees. Committees normally meet once a year for one or two days, at a location set by the chair in consultation with the committee. Whenever possible, the meeting should take place during non-teaching duty or service time.

BCCAT recognizes that some articulation committees combine their meetings with professional development activities, academic conferences and/or social events. However, in such situations, anyone attending the articulation committee meeting but not participating in the other activities should not be required to pay any conference or other fees; in no case should an attendee be required to pay a fee to participate in the business portion of a meeting (i.e., discussion of agenda items).

Participants in social events such as group dinners usually pay their own costs.

## Planning an Articulation Meeting

Articulation meeting organizers have a number of logistical issues to consider in planning the meeting:

1. 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).
2. 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 if 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.
3. Arranging appropriate accommodation, considering 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 at a distance from the meeting site, organizers may want to consider arranging for a bus or other group transportation to and from the meeting.
4. 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 Indigenous community associated with the institution should also be invited to welcome the attendees.
5. Arranging for any staff support that the institution may be providing (e.g., a minute-taker).
6. Arranging catering for meals and/or coffee breaks, taking any special dietary requirements of attendees into account.
7. Arranging for any equipment needed for the meeting room (e.g., data projector, internet and/or video-conferencing connection).
8. Making reservations or other arrangements for social events or other activities, including transportation to or from the site if necessary.
9. Distribution of any materials required (e.g., promotional material for the institution, local tourism information, directions to closest parking lot, parking passes).

In recent years, many articulation committees have attempted to reduce attendees' travel costs and/or institutions' hosting costs by collaborating on scheduling with other committees in related disciplines. 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 separate meetings. Such collaborations may also make it possible for committees to reduce other costs, such as those associated with catering, guest speakers and even field trips or excursions. 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/](https://bccat.ca/articulation/committees/meetings/).





## Meeting Attendees

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In addition to SLPs and representatives from BC Transfer System member institutions, other meeting attendees may include some or all of the following:

- 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 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 these attendees.

# Setting Effective Agendas

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

Approximately two months before the meeting:

- Email participants and any invited guests to 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.
- Contact the committee's representative from the host institution to request any important information such as recommendations for accommodations, travel directions, room logistics (A/V and login access) and parking passes; organize catering; coordinate introductory remarks by representatives of the host institution; and plan any associated activities such as field trips.

Approximately one month before the meeting:

- Request institutional reports in writing, in advance (a [template](#) is available on the BCCAT website; see [Note on Institutional Reports below, p. 17](#)).
- Confirm member attendance.
- Contact the BCCAT Committee Coordinator for a current list of outstanding articulation requests in the Transfer Credit System (TCS).

Approximately two weeks before the meeting:

- Circulate the draft agenda, the minutes from the previous meeting and the list of outstanding articulation requests.
- Confirm the minute-taker for the upcoming meeting.

A sample agenda format is provided on the following page.

AGENDA ITEM	NOTES
Welcome and Introductions	An administrator and a representative of a local indigenous community welcome participants. Make all new members feel welcome. Distribute sign-up sheet and remind members to provide 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 calling for a motion to approve the minutes.
Review Purpose of Meeting	Ensure everyone is familiar with the <i>Companion</i> and review <a href="#">Terms of Reference</a> for articulation committees.
Reports of Sub-committees	In previous meetings, were any individuals or groups given tasks? Is the committee working on an articulation project?
Reports of External Reps	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 current list of unevaluated articulation requests in the Transfer Credit System (TCS). The list can be circulated in advance and may not require discussion at the table, but direct attendees' attention to their own requests for follow-up action via their own ICP.
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. BCCAT encourages a term of two years for chairs, to ensure continuity, and recommends the hand-over between outgoing and incoming chairs take place immediately following the annual meeting.
Institutional Reports	Most committees ask for these to be submitted in advance in writing, for distribution to all attendees with the agenda package. When written reports are circulated in advance, the meeting time for this item should be restricted to a brief summary by each institution's representative and/or to questions or requests for clarification from other attendees. Consider enforcing a specific time limit.
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	

## A Note on Institutional Reports

BCCAT highly recommends that each articulation committee member submit an institutional report for circulation in advance of the meeting. The committee chair should set a clear deadline for submissions and be responsible for circulating reports with the agenda package or posting them to the committee's Moodle or other website, where that is the committee's practice.

*BCCAT highly recommends that each articulation committee member submit an institutional report for circulation in advance of the meeting.*

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., new assessment tools, textbooks or 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 only for questions or comments on each pre-circulated report can result in a good use of meeting time and more focused and productive discussions.



# Guidelines for Articulation Committee Minutes

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The minutes of articulation committee meetings fulfill several key purposes:

- 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.
- They alert BCCAT and institutions to articulation and transfer issues relevant to the articulation committee, and enable tracking of those issues over time.
- They form a public record of attendance at, proceedings of, 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—where a host institution is willing to provide this support—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 minutes.

BCCAT recommends that minutes 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 meeting minutes should not include information or discussions that could later be determined to be sensitive.

BCCAT provides a [template](#) for minutes to encourage consistent formatting, and recommends that articulation committee meeting minutes contain the following elements:

1. Full committee name;
2. Meeting date(s) and location(s);
3. The names and institutional affiliations of the meeting chair and minute-taker;
4. The names, email addresses and institutional affiliations of all committee members, guests and presenters (alphabetized by institution);
5. A list of committee members sending regrets and institutions unrepresented;
6. The full text of any motions, along with the full names of the movers and seconders (including related documents as appendices as necessary);
7. A description of any decisions or action items (including related documents as appendices as necessary), with enough detail that someone not present is able to understand the motivation for the decision or action;
8. Summaries of reports, discussions, or presentations (full texts may be included as appendices);
9. Summaries of sub-committee reports, where applicable (full texts may be included as appendices), including the outcomes of any decisions made at the sub-committee level;
10. The full names and institutional affiliations of incoming chairs and any other leaders of sub-committees, working groups and/or *ad hoc* committees established at the meeting; and
11. If possible, the date(s) and location(s) of the committee's next meeting(s), with an indication if this information is tentative.

Articulation committees are encouraged to submit meeting minutes to BCCAT in a timely fashion, i.e., within one month of the meeting.

Chairs may wish first to circulate draft minutes to the full committee, via email, to allow attendees to provide feedback while the meeting is still fresh in their minds. After meeting attendees have had this opportunity, the minutes should be submitted electronically to BCCAT at [articulation@bccat.ca](mailto:articulation@bccat.ca) for posting on the BCCAT website. These will be still considered draft until approved by the committee at its next meeting.

## Transfer Innovations (TI) Funding

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Transfer Innovations (TI) funding is made available to articulation committees annually by BCCAT. This funding supports articulation committee projects that have as their central objective a significant improvement in transfer opportunities for students.

Funding is available to support projects in the following categories:

### 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.

### Block Transfer

Block Transfer agreements permit students to transfer a completed lower-level credential into a higher-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).

### Learning Outcomes

A number of jurisdictions use learning outcomes as the basis for transfer agreements. Proposals will be considered for projects assessing the relevance of learning outcomes to an articulation committee's discipline and/or for projects aimed at developing a set of learning outcomes in a program or years within a program.

### Other Projects

Proposals will also be considered for transfer-related projects not falling into any of the categories above, such as broad-based disciplinary issues, including benchmarking against standards, assessment or field school coordination. 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.

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/projects](https://bccat.ca/articulation/projects).

Proposals are adjudicated by the Transfer and Articulation Committee at one of its regular 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 BCCAT's Director, Transfer and Articulation, Meg Stainsby ([mstainsby@bccat.ca](mailto:mstainsby@bccat.ca); 604 412 7682) to discuss the proposal requirements and the feasibility of the project.



# Frequently Asked Questions

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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 re-activated?
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?
17. Can I attend articulation meetings in other jurisdictions?

## 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 member.

## 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. Invitations to individuals from other private institutions may be made 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 among all post-secondary institutions and stakeholders, and part of an articulation committee's mandate is to foster collegial relations among 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 re-activated?

To be reinstated, 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 email or the TCS (Transfer Credit System). See [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 [Terms of Reference](#) for articulation committees) and other business, and to ensure 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 an email 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 for which there are corresponding responsibilities within the ministries responsible for secondary and for post-secondary education. Representatives from the appropriate ministry may be important if there are changes in curriculum, programs, or provincial regulations that affect a committee's subject area. If you are not sure whether to invite a ministry representative, or whom 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 focus 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?

The range of subject matter presented in institutional reports varies. However, an institutional report should, at a minimum, identify 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., new assessment tools, textbooks and other learning resources).

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. A [template for institutional reports](#) is available on the BCCAT website.

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

Transfer Innovations (TI) funding is made available to articulation committees annually by BCCAT. This funding supports articulation committee projects that have as their central objective a significant improvement in transfer opportunities for students. For more on TI project funding, please see [Transfer Innovations \(TI\) Funding](#).

## 17. Can I attend articulation committee meetings in other jurisdictions?

BCCAT encourages articulation chairs to attend meetings of the same discipline in other jurisdictions.

# Appendix A:

## Principles and Guidelines for Transfer

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(This document is available online at [bccat.ca/system/principles](http://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 and among system partners.

As manager of the BC Transfer System and on behalf of its members, the BC Council on Admissions and Transfer adopted the following revised set of Principles and Guidelines in May 2010. Originally approved by all members, it has 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 focused 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

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*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 (see above, p. 5). The following outline of the process for establishing a new articulation committee was approved by TAC at its meeting on September 13th, 2013.*

### 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

Reasons for establishing new articulation committees 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;
- an existing articulation committee cannot continue to accommodate the needs of a new or emerging sub-committee or group within it; or,
- 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 establishing a new committee among institutions offering the program, especially administration in those institutions who may have to approve funding for representatives to attend meetings?
- Is there support for establishing 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 the committee. Proposals are submitted to the Transfer and Articulation Committee via the Director, Transfer and Articulation, and must contain the following elements:

1. Proposed name of, and detailed rationale for establishing, the new committee.
2. Name and contact information for the contact person for the proposed committee, including her/his institutional affiliation, telephone number, and email address.
3. Description of the issues the committee will address (e.g., 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, along with a letter from the dean or administrator of the discipline in each participating institution indicating a) support for establishing the committee, and b) willingness to cover the ongoing cost of sending a representative to articulation committee meetings.
5. List of other potential participants in the committee, including, as appropriate, governments, secondary schools, agencies, professional or regulatory bodies, or private sector organizations. For committees relating to trades, vocational 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. Plan for scheduling, hosting and chairing meetings; recording and distributing meeting minutes; and communicating with institutional representatives between meetings.
7. Description of the frequency and location of meetings and/or plans for communicating electronically.

Proposals will be adjudicated by the Transfer and Articulation Committee at its next regular meeting. Discussions with other interested parties (e.g., Deans' groups, apprenticeship agency) will form part of the adjudication process, where appropriate. Approval to establish a new committee requires a vote on a formal motion at the TAC meeting.

The Director, Transfer and Articulation will communicate TAC's decision to the proponent group.



# Appendix C:

## Delisting Inactive Articulation Committees

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*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 (see above, p. 5).*

### 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

An articulation committee may be delisted 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 unproductive by those who 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 who attend;
  - The committee appears not to have met for at least two successive academic years; and/or
  - The committee has merged formally with another committee.
2. The BCCAT Committee Coordinator prepares a memo for TAC 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 reinstated, the committee must re-apply for approval, using the process developed for the approval of new committees (see [Appendix B: Process for Establishing a New Articulation Committee](#)).



**BCCAT**

*Your guide through post-secondary education.*