

ARTICULATION COMMITTEE GUIDE

2023 Edition



BCCAT

ARTICULATION COMMITTEE GUIDE

2023 Edition

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BCCAT acknowledges that our office is situated on the unceded territory of the Coast Salish peoples, including the territories of the x̣ṃəθkwəỵəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations. We are committed to building respectful relationships with first peoples and thank them for their hospitality.

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INTRODUCTION

Articulation committees are a vital part of the BC post-secondary system. Since its inception in 1989, the BC Council on Admissions and Transfer (BCCAT) has been responsible for coordinating BC's provincial articulation committees.

Articulation committee representatives, chairs, and SLPs are all volunteers.

The *Articulation Committee Guide* is a resource for articulation committee representatives, articulation committee chairs and System Liaison Persons (SLPs), and anyone who wants to learn more about how BC's articulation committees operate and what they do. The Guide outlines the role of articulation committees in facilitating student mobility in BC, and the responsibilities of the committees. It also includes information on organizing and running articulation committee meetings and activities.

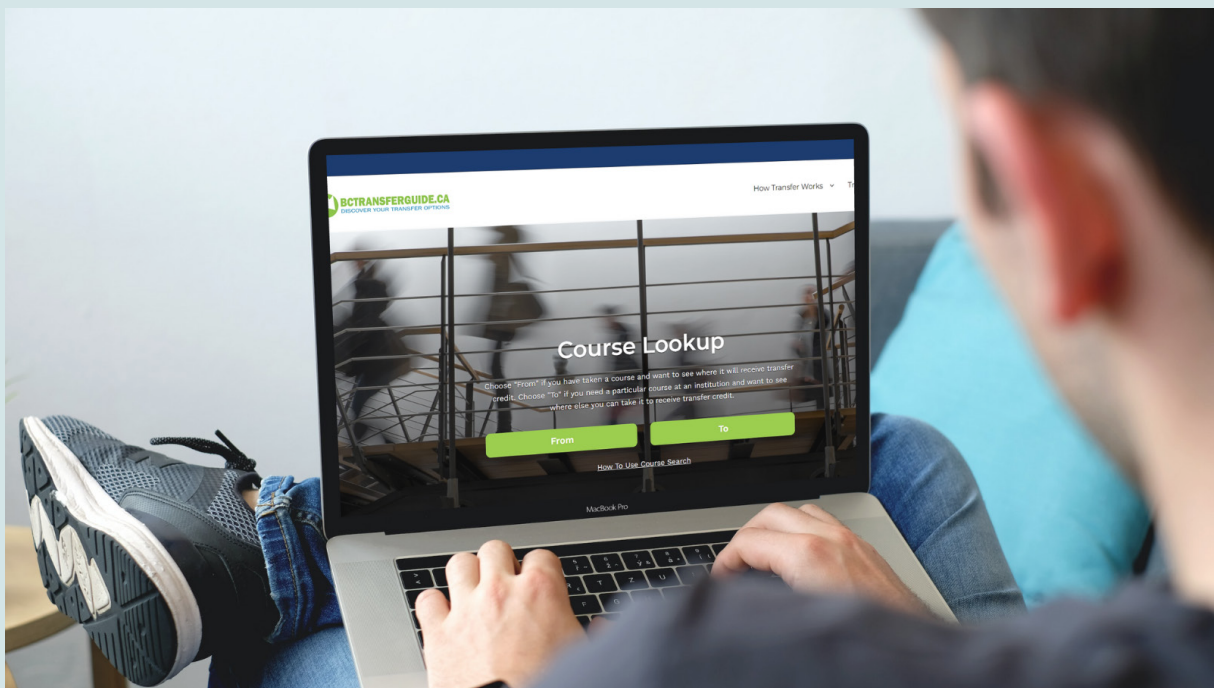
Articulation committee representatives, chairs, and SLPs are all volunteers. They contribute their time and efforts to this work because they recognize the importance of articulation committees in supporting and maintaining BC's world-class transfer credit system. BCCAT is very grateful to all articulation committee participants for their efforts and their contributions.

There are many online resources for articulation committees on the BCCAT website (www.bccat.ca).

- [The PDF version of the *Articulation Committee Guide*](#)
- [A web page for each articulation committee, including current contact information for each articulation committee's chair and System Liaison Person \(SLP\)](#)
- [A calendar of upcoming articulation committee meetings](#)
- [Information on applying for funding for articulation committee projects](#)
- [Information about BCCAT, its staff members, and its standing committees](#)
- [BCCAT research and publications on transfer, articulation, and other issues relevant to the BC post-secondary system](#)
- [Templates for sign-in sheets to record attendance at articulation committee meeting, for institutional reports, for meeting minutes, and for meeting agendas](#)

The [BC Transfer Guide site](https://www.bctransferguide.ca) contains a searchable database of course-to-course transfer agreements, as well as block transfer agreements, international equivalencies, and subject-specific transfer guides.

If you have questions about articulation committees that are not addressed in this Guide, please contact BCCAT at articulation@bccat.ca.



ARTICULATION COMMITTEES: AN ESSENTIAL PART OF THE BC TRANSFER SYSTEM

The BC Transfer System is “a formal network of member post-secondary institutions, articulation committees, and the post-secondary transfer community and staff” (www.bccat.ca/system). It currently has 39 member institutions. These include all of BC’s public post-secondary institutions, two out-of-province post-secondary institutions

(Yukon University and Athabasca University) and several BC private post-secondary institutions approved to participate in the BC Transfer System through a provincial quality assessment process. Articulation committees play an essential role in facilitating student mobility and credit transfer throughout the BC Transfer System.

The primary purpose of articulation committees is to facilitate transfer of courses or credits between institutions.

Articulation committees existed before the BC Transfer System began to be formalized in the mid-70s¹. The group that evolved into the Mathematics and Statistics articulation committee was formed in 1967, when faculty members in UBC’s undergraduate math program started informally meeting with their college counterparts to discuss common curriculum issues. By 1982, there were 35 articulation committees in BC. The BC Council on Admissions and Transfer (BCCAT) was formed in 1989. The Transfer and Articulation Committee (TAC), a standing committee of BCCAT, is now responsible for overseeing BC’s articulation committees. The BCCAT Committee Coordinator, a BCCAT staff position, supports the work of the articulation committees.

Each of BC’s articulation committees is formed around a specific academic discipline, subject, or program. The members of articulation committees are representatives from every BC Transfer System member institution that offers courses or programs in the relevant subject. Usually the representatives are faculty members involved in designing, delivering, or administering the relevant courses or programs. There are currently more than 60 articulation committees that are recognized by BCCAT.

The primary purpose of articulation committees is to facilitate transfer of courses or credits between institutions, and to provide an opportunity for institutional representatives to discuss trends or changes, at institutions or within subjects, that may affect transfer agreements. Articulation committees normally meet once a year, although some committees meet more often.

¹ A history of BC’s articulation committees can be found in the BCCAT report [Articulation Committees in the BC Transfer System: An examination of factors contributing to their effectiveness](#).

*For the majority of BC's articulation committees, transfer agreements for specific courses, credits, or programs are **not** negotiated at articulation committee meetings.*

At their meetings, committees will often discuss current and potential transfer problems and ways that these might be addressed. In addition, meetings provide an opportunity for representatives of institutions planning curriculum or program changes to give advance notice of these changes, so that other institutions with relevant transfer agreements can decide how best to respond.

Meetings also allow institutional representatives to meet and connect with each other. Representatives frequently communicate throughout the year, outside of meetings, to share information or to ask questions.

Some articulation committees dedicate part of their meeting agendas to determining and approving transferability of courses within their discipline. For articulation committees in areas with provincial curricula or with licensing or accreditation processes that require a standardized curriculum, meetings often involve discussions of changes in curricula or the effect of changes licensing and accreditation standards.

However, for the majority of BC's articulation committees, transfer agreements for specific courses, credits, or programs are **not** negotiated at articulation committee meetings. These agreements are reached through discussions between the participating institutions and/or through requests for transfer made through BCCAT's Transfer Credit System (TCS), the online application which is used to formalize, record, and maintain completed transfer credit agreements. Transfer agreements are posted publicly at the [BC Transfer Guide](#).

Each BC Transfer System member institution establishes its own admissions policies, curricula, academic standards, and transfer credit policies, and makes its own decisions on whether to grant transfer credit to courses from other institutions. Articulation committees provide an essential link among these autonomous institutions and their programs. **BCCAT does not establish or approve transfer agreements between institutions or programs.** Its role is to support the articulation committees in their work, and to facilitate the creation and accessibility of transfer agreements.



CURRENTLY RECOGNIZED ARTICULATION COMMITTEES

These are the provincial post-secondary articulation committees that are recognized and supported by BCCAT as of spring 2023. The most up-to-date list of articulation committees is posted on the BCCAT website at www.bccat.ca/articulation/committees

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

1. BC's provincial articulation committees operate under the Terms of Reference approved by BCCAT's Transfer and Articulation Committee (TAC). The Terms of Reference are presented in [Appendix B](#). They are also posted on [BCCAT's website](#).

THE RELATIONSHIP BETWEEN BCCAT AND ARTICULATION COMMITTEES

Articulation committees are overseen by BCCAT's Transfer and Articulation Committee (TAC). BCCAT staff facilitate the committees' activities and support their work. However, while BCCAT has the authority to approve new committees and delist inactive committees, BCCAT does not direct committees' activities. For example, BCCAT does not set articulation committee meeting dates or approve meeting agendas.

BCCAT has the authority to approve new committees and delist inactive committees, but BCCAT does not direct committees' activities.

BCCAT representatives at articulation committee meetings are invited as guests, and are not voting members of committees.

Articulation committees do not represent BCCAT or speak on behalf of BCCAT. Any communication from an articulation committee to other organizations (e.g. a letter to a post-secondary agency, institution, or external organization expressing a concern on behalf of the committee) must be structured to indicate that the communication represents the views of the committee, not BCCAT.

BCCAT's logo must not be used by articulation committees, articulation committee chairs and other committee leaders, or institutional representatives without BCCAT's prior written permission. Questions about appropriate use of the BCCAT logo, and requests to use the logo, can be directed to info@bccat.ca.



BCCAT's specific responsibilities in relation to articulation committees are:

1. To maintain articulation committee information on [the articulation committee section of the BCCAT website](#), including committee minutes and other relevant documents.
2. To maintain the [BCCAT Moodle site](#) that hosts pages for articulation committees. The Moodle administrator for each committee's page is responsible for posting and maintaining information on that page.
3. To maintain BCCAT's own archives of minutes and relevant documents for each articulation committee.
4. To send a BCCAT representative, whenever possible, to articulation committee meetings.
5. To keep articulation committees informed on opportunities related to transfer and articulation, such as special project funding.
6. To provide information to articulation committee chairs and SLPs regarding articulation and transfer practices, and articulation committee operations.
7. To track articulation committee attendance using the list of attendees in the minutes of each articulation committee's annual meeting, and to provide those data upon request.
8. To plan and host the [Joint Annual Meeting \(JAM\)](#).
9. To appoint a [system liaison person \(SLP\)](#) for each articulation committee, in consultation with the committee.
10. To summarize trends, issues, or concerns identified across all articulation committee meetings, and to bring these to the attention of BCCAT's Transfer and Articulation Committee (TAC) and any other relevant agencies or organizations.



ESTABLISHING

A NEW ARTICULATION COMMITTEE

Faculty members or administrators in a discipline that is not currently represented by an articulation committee can organize a new committee. A new committee can also be formed by faculty members or administrators in a discipline represented by an existing articulation committee, if they feel the committee is too large or has too broad a mandate for their discipline to effectively address its own transfer-related issues.

A formal proposal for a new committee, including indications of support, must be submitted to BCCAT.

The process of establishing a new articulation committee is outlined in [Appendix C](#). A formal proposal for a new committee must be submitted to BCCAT, and the proposal must include indications of support from BC Transfer System member institutions offering courses or programs in the relevant discipline. After a review by BCCAT staff, the proposal is presented to and voted on by BCCAT's Transfer and Articulation Committee. If TAC approves the proposal, the new committee is added to the list of articulation committees recognized and supported by BCCAT. The committee's leadership and institutional representatives assume the responsibilities outlined in this *Guide*.

THE ARTICULATION PROCESS

Articulation committee representatives discuss articulation and transfer agreements at their meetings and throughout the year. However, in most academic disciplines, the actual process of establishing articulation agreement takes place through the TCS (Transfer Credit System). The TCS is the online application used to formalize, record, and maintain completed transfer credit agreements.

The steps in the articulation process are summarized below. More detailed information on each step in this process can be found in BCCAT's handbook [How To Articulate](#).



STEP 1

Each BC Transfer System member institution has a designated Transfer Credit Contact (TCC), usually a staff member in the registrar's office. The TCC can submit and receive articulation requests through the TCS, and can also help to answer questions about transfer credit decisions, listings in the [BC Transfer Guide](#), and other transfer-related matters. Articulation committee representatives seeking information or guidance on transfer issues related to their own institution's courses or programs should contact their institution's TCC.

STEP 2

A request for articulation is submitted by the sending institution through the TCS. The sending institution is the institution offering the course that may be transferred. The articulation request can be sent to all BC Transfer System members that are accepting transfer credit requests, or only to specific institutions offering comparable courses or programs. Individual receiving institutions or programs may also have policies restricting whether transfer credit is awarded to certain types of courses, or what type of credit is awarded.

TCCs can help identify the BCTS member institutions most suitable as receiving institutions for an articulation request. The receiving institution is the institution that may grant transfer credit for the sending institution's course. Potential receiving institutions can also be identified by searching the BC Transfer Guide for existing articulation agreements involving similar courses or programs.

STEP 3

When the TCC at the receiving institution gets an articulation request, they usually send the request to an evaluator at the institution. The evaluator is usually a faculty member or a program/department head with expertise in the academic discipline most relevant to the request. The evaluator examines the information about the course, and determines whether the sending institution's course is similar enough to a course or course content at the receiving institution to justify awarding transfer credit. (This process is described in more detail in the BCCAT report [Who Decides Transfer?](#))

The evaluator communicates their decision to the receiving institution's TCC. The TCC uses the TCS to convey the decision to the sending institution.

STEP 4

If the sending and receiving institutions decide to create an articulation agreement, the terms of the agreement are finalized between the participating institutions, and then submitted to BCCAT through the TCS. BCCAT reviews the agreement to ensure that the information is accurate (e.g. that course names and numbers are correct), and then posts the agreement to the [BC Transfer Guide](#).

The BC Transfer Guide is for listings of post-secondary academic credit agreement. Courses for vocational, developmental, or preparatory courses should not be submitted for course-to-course articulation. Institutions can articulate non-academic courses as they deem appropriate, but these agreements will generally be recorded in the sending and receiving institutions' own internal transfer databases, and not published in the BC Transfer Guide.

ARTICULATION COMMITTEE LEADERSHIP



Articulation committees usually have at least two leadership positions: the committee chair and the System Liaison Person (SLP). Articulation committees may establish additional leadership positions if they feel that these will maximize the effectiveness of the committee and its operations.

BCCAT can provide an orientation session for new committee leaders and new SLPs. Please contact the BCCAT Committee Coordinator at articulation@bccat.ca to schedule an orientation.



COMMITTEE CHAIR

The work of articulation committees is facilitated 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 facilitates the committee's year-round operations.

The chair may also be the host and organizer of the committee's annual meeting. If the meeting is hosted by another committee member or institution, the chair participates in the scheduling of, preparation for, and operation of the meeting.

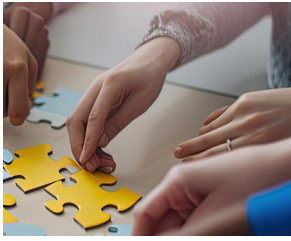
Some committees identify an incoming chair in advance, usually a year or more. This could either be identifying an individual or identifying the institution whose representative will become the chair. BCCAT recommends that committee chairs be appointed for a two-year term of office, so that they can develop knowledge of the committee's year-round operations and the chair's responsibilities.

To maintain impartiality, the chair is a non-voting member of the committee. However, the chair may cast the deciding vote on a motion if there is an equal number of votes for and against the motion. If a vote is conducted by secret ballot, the chair may participate.

The chair must be a representative from a BC Transfer System member institution, preferably an individual that has worked at a BC Transfer System member institution for five or more years.

The responsibilities of the chair are:

- To serve as BCCAT's contact person for the committee.
- To serve as chair at meetings of the committee.
- To serve as the host for committee meetings, and/or to oversee the [organizing of committee meetings](#).
- To inform BCCAT of changes in the committee leadership, and to provide names and email contact information for the committee's leaders.
- To attend BCCAT's [Joint Annual Meeting \(JAM\)](#).
- To ensure that communication channels are available for the committee throughout the year (e.g. Moodle site, mailing list, Google Groups, or website), and to liaise with BCCAT as appropriate to maintain those channels.
- To notify BCCAT of committee meetings as soon as the dates, times and locations are chosen.
- To notify all committee representatives of upcoming committee meeting dates and locations.
- To solicit meeting agenda items, and produce and distribute the meeting agenda before the meeting(s) ([template for meeting agenda](#)).
- To ensure that every representative on the committee provides an institutional report ([template for institutional reports](#)) for committee meetings, and to distribute the reports to the entire committee.
- To be aware of issues related to articulation requests within the committee's discipline, and to keep committee representatives informed on these issues.
- In consultation with committee representatives, to invite guests to the meeting(s) (e.g. from government, working groups, professional associations, secondary school educators, and/or private or public agencies), and ensure that guests are informed of the meeting date and location.
- To ensure that appropriate technology (e.g. Zoom, Teams, telephone) is available at the meeting(s) for representatives that are attending virtually, or if there are online presentations.
- To ensure that every meeting has a minute taker to record and submit minutes ([template for meeting minutes](#)).
- To circulate draft meeting minutes, along with draft minutes of any associated sub-committee meeting(s), to all representatives on the committee for review, and then send the minutes to BCCAT's Committee Coordinator for posting on the BCCAT website.
- To ensure that committee documents (e.g., minutes, resources) are posted on the articulation committee's communication site, and circulated via email to all institutional representatives.



COMMITTEE CO-CHAIR

Many BCCAT articulation committees have found that while chairing a committee is not an onerous job and does not require a significant time commitment, the work of the chair is more manageable if two individuals are appointed as co-chairs. Having co-chairs can facilitate the efficiency of committee meetings, if one co-chair chairs the meeting, and the other provides support: for example, by counting online votes on motions, or monitoring online chats or speakers' lists during discussions.

Having a co-chair also ensures that someone is available to serve as chair, if one co-chair is unable to attend a committee meeting or fulfill any of the chair's other responsibilities.

Some committees appoint co-chairs with overlapping two-year terms, so that one co-chair has a year of experience in the chair's role and can share that experience with the "junior" co-chair. The "junior" co-chair then becomes the "senior" co-chair in the second year of their term.

If the job of chair is divided between two co-chairs, each co-chair must be a representative from a BC Transfer System member institution, preferably an individual that has worked at a BC Transfer System member institution for five or more years.



SYSTEM LIAISON PERSONS (SLPs)

The System Liaison Person (SLP) is usually an academic administrator at a BC Transfer System member institution whose institutional responsibilities include oversight of courses or programs relevant to the articulation committee. The SLP provides the committee with information on system-wide trends and events that may affect courses or programs in the relevant discipline, or may affect transfer in the relevant discipline. The SLP also plays an advocacy or advisory role as needed.

The SLP is a non-voting member of the articulation committee.

The SLP is appointed by BCCAT, in consultation with the articulation committee. BCCAT can assist committees in identifying potential candidates for the SLP position. SLPs for trades and vocational articulation committees are recommended to BCCAT by the BC Association of Trades and Technical Administrators (BCATTA).

If the SLP is no longer able to serve in their role, or if they move into a new role and are not sure if they should continue as SLP, they should notify BCCAT and the articulation committee chair, so that a replacement can be appointed if necessary.

The responsibilities of the System Liaison Person are:

- To attend BCCAT's [Joint Annual Meeting](#).
- To attend each meeting of the articulation committee.
- To chair articulation committee meetings if the chair or co-chair is unable to attend or to act as meeting chair.
- To provide advice and information to the committee members about structures and processes in the post-secondary system, and current system-wide trends or changes.
- To support the work of the chair and other committee leaders, as needed.
- To provide advice on how the committee can address an articulation-related concern.
- To provide an administrative perspective on issues being discussed by the committee.
- To act as a liaison between the articulation committee and other committees and groups in the BC post-secondary system (e.g., Deans, Directors, and Registrars' groups; BCATTA).



OTHER LEADERSHIP POSITIONS

An articulation committee may decide to create additional leadership positions such as vice-chair or meeting coordinator/host. Vice-chairs share the work of administering the committee with the chair, and act as the chair if necessary. The meeting coordinator/host is responsible for organizing committee meetings, either at their own institution or at the location the committee chooses.

Additional leadership positions can provide continuity of leadership on the committee. In some committees, the terms of the leadership positions overlap or are laddered so that the vice-chair spends one year as vice-chair, and, after the chair's term of office ends, becomes the new chair. In some committees, the meeting coordinator/host organizes the committee's annual meeting one year and then becomes chair the following year.



ARTICULATION COMMITTEE REPRESENTATIVES

Institutional representatives on articulation committees are an important link between the committee, programs in the relevant discipline(s), post-secondary institutions, and the BC Transfer System. Representatives are usually instructors teaching courses or working in programs related to the committee's academic discipline. They may also be the program or department head in the relevant subject area at their institution.



At some institutions, the articulation committee representative is a volunteer. At others, the representative is elected or appointed by their peers in the program area, or appointed by the dean or administrator of the program.

Articulation committee representatives should have enough familiarity with the relevant programs and/or courses at their institution to be able to share up-to-date information, and to knowledgeably participate in discussions at the articulation committee meeting. Ideally, the representative has been employed at the institution they represent for at least five years.

The responsibilities of articulation committee representatives are:

- To attend articulation committee meetings, with expenses paid by their institution (see [Cost of Attending Meetings](#)).
- To identify issues or concerns at their institution that should be discussed at the meeting, and to ask the committee chair to add these to the meeting agenda.
- To circulate the meeting agenda to their department/program members and administrators in advance of the meeting, and solicit feedback on agenda items.
- To prepare an institutional report in advance of the meeting, and to submit it to the articulation committee chair for distribution.
- After the meeting, to distribute the draft minutes and institutional reports to department/program faculty and administrators at their own institution, and to make verbal or written reports on the meeting to their own department/program or faculty.
- To notify the committee chair and their own department head and/or administrator if they are unable to attend an articulation committee meeting, and to ensure any other representative from their institution has all relevant materials and information.
- To provide the committee chair with up-to-date contact information for themselves and for their program/department.
- To participate in the articulation committee's activities throughout the year.



Information for NEW ARTICULATION COMMITTEE REPRESENTATIVES

Being a new representative on an articulation committee can seem intimidating. However, participating in an articulation committee is an excellent opportunity to build networks and relationships with colleagues at other BC Transfer System member institutions. Participation in an articulation committee can also usually be counted as part of the institutional service activity that most institutions expect from their faculty members.

Representing an institution on an articulation committee means bringing information about the institution and its programs to the committee, and taking information from the committee back to the program and institution. Most of this information exchange takes place at the committee's meetings. However, most articulation committees maintain year-round contact through email, Moodle, Google Groups, or the committee's own website. The institutional representatives and committee leadership share information such as new BCCAT publications, job opportunities, and professional development events.

Here are some suggestions for newly appointed institutional representatives, especially those preparing for their first articulation committee meeting.

- Make sure you have up-to-date information on your department, program, and/or faculty. Information that representatives usually share at articulation committee meetings, verbally or in institutional reports, includes:
 - o course or program changes (completed or upcoming)
 - o numbers of faculty and staff (e.g. permanent/contract; full-time/part-time; upcoming changes such as retirements, vacant positions, or new positions)
 - o numbers of students (including enrollments in different credential programs and in specializations within programs)
 - o anticipated trends in enrollments or staffing
 - o institutional news (e.g. administrative changes, new or revised policies)
 - o institutional or subject-specific trends that may affect the department/program
- Make sure the committee chair has up-to-date contact information for you - your name, the institution you represent, your title/position, and your email. The chair's contact information is posted on the committee's page on the [BCCAT website](#).
- If the committee has a site or email list for communication, ensure that you are registered or included. For most committees, the site or list is where the committee's documents are posted, and where the committee hosts its discussions throughout the year. Meeting notifications and information are usually posted here as well. The committee chair can help with arranging access to the site or list for you.

- Each committee's meeting date and location is posted on its page on the BCCAT website, and circulated to the committee representatives. If your articulation committee has scheduled a meeting, the chair or the meeting host will usually circulate and post the meeting information. Ensure that you have the correct date, time and location of the meeting - including the specific campus, if the host institution has more than one campus.
- If you are travelling to attend the meeting, make travel and accommodation arrangements as soon as possible. This can be particularly important when the meeting is being held in a region with limited transportation or accommodation options.
- When you return from the meeting, make a report to your program/department. This could be a verbal report at a program/department meeting, or a written report circulated via email. The report usually covers what was discussed at the meeting, and shares any information arising from the meeting that may be of interest to the program/department.
- Reporting back after the meeting is very important in demonstrating the value of articulation committees to the BC Transfer System member institutions, and in keeping your own program/department aware of trends or upcoming changes that may affect transfer in the subject area.
- Participate as much as possible in articulation committee activities throughout the year. These activities are usually communicated through the committee's site or email list. Moodle site users can set up alerts that will send an email notification of new posts in the site forum.

Examples of year-round participation include job postings and information sharing. If there is a job posting at an institution, the institutional representative can circulate the posting to the rest of the committee. Committee representatives might also ask for information from other institutions, such as pre-requisites that other institutions have for specific courses, textbooks or learning resources that are being used, or policies and practices on specific topics. Responses to these requests are extremely helpful, and also help build networks and contacts within the committee.

- An articulation committee may undertake transfer-related projects funded by BCCAT's [Special Project Funding program](#). These projects are usually led by one person or a small project team, but their success depends on participation by every representative on the committee. For example, if the project involves curriculum comparison or transfer agreement revisions, representatives might be asked to contribute a list of relevant courses or transfer options in their own department or program. Prompt and accurate responses to these types of requests support the success of the project, and benefit all of the institutions and programs in that subject area.



JOINT ANNUAL MEETING

(BCCAT'S JAM)

For more than a decade, BCCAT has hosted a Joint Annual Meeting (JAM). Every year, usually in early November, JAM brings together the post-secondary education, articulation, and administrative community across British Columbia and beyond to connect, share, and learn. JAM features guest speakers, panel discussions, and interactive sessions around issues related to transfer and articulation, in BC and elsewhere.

JAM is held in the Lower Mainland, with both in-person and online attendance options. Articulation committee chairs and System Liaison Persons (SLPs) usually attend the meeting in person, although anyone who is interested in participating can attend online. Those who have attended JAM have found that it is a great opportunity to learn about larger trends and issues in the BC Transfer System, and transfer and articulation in general, beyond what is happening in their own institution or discipline.

The 2020 and 2021 JAM meetings were held entirely online. The 2022 JAM meeting was held both online and in person. Videos of the presentations at those meetings can be viewed on [BCCAT's YouTube channel](#) ([2020 presentations](#); [2021 presentations](#); [2022 presentations](#)).

BCCAT also maintains a [JAM page on its website](#), with information on the event and links to presentations from past JAM meetings.

The dates for each year's JAM are usually announced in late spring, with registration (both in-person and online options) opening around the end of summer. JAM announcements and information are posted on the BCCAT website and are circulated to articulation committees for distribution.



ARTICULATION COMMITTEE MEETINGS

Articulation committees are required to hold at least one meeting each calendar year. If a committee is not able to meet this requirement, BCCAT must be notified (articulation@bccat.ca).

Most of the information in this section is applicable to both in-person and online meeting formats. For information specifically about online meetings, please see the section on [Online Meetings](#).

If the meeting will be held in person, committees should try to provide a virtual or remote attendance option.

MEETING FORMAT

During the pandemic-related closures of 2020 and 2021, articulation committee meetings were held online. Since then, some committees have returned to in-person meetings, while others have continued to meet online, and some have combined in-person and online attendance.

Articulation committees choose their own meeting formats. BCCAT recommends that chairs and/or SLPs determine the meeting format in consultation with the institutional representatives who will be attending the meeting. If the meeting will be held in person, committees should try to provide a virtual or remote attendance option for representatives who are unable to participate in person. Providing this option encourages access and inclusivity. Virtual or remote participation can be facilitated by telephone or by online video/audio conferencing tools such as Zoom or Teams.

CHOOSING A PLACE AND TIME

The committee chooses the place and time for its meetings.

Articulation meetings are usually hosted at an institution that is represented on the articulation committee. Some committees alternate between meeting in the Lower Mainland and meeting outside the Lower Mainland, to facilitate access for representatives located in different areas of British Columbia. Whenever possible, the meeting should be scheduled at a time when most representatives are likely to be able to attend, e.g. in between semesters.

Most articulation committees that meet once a year schedule their meeting between mid-March and late June. Committees that meet more than once a year usually have a meeting in the spring and another in the fall. BCCAT encourages committees to meet more than once a year if the committee representatives find it worthwhile to have more regular meetings.

The dates and locations of articulation committee meetings that BCCAT has been notified about are posted online at www.bccat.ca/articulation/calendar

COST OF HOSTING MEETINGS

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, WiFi access) are the responsibility of the committee itself. Host institutions may cover some or all of these costs. Some committees operate activities such as a publishers' exhibit, and charge a fee to exhibitors as a way of generating revenue to cover meeting costs. Some committees charge a registration fee to all participants and use those funds to cover some or all of the meeting costs.

If a registration fee is charged to participants, anyone attending the articulation committee meeting itself but not participating in any other activities must not be required to pay any fees. The articulation committee must not charge a fee for a representative to participate in the business portion of the meeting (i.e., discussion of agenda items).

If a fee is charged to articulation committee meeting participants, the amount of the fee should be set to cover the costs the committee incurs in organizing and running the meeting. It should not be used to generate a profit for the committee or to recoup institutional hosting costs. If there are funds left over after the meeting costs have been paid, the committee leadership is responsible for holding the funds (usually by depositing them in an account at the host institution) and ensuring that the funds are made available to the organizers of the committee's next meeting. BCCAT will not hold or administer these funds.

COST OF ATTENDING MEETINGS

BCCAT does not cover attendance or travel costs of representatives, guests, or other attendees at articulation meetings. It is the position of the Ministry responsible for post-secondary education and of BCCAT that funding for articulation activities, including attendance at articulation committee meetings, is included in the provincial funding provided to BC public post-secondary institutions. Therefore, institutions are expected to pay travel and attendance costs for their representatives to attend articulation meetings.

Institutions are expected to pay travel and attendance costs for their representatives to attend articulation meetings.

As much as possible, committees should plan their meetings to minimize expenses for attendees. This can include, for example, rotating meeting locations to equalize travel costs across time; scheduling consecutive meetings for different committees that are usually attended by the same representatives; and negotiating group rates with accommodation providers.

Some articulation committees combine their meetings with professional development activities, academic conferences and/or social events. Participants in additional events such as these may be required to pay a fee. Participants in social events such as group dinners usually pay their own costs.

PLANNING AN ARTICULATION COMMITTEE MEETING

Here are some suggestions for organizers who are planning an articulation committee meeting. This information is summarized in the [Checklist for Organizing Articulation Committee Meetings](#).

1. The meeting schedule should, whenever possible, be coordinated with transportation availability at the host site, e.g. flight arrival/departure times, ferry schedules, and bus schedules. This is particularly important in locations where these services are limited. For example, if the meeting ends after the last scheduled flight departure for the day, representatives may have to pay for an additional night's stay at a hotel.
2. Organizers should ensure that the host institution has adequate meeting space available at the time of the meeting. This may require coordination with the institution's schedules for classes and other activities.
3. Organizers should determine if any attendees require special accommodations for the meeting, and ensure that the meeting space is configured to meet those needs.
4. Meeting rooms may need to be equipped with WiFi, phone lines, and/or a projector and screen, to accommodate online attendees or to display meeting documents and presentations.
5. Appropriate accommodation should be arranged or recommended. Ideally, accommodation is available close enough to the meeting site that representatives can easily travel to and from the meeting. To assist representatives with different budgets or preferences, the organizers should arrange or recommend more than one accommodation option.

It is often possible to arrange a group accommodation rate, if many attendees will be staying at the same location. Ideally, this rate can be offered prior to and after the meeting dates, for attendees who may wish to arrive early or stay longer. If accommodation options are not close to the meeting site, organizers may want to arrange group transportation to and from the meeting.

6. A Dean or other administrator at the host institution, and a representative of the local Indigenous community, should be invited to welcome attendees at the start of the meeting.
7. Organizers should arrange for any staff support that the institution may be providing.
8. Organizations should arrange catering for meals and/or coffee breaks. Please ensure that menu options are available for representatives with special dietary requirements.

9. If necessary, organizers should arrange for advance online registration for the meeting. The host institution may be able to set up an advance registration page on its own website. Advance registration is useful for estimating the number of representatives that will be attending the meeting, and for the chair and/or SLP to identify in advance which institutions may or may not be sending representatives to the meeting. Advance registration can also collect information on representatives' specific dietary requirements and needs for accessibility. If the meeting schedule includes events that require a fee to be paid, advance registration may also be structured to allow representatives to pay those fees when they register.
10. The organizers should make other arrangements for social events or other activities, including transportation to or from the site. Restaurant reservations are strongly recommended for groups.
11. Meeting materials, including the agenda (see [Suggested Agenda Items](#)), should be collected and distributed prior to the meeting. These materials usually include:
 - A list of outstanding articulation requests for courses in the committee's subject area (this can be obtained from the BCCAT Committee Coordinator)
 - Campus map, with the meeting room and appropriate parking areas identified
 - Log-in information for campus or meeting room WiFi
 - Local area map, with the campus location and recommended accommodation identified
 - Parking passes, or information on parking fees
 - Promotional material for the host institution

CHECKLIST

FOR ORGANIZING ARTICULATION COMMITTEE MEETINGS

√	Approximately SIX MONTHS before the meeting date
	The committee should confirm its meeting date and location. This may include confirming that a potential location has sufficient meeting and/or accommodation space to host the meeting on the scheduled date.
	Once the date and location are confirmed, send a notification to institutional representatives on the committee. If any representatives will not be able to attend, ask them to confirm whether another representative will be attending instead, and to provide that individual's contact information.
	Notify the BCCAT Committee Coordinator of the meeting date and location.

√	Approximately TWO MONTHS before the meeting date
	Check previous meeting minutes to identify agenda items that should be brought forward to this meeting.
	Contact the committee's representative at the host institution (if the meeting is not being held at the chair's own institution) to request information such as recommendations for accommodations, travel directions, room booking logistics (including A/V equipment, WiFi access, and equipment to facilitate virtual attendance) and parking passes.
	If possible, arrange for a group rate at the recommended accommodations.
	Email representatives to remind them of the meeting date and location, and to request agenda items.
	Circulate travel and accommodation information to representatives and guests as soon as possible, so that they can make travel arrangements.
	Organize on-site catering for the meeting.
	Arrange for welcomes at the meeting by representatives of the host institution and the local Indigenous community.
	Plan activities such as field trips, professional development sessions, off-site meals, or social events.
	Set up the online site where representatives can register for the meeting in advance (and to pay fees if those are being charged).

√	Approximately ONE MONTH before the meeting date
	Confirm the representatives who will be attending the meeting, including names, institutional affiliations, and contact information.
	If any BC Transfer System member institutions with relevant programs or courses are not sending representatives to the meeting, especially large sending institutions, contact them to encourage sending a representative. BCCAT can assist with this if necessary.
	Request institutional reports in writing from each representative, to be submitted in advance of the meeting (template for reports).
	Arrange for a minute-taker at the meeting (see Meeting Minutes).
	Create the draft agenda (see Suggested Agenda Items).

√	Approximately ONE WEEK before the meeting date
	Circulate the draft agenda (template), the minutes from the most recent meeting, the list of outstanding articulation requests, and campus and local information to the representatives attending the meeting.
	Prepare a sign-up sheet (template) for representatives to register their attendance at the meeting. This can be circulated at in-person meetings, or posted on a publicly accessible site for online meetings.
	Ensure that the chair and/or host have contact information for assistance at the meeting site, e.g. contacts in IT services, catering, administration, security. This information is important in case problems arise during the meeting itself.

FACILITATING AN ARTICULATION COMMITTEE MEETING

Suggested Agenda Items

Agenda Items	Activities
Welcome and Introductions	<p>An administrator at the host institution and a representative of a local Indigenous community should welcome participants at the start of the meeting. The chair should make all new members feel welcome, and each meeting attendee should have the opportunity to introduce themselves.</p> <p>The chair or minute-taker should distribute the sign-in sheet for meeting attendees to sign. If the meeting has both in-person and online components, the sign-in process should be structured so that both kinds of attendees can sign in.</p>
Review Meeting Guidelines	<p>The chair should ensure everyone is familiar with the meeting guidelines outlined in this <i>Guide</i>, and review the Terms of Reference for articulation committees (Appendix B).</p>
Approval of Previous Minutes	<p>The draft minutes of the most recent meeting should be distributed in advance of the meeting, in the package of meeting materials. At the meeting itself, the meeting chair should ask for corrections or additions to the draft minutes before calling for a motion to approve the minutes. Only voting representatives who attended the meeting documented in the minutes are entitled to vote on approval of those minutes.</p>
Action Items from Previous Meeting(s)	<p>If action items were identified in the minutes of previous meetings, the person or group identified as being responsible for the item(s) should report on the progress or actions around the item(s).</p> <p>If the meeting agenda includes elections for new committee leaders, this could be mentioned as part of this agenda item. Notifying committee members early in the meeting of the upcoming election may be more productive than attempting to solicit nominations or volunteers immediately before the election takes place.</p>
Incomplete Articulation Requests	<p>A list of currently incomplete articulation requests in the Transfer Credit System (TCS) can be obtained from BCCAT's Committee Coordinator. The list should be circulated to institutional representatives prior to the meeting. If the contents of the list indicate issues such as an unusually high number of unresolved articulation requests from or to a single institution/program, these could be discussed at the meeting.</p>
Summary of Business	<p>After the discussion of action items and of new business, the chair should review the decisions that were made, and summarize new or ongoing action items (including who is responsible for these items), items to be brought to the attention of BCCAT, and any other business. Unresolved or outstanding items may be scheduled for the agenda of the next meeting, or may be addressed in other ways between meetings (e.g., by online discussion and/or voting).</p>

Suggested Agenda Items (con't)

Agenda Items	Activities
Institutional Reports	<p>Most committees ask for institutional reports to be submitted in advance in writing, for distribution to all attendees with the package of meeting materials. Chairs should encourage the submission of written reports in advance, and limit the meeting time for any oral reports. If written reports are circulated in advance, the meeting time for institutional reports should be restricted to a brief summary by each institution's representative and/or to questions from other attendees about the written reports. If oral reports are permitted, a specific time limit for each report should be established and enforced by the chair. This is particularly important at meetings with large numbers of attendees.</p>
New Business	<p>Usually this agenda item includes discussion of new issues potentially affecting the institutions represented at the meeting, or decisions to be made by the representatives at the meeting.</p> <p>If the committee reviews and approves articulation requests at its meetings, this usually takes place during this part of the meeting, or under a separate agenda item specifically for that purpose.</p>
Elections	<p>Chairs and other committee leaders can be elected or appointed by the institutional representatives at the meeting. BCCAT recommends that the outgoing and incoming leaders end and begin their terms of office at the meeting.</p>
Recognition of Committee Leaders	<p>If a committee leader is concluding their term of office at this meeting, the incoming chair(s) should thank the outgoing leader(s) for their work on behalf of the committee.</p>
Adjournment	<p>This should include a formal expression of thanks from the committee to the host institution and the meeting organizers.</p>



MEETING ATTENDEES AND GUESTS

Every BC Transfer System member institution with courses and/or programs in the relevant subject area is expected to send a representative to each meeting of the articulation committee.

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

- A BCCAT representative;
- Representatives of secondary school teachers responsible for courses in related disciplines;
- Representatives of 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., as guest speakers);
- Representatives of government ministries; and
- Retired faculty members who formerly attended the committee meetings.

BCCAT does not pay expenses or fees for guests invited to articulation committee meetings, or for other meeting attendees.

Private post-secondary institutions that are members of the BC Transfer System are only entitled to send representatives to articulation committee meetings related to the subject of their institution's degree(s) approved by the Minister responsible for post-secondary education.

Attendees who are not SLPs or BC Transfer System institutional representatives must be formally invited to attend by the committee leadership, at their discretion. Committees are under no obligation to grant requests for meeting invitations.

VOTING ON MOTIONS AT THE MEETING

Representatives of BC Transfer System member institutions are automatically entitled to vote on motions at articulation committee meetings, with one vote per institution. If more than one representative from the same institution attends the meeting, only one representative can vote on each motion.

If more than one representative from the same institution attends the meeting, only one representative can vote on each motion.

Other meeting attendees are permitted to vote only if a motion to that effect is presented and approved by representatives from BC Transfer System member institutions at the meeting. Any such motion must be recorded in the meeting minutes, with a clear indication of which attendees have been allowed to vote. This motion must be presented and voted on at every meeting of the committee where voting rights are extended to these attendees.

RECORDING MEETING ATTENDANCE

Attendance at articulation committee meetings should be recorded by circulating a sign-in sheet at the meeting. For online meetings, attendance can be recorded by putting a sign-in sheet on Google Docs or another publicly available site, and providing the link to the document to meeting attendees so that they can enter their information on the sheet.

Attendees must provide their name, their institutional affiliation, and their preferred email address. If information is provided on a paper sign-in sheet, it should be written clearly enough to be readable. It may be productive for the minute-taker to review the sign-in sheet as soon as it has been completed, and to collect missing or unclear information during the meeting.

A record of attendance at online meetings can be obtained by downloading the list of participants from Zoom or Teams, or by compiling attendee names from on-screen identifications. However, neither of these methods will collect institutional affiliations or email addresses.

Unedited attendee lists downloaded from online meeting platforms, and attendee lists without institutional affiliations and contact email addresses, are not accepted by BCCAT as records of meeting attendance.

BCCAT enters attendance records from articulation committee meeting minutes into a centralized database. The database is used to generate information on meeting attendance and trends (e.g. trends in representation from individual institutions or types of institutions; variations in attendance by location), to inform future decisions, and to support the work of articulation committees in encouraging meeting attendance.

GUIDELINES FOR INSTITUTIONAL REPORTS AT MEETINGS

Each articulation committee representative attending the meeting should submit an institutional report to be circulated to the committee before the meeting. The committee chair should set a firm deadline for report submissions.

BCCAT provides an [institutional report template](#). Using this template is not required, but articulation committees may find it helpful to have a similar format for all reports. A standardized report format makes it easier for representatives to find the information that is most relevant to them or their department/program, and ensures that reports contain the information most important to the committee.

At a minimum, institutional reports should include:

- Descriptions of any institutional, departmental or program changes that may affect articulation and transfer (e.g., curriculum changes, change in content of existing courses); and,
- Items that may be of interest to the committee membership (e.g., new assessment or evaluation methods for courses; changes in assigned textbooks or other learning resources).

Other information in institutional reports can include:

- current student enrollment numbers (by program, credential and/or specialization)
- enrollment trends (e.g. are enrollments increasing or decreasing in specific courses/programs)
- number of full-time and part-time faculty members
- upcoming staffing changes (e.g. retirements, new hires, new positions)
- upcoming institutional changes (e.g. new or retiring administrators, new programs)

Circulating written institutional reports to the committee in advance can avoid using a large amount of meeting time for oral reports. This is particularly important for articulation committees with large numbers of representatives. It may be helpful to inform institutional representatives that if a written institutional report is not submitted before the deadline, they will not be guaranteed an oral report at the meeting.

At the meeting itself, the time allocated for institutional reports can be controlled by setting and enforcing a time limit for oral summaries of written reports (e.g. five minutes maximum per institution). Oral summaries can also be entirely eliminated, and the agenda time for institutional reports can be used for questions or comments on the written reports circulated in advance.

Written institutional reports from each meeting are submitted to BCCAT along with the draft meeting minutes. However, only the draft meeting minutes, including any oral summaries of reports, are posted on the committee's page on the BCCAT website. The full texts of institutional reports are not posted on the BCCAT website. The full set of institutional reports can be circulated to the committee by email after the meeting, and/or posted on the committee's Moodle site, email list, Google Groups site, or website.

GUIDELINES FOR ARTICULATION COMMITTEE MEETING MINUTES

Articulation committee meeting minutes fulfill several key purposes.

- They inform BC Transfer System member institutions, external agencies, and other relevant organizations about initiatives, proposals, or trends that may affect the articulation committee's programs or disciplines.
- They alert BCCAT to articulation and transfer issues across the BC Transfer System, and enable those issues to be tracked over time.
- They provide a public record of meeting attendance and proceedings, and of actions undertaken by the articulation committee. This information can be used to guide the committee's subsequent meetings and activities.

A minute-taker should be appointed for each articulation committee meeting, preferably in advance of the meeting date. The minute-taker should not be the chair, as the chair should be focusing on facilitating the meeting. Some committees appoint a minute-taker as part of their leadership.

The minute-taker should not be the chair, as the chair should be focusing on facilitating the meeting.

Some articulation committees ensure a minute-taker for each meeting by assigning the task of minute-taking to institutional representatives in alphabetical turn. For example, the representative from the College of New Caledonia takes minutes at a meeting, and the representative from the College of the Rockies takes minutes at the next meeting, followed by the representative from Douglas College. This method is an equitable way of sharing the task of minute-taking.

If the meeting is being recorded for the purposes of generating or verifying minutes, the chair should advise attendees that recording is taking place. Recordings of meetings are not a substitute for written minutes; recordings are generally used by committees only to generate a written transcript, to assist the minute-taker in compiling the meeting minutes. Some online meeting software also provides options for live transcription without recording, or for audio-only recording. BCCAT does not store recordings of meetings.

If a representative at an articulation committee meeting that is being recorded does not want to be recorded, the representative has the option to turn off their camera. They also have the option of leaving the meeting, although this would preclude their participation in the meeting. If any representatives object to being recorded at the meeting, the chair should try to find an alternative, such as audio recording only, that balances the interests of all attendees.

Meeting minutes record what is discussed, not what is said. Attendees and minute-takers should be aware that after meeting minutes are approved by the committee, the minutes 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. However, approved meeting minutes should not include information or statements that may be sensitive.

BCCAT has a [template for meeting minutes](#). When committees use this template, that facilitates consistent formatting of minutes, which in turn facilitates the work of BCCAT staff in compiling and posting minutes. If the committee chooses not to use the BCCAT template for its meeting minutes, articulation committee meeting minutes that are submitted to BCCAT must contain:

- The full name of the committee
- Meeting date(s) and location(s)
- The names and institutional affiliations of the meeting chair and minute-taker
- The names, email addresses and institutional affiliations of all committee members, guests, attendees, and presenters
- The full names, institutional affiliations, and contact information of incoming committee leaders, and leaders of any sub-committees, working groups, project groups, and/or ad hoc committees established at the meeting
- The full text of any motions, including the full names of the movers and seconders [documents related to motions can be included as appendices to the minutes]
- Descriptions of any decisions or action items, with enough detail for readers to understand the motivation for the decision or action
- Summaries of reports, discussions, or presentations [the full documents can be included as appendices to the minutes]
- Summaries of sub-committee reports, where applicable [the full reports can be included as appendices to the minutes], including the outcomes of any decisions made at the sub-committee level
- If possible, the date(s) and location(s) of the committee's next meeting(s), and an indication of when this information will be finalized

Minutes should also include a list of institutional representatives that indicated they were unable to attend the meeting, and an indication of whether another representative attended from the same institution. A list of institutions that did not send representatives to the meeting is also helpful.

Articulation committees must submit written minutes in Word to articulation@bccat.ca within three months of the end of the meeting. Audio recordings, video recordings, and unedited transcripts from recordings are not accepted as meeting minutes. Before submitting minutes to BCCAT, chairs may want to circulate draft minutes to the institutional representatives at the meeting, to allow them to provide edits or clarification while the meeting is still fresh in their minds.

Once BCCAT has reviewed the minutes, they will be posted on the committee's page on the BCCAT website. The minutes will be considered drafts until they are approved by the committee at its next meeting.

ORGANIZING AND HOSTING AN ONLINE ARTICULATION COMMITTEE MEETING

Organizing and hosting an online articulation committee meeting generally follows the same guidelines and time frames as organizing and hosting an in-person articulation committee meeting. However, there are some specific considerations for online meetings, or for meetings with both in-person and online components. These are addressed in the suggestions below.

There are some specific considerations for online meetings, or for meetings with both in-person and online components.

- The committee leadership should identify a host institution, for the purposes of using that institution's online conferencing platform, and to ensure that the institution's platform is capable of hosting the anticipated number of attendees for the appropriate length of time. BCCAT recommends using a single platform and host institution, because representatives may get "lost" if meeting sessions are hosted by more than one institution, or if the meeting moves between different conferencing platforms.
- BCCAT is not able to provide online meeting software for articulation committee meetings.
- BCCAT strongly recommends that online or partly online meetings have a chair and a designated co-chair. The co-chair can monitor online chats, keep a speaker's list, create and post polls or votes, and generally assist the chair in running the online meeting. The chair's attention will be focused on facilitating the meeting, and they may not notice communications or requests taking place elsewhere on the meeting platform.
- The meeting chair and co-chair should familiarize themselves in advance with how to use features of the online conference platform, such as:
 - o muting and enabling participants' microphones
 - o conducting polls
 - o conducting votes on motions
 - o the "chat" function, for side conversations or for posting additional information and links
 - o the "hands-up" function, or other ways that representatives can indicate reactions or responses

The chair and co-chair should decide in advance on how these functions will be used during the meeting. For example, should representatives wanting to speak use the "hands-up" function, or should they put a request to speak into the chat? These guidelines should be shared with the meeting participants at the start of the meeting. If necessary, the co-chair can also remind participants of the guidelines during the meeting itself.

- One advantage of online or partly online meetings is that special guests or speakers can participate online from anywhere in the world, at minimal or no cost to the committee. Adding a guest speaker or special presentation to the online meeting agenda may improve attendance, and increase participants' engagement in the meeting.
- If the meeting will have both online and in-person attendees, the meeting organizers should, as much as possible, should ensure that online attendees are able to participate as fully as in-person participants. Ideally, in-person

and online attendees should be able to see and hear each other, and to interact in real time. Many BC post-secondary institutions now have in-person meeting spaces with online capabilities such as a built-in screen and conferencing hardware. Institutions may also be able to provide online conferencing tools such as the Owl camera to allow remote participation in meetings held in in-person meeting spaces.

- The link to the online meeting platform, along with any log-in information such as passwords, should be distributed with the meeting materials. It is also helpful to circulate this information to attendees in a separate email or online post, in case attendees are not able to locate their copy of the materials.
- “Zoom fatigue” may cause participants to be less engaged online than in person. The schedule for an online or partially online articulation meeting should include frequent breaks, and if possible should be scheduled for less time than an in-person meeting.
- Agenda items for online meetings should be as focused as possible, and the chair should focus discussion around the agenda items. Conversations between representatives, or questions or discussion on related but not directly relevant matters, should be directed to the “chat” function, to email, or to a separate discussion on the committee’s other communication channels outside the meeting.
- To facilitate community-building and to assist with minute-taking, participants should be encouraged to put their full name and institutional affiliation in their screen display.
- Online meetings may be recorded to assist with compiling the meeting minutes. The chair should ensure that all participants are aware that recording is taking place, and agree to being recorded. BCCAT does not accept audio or video recordings of online meetings as fulfilling the requirement to provide meeting minutes.
- Institutional reports at online meetings can take a considerable amount of meeting time, especially for large committees. The online meeting format also makes it easier for participants to “leave” than at an in-person meeting, so having to sit through an excessive number of institutional reports may reduce participant attention and engagement.

BCCAT strongly recommends circulating institutional reports to participants as part of the meeting materials, in advance of the meeting. Discussion of institutional reports during the online meeting should be restricted to questions about the contents of specific reports, or to very brief verbal summaries of reports. Setting and enforcing a maximum time limit for verbal summaries will facilitate this part of the meeting.



COMMITTEE COMMUNICATION THROUGHOUT THE YEAR

The work of articulation committees is not limited to committee meetings. Most committees encourage ongoing year-round communication between and among representatives, on such topics as curriculum changes, issues at institutions, job vacancies, and announcements of conferences, events, and professional development opportunities.

Most committees facilitate these communications through email lists, Google Groups sites, or Moodle sites. A few committees operate their own websites. BCCAT hosts a Moodle site that committees can use for ongoing communication.

MOODLE

BCCAT's Moodle site (<https://moodle.bccat.ca>) allows articulation committees to set up individual pages to facilitate communication and information sharing. Each page is required to have a designated administrator, who is usually the committee chair. The administrator is responsible for posting information, moderating discussions if necessary, and maintaining the archive of documents posted to the site.

BCCAT recommends that at least two participants on the articulation committee be designated as administrators for a committee Moodle page. Having two or more administrators ensures ongoing knowledge of the administrative tasks of maintaining the page, and it also ensures that the page remains accessible if one administrator is no longer available. If the committee chair is designated as an administrator, when their term as chair ends, they should ensure that the administrator log-in information for the page is passed along to the incoming chair.

Ideally, the administrator of each articulation committee's page has some experience in using Moodle, and is able to assist institutional representatives who may not be familiar with the platform. BCCAT does not offer Moodle training, or offer technical support to administrators or committees using the site.

To request a BCCAT-hosted Moodle page for an articulation committee, please contact moodle@bccat.ca

GOOGLE GROUPS, EMAIL LISTS, AND WEBSITES

Some articulation committees maintain year-round communication through a Google Groups site or an email list, or through their own website. The committee chair or a designated institutional representative is usually the administrator that maintains the site or the list, including updating representatives' email addresses or account names.

If a committee chooses to use these forms of communication, BCCAT recommends having two designated administrators, in case one administrator becomes unavailable or unable to continue their role. If the administrator is the committee chair, administrator log-in information, or any other information needed to maintain the list or group, should be passed along to incoming chairs.

BCCAT does not administer or provide technical support or training for these forms of articulation committee communication.

SPECIAL PROJECT FUNDING (SPF) PROGRAM

BCCAT allocates a budget amount every year to fund special projects by articulation committees. The Special Project Funding (SPF) program supports projects that will result in a significant improvement in transfer opportunities, or will result in new forms of transfer.

Projects to maintain or update existing transfer arrangements, and projects replicating what is already found, or should be found, in the BC Transfer Guide, are not eligible for this funding.

SPF projects are carried out by a contractor, with the support of the articulation committee. The contractor is usually an institutional representative on the articulation committee.

A call for proposals for SPF projects is circulated to articulation committees in the spring of each year. The call will include the total amount of project funding available for that year. The call for proposals is also posted on the BCCAT website at bccat.ca/articulation/projects. This site includes the application forms that must be used to submit proposals.

SPF project proposals are evaluated and funded on a first-come, first-serve basis. Proposals will be evaluated by BCCAT's Transfer and Articulation Committee (TAC) at its regular meetings, which are usually in September, January and May.

Articulation committees considering submitting an SPF proposal are strongly encouraged to contact BCCAT before starting work on the proposal, to ensure that the proposed project is feasible and that it fits the SPF mandate. Inquiries about potential SPF projects can be sent to articulation@bccat.ca

BCCAT will notify articulation committees when the total SPF funding for each year has been allocated. When the funding has been allocated, no further SPF applications will be accepted for the rest of that year.

DELISTING AN ARTICULATION COMMITTEE

Articulation committees are expected to meet at least once a year, and at least one member of each committee's leadership is expected to remain in contact with BCCAT throughout the year. If a committee has not met for at least two years, and/or if the committee's leaders do not respond to multiple communications from BCCAT or from institutional representatives, the Transfer and Admissions Committee (TAC) will consider delisting the committee.

A committee may also be considered for delisting if the committee members or BCCAT staff feel that the committee is no longer effective, or if they feel that a committee in that subject area is no longer necessary to facilitate transfer activity in that subject within the BC Transfer System.

"Delisting" means that the committee is no longer recognized or supported by BCCAT. The committee will no longer be included in BCCAT's list of articulation committees and will not receive communications, staff support, or other resources that BCCAT provides to facilitate the work of articulation committees.

The basis for delisting a committee and the process of delisting are outlined in [Appendix D](#). BCCAT staff will notify TAC if a committee should be considered for delisting. If TAC votes to delist the committee, BCCAT staff will notify all institutions represented on the committee that the committee has been delisted. BCCAT will retain all records associated with the delisted committee in its archives.

A delisted committee can be reactivated by following the steps of BCCAT's policy for creating new articulation committees ([Appendix C](#)).

FREQUENTLY ASKED QUESTIONS (FAQs)

1. *Who pays for institutional representatives to attend articulation committee meetings?*

It is the position of the Ministry responsible for post-secondary education and of BCCAT that funds for articulation activities, including attendance at articulation committee meetings, are included in the provincial funding provided to BC public post-secondary institutions. Therefore, institutions are expected to pay travel and attendance expenses for their representatives to attend articulation meetings.

BCCAT does not cover expenses for institutional representatives, guests, or other attendees to attend articulation meetings.

2. *Can representatives from private post-secondary institutions attend articulation committee meetings?*

Private post-secondary institutions that are members of the BC Transfer System (BCTS) are required to send representatives to appropriate articulation committee meetings. “Appropriate” committees are those in disciplines related to the program(s) that the Minister responsible for post-secondary education has approved the institution to offer in BC. Representatives from private institutions belonging to the BCTS and offering relevant approved programs are voting members of the articulation committee, with one vote per institution.

Private post-secondary institutions that are BCTS members are not entitled to send representatives to every articulation committee - only to those committees that are relevant to the institutions’ approved programs.

Articulation committee may invite representatives to their meetings from private institutions that are not BCTS members, at the discretion of the committee. These representatives are guests and are only entitled to vote if the committee passes a motion to that effect during the meeting. Representatives from private institutions that are not BCTS members are not eligible to be appointed to leadership positions on the committee. See [Responsibilities of Individual Committee Members](#) for more information.

If an articulation committee receives a request from an individual or organization to attend a meeting as a guest, the articulation committee is not obligated to grant the request.

3. *What happens if an articulation committee doesn’t meet?*

Articulation committees are expected to meet at least once each year. Articulation committees that have not met regularly, or that have not responded to repeated BCCAT or representatives’ requests for minutes or other information, may be delisted. “Delisted” means that the committee is removed from BCCAT’s list of active articulation committees, and is no longer supported or recognized by BCCAT. See [Appendix D: Delisting an Articulation Committee](#) for more information.

If an articulation committee chooses not to hold an annual meeting, it should notify BCCAT at articulation@bccat.ca, including an explanation of why the meeting is not being organized.

4. Can a delisted articulation committee be re-activated?

Yes. A delisted committee can be re-listed with the approval of the Transfer and Articulation Committee (TAC), following the procedure for approval of new articulation committees. See [Appendix C: Process for Establishing a New Articulation Committee](#).

5. Can articulation committees plan other events along with the articulation committee meeting?

Yes. However, it is important to distinguish between the articulation committee's business meeting (the meeting where the agenda items are addressed) and other scheduled events, such as professional development events, social events, or guest speakers. If a fee is charged to participate in other events, institutional representatives must be able to attend the articulation committee business meeting at no cost. See [Planning an Articulation Committee Meeting](#) for more information.

6. Can articulation committees charge a fee to representatives to attend an articulation committee meeting?

Institutional representatives must be able to attend the business meeting of the committee (the meeting where agenda items are discussed) without being charged a fee. Institutions hosting articulation committee meetings are expected to provide meeting space at no cost to the committee. If a committee chooses to charge a fee, it must be clear to the attendees what the fees will be used for. Even a small fee may be a financial barrier to attendance for some institutional representatives.

If a fee is charged, the revenue from the fees must not be used to reimburse the host institution for expenses that the institution is expected to cover, or to generate a profit for the committee. Articulation committee leaders are responsible for administering any funds generated by meeting attendance fees, and to ensure that any surplus funds are accessible to the organizers of the committee's next meeting.

7. An institution has not sent any representatives to our committee's most recent meetings. How can we encourage them to attend?

The usual first step in this process is for the committee chair, or another committee leader, to contact the appropriate department, school, or program head by email or phone. A conversation with them may help to clarify why a representative from that institution has not been attending the meetings. If the institutional representative who formerly attended articulation committee meetings is no longer in that role, the department, school or program may not have been receiving meeting notifications.

BCCAT keeps records of articulation committee meeting attendance. BCCAT can help committee chairs to identify the last time an institution was represented at a meeting, or identify the last representative from the institution that attended a meeting. It can also help committees identify the best person to contact at the institution or program.

If the committee perceives an ongoing problem with non-attendance by specific institutions, or by specific types of institutions, BCCAT can assist the committee in addressing the problem. Please contact articulation@bccat.ca

8. When can BC government representatives attend articulation committee meetings?

Some committees deal with subject areas that include courses at both secondary and post-secondary levels. A committee may want to invite representatives from the Ministry of Education (K-12 courses) and/or the Ministry responsible for post-secondary education if changes in curriculum, programs, or provincial regulations at the secondary level may affect post-secondary courses. BCCAT can help committees identify the appropriate staff member to invite.

Government representatives, like all external guests, attend articulation committee meetings only by invitation. If articulation committee leaders are unsure whether an invitation should be sent, or whether a request for attendance should be granted, please contact BCCAT at articulation@bccat.ca

9. Can representatives from other provinces/regions attend BC articulation committee meetings?

Yes. Attendance by these representatives can be mutually beneficial in helping to build relationships between institutions and programs across Canada. These representatives attend as guests and do not have voting rights at the meeting.

Generally, representatives from other provinces or regions contact the committee chair to request an invitation to attend the meeting. If articulation committee leaders are unsure whether they should grant such a request, please contact BCCAT at articulation@bccat.ca.

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

A brief discussion or orientation by the chair at the beginning of each meeting can remind representatives of the scope of discussion and of the meeting guidelines. The chair should also be prepared to redirect discussions that are becoming irrelevant or unfocused. It can be helpful for the chair to recommend that off-topic discussions continue during breaks or after the meeting ends. If part or all of the meeting is online, discussions can also continue in the chat section of the meeting platform, or through email.

Off-topic discussions can also be continued, in a format that includes all institutional representatives, on the committee's Moodle site, Google Groups site, email list, or website.

A detailed agenda for the meeting, distributed in advance, may also help in guiding and framing discussion. See [Suggested Agenda Items](#).

11. As chair of my articulation committee, I have been asked to sit on an external committee. Is this part of my duties?

No. This work can be mutually beneficial for both the chair and the committee, but it may require considerable additional time and effort from the chair. With the permission of the institutional representatives on the committee, the chair may suggest that another representative from the committee take on this responsibility.

Anyone representing an articulation committee on an external committee should remember that articulation committees do not speak on behalf of BCCAT or represent BCCAT.

12. No one on the committee wants to take minutes at our meetings. What can we do?

It can be difficult to recruit a minute-taker at the meeting itself. BCCAT recommends trying to appoint a minute-taker in advance of the meeting. If the committee representatives are willing to have the audio of the meeting recorded, the tape or transcript of the audio can facilitate the minute-taker's work of compiling the minutes. However, BCCAT does not recommend audio recording as the sole method of taking meeting minutes. A "live" minute-taker is essential to ensure that discussions, motions and votes are accurately captured.

Here are some techniques that articulation committees have used to ensure that minutes are taken at their meetings:

- An alphabetical rotation, where each institution's representatives take turns as minute-takers. For example, if the College of New Caledonia representative takes minutes at one meeting, the College of the Rockies representative takes minutes at the next meeting.
- Appointing a minute-taker as part of the committee leadership.
- Assigning minute-taking to the vice-chair or co-chair. The chair should not be the minute-taker, as they should be focused on facilitating the meeting.
- Hiring a minute-taker through the host institution's work-study program or career centre. The articulation committee is responsible for paying this person for their work.
- Asking if the host institution can provide a staff person to take minutes.

13. Can I submit an audio or video recording, or a transcript from a recording, as minutes of an articulation committee meeting?

No. Minutes must be written and must be submitted to BCCAT in Word, including the list of attendees. Screenshots, auto-generated transcripts, and unedited transcripts from video or audio recordings are not accepted as fulfilling BCCAT's requirement for meeting minutes, or for providing lists of attendees. Please see [Guidelines for Articulation Committee Meeting Minutes](#) for information on preparing and submitting articulation committee minutes and attendee lists.

14. When is the deadline for submitting articulation committee meeting minutes?

Minutes must be submitted to BCCAT no later than three months after the end of the meeting. If there are circumstances that are delaying the submission of the minutes, BCCAT must be notified prior to the deadline for submission (articulation@bccat.ca).

Articulation committees should be aware that repeated delays in submitting minutes, failure to submit minutes, or lack of response to BCCAT requests for missing minutes may put the committee at risk of [delisting](#).

15. Can I attend articulation committee meetings in other jurisdictions?

Yes. However, BCCAT does not pay expenses of chairs or committee representatives attending these meetings.

APPENDIX A:

BC COUNCIL ON ADMISSIONS & TRANSFER PRINCIPLES AND GUIDELINES FOR TRANSFER

This document is available online at www.bccat.ca/articulation/info/. The *Principles and Guidelines* are currently undergoing review and revision. An updated version of this document will be posted when it is finalized.

Context and Purpose

The BC Transfer System (BCTS) is based on the values of transparency, fairness, autonomy, predictability and accountability, and is built upon trust between its member institutions and other participants.

The *BCCAT Principles and Guidelines for Transfer* were founded upon tenets set forth by the British Columbia Post-Secondary Coordinating Committee and approved by BC university senates and college councils in 1976 and 1977. The *Principles and Guidelines for Transfer* were developed in the early 1990s, after extensive consultation with all public post-secondary institutions, to outline the guiding principles and values of the BC Transfer System.

Since the initial adoption of the *Principles and Guidelines for Transfer* in 1993, the BC Transfer System has grown substantially and now includes public, private and out-of-province member institutions. In keeping with BCCAT Policy Guidelines, the document is regularly reviewed and revised to maintain alignment with the system and with BCCAT's mission of facilitating student mobility, supporting system quality, and ensuring the portability and applicability of credit.

Definitions

Credit Transfer	Credit transfer consists of the granting of credit by one institution for equivalent courses or programs completed at another institution. Once transfer credit is granted, the course or program is accepted at the receiving institution as equivalent to its own course or program. Course and program equivalencies that have been articulated may be publicly recorded in the BC Transfer Guide.
Receiving Institution	The institution at which transfer credit is being requested.
Sending Institution	The institution requesting transfer credit for its course or program; the institution where a student has acquired credit
Transfer Student	An admissions category that establishes specific criteria for students applying on the basis of having acquired credits at another institution; a student who wishes to transfer credit from one institution to another.

Principles and Guidelines In the BC Transfer System:

1. *Students earn transfer credit for equivalent learning.*

- A. Formal transfer credit agreements recorded in the BC Transfer Guide are a guarantee to students that specified credit acquired at one institution will be given transfer credit at another institution.
- B. Students should not be required to retake equivalent courses successfully completed at another institution.
- C. Students should not be given transfer credit for learning they have not acquired.

2. *Students can expect to use transfer credit to fulfill credential or program requirements.*

- A. Students, advisors, administrators, and faculty members must have access to information at other institutions on course equivalencies, program prerequisites, and levels of achievement that determine whether admission and transfer credit will be awarded. This information should also include any limitations on using transfer credit toward credential or program completion.
- B. Students are responsible for ensuring they are fully and accurately informed about transfer processes.

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

- A.. If an institution defines admission criteria specifically for transfer students, the institution should clearly state the criteria applicable to students applying for admission in that category, such as a minimum cumulative GPA or a minimum number of credits required for the student to qualify for admission in that category.
- B. B. Where an assessment of previous academic performance forms part of an admission decision for transfer students, the student's post-secondary academic record should be the primary consideration, rather than performance in secondary school.
- C. The minimum grade for individual course transfer is normally a passing grade, as defined by the institution where the student acquired the course credit. A course grade higher than the grade usually required for course transfer should not be required for admission by the receiving institution, unless the same requirement applies to the use of grades for the equivalent internal course at the receiving institution: for example, fulfilling pre-requisite requirements for other courses.
- D. Institutions should ensure that a formal appeal procedure is available for students who wish to appeal transfer credit decisions, and that information on how to access the procedure is easily available.
- E. Students should not be disadvantaged by changes made to articulation agreements while they are taking a course or program they intend to transfer. Any material changes to articulation agreements should be implemented with a start date at least one semester later to ensure equity for prospective transfer students.

4. *All BC Transfer System member institutions acknowledge and respect the primary jurisdiction of each institution for its own transfer policy and academic integrity.*

- A. Each BC Transfer System member institution should have adequate resources, including clearly stated and publicly available policies and procedures, for accepting transferring students and awarding transfer credit.
- B. Programs offered within the BC Transfer System may have differing missions, context, expertise, and modes of delivery. These differences should be respected and accommodated in sending and receiving transfer credit.

- C. BCTS member institutions may have policies or expectations regarding appropriate qualifications for instructors of transferable courses. Member institutions should be prepared to provide information on their instructor qualification policies upon request.

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

- A. Every BCTS member institution should have a formal transfer credit policy, fully outlining processes for assessing articulation requests and awarding transfer credit, and should make that policy publicly available.
- B. Institutions should allocate appropriate resources to administering transfer activity, including receiving and assessing articulation requests, training and advising evaluators, and creating, sending, and recording its own transfer decisions.
- C. Each BCTS member institution is expected to send a representative to meetings of articulation committees related to subjects in which it offers courses or programs. Private institutions that are BCTS members are required to send representatives to meetings of articulation committees related to the subject of the degree(s) that it has been authorized to offer by the provincial Ministry responsible for post-secondary education.
- D. Receiving institutions should respond to articulation requests in a timely manner, preferably within two months of receiving a request.
- E. Articulation agreements should be based on an assessment of equivalence between courses or programs, while recognizing that knowledge can be acquired under a variety of arrangements and conditions. Assessments of equivalence may include (but not be limited to) comparisons of learning outcomes, scope and level of content, evaluation criteria, or hours of instruction
- F. The institution seeking transfer credit (the sending institution) should provide course or program outlines, and additional information if requested, that contains sufficient information for the receiving institution to assess equivalence.
- G. If an articulation request is denied by a receiving institution, the institution is required to provide a reason for the denial.
- H. All institutions are expected to
 - maintain the standard of content, outcomes and instruction upon which an original transfer agreement was based;
 - re-articulate courses or programs when these change to the extent that their equivalency to courses at other institution may be affected;
 - provide adequate notice to receiving institutions of planned curricular changes that may affect established transfer agreements, and
 - review articulation agreements every five years to ensure currency and accuracy for transfer students.
- I. An award of transfer credit should specify what credit is being awarded, the number of credits awarded, and any conditions that may affect whether a student will receive transfer credit.

APPENDIX B:

TERMS OF REFERENCE

FOR ARTICULATION COMMITTEES

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 these Terms of Reference to guide the operations of articulation committees. These Terms of Reference were approved by TAC at its meeting on January 20, 2023.

Scope and Limits

Articulation committees operate under the administrative sponsorship of BCCAT. However, articulation committees are neither standing committees nor sub-committees of Council or of the TAC. As such, articulation committees do not operate 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, within a specific academic discipline or area of study.

Articulation committees achieve this purpose by:

- exchanging information about practices such as entry requirements, measures of achievement, course numbering systems, instructional techniques, textbooks, and learning materials;
- enhancing cooperation and coordination among institutions;
- promoting course and program equivalency where appropriate;
- fostering understanding of course objectives and/or learning outcomes in the discipline(s) or program(s) relevant to the committee;
- discussing new developments in the relevant discipline(s) or program(s);
- identifying common professional issues, opportunities for program development, and transfer-related research and innovation opportunities;
- discussing potential changes in courses and/or programs that may affect transfer relationships between or among institutions;
- fostering understanding of [BCCAT's Principles and Guidelines for Transfer](#); and,
- identifying relevant transfer issues and bringing these to BCCAT's attention if required.

Committee Structure and Operations

1. Every articulation committee is expected to appoint a chair. The chair serves as the main coordinator of the committee's activity, and is BCCAT's primary contact for the committee. The committee determines the length of the chair's term and the process for appointing the chair. The chair must be a representative from a BC Transfer System member institution, preferably an individual that has worked at a BC Transfer System member institution for five or more years.
2. Articulation committees may create additional leadership positions (e.g. co-chair, secretary, vice-chair) if the committee feels that those positions will facilitate the work of the committee. Any additional leadership positions must be filled by a representative from a BC Transfer System member institution.
3. A minute-taker is required at every meeting of the articulation committee. The minute-taker records the discussion and motions at the meeting, after which the minute-taker or the chair circulates the draft minutes to the institutional representatives for review. The draft minutes must be submitted to BCCAT within three months of the meeting date. Minutes are a public record of the meeting that will be posted to the BCCAT website.
4. Articulation committees are required to meet at least once per calendar year. Should a committee decide not to meet in a calendar year, they are required to notify BCCAT.
5. An articulation committee may create sub-committees, either on an ad hoc basis or on an on-going basis. Meetings and activities of sub-committees are conducted under the sponsorship of the parent committee, and guided by the same principles and responsibilities as the parent committee.
6. TAC has the authority to create new articulation committees and to delist articulation committees. The policies on [creating new articulation committees](#) and [delisting articulation committees](#) outline those processes.

Membership and Participation

1. Articulation committees represent courses and programs in academic disciplines, and career, vocational and developmental programs. Articulation committees consist of representatives from BC Transfer System member institutions which 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 every meeting of an articulation committee for which they deliver a program of study or courses in the subject.
3. Only representatives from a BC Transfer System member institution are eligible to be appointed as the articulation committee Chair, or to other leadership positions as defined by the articulation committee.

4. Representatives of BC Transfer System member institutions are entitled to vote on motions at articulation committee meetings, with one vote per institution. If there is more than one representative from an institution at a meeting, only one representative may vote on motions. If a representative is employed at more than one BC Transfer System institution, they should make explicit the institution they are representing and voting on behalf of at the meeting.
5. Other attendees at the meeting may be permitted to vote only if a motion to that effect is presented and approved by the representatives 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 must be presented and voted on at every meeting of the committee where voting rights are extended to attendees other than institutional representatives.
6. Institutional representatives attending articulation committee meetings must teach at the institution they are representing, and should have appropriate and up-to-date knowledge of their institution's and program's curriculum. Ideally, they should also have experience with and an interest in course or program articulation and/or the BC Transfer System.
7. Private and out-of-province public post-secondary institutions are expected to participate in articulation meetings relevant to their ministerial consent degree program curriculum, and to send institutional representatives that meet the criteria in (6). See [BCCAT Policy 3A: Membership in the BC Transfer System](#).
8. BCCAT staff attend meetings as invited guests and are not voting members of the committee. They provide guidance, give updates on BCCAT activities, and share information about the BC Transfer System and transfer-related issues.
9. An articulation committee may permit guests or observers to attend its meetings. These could include appropriate provincial government staff, representatives from other articulation committees in BC or other jurisdictions, representatives from professional or regulatory bodies, the host institution's Transfer Credit Contact (TCC), or representatives from other post-secondary institutions, public or private. Generally, guests or observers do not have voting rights, unless granted these for the meeting by a motion of the committee as described in (5).

APPENDIX C:

PROCESS FOR ESTABLISHING A NEW ARTICULATION COMMITTEE

The Transfer and Articulation Committee (TAC) is a standing committee established by and reporting to the BC Council on Admissions and Transfer (BCCAT). This process for establishing a new articulation committee was approved by TAC at its meeting on January 20, 2023.

Background

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 do not operate with any delegated authority and do not speak on behalf of the Council or its standing committees.

Since TAC is the subcommittee of BCCAT Council with responsibility for oversight of articulation committees, TAC is responsible for approving the establishment of new articulation committees.

Purpose

The purpose of this document is to outline the process through which a new articulation committee is established. Reasons for establishing new articulation committees include the following:

- A new post-secondary discipline emerges and courses or programs in it are offered by BC Transfer System member institutions, and system-wide coordination through an articulation committee 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,
- an existing articulation committee has expanded and evolved, and members of the committee feel that transfer and articulation in their discipline would be better served with a smaller and/or more focused articulation committee.

Process

Individuals or groups contemplating the establishment of a new articulation committee should first conduct an environmental scan within the BC Transfer System to collect the following data:

- How many institutions offer programs or courses in the relevant subject area
- How many of these programs or courses award a credential or can be used for completion of a credential (e.g. bachelor's degree, specialization/major/concentration within a bachelor's degree, associate degree, certificate, diploma)
- How many students are currently enrolled in these programs or courses
- How many students are likely to transfer within these programs
- Whether the subject area is sufficiently different from subject areas currently represented by articulation committees
- Whether the institutions that currently offer courses or programs in the relevant subject area are in favour of creating a new articulation committee

If the data indicate support for the formation of a new articulation committee, a proposal to establish the committee may be submitted to TAC via BCCAT's Director responsible for Transfer and Articulation. Usually, proposals for new articulation committees are created and submitted by a group or ad hoc committee, or by an individual representing a group or ad hoc committee.

If the proposed articulation committee is the result of a subdivision of an existing articulation committee (i.e. the members of an existing articulation committee decide to divide the committee into two or more new committees), the proposal would be created and submitted by the members of the existing articulation committee.

Proposals for a new articulation committee must contain the following elements:

1. Proposed name of the new committee (e.g. "[New Subject] Articulation Committee").
2. Information for the contact person for the proposed committee, including their name, institutional affiliation, telephone number, and email address.
3. A detailed rationale for establishing the proposed committee, including an explanation of how transfer issues in the relevant subject area are not currently addressed or adequately addressed by existing articulation committees.
4. Description of how the work of the committee will facilitate transfer for students within the BC Transfer System.
5. List of BC Transfer System member institutions that will be represented on the new committee. Each institution named in the list must provide a letter from the dean or administrator in the relevant subject area indicating a) support for establishing the committee, and b) willingness to cover the ongoing cost of sending an institutional representative to each articulation committee meeting.
6. List of other organizations that will interact with the committee, including e.g. governments, secondary school instructors or committees, agencies, professional or regulatory bodies, or private sector organizations. For committees relating to trades, vocational occupations, or apprenticeship programs, the Industry Training Authority (ITA) and the BC Association of Trades and Technology Administrators (BCATTA) must also provide letters of endorsement.

7. Plan for scheduling and hosting meetings, and communicating with institutional representatives between meetings.
8. A written confirmation from the group or committee submitting the proposal that they have reviewed the [Terms of Reference for Articulation Committees](#) and that they are prepared to structure and operate the new committee in accordance with those terms.

If the proposal involves dividing an existing committee into two or more new committees, the proposal must also include an explanation of the reasons for dividing the committee, and a formal motion of support for the division. The motion of support must be approved by a vote of representatives from BC Transfer System member institutions at a meeting of the existing committee.

BCCAT staff will review the proposal after it is submitted. BCCAT staff may request revisions to the proposal before it is sent to TAC for adjudication.

Proposals will be adjudicated at a regular meeting of the TAC. TAC may request revisions to the proposal or input from other sources (e.g., Deans' groups, apprenticeship agency) before deciding whether to approve the proposal.

A new articulation committee is established by a vote on a formal motion at a TAC meeting.

BCCAT's Director responsible for Transfer and Articulation will communicate TAC's decision to the proponents of the proposal, including reasons for declining to create a new committee if the proposal is rejected. If the new committee is approved, BCCAT will provide an orientation, including an introduction to BCCAT resources for committees.

APPENDIX D:

PROCESS FOR DELISTING AN ARTICULATION COMMITTEE

The Transfer and Articulation Committee (TAC) is a standing committee established by and reporting to the BC Council on Admissions and Transfer (BCCAT). This process for delisting an articulation committee was approved by TAC at its meeting on January 20, 2023.

Background

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

Since TAC is the subcommittee of BCCAT Council with responsibility for oversight of articulation committees, TAC is responsible for approving the delisting of articulation committees.

Purpose

The purpose of this document is to describe the process by which an articulation committee supported by BCCAT is delisted. "Delisting" means that:

- the committee is no longer officially recognized as an articulation committee by BCCAT;
- the committee is removed from BCCAT's articulation committee listings;
- the committee no longer has access to BCCAT staff support and other BCCAT resources that facilitate the work of articulation committees; and,
- any further operations of the committee are no longer supported by or affiliated with BCCAT.

Process

An articulation committee may be delisted for reasons that may include, but are not limited to, the following:

- The number of institutions offering transferable courses or programs in a subject area evolves to the point that an articulation committee to facilitate transfer activity is no longer necessary or productive.

An articulation committee meets and/or undertakes activities but conducts its business outside the [Terms of Reference for Articulation Committees](#) approved by TAC.

- The committee is deemed unproductive by BCCAT or by the majority of institutional representatives that regularly attend its meetings.
- An existing articulation committee begins to meet in conjunction with an articulation committee in a related discipline, and the two committees wish to merge.

Delisting a committee is the last step in a process of consultation and assistance. The steps in the process are outlined in the points below.

1. BCCAT staff identify a committee for delisting, using one or more of the following criteria:

- The committee has not supplied current contact information for a chair, co-chair, or System Liaison Person (SLP)
- There appears to be no current leadership on the committee
- The current leadership is ineffective and the representatives on the committee are not able to agree upon or find a suitable candidate to lead the committee
- The committee has consistently failed to provide agendas, meeting minutes, and/or meeting dates and locations to BCCAT or to the representatives on the committee
- The attendance at committee meetings has declined to where it is no longer representative of the discipline at large
- The committee appears not to have met for at least two successive years
- BCCAT staff are expected to document all communications with the committee around addressing these criteria.

2. The BCCAT Committee Coordinator prepares a memo for TAC. The memo identifies the committee, lists the evidence for recommending its delisting, and requests that TAC entertain a motion to delist the committee.

3. At one of its regular meetings, TAC will review the memo and will decide whether to entertain and vote on a motion to delist the committee.

If the motion is approved, the BCCAT Committee Coordinator notifies the articulation committee of its removal from BCCAT's list of approved articulation committees. The notification is sent to the last recorded committee chair and SLP. BCTS member institutions will also be notified that the committee is now delisted.

BCCAT will retain any records related to the delisted committee in its archives.

5. An articulation committee that has been delisted can be reinstated. The committee must re-apply for approval, using the [process for the approval of new committees](#). If a delisted committee applies for reinstatement, the committee's proposal should include an explanation of how the committee intends to address the conditions that led to its delisting.

A delisted committee is reinstated through a vote on a formal motion at a regular meeting of TAC.



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