

Special Report

FEBRUARY 2004

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

Articulation Committees Move Transfer in New Directions

How well does transfer work in your discipline?

That was the question the BC Council on Admissions and Transfer (BCCAT) posed to articulation committees when it undertook a major examination of transfer effectiveness in the late 1990s. As outlined in the Council's 1999 Special Report, *Transfer: What's the Problem?*¹, the overwhelming response was that transfer was working well in British Columbia, but that there was lots of room for improvement. Analyzing the responses, BCCAT identified areas where improvements could ensure smoother and more equitable transfer for students in an increasingly complex transfer environment. For example, many respondents pointed out that colleges were finding it almost impossible, as degree programs evolved and changed their curricula, to design and deliver a reasonable set of courses that would enable students to fulfill the lower level requirements for the major (i.e. the "pre-major") at each receiving institution. As *Transfer: What's the Problem?* clearly identified, "filling the requirements of the pre-major has become the single most problematic area of transfer for academic students."

The Council offered articulation committees the opportunity to engage in projects that addressed particular issues in their own disciplines, through the provision of grants for Transfer Innovations (TI) Projects, designed to improve transfer, recommend innovative approaches to transfer, or provide better information on transfer options and pathways. A second Special Report published in April 2000, *Transfer: Some Solutions*², highlighted the results of some of the early TI projects, all of which focused on new ways of looking at articulation or on developing innovative forms of transfer to supplement traditional course-to-course agreements.



"Taking care of business" at the 2002 Meeting of Articulation Chairs & System Liaison Persons (SLPs); from left to right: Jeremy Jarvis (Project Leader, Business Management Course Equivalencies), Jennifer Orum (BCCAT Special Projects Coordinator), Abbe Nielsen (Chair, Business Administration Articulation Committee).

Advances in Transfer

From the launch of the TI program in 1999 to the present, twenty-four TI projects have been undertaken by articulation committees, with great success. Each committee has started by examining issues affecting transfer in its own discipline, and has proposed unique and interesting approaches to solving those issues or clarifying pathways for students. In doing so, the committees have demonstrated a high degree of curricular leadership; they have found ways of working collaboratively to provide excellent information for students, and have moved transfer in new and exciting directions.

Committees which have undertaken projects have also been galvanized by the process. "I really enjoyed meeting with colleagues and the discussions about building an alternative to course-to-course transfer," offers Kevin Barrington-Foote, who led the Music Pre-Major initiative. "It opened up new avenues for talking about music articulation. It was a lot of work but it was a great experience." Jonathan Rouse, Chair of the Tourism Educators Consortium which encompasses a number of committees with TI projects, agrees: "We all benefited from the process. We knew we wanted to ensure mobility and access for students, but what we really got out of it was an enhanced level of co-operation and professionalism within the whole group, and an appreciation for each other's programs. Our projects laid the groundwork for the degree-level curriculum planning process we are now well into."

BCCAT facilitates the operation of 70 ARTICULATION COMMITTEES which bring together subject area representatives from post-secondary institutions across B.C. They meet annually to address transfer and articulation in their discipline and play a key role in improving transfer opportunities for students.

¹ Available on the BCCAT website at:
http://www.bccat.bc.ca/pubs/sr_apr99.pdf

² Available on the BCCAT website at:
http://www.bccat.bc.ca/pubs/sr_apr00.pdf

Articulation Committees: Making a Difference

How well does transfer work in your discipline? This question is still a valid one for articulation committees. BCCAT invites all articulation committees and all faculty to visit the website links below and browse through the projects completed to date. You may find important parallels to the issues facing your own discipline or program, or it may inspire you to try your own innovative approach. Most importantly, you will see how the members of an articulation committee, working together, can make a real difference for the students who move between programs.

If you would like to learn more, or want to start a dialogue about a potential project, contact **Jennifer Orum, Special Project Coordinator** (tel: 604-412-7679; email: jorum@bccat.bc.ca). You can also find more information about applying for a project at <http://www.bccat.bc.ca/articulation/projectapp.html>.



*Robbie Dunlop
(Project Leader, Earth Sciences - Descriptive Pathways) speaking at the 2002 Meeting of Articulation Chairs and System Liaison Persons.*

TI Projects – A Variety of Approaches

Transfer Innovations Projects have used a variety of methodologies for improving transfer. Although a number of models were suggested when the TI program first began, articulation committees typically decide what works best for them, given the nature and context of their discipline. To illustrate the different approaches taken, here are some examples, chosen from among the many excellent projects.

Educational Pathways projects involve creation of grids that illustrate transfer pathways for students going from sending institutions to receiving institutions within a single discipline. See the **Forestry** and **Geography** projects for examples of this approach.

New Transfer Guides were constructed by the **Business Management** group, the **Early Childhood Education** committee and the **Applied Business Technology** group. A new transfer guide can often be a logical extension of an educational pathways project.

Flexible Pre-Majors consist of a set of courses accepted “in lieu of the first and second year requirement.” The **Music Pre-Major Agreement** is a good example of this approach.

Block Transfers simplify the transfer process, as students receive credit for an entire certificate, diploma or associate degree upon admission to a degree program. This can work even in cases where individual courses in the program may not receive course-to-course transfer credit. The **Tourism Management** project and the **Environmental Studies** group both adopted a block transfer approach.

Transfer Brochures and Websites were developed by **Engineering** and **Women’s Studies** containing much useful information for transfer students.

Curriculum-Based Approaches, such as the development of core curricula and the examination of commonalities, have been used by the **English** and **Mathematics** committees and in a joint **Geography/Earth Sciences** project.

Research Projects have also been undertaken, to examine in more detail transfer issues within a discipline. Examples include the **Child and Youth Care** research project, or the **Creative Writing** committee’s “Flexible Pre-Major Analysis” project.

Post-Secondary System Resources

Many Transfer Innovations Projects have created resources useful to students, faculty, advisors and others in the post-secondary system. The following are available on the BCCAT *Online Transfer Guide* at <http://www.bccat.bc.ca/otg/program/index.html>. (From the "Other Transfer" drop-down menu, select "Program Transfer".)

Discipline

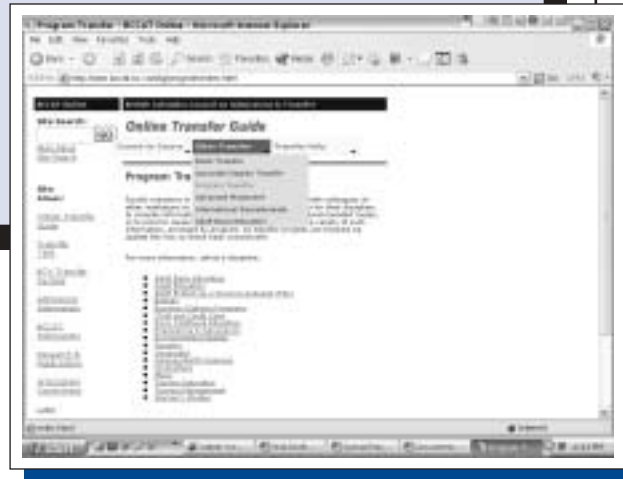
Adult Education (Descriptive Pathways)
Biology (Descriptive Pathways)
Biology (Field Courses)
Business Management (Course Equivalencies)
Child & Youth Care (Brochure)
Early Childhood Education (Transfer Matrix)
Engineering & Geoscience (Brochure)
Environmental Studies (Descriptive Pathways)
Forestry (Descriptive Pathways)
Forestry (Brochure)
Geography (Web Site)
Geology/Earth Sciences (Descriptive Pathways)
Music (Flexible Pre-Major)
Tourism Education (Poster/Brochure)
Tourism Management (Block Transfer Details)
Women's Studies (Web Site/Brochure)

Project Leader

Wendy Magahay, C2T2
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Tom Dickinson, University College of the Cariboo
Jeremy Jarvis, J. Jarvis & Associates
Duane Seibel, Selkirk College
Jane Yamamoto, Unicus Education Designers
Wayne Gibson, APEGBC & Tom McMath, Kwantlen College
Steve Grundy, Royal Roads University
Penni Adams, College of New Caledonia
Helen Samson, University of B.C.
Colin Mills, Langara College
Robbie Dunlop, Simon Fraser University
Kevin Barrington-Foote, Douglas College
Terry Hood, C2T2
Don Basham, Capilano College
University of B.C. Women's Studies Department

Coming soon:

- **ABT/Office Administration (Transfer Matrix)**
Diane Blaney, Capilano College
- **Theatre (Flexible Program Transfer)**
Des Price & Dawn Moore, Capilano College



BCCAT has also established a Transfer and Articulation Project (TAP) Fund to provide minor grants for articulation and transfer-related projects that do not fit the criteria for the Transfer Innovations Program (e.g. brochure or website design). Some of the smaller projects listed above were TAP-funded.



The Mathematics (First Year Core Calculus Curriculum) Project Team; from left to right: Philip Loewen (UBC), Leo Neufeld (Project Leader), David Leeming (UVic), Bruce Kadonoff (Coquitlam, Sub-Committee Chair), Rustum Choksi (SFU), Casey McConill (Kwantlen). (Photo taken January 2002.)

Important Reminder:

The BCCAT *Online Transfer Guide* includes much more than course-by-course transfer information. Bookmark the "Other Transfer - Program Transfer" section of the website and check back on a regular basis to catch newly-completed Transfer Innovations project reports.

Research & Analysis Projects

Reports on the following projects are also listed in the "Project Final Reports" section of the *Online Transfer Guide* at:

<http://www.bccat.bc.ca/articulation/projects/index.html>

- **Child & Youth Care (Block Transfer)**
Roy Ferguson, University of Victoria
- **Creative Writing (Flexible Pre-Major)**
Greg Lainsbury, Northern Lights College & Simon Thompson, Northwest Community College
- **Earth Sciences (Flexible Pre-Major)**
Michael Wilson, Douglas College
- **Physical Education & Kinesiology (Block Transfer)**
Susan Todd, Langara College
- **Hospitality Management (Block Transfer)**
Dave Donaldson

Curriculum-Based Projects

Reports on these first year curriculum projects can be found in the "Articulation Committees" section of the BCCAT website at <http://www.bccat.bc.ca/articulation/projects/index.html>.

(Select "Articulation Projects" on the drop-down menu, and then "Project Final Reports".)

- **English (First Year Aims)**
Paul Headrick, Langara College
- **Mathematics (First Year Core Calculus Curriculum)**
Leo Neufeld, Victoria, B.C.

Coming soon:

- **Earth Sciences/Geography (First Year Learning Outcomes)**
Robbie Dunlop, Simon Fraser University

"Our project gave us a new focus for discussion. But more than that, it helped us appreciate each other's perspectives and resource issues – the large city institutions began to understand challenges faced by smaller colleges."

~ Susan Todd, Physical Education and Kinesiology

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SUPPORTING BC'S
EDUCATION SYSTEM

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Please Note: Our telephone number is due to change in May 2004. Be sure to watch for updated details on the BCCAT website.