

# HOW TO ARTICULATE

*Requesting and Assessing Credit in the BC Transfer System*

2023 Edition



**BCCAT**

# HOW TO ARTICULATE

*Requesting and Assessing Credit in the BC Transfer System*

**2023 Edition**

© BCCAT July 2023

4th edition (2023)

3rd edition (2018)

2nd edition (2013)

1st edition (2005)

The online version of this publication is available at <https://www.bccat.ca/articulation/info>

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/Səlilwitulh (Tseil-Waututh) Nations. We are committed to building respectful relationships with first peoples and thank them for their hospitality.

The logo for BCCAT, consisting of the letters 'BCCAT' in a bold, black, sans-serif font. The letter 'C' is stylized with a horizontal line through its middle.

BC COUNCIL ON ADMISSIONS & TRANSFER  
709 – 555 Seymour Street, Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [bctransferguide.ca](http://bctransferguide.ca) | 604 412 7700 | [info@bccat.ca](mailto:info@bccat.ca)

# TABLE OF CONTENTS

LIST OF ABBREVIATIONS USED IN THIS HANDBOOK.....	1
INTRODUCTION.....	2
<b>PARTS OF THE SYSTEM .....</b>	<b>4</b>
The BC Transfer System .....	4
The BC Council on Admissions & Transfer.....	6
Articulation Committees .....	6
The BC Transfer Guide.....	7
Institutional Staff .....	8
<i>Transfer Credit Contacts (TCCs)</i> .....	8
<i>Registrars</i> .....	9
<i>Advisors</i> .....	9
<i>Deans</i> .....	9
<i>Department/Program Heads</i> .....	9
<i>Faculty Members</i> .....	9
<i>Students</i> .....	9
<b>WHAT IS ARTICULATION? .....</b>	<b>10</b>
Sending and Receiving Institutions.....	11
Types of Articulation Agreements in the BC Transfer System.....	11
<b>ARTICULATION IN BC: A SUCCESS STORY .....</b>	<b>12</b>
<b>THE PRINCIPLES OF ARTICULATION .....</b>	<b>14</b>
BCCAT's Role in The Articulation Process.....	16
<b>PREPARING FOR ARTICULATION.....</b>	<b>16</b>
Strategic Planning for Articulation Activities.....	17
Types of Articulation Agreements in the BC Transfer System.....	18
Developing a New Course that is Designed to Transfer .....	19
Learning Outcomes and Course Outlines.....	20
<b>WHEN NOT TO ARTICULATE.....</b>	<b>21</b>
<b>WHEN TO RE-ARTICULATE.....</b>	<b>22</b>
Notifying Receiving Institutions of Changes to Curriculum or Programs .....	24
<b>REQUESTING ARTICULATION .....</b>	<b>25</b>
Requesting Articulation for a New Course .....	25
Requesting Articulation for a Two-Course Sequence .....	29
Requesting Articulation for a Cross-Listed Course.....	29
Student-Initiated Requests for Articulation .....	30
Visiting Students and Letters of Permission.....	30
Student Appeals of Articulation Decisions .....	30
Informing Students about Course Transfer.....	30
<b>ASSESSING AN ARTICULATION REQUEST.....</b>	<b>32</b>
Receiving and Assigning an Articulation Request .....	32
Assessing Course Equivalence.....	33
Instructor Qualifications for Transferable Courses.....	34
Types of Transfer Credit.....	34

<i>Assigned Credit</i> .....	34
<i>Unassigned Credit</i> .....	36
<i>General Elective Credit</i> .....	38
<i>Denying Credit</i> .....	38
<i>Closing a Request</i> .....	39
Attaching Conditions and Limits to Course Transfer .....	39
<i>Specifying a Minimum Grade</i> .....	39
<i>"Many-to-One" Transfer Agreements [formerly known as "cluster credit"]</i> .....	41
<i>Individual Assessment</i> .....	43
<i>Restricted Applicability</i> .....	43
<i>Exemptions</i> .....	44
<i>Preclusions</i> .....	44
Additional Notes in BC Transfer Guide Entries .....	45
Awarding Different Credit Values .....	46
Course Structure and Delivery .....	46
Online and Distance Education Courses.....	47
One-Time Decisions and Precedent-Setting Decisions.....	47
Assessing Student-Initiated Requests .....	48
<i>Student-Initiated Requests for Transfer Credit from BC Transfer System Member Institutions</i> ....	48
<i>Student-Initiated Requests for Transfer Credit from Institutions Outside the BC Transfer System</i> ...	49
<i>External Equivalencies</i> .....	50
<i>Denial of Credit for Student-Initiated Requests</i> .....	50
<b>BLOCK TRANSFER AGREEMENTS (BTAs)</b> .....	<b>51</b>
Models of Block Transfer .....	53
<i>The 2 + 2 Model</i> .....	54
<i>Bridging</i> .....	54
<i>The 2 + 3 (or more) Model</i> .....	54
<i>The 60-Credit Guarantee Model</i> .....	55
<b>OTHER FORMS OF TRANSFER AGREEMENTS</b> .....	<b>56</b>
Flexible Pre-Major (FPM).....	56
Program-Specific Transfer Guides .....	56
Degree Partnerships .....	57
<b>ARTICULATION MAINTENANCE</b> .....	<b>58</b>
<b>FREQUENTLY ASKED QUESTIONS (FAQ)</b> .....	<b>60</b>
<b>APPENDIX I: Glossary of Terms</b> .....	<b>64</b>
<b>APPENDIX II: Principles and Guidelines for Transfer</b> .....	<b>71</b>
<b>APPENDIX III: Suggestions for Negotiating A Non-Standard Articulation Agreement</b> .....	<b>73</b>
<b>APPENDIX IV: BCCAT Statement on Instructor Qualification Standards for Transferable Courses</b> .....	<b>76</b>
<b>APPENDIX V: Links to Transfer Credit Policies and Procedures at BC Transfer System</b>	
Member Institutions as of June 2023 .....	77
<b>REFERENCES</b> .....	<b>81</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>82</b>

# LIST OF ABBREVIATIONS USED IN THIS HANDBOOK

ABBREVIATION	FULL NAME
<b>BCCAT</b>	British Columbia Council on Admissions & Transfer
<b>BCTG</b>	BC Transfer Guide
<b>BCTS</b>	BC Transfer System
<b>BTA</b>	Block transfer agreement
<b>CMEC</b>	Canadian Ministers of Education Council
<b>FPM</b>	Flexible pre-major
<b>ICP</b>	Institutional Contact Person
<b>TCC</b>	Transfer Credit Contact
<b>TCS</b>	Transfer Credit System

A full glossary of articulation-related terms is presented in Appendix I.



# INTRODUCTION

The *How To Articulate* handbook provides a reference guide for establishing and/or maintaining transfer agreements within the BC Transfer System. It is also a general introduction to how transfer credit works in the British Columbia post-secondary system.

**The first section of the handbook** provides an overview of the organizations involved in articulation and transfer in BC: the BC Transfer System (BCTS) and its member institutions, the BC Council on Admissions and Transfer (BCCAT), the articulation committees supported by BCCAT, and the BC Transfer Guide (BCTG) administered by BCCAT. This context is useful for understanding the features and functions of transfer credit in the BC post-secondary system.

The next sections of the handbook provide descriptions and explanations of how requests for articulation are managed. These sections are:

- **Preparing for Articulation.** This section describes how to determine the most efficient and effective strategies for establishing productive articulation agreements.
- **When Not To Articulate.** This section outlines situations where articulation should not be requested or granted.
- **When to Re-Articulate.** This section explains when a revised version of a course that is part of a transfer agreement should be submitted for re-articulation.
- **Requesting Articulation.** This section describes how to create and submit a request for transfer credit.
- **Assessing an Articulation Request.** This section describes how to determine whether to grant transfer credit, and explains the different types of transfer credit that can be awarded.
- **Block Transfer Agreements (BTAs).** This section outlines different models of block transfer and how they work in the BC Transfer System.
- **Other Forms of Transfer Agreements.** This section describes transfer agreements such as block transfer, where transfer credit is awarded for groups of courses or for completed credentials.



*This handbook is not intended as a guide to the articulation and transfer policies at every post-secondary institution. Most BCTS member institutions have their own transfer credit policies and practices.*

*This handbook reviews general principles and processes in the BC post-secondary system, and makes general recommendations for effective practices.*

The handbook also contains a **Glossary** with definitions of terms that are commonly used in the articulation process, and a **FAQ** with answers to frequently asked questions.

This handbook is not intended as a guide to the articulation and transfer policies at every post-secondary institution. Most BCTS member institutions have their own transfer credit policies and practices; links to these are provided in **Appendix V**. This handbook reviews general principles and processes in the BC post-secondary system, and makes general recommendations for effective practices.

BCTS member institutions may have entered into transfer agreements that are not listed in the BCTG. There are several reasons why a transfer agreement may not be listed in the BCTG, such as the agreement being designated as not setting a precedent, or one of the institutions involved in the agreement not being a BCTS member. Agreements such as these are usually recorded in the institution's own internal transfer listings. Some BCTS member institutions have chosen to add some or all of their internally listed transfer agreements to the BCTG; most of these are equivalencies for courses at institutions outside BC or Canada. However, the main focus of this handbook is articulation processes leading to transfer agreements that will be listed in the BCTG.

While institutions are free to articulate with any other institution, only BCTS member institutions have access to the Transfer Credit System (TCS) platform and to BCCAT support and resources. This handbook is intended to support the transfer credit operations and processes at BCTS member institutions. Non-member institutions are not eligible to use the TCS or any supporting BCCAT technologies or resources. Non-member institutions wishing to pursue articulation with a BCTS member institution should contact the Registrar at that institution.

This handbook does not address all aspects of credit evaluation. For example, it does not address Prior Learning Assessment and Recognition (PLAR) or challenge credit, except in the context of whether these credits may be transferable. It also does not address transfer credit awarded for non-credit courses or programs. While the principles and processes described in this handbook may be applicable to many forms of transfer credit agreements, this handbook specifically addresses transfer credit agreements that result from the formal articulation of courses and programs between and among institutions in the BC Transfer System.

The examples of articulation agreements throughout this handbook are taken from the [BC Transfer Guide \(BCTG\)](#). These examples are provided as illustrations of different types of agreements. Specific transfer agreements used as examples may not be current at the time this handbook is consulted. The most up-to-date information on any articulation agreement is listed in the BCTG.



# PARTS OF THE TRANSFER SYSTEM

## The BC Transfer System

The BC Transfer System (BCTS) is a network of autonomous post-secondary institutions that collaborate to facilitate student mobility and transfer of credits. Initially, most institutions participating in the BCTS were public institutions located in British Columbia. The BCTS has expanded over time to include private and out-of-province post-secondary institutions that have met provincial standards of institutional and program quality, integrity, and openness. The list of current BC Transfer System members is available on the BCCAT website at [bccat.ca/system](https://bccat.ca/system).

*The BC Transfer System (BCTS) is a network of autonomous post-secondary institutions that collaborate to facilitate student mobility and transfer of credits.*

Institutions that are BCTS members have signed an agreement indicating their compliance with BCCAT's [Principles and Guidelines for Transfer](#). The criteria for institutional membership in the BCTS are available on the BCCAT website at [bccat.ca/pubs/resources/Policy3A.pdf](https://bccat.ca/pubs/resources/Policy3A.pdf)

BCTS member institutions are entitled to send and receive articulation requests with other BCTS members. For private institutions belonging to the BCTS, the ability to send or receive requests is limited to the program areas in which the institution has received ministerial consent to offer a degree at the associate or bachelor level.

The articulation process is coordinated and facilitated at each BCTS member institution by a designated Transfer Credit Contact (TCC). TCCs are usually Registrars, admissions staff, or other administrators responsible for transfer policy and practice at the institution. The TCC is also usually the person at each institution with access to the Transfer Credit System (TCS). The TCS is the application and workflow that enables BCTS member institutions to articulate agreements and publish them in the BCTG.

The post-secondary institutions that are members of the BCTS (as of June 2023) are listed in **Table 1** below. The most up-to-date list of members is available on the BCCAT website at [bccat.ca/system/membership](https://bccat.ca/system/membership)



**TABLE 1: BC Transfer System Member Institutions (as of spring 2023)**

INSTITUTION	CODE IN BCTG LISTINGS
Acsenda School of Management*	ASM
Alexander College*	ALEX
Athabasca University	AU
BC Institute of Technology	BCIT
Camosun College	CAMO
Capilano University	CAPU
Coast Mountain College	CMTN
College of New Caledonia	CNC
College of the Rockies	COTR
Columbia College*	COLU
Coquitlam College*	COQU
Corpus Christi College*	CCC
Douglas College	DOUG
Emily Carr University of Art + Design	EC
Fairleigh Dickinson University*	FDU
Fraser International College*	FIC
Justice Institute of BC	JIBC
Kwantlen Polytechnic University	KWAN
Langara College	LANG
LaSalle College Vancouver*	LCV
Native Education College	NEC
Nicola Valley Institute of Technology	NVIT
North Island College	NIC
Northern Lights College	NLC
Okanagan College	OC
Quest University*	QU
Royal Roads University	RRU
Selkirk College	SELK
Simon Fraser University	SFU
Thompson Rivers University	TRU
Trinity Western University	TWU
University Canada West*	UCW
University of BC – Okanagan	UBCO
University of BC – Vancouver	UBC
University of Northern BC	UNBC
University of the Fraser Valley	UFV
University of Victoria	UVIC
Vancouver Community College	VCC
Vancouver Island University	VIU
Yorkville University*	YVU
Yukon University	YUKO

\*Articulation for programs and courses at these private post-secondary institutions is limited to the institution's program(s) that are offered with ministerial consent.

# The BC Council on Admissions & Transfer

The organization that oversees the operations of the BCTS is the BC Council on Admissions & Transfer (BCCAT). The Council consists of representatives appointed by the BC provincial government, and includes representation from public universities, colleges and institutes; post-secondary students; post-secondary staff and faculty members; and private post-secondary institutions. The Council is co-chaired by an appointed chair and the BCCAT executive director. The Council has three standing committees: Transfer and Articulation, Research, and Admissions. The Council is accountable to the provincial Minister responsible for post-secondary education, and it directs the work of [BCCAT's staff members](#).

BCCAT facilitates the operation of the BCTS by administering the operations of the Transfer Credit System (TCS), and maintaining the BC Transfer Guide website. It also facilitates and supports the work of more than 60 articulation committees. BCCAT provides guidelines and resources to assist post-secondary institutions in developing efficient and effective articulation practices, and represents the BCTS in interactions with relevant institutions, associations, and agencies.

## Articulation Committees

More than 60 articulation committees participate in the BCTS. Each committee is formed around a specific discipline or subject in which multiple BCTS member institutions offer courses or programs.

The role of articulation committees in the BCTS is to “share information and engage in discussions related to curricular matters and foster collaborative and collegial relationships among disciplinary colleagues throughout the transfer system” (BCCAT, 2018, p.2). Articulation committees consist of representatives from each BCTS member institution that offers courses or programs in the relevant subject area.

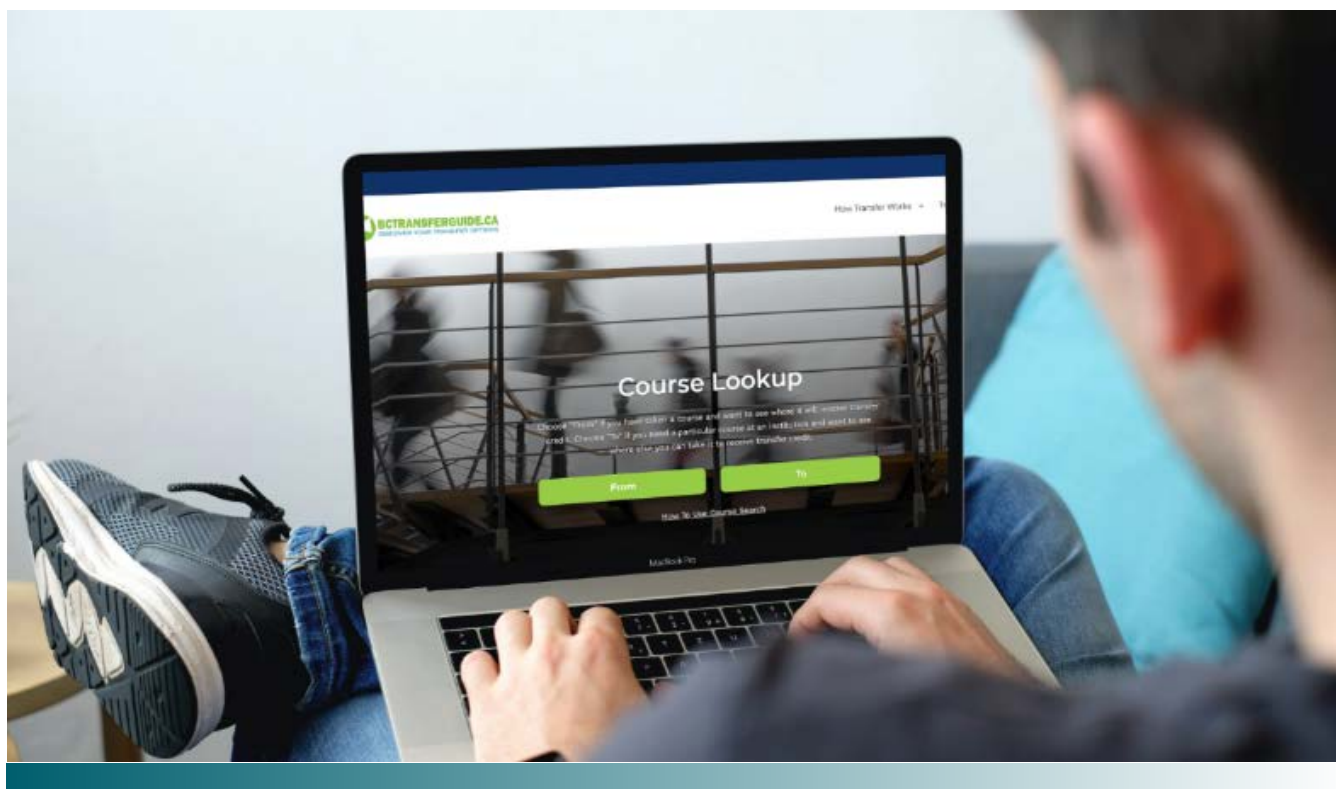
Articulation committees normally meet once a year. While some articulation committees discuss course-to-course articulation at their meetings, transfer credit agreements are not usually established at these meetings. Instead, discussions and information-sharing help develop common understandings around course objectives and outcomes, evaluation methods, teaching methodologies, and learning resources. These in turn support informed articulation decisions.

Every articulation committee has a chair, who facilitates the committee's operations, and a System Liaison Person (SLP), an administrator in the relevant subject area who provides perspectives and advice to the committee. The BCCAT staff includes a Committee Coordinator who is BCCAT's main contact for articulation committees.

*More than 60 articulation committees participate in the BCTS. Each committee is formed around a specific discipline or subject in which multiple BCTS member institutions offer courses or programs.*

All BCTS member institutions offering programs or courses in a discipline covered by an articulation committee are expected to send an appropriate representative to the committee's meetings.

A list of currently active articulation committees, and the website for each individual committee, can be found at [bccat.ca/articulation/committees](https://bccat.ca/articulation/committees). Detailed information about articulation committees and their work is available in BCCAT's *Articulation Committee Guide*, which can be found at [bccat.ca/articulation/info](https://bccat.ca/articulation/info)



## The BC Transfer Guide

[The BC Transfer Guide](https://bccat.ca/articulation/info) is the publicly accessible record of transfer agreements in BC, including course-to-course agreements, block transfer agreements (BTAs), degree partnerships, Adult Basic Education (ABE) equivalencies, English as an Additional Language (EAL) equivalencies, and Advanced Placement (AP) and International Baccalaureate (IB) equivalencies. The BCTG also provides students with information on program transfer, associate degree transfer, and planning a successful transfer route.

Some types of transfer agreements, such as agreements involving non-credit courses or courses that are not designated as post-secondary-level courses, are not listed in the course-to-course section of the BCTG. These agreements may be listed in the subject-specific transfer guides, such as ABE or EAL, on the BCTG.



## Institutional Staff

Each BCTS member institution has staff that participate in the operation of the BCTS. The role descriptions below are general descriptions; specific responsibilities may vary across institutions.

### *Transfer Credit Contacts (TCCs)*

Transfer Credit Contacts (TCCs) are the main contact for articulation-related matters at each BCTS institution. TCCs are usually admissions staff or Registrars responsible for transfer policy and practice at their institutions.

BCCAT previously identified an Institutional Contact Person (ICP) as well as a TCC at each institution. However, at most BCTS member institutions, the TCC and ICP were the same individual. Therefore, BCCAT now only uses the TCC designation.

The specific responsibilities of TCCs usually include:

- Providing information to students, faculty, administration, advising and admissions staff on transfer, curriculum, articulation, and related matters.
- Providing articulation data to students, staff, departments, programs and administrators.
- Facilitating institutional participation in activities such as BCCAT events, system-wide discussions, and transfer fairs.
- Monitoring the articulation process at their institution and following up with departments, programs, and faculty as needed.
- Maintaining internal records of transfer agreements and other articulation-related data.
- Facilitating the sending and receiving of articulation requests through the TCS, and submitting completed agreements to BCCAT.
- Facilitating the resolution of transfer-related problems.
- Serving as the institutional contact for other BCTS member institutions and for BCCAT.

## *Registrars*

Registrars facilitate the work of staff in their area who deal with transfer credit requests and processes. They are accountable for institutional decisions on transfer credit requests, and are usually responsible for managing student appeals of transfer credit decisions. They also participate in other internal and external transfer-related activities, such as consultation or policy development around transfer credit.

## *Advisors*

Advisors may be affiliated with a specific department or program, or may provide advising services to students across the entire institution. Advisors provide information to students on transfer options; provide advice to TCCs on student interest in or use of transfer credit options; and may provide advice related to transfer to or from specific programs or departments.

## *Deans*

Deans oversee academic programs and course offerings in their designated area of responsibility. They may also facilitate institutional representatives' attendance at articulation committee meetings, and may serve as System Liaison Persons for specific articulation committees.

## *Department/Program Heads*

Department/program heads oversee the academic operations of their designated area. They may serve as institutional representatives at articulation committee meetings, and as evaluators for transfer requests. They are usually the main point of contact for other institutions seeking articulation-related information.

## *Faculty Members*

Faculty members may serve as institutional representatives at articulation committee meetings. They may evaluate articulation requests for courses related to their own discipline, subject or program, and make decisions on whether transfer credit should be granted and in what form. They may also participate in developing or revising articulation agreements involving their program or department.

## *Students*

Students may initiate transfer credit requests for courses or programs they have taken, and may appeal decisions on the outcome of their requests. They may also work with advisors, department or program heads, or faculty members to plan their transfer activity.



# WHAT IS ARTICULATION?

Articulation is “the state of being jointed or interrelated” (Merriam-Webster, 2022). In the context of course or credit transfer, articulation allows multiple sectors or branches of post-secondary education, each with their own distinctive characteristics, to function as a system. Through the process of articulation, institutions assess courses or programs offered at other institutions to determine whether these have enough equivalency to their own to grant credit toward completion of their own programs or credentials.

*In the context of articulation, "equivalent" does not mean "directly equal to". Courses can have different titles, course numbers, learning outcomes, learning resources, and/or evaluation criteria, and still be "equivalent".*

In the context of articulation, “equivalent” does not mean “directly equal to”. Courses can have different titles, course numbers, learning outcomes, learning resources, and/or evaluation criteria, and still be “equivalent”. The key criterion in determining equivalence is whether a student taking a course at one institution has acquired knowledge, learning, and/or skills comparable to what they would have acquired by taking a course at another institution.

The process of articulation involves a series of transactions that

- rely on faculty members’ informed assessment of equivalencies;
- acknowledge the different characters and missions of institutions;
- acknowledge the integrity and autonomy of programs and institutions;
- depend upon trust;
- are enabled by the work of articulation committees; and,
- may result in the awarding of transfer credit.



# Sending and Receiving Institutions

In the past, BCTS member institutions were designated as either “sending” or “receiving” institutions. Sending institutions, usually colleges and institutes, sent articulation requests to receiving institutions, usually universities. As BC’s student mobility patterns have evolved, students are transferring to and from all types of institutions. These designations gradually became less relevant, and thus were removed in 2013. All BCTS member institutions can now send and receive transfer credit, if they choose.

*As BC's student mobility patterns have evolved, students are transferring to and from all types of institutions.*

When the terms “sending institution” and “receiving institution” are now used in the context of articulation and transfer in the BCTS, they refer to the role that an institution plays in the request for articulation or in the resulting transfer agreement.

## Types of Articulation Agreements in the BC Transfer System

The BCTS encompasses several different types of articulation agreements. These include course-to-course articulation (bilateral articulation), “many-to-one” and “many-to-many” articulation, block transfer, program partnerships, core curriculum, and program-specific transfer. Each of these are described in more detail in the **Preparing for Articulation** section.

The variety of articulation agreements shows how the BCTS has evolved, and continues to evolve, to support student mobility.



# ARTICULATION IN BC

## A SUCCESS STORY

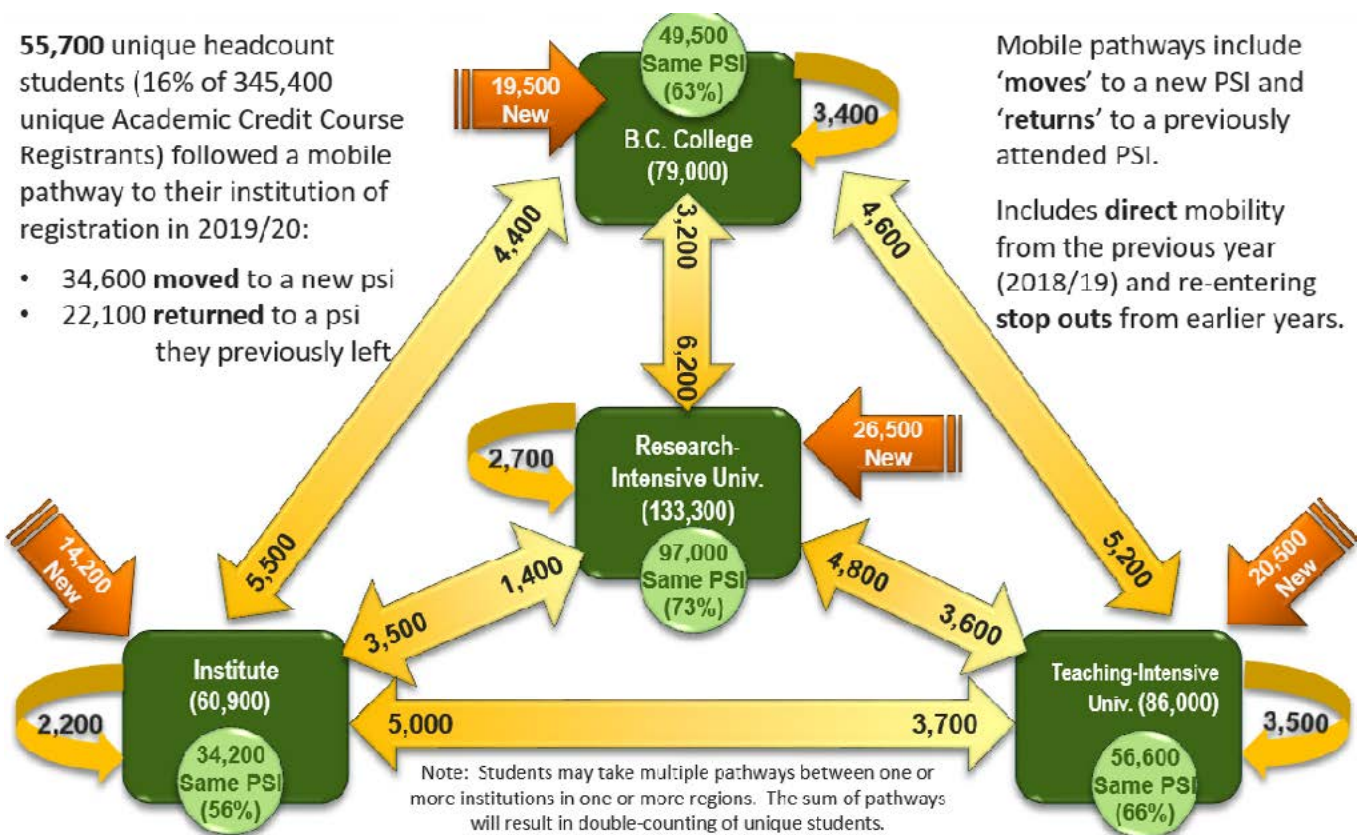
British Columbia has a well-integrated system of differentiated post-secondary institutions, all committed to using the process of articulation to recognize and award credit for equivalent learning.

In the past, most transfer activity in BC involved students in non-degree programs, mostly at colleges, transferring into degree programs at universities. Now students are often moving in multiple directions across and between post-secondary institutions. In the academic year 2020-21, approximately 400,000 course credits were transferred among BCTS member institutions. In that same year approximately 16% of BC post-secondary students transferred between institutions (Student Transitions Project, 2021a). **Figure 1** presents a diagram of student mobility patterns in BC, along with the numbers of students transferring to and from different types of institutions.

The high level of activity in the BCTS is also indicated by the number of active course transfer agreements. In 2022, there were approximately 265,000 active BC course transfer agreements in the BCTG, along with approximately 80,000 external equivalencies. The BCTG also included approximately 1,500 block transfer arrangements and degree partnerships (BCCAT, 2022).

BCCAT research indicates that students who transfer are generally satisfied with their transfer experience. Dissatisfaction with transfer tends to be tied either to unrealistic expectations about the outcomes of transfer requests, or to a lack of information about the transfer process itself. Data collected in 2020 indicate that only seven percent of associate degree graduates, nine percent of diploma graduates, and 10% of certificate graduates that were surveyed were dissatisfied with their transfer experience. The majority of associate degree, diploma, and certificate graduates that were surveyed expected to receive transfer credit when they moved to another institution, and fewer than 10% of graduates did not receive the credit they expected. Students who enter BC post-secondary institutions as transfer students also generally have a higher credential completion rate (approximately 70%) than direct-entry students (approximately 60%) (BCCAT, 2020).

**FIGURE 1: Patterns of Student Mobility in BC Public Post-Secondary Education**



(source: Student Transitions Project, 2021b)



# THE PRINCIPLES OF ARTICULATION

Evaluators assessing a request for articulation must make numerous decisions in determining whether to award transfer credit. It is helpful for evaluators to be aware that all BCTS member institutions have agreed to adhere to BCCAT's [Principles and Guidelines for Transfer](#). These principles are presented in full in **Appendix II**.

The principles summarized below are those most relevant to the actual articulation process. These principles are intended to guide the process and to ensure that courses are articulated fairly and consistently.

**Focus on Students:** Students are the ultimate beneficiaries of the articulation process. The availability of transfer credit assures them that their learning will be appropriately recognized if they move between institutions or programs.

- Students should not have to repeat course content if they have already demonstrated mastery of it.
- Students should not be credited with learning that they have not acquired, especially if that learning is fundamental to their advancement to further study, or is a required element of their program of study.

**Academic Integrity:** Transfer credit agreements should be consistent with each institution's academic integrity of its own programs. They should also be consistent with the right of post-secondary institutions to determine program design and delivery, to determine academic prerequisites, and to establish admission criteria and certification requirements of academic achievement (Canadian Ministers of Education Council, 2009).

**Parity of Esteem:** Courses from other institutions should be treated as each institution would like its own courses to be treated. John Dennison, former BCCAT Co-Chair, refers to a "parity of esteem" among institutions as "the ideal goal in a diverse galaxy of post-secondary institutions" (Dennison, 2000, p. 7). In practice, parity involves actions such as communicating diplomatically, offering constructive suggestions to assist with transferability, avoiding dictating terms of transfer agreements, and providing justification for an award of "no credit."

*Courses from other institutions should be treated as each institution would like its own courses to be treated.*

**Equivalency:** “Equivalent” means “equal in force, amount, or value” (Merriam-Webster, 2022b). A course submitted for articulation will likely never be identical to a course at the receiving institution.

Therefore, the assessment of equivalence involves identifying the degree to which courses match in content or outcomes. The courses should be similar enough that students receiving transfer credit will have the same knowledge and background as students who took the equivalent course at the receiving institution.

Conditions and restrictions on transfer, such as requiring a minimum grade in the course for credit to be transferable, should only be included in a transfer agreement if the receiving institution requires a minimum grade in its own course to receive credit or to use the course as a pre-requisite, or if there are other clear and defensible reasons for doing so.

**Reciprocity:** If a receiving institution recognizes a sending institution’s course as equivalent to one of its own courses, then the sending institution should consider recognizing the receiving institution’s course as equivalent.

Reciprocity may not be possible in all cases - for example, if there are differences in the level at which the course is taught, the prerequisites, the rigour of the curriculum, or the course content. But if articulation has already been established in one direction, this should be taken into account if transfer credit in the other direction is requested.

**Communication:** Students should have knowledge of and current information about available credit transfer opportunities and limitations. Information about transfer credit policies and procedures, and the applicability of transfer credit, should be easy to find on the institution’s website and/or in printed materials.

**Transparency:** The institution’s criteria for assessing articulation requests, and the steps in the articulation process, should be outlined in publicly available information. Individuals who assign transfer credit should be prepared to explain the reasons for their decision, and institutions should be prepared to explain how they process articulation requests. All institutions participating in articulation should have an appeal process available to students who do not agree with the outcomes of an articulation request.

**Efficiency:** Articulation processes should operate as quickly and simply as possible. Delays in processing requests for transfer credit may affect students’ ability to move within and between institutions. Institutions should also respect the workload of faculty members when assigning evaluations of articulation requests.

**Respecting Disciplinary Expertise:** Faculty members participate in the articulation process because of their specialized knowledge of a subject, discipline, or field of study. When processing articulation requests, institutions should make evaluators aware of appropriate transfer credit options. However, institutions should not overrule evaluators’ decisions on transferability, or on amounts of transfer credit, when these decisions are based on the evaluators’ expert knowledge.

# BCCAT's Role in The Articulation Process

BCCAT's work is advisory and facilitative. BCCAT does not make decisions on transfer credit requests, or determine terms and conditions of articulation agreements. It reviews completed articulation agreements before the agreements are posted on the BCTG, but only to ensure that the information in the agreements is complete and accurate.

BCCAT does not direct institutions' actions regarding transfer unless the issue involves compliance with BCCAT's operating policies or principles, including the provisions of BCTS membership.

BCCAT does not make rulings in transfer-related disputes between institutions. However, it can facilitate discussions between institutions with the goal of resolving disputes.



## PREPARING FOR ARTICULATION

Articulation is initiated by a sending institution providing course or program information to a receiving institution, and requesting credit for that course or program. An articulation request can also be generated by the receiving institution as a result of a student requesting transfer credit.

This section explains how institutions and TCCs can prepare requests for articulation to facilitate efficient processing of the request.



# Strategic Planning for Articulation Activities

Participating in articulation requires institutions to allocate faculty and staff resources for evaluating articulation requests, and for maintaining and administering completed transfer credit agreements. Thus, it is worthwhile for institutions to plan strategically for articulation.

[BCCAT's policy on BCTS membership](#) requires prospective institutional members of the BC Transfer System to make a business case for joining the BCTS. A post-secondary institution seeking to join the BCTS must demonstrate that significant student transfer and articulation activity is already taking place between itself and current BCTS member institutions. The institution should also be able to indicate how BCTS membership would facilitate viable transfer pathways for its students.

*A post-secondary institution seeking to join the BCTS must demonstrate that significant student transfer and articulation activity is already taking place between itself and current BCTS member institutions.*

An assessment of an institution's potential transfer activities should address the following points.

- The number of students that the institution expects will transfer credits in or out in a given time period. The institution should determine whether this level of activity is appropriate or sustainable, and develop strategies to increase or reduce transfer activity, or to adjust its transfer-related resources as necessary.
- The importance of transfer activity within each program or discipline to the ongoing operation of the program or discipline. For example, if many students in a program are transferring elsewhere after completing their first or second year of study, it may be difficult for the institution to justify continuing to offer third- and fourth-year courses in that program. Likewise, if a degree program at a receiving institution is relying on transfer student enrollment in the third or fourth year for that program to continue, the program should be designed to facilitate efficient transfer of first- and second-year credits.
- Whether specific courses or programs should be designed to be transferable. If a course or program is designed to serve a specific need (e.g., a degree relevant to an activity in the institution's geographic area), the transferability of courses or of the program may not be a major concern. However, if a course or program is in a subject or discipline that is offered at many other institutions, transferability may be more important, especially if students taking the course or program are likely to continue with their studies elsewhere. Transferability should also be considered if a program is intended to prepare its graduates for further study, e.g., a diploma or certificate program intended to ladder into a degree program elsewhere.
- The need for institutional resources to facilitate articulation activity. Institutions should ensure that sufficient and sustainable amounts of staff and faculty time and resources are available to facilitate the level of transfer activity that the institution envisions. Funding for the cost of institutional representatives to attend articulation committee meetings is included in the annual funding that public institutions receive from the provincial ministry responsible for advanced education.

Requests for articulation should not be made arbitrarily or simply for the sake of creating transfer agreements that may not be useful to students, or that may not be used by students. Plans for articulation, and activities around establishing and maintaining transfer agreements, should be grounded in realistic and legitimate prospects for student mobility.

# Types of Articulation Agreements in the BC Transfer System

The BC Transfer System includes several different types of articulation agreements. In preparing for articulation, it is helpful to understand the differences between types of agreements, and for the sending institution to assess which type of transfer might be most effective in facilitating its students' mobility. The receiving institution decides on the type of transfer credit a course or program will receive, but it can assist the receiving institution to know what type of transfer might be most beneficial to students at the sending institution.

The most common types of articulation agreements in the BCTS are:

- **Course-to-course articulation**, also called **bilateral articulation** or **one-to-one articulation**. The sending institution sends a request to the receiving institution, asking for one of the sending institution's courses to be awarded transfer credit at the receiving institution. If the receiving institution determines that the sending institution's course is equivalent to one or more of its own courses, the receiving institution will give credit for its own course to a student that has completed the course at the sending institution will accept a student having completed the course at Institution A as having completed the equivalent course at Institution B. Once this agreement has been accepted, the course has been formally articulated. Any student whose transcript indicates that they have completed the sending institution's course will receive the transfer credit recorded in the BCTG for that course if they attend the receiving institution.
- **Many-to-one articulation**. A group of courses at the sending institution are awarded transfer credit for a single course at the receiving institution.
- **Many-to-many articulation**. A group of courses at the sending institution are awarded transfer credit for more than one course at the receiving institution. The term "many-to-many articulation" can also describe a process in which programs articulate their courses collaboratively, comparing each institution's individual courses to a set of jointly developed outcomes or content statements that represent an acceptable standard of student accomplishment in the course.
- **Block transfer**. A receiving institution compares the content and structure of whole programs, rather than individual courses, at the sending institution, and awards transfer credit in the form of "blocks" of hours or credits. This form of articulation is often used to grant credit for a diploma completed at the sending institution which can be applied toward completion of a degree at the receiving institution.

- **Core curriculum.** Groups of programs collectively agree on the curriculum (content and/or courses) that constitutes a required part of a credential in their discipline. Each participating receiving institution then agrees to award the same amount or type of transfer credit to students from sending institutions who have completed the designated curriculum.
- **Program partnerships,** also known as **degree partnerships.** A sending and a receiving institution agree to allow students to take courses at either institution or both institutions, and apply the credits to degree completion at either the sending or receiving institution.
- **Program-specific transfer guides.** These guides include collaborative agreements, involving a specific subject or type of program, on course transfer between all participating institutions. These agreements are usually determined by comparing all potentially equivalent courses to common content or standards, agreed on by the participating institutions, or established by an external organization such as a professional accrediting body.

## Developing a New Course that is Designed to Transfer

Every course fulfills multiple objectives for students, instructors, departments, and institutions. Some courses are designed with the intention that they should be transferable, but sometimes other objectives or intentions are more important than transferability.

For example, if students are having difficulty with some of the curriculum in a program, the institution may develop a course to fill the gaps in students' knowledge and improve their skills. That course may be denied transfer credit at other institutions because it is viewed as preparatory or as specific to that one institution. Another example is when the expertise of a particular faculty member in a department makes it possible to offer a course on a particular topic. The course may be seen as so specialized that other institutions may not view it as relevant or comparable to their own programs.

If the primary intent in designing a course is to make the course transferable, its content and structure should be as consistent as possible with the norms, content, and standards of comparable courses at other institutions. Courses do not have to be identical for transfer credit to be granted, but the sending course must have enough similarity or relevancy to the receiving institution's course for it to be awarded transfer credit.

Institutions or programs designing a course to be transferable are encouraged to:

- Examine the academic calendars of other institutions to identify courses that may be equivalent to the new course, particularly institutions that might be potential receiving institutions.
- Review course outlines of potentially equivalent courses, to identify content, structure or characteristics to be considered for inclusion in the new course to make it transferable. Most BCTS member institutions post course outlines on their institutional websites; if not, the institution's TCC may be able to provide them. TCCs have access to course outlines that have previously been posted on the TCS.

- Contact potential receiving institutions to determine whether those institutions have policies that may affect course transferability (e.g., a requirement that transferable courses have specific evaluation components).
- Explore the BC Transfer Guide to ascertain the transferability of potentially equivalent courses.
- Circulate the draft outline for the new course to potential receiving institutions and/or the relevant articulation committee(s) for feedback.

## Learning Outcomes and Course Outlines

Several BC post-secondary institutions construct and design courses based on learning outcomes. Learning outcomes describe skills, knowledge, and/or abilities that students will acquire by successfully completing the course. Some programs and institutions have also structured their course outlines to reflect this approach. In addition to course and/or program learning outcomes, some BC institutions have also adopted institution-wide learning outcomes. Some articulation committees have also defined and described learning outcomes for courses or programs in their disciplines.

Learning outcomes have not been universally adopted in BC. An articulation request for an outcomes-based course should provide sufficient detail on the course content for its equivalency to be evaluated by an assessor who may be unfamiliar with this approach. BCCAT recommends that outcomes-based course outlines should also include descriptions of the content of the course and/or the topics covered. Evaluators generally need this information to assess course transferability.



## WHEN NOT TO ARTICULATE

All BCTS member institutions may send and receive articulation requests. For private institutions that belong to the BCTS, the ability to send and receive requests is limited to the subject and program areas in which the institution has received ministerial consent to offer a degree at the associate or bachelor level.

However, a BCTS member institution can decide not to send or not to receive any articulation requests, depending on its institutional mission or strategy or on the resources it has to support articulation. If an institution has decided not to receive articulation requests, its name will not appear in the list of sending options on the TCS.

Some receiving institutions will not grant transfer credit for certain types of courses. For example, they may decide not to articulate practicum courses, on the basis that the institution prefers practicum placements to be facilitated and evaluated by the institution's own instructors. Similarly, some institutions will not award transfer credit for course credit awarded at other institutions through Prior Learning Assessment and Recognition (PLAR), on the basis that PLAR credit awards are determined in relation to each institution's specific courses and/or programs.

A sending institution planning to request transfer credit for a course, particularly a non-standard course such as a practicum-based course or a special topics course, may want to contact potential receiving institutions prior to submitting a request for articulation, to clarify whether the receiving institution will consider granting transfer credit for that type of course.

BCCAT strongly encourages sending institutions and/or programs to direct articulation requests primarily to those institutions or programs where the course might potentially be transferable. Receiving institutions can, at their discretion, close requests for articulation for courses that are not relevant to any of their programs (see **"Closing a Request"**). Generally, articulation should only be requested where there is a matching program and where it is likely that students will use the requested transfer agreement.



## WHEN TO RE-ARTICULATE

BCCAT recommends that once a course has been articulated and transfer credit has been established, the course should be re-articulated only if it changes substantively. However, non-substantive changes, such as changes in a course's title, may affect whether a course is recognized for transfer credit, or how it is listed in the BCTG. It is important for institutions making changes to courses and programs to notify other institutions of these types of changes, even when those changes do not require the course to be re-articulated.

*The types of changes that generally require a course to be re-articulated are substantive changes to the course content, subject matter, objectives, or outcomes.*

The types of changes that generally require a course to be re-articulated are ***substantive changes to the course content, subject matter, objectives, or outcomes.***

Articulation is based on the principle of equivalence between courses. Substantive changes are changes that will affect the equivalence of the course to those courses with which it has been articulated.

Substantive change to assessment criteria or evaluation methods may also affect the articulation of a course. For example, some receiving institutions require some or all transferable courses to include a final exam, and specify a percentage of the final grade that must be based on the final exam. In these situations, if an articulated course is redesigned to eliminate a final exam, the course should be submitted for re-articulation to all articulating institutions.

Changes to the number of credits assigned to the course, or to the number of contact hours, may also affect a course's transferability. Normally, a change to credit hours occurs because course content has been added or subtracted. Such changes may affect the transferability of the course and/or the number of credits awarded by receiving institutions. Therefore, re-articulation is appropriate.



Changes that are *not* considered substantive, and likely not requiring re-articulation, include:

- minor changes in topics;
- changes in texts, materials or assignments;
- changes in course titles;
- reasonable modifications to learning outcomes; and/or,
- changes intended to update the course content or to keep it in line with the evolving norms of the discipline.

*It is important to recognize that gradual non-substantive changes across time can result in a course's content or structure becoming significantly different, to the extent that it may no longer be equivalent to the courses it has been articulated with.*

It is important to recognize that gradual non-substantive changes across time can result in a course's content or structure becoming significantly different, to the extent that it may no longer be equivalent to the courses it has been articulated with. Thus, transfer agreements should be reviewed regularly, regardless of whether substantive changes have occurred (see **"Articulation Maintenance"**).

Some course changes require sending institutions to notify receiving institutions involved in a transfer agreement, but may not require a re-articulation of the course or a review of the transfer agreement. These types of changes include:

- Changes in the course number. For example, MATH 100 is re-numbered as MATH 199.
- Changes in the discipline or subject code, or course prefix. For example, Fine Arts courses (FINA) are now coded as Visual Arts (VISA) courses.
- Changes in the course title or course name. For example, a course titled Women's Studies is re-named Gender and Sexuality Studies.

The TCS can be used to circulate notifications of non-substantive course changes. The TCS will update the relevant transfer credit listings in the BCTG, and TCCs at articulated receiving institutions will also be notified to update their own records.

Incoming students' transcripts are often read electronically. Thus, if a sending institution fails to notify other institutions of changes to a course number, code, or title, a course may not be recognized as transferable by the receiving institution, if that institution's records for that course have not been updated. This can result in students not receiving transfer credit which they are eligible for, so it is important for institutions to promptly update their internal records when they receive a notification of a non-substantive course change.

# Notifying Receiving Institutions of Changes to Curriculum or Programs

If sending institutions or programs are planning curriculum changes, representatives from those institutions should discuss these changes at articulation meetings. However, sending institutions should formally inform receiving institutions about proposed changes as soon as possible, without waiting for the next articulation committee meeting. Institutional representatives on articulation committees can also inform other representatives of planned curriculum changes through the committee's Moodle, Google Groups site, website, or email contact list.

Notifications of proposed curriculum changes should be as specific and detailed as possible. The information provided by the sending institution should include revised calendar descriptions and course outlines, changes to assessment/evaluation practices, and changes in prerequisites, degree or credential requirements.

Ideally, the sending institution or program should structure its timeline for program or curriculum changes to allow receiving institutions sufficient time to adjust their own programs as needed.

Both sending and receiving institutions should be aware that the impact of a proposed change may extend beyond the relevant department or discipline at the receiving institution. For example, if a receiving institution changes credit for the sending institution's Math course from assigned credit to unassigned credit, programs at the receiving institution may have to decide whether the new form of credit still fulfills their program's Math requirements. The sending institution should ask its contacts at receiving institutions to ensure that every program that may be affected at the receiving institution is notified of the planned changes.



# REQUESTING ARTICULATION

This section describes the process of requesting articulation for new courses and for revisions to existing courses. It also identifies factors that should be considered when an institution receives a request for credit transfer from a student, and makes recommendations to improve the efficiency of each step in the articulation process.

All requests for articulation are submitted by sending institutions through the TCS, with the sending institution's Transfer Credit Contact (TCC) usually being responsible for this step in the process. The sections below outline specific details for certain types of articulation requests.

## Requesting Articulation for a New Course

**Table 2** outlines the process of articulating a new course.

Articulating a new course can be a slow process. Institutions developing a new course intended to transfer should start the course development process at least one year before they would like the transfer credit arrangement to be completed.

Once the structure, content, and purpose of a new course are finalized by the program or department offering the course, the course is then approved by the academic governance body, such as an Education Council or Senate, at the sending institution. Once the course has been approved, the TCC at the sending institution then submits the approved course outline, along with any supporting information or documentation, through the TCS to prospective receiving institutions with a request for articulation. **Table 3** outlines the information that should be included on course outlines to assist evaluators assessing the articulation request.

**TABLE 2: Articulating a New Course**

STEP	WHO IS RESPONSIBLE	ACTION
<b>Developing the Course Outline</b>	Course developer(s) at sending institution	Develops content and format of new course, and creates draft course outline. May consult with other institutions or with articulation committee to determine the structure and content of a course more likely to receive transfer credit. Finalizes course outline and submits it for internal departmental and institutional approvals.
<b>Requesting Articulation</b>	Transfer Credit Contact (TCC) at sending and receiving institution	Once course is approved internally, TCC forwards approved course outline to all relevant receiving institutions for articulation. The request should include the information outlined in the <b>Checklist of Information</b> section below. The TCCs at the receiving institution(s) send the course information to an evaluator at their institution.
<b>Evaluating the Request</b>	Course evaluator at receiving institution	Evaluates transfer credit request and determines whether the course is transferable and, if so, the amount and type of credit to be awarded. The evaluation is entered in the faculty interface of the TCS.
<b>Communicating the Decision</b>	TCC at receiving institution	Reviews and completes the evaluation, including decision on transfer credit, to BCCAT through the TCS. The TCC is also responsible for updating their institution's own internal transfer tables.
<b>Publishing the Agreement</b>	BCCAT	Reviews the decision for accuracy and completeness, and posts the articulation agreement to the BCTG.

## TRANSFER TIP:

*Adding “comments” on an articulation request in the TCS can help evaluators at receiving institutions understand the type of transfer being sought by the sending institution.*

Institutions that are new members of the BCTS, or private institutions, will first have to be enabled in the TCS to submit requests to other BCTS members. New BCTS members are encouraged to contact BCTS members to which they are likely to send or receive students, to build relationships and encourage being enabled to submit articulation requests through the TCS. Staff at some BCTS institutions may be unaware of newer and/or private institutions and their eligibility to participate in the BCTS, so this process should begin as soon as new members join the BCTS.

It is helpful for the institution sending the articulation request to identify the credit desired for the course and, if applicable, to identify the course at each receiving institution for which equivalence is sought. This information can be included in the “comments” field of the TCS screen that is used to create the articulation request. If possible, institutions planning to request specific course equivalencies should consult with the intended receiving institutions before sending the articulation request, to ensure that they are suggesting the most appropriate equivalent course at that institution.

It is generally assumed that the course number is indicative of the year level of the course. For example, a 100 level course is assumed to be taught at the first year level, and a 200 level course is assumed to be at the second year level. If a course carries a number that is not indicative of its year level, this information should be included on either the course outline or the articulation request. This will help avoid confusion and ensure that the course is considered for the appropriate year level of transfer credit at the receiving institution. Regardless of the year level of the sending course, receiving institutions can offer transfer credit at any year level they feel is appropriate.

The process of evaluating an articulation request at the receiving institution is described in the section entitled **Assessing an Articulation Request**.

**Table 3** lists the information that, if possible, should be included on the course outline submitted with the articulation request in the TCS. The items marked with an asterisk are items that the TCS requires to be submitted as part of the articulation request.

**TABLE 3: Checklist of Suggested Information to Include on Course Outlines Submitted with Articulation Requests**

✓	CHECKLIST
✓	Course subject identifier or code [e.g. ARTH for art history]
✓	Course number
✓	Title of course as listed in academic calendar
✓	Name of sending institution
	Division/faculty/school in which course is offered
	Department offering course
	Program and/or specialization within a program that this course is part of [e.g., part of the Biology major in a BSc program]
	Level of course (e.g., 1XX, 2XX, 3XX, 4XX, or year/semester in program)
✓	Credit value of course at sending institution
	Calendar description of course
✓	Date when course is/was first offered
	Name/number of course this course replaces [if applicable]
	Course pre-requisites or co-requisites
	Courses for which this course is a pre-requisite or co-requisite
	Total student contact hours for course
	Number of weeks that course runs for, or number of class meetings
	Course hours allocated to each course component (e.g., lecture, seminar, tutorial, laboratory, field experience, other)
	Learning outcomes/course goals
	Detailed description of course topics, including description of topics for laboratory sessions or any other experiential component
	Learning resources for the course, e.g. required and optional readings, including chapters and sections if entire reading is not utilized
	Whether credit for the course can be obtained by methods such as PLAR or course challenge
	If course involves a practicum, a) number of practicum hours, b) type of practicum c) how practicum is evaluated
	Evaluation components used to calculate student grades, including the weighting of each component
	How subjective evaluation components such as participation are evaluated
	The grading system used to assign course grades, with percentage equivalencies for each category [e.g. B = 70-79%]

\* required item in TCS



# Requesting Articulation for a Two-Course Sequence

If a course being articulated is normally scheduled as part of a two-course sequence, with the second course being timetabled for the semester or program section following the timetabling of the first course, **both** courses should be submitted for articulation together. This allows the receiving institution to potentially optimize transfer credit by awarding one type of credit for the first course on its own, and a different type of credit if both courses are completed. Program or credential curriculum may be covered in different courses or in different sequences at different institutions, so requesting articulation for a two-course sequence allows the receiving institution to assess both courses at the same time.

# Requesting Articulation for a Cross-Listed Course

A cross-listed course is a course that is offered under two or more different course names and numbers. For example, the same section of a course may be timetabled as both ANTH 100 and SOCI 100. The course content, students, and instructor are the same. However, depending upon the student's program of study, the student will enroll in either ANTH 100 or SOCI 100, and only that course title and credit will be listed on the student's transcript.

Cross-listed courses require particular attention in articulation requests. For example, if a sending institution submits an articulation request for a cross-listed course but includes only one of the course names, the receiving institution may award transfer credit for that course but not the other names the course is listed under. If receiving institutions are not aware that the course is cross-listed, they may evaluate the same course under each of its names separately, which can result in different transfer credit awards for the same course.

Although cross-listing courses gives institutions more flexibility in timetabling and in meeting student needs, BCCAT advises institutions to be aware of the transfer implications of cross-listing courses. If an institution decides to cross-list a course and then to request articulation for it, it should:

- Submit the course and the course outline for articulation under every course name and number under which the course is offered;
- Clearly indicate on each articulation request that the course is cross-listed, and list all of the course names and numbers under which the course is offered (this information can be included in the "comments" section of the TCS request form); and,
- Clearly indicate to students that transfer credit will be awarded for only one course if they take a cross-listed course. For example, if a student requests transfer credit for a course cross-listed as ANTH 100 and SOCI 100, they will only receive credit for the course they were enrolled in when they acquired the credit.

## TRANSFER TIP:

*When a student submits a transfer credit request, they should be informed of any restrictions on how the transfer credit can be used at the receiving institution.*

## Student-Initiated Requests for Articulation

Articulation requests may result from students submitting requests for transfer credit. These requests may be for transfer credit for courses that the student has previously taken at another institution, or requests to articulate currently unarticulated courses at other institutions that the student would like to enroll in, with the goal of transferring credit back to their current institution.

Student-initiated requests for transfer credit are submitted through the Admissions or Registrar's Office at the student's institution. Students are usually required to complete a standardized form accompanying the request. They are usually expected to provide an official transcript showing their successful completion of the course and the official course outline (i.e., the information on the course that was approved by Senate or Education Council at the institution where the student completed the course). Many institutions also require the course outline or detailed syllabus provided in class by the instructor when the student took the course.

Some institutions refuse to process or assess articulation requests if the student provides only the calendar description of the course. Calendar descriptions usually do not include information such as the textbook used in the course, the number of course hours or classroom contact hours, or the evaluation components used to assess student performance. Some institutions will also refuse to process or assess articulation requests if the official course outline or syllabus provided by the student is not from the time when the student took the course. Course content changes over time, and it is difficult to evaluate the learning that the student acquired without a course outline showing the structure and content of the course when the student completed it.

Many BCTS member institutions have a residency requirement. These requirements define a percentage of courses or credits used for completion of a credential that must be taken at the institution. Residency requirements may affect the amount of transfer credit that a student can use for completion of a credential. For example, if a credential requires completion of 60 credits and the institution's residency requirement is 25%, a student would only be able to apply 45 transfer credits toward completion of the program. Some programs also require students to take specific courses at the institution, and do not accept transfer credits as fulfilling that requirement.

Students requesting transfer credit should be informed of residency requirements or other relevant policies at the receiving institution, including policies specific to the program in which they are enrolled, which may affect the applicability of the transfer credit they are requesting. A receiving institution may grant all of the transfer credit that a student requests, but residency requirements or other institutional policies may not make it possible for the student to use all of that credit toward credential completion.

Some institutions and programs also have policies defining how recently a student must have taken a course in order to receive transfer credit for an equivalent course. These “recency” or “stale-dated” policies are often found in programs such as computing science, where course subjects and contents are regularly updated. When a student has taken a course outside the timelines set by such policies, the receiving institution may award transfer credit for the course but not apply it to program completion requirements; award unassigned transfer credit; or not award any transfer credit. More information on stale-dated courses and transfer credit in the BCTS is available in the BCCAT report [Transfer Policies for Students with Stale-Dated Credit](#).

In keeping with the principles of consistency and fairness, an evaluator assessing an articulation request submitted by a student, rather than by an institution, should base their decision on the same principles and guidelines, and should award transfer credit for equivalent learning where appropriate.

Some articulation decisions resulting from student requests are recorded only within the sending or receiving institution’s internal transfer records, if these have been identified as one-time-only or non-precedent-setting decisions.

## Visiting Students and Letters of Permission

There are increasing numbers of students within the BC Transfer System who are enrolled at one institution but are taking courses at other institutions, with the intention of transferring those course credits back to their home institution. Students taking courses at other institutions and planning to transfer that course credit may be required to obtain a Letter of Permission from their home institution. The Letter of Permission permits the student to register simultaneously at another institution, and to transfer any credits earned at the other institution(s) back to their home institution. Students applying for this type of transfer credit should be notified in advance whether their current institution has any policies, such as a residency requirement, that may restrict the use of transfer credit toward the completion of a credential or program.

## Student Appeals of Articulation Decisions

Institutions should have appeal processes that can be used by students who do not agree with decisions on transfer credit requests. BCCAT’s publication [Transfer Credit Appeals in BC Post-Secondary Institutions](#) contains recommendations for effective policy and practice regarding student appeals of articulation decisions.

## Informing Students about Course Transfer

BCCAT encourages instructors and administrators to keep students informed about transfer by:

- Reminding students to check the BCTG to determine whether or how a specific course will be transferable;
- Encouraging students to keep the course outlines and syllabi from the courses they take, as these documents may be required by a receiving institution if the student requests transfer credit; and,
- Directing students to the [How Transfer Works](#) section of the BCTG website, and to the informational videos on the [BCCAT YouTube channel](#).

This information should, if possible, be included in the course syllabus that instructors distribute to students in class.



# ASSESSING AN ARTICULATION REQUEST

## Receiving and Assigning an Articulation Request

Normally an articulation request from a sending institution is sent to the receiving institution's Transfer Credit Contact (TCC) through the TCS. The request includes the official course outline or syllabus, i.e. the course outline approved through the institution's internal course approval process. If the articulation request is initiated by a student, the request should also include the course outline or syllabus distributed in class by the instructor when the student took the course. The TCC at the receiving institution determines the program or department at the institution with the disciplinary expertise to assess the request; the sending institution can also identify its preferred program or discipline on the request form. The TCC then assigns the request to the appropriate program, department or qualified faculty member for evaluation.

Each BCTS member institution has its own policy or procedure for processing incoming articulation requests. At some institutions, the TCC or registrarial staff screen requests before sending the requests elsewhere within the institution for evaluation. The screening identifies articulation requests that are ineligible for transfer for institutional reasons, e.g. the sending institution or program not being appropriately accredited. The TCC or the registrarial staff will generally close these transfer requests without an evaluation, and notify the sending institution why the request has been closed.

At some institutions, registrarial staff or the TCC may be authorized to grant some types of transfer credit without sending the articulation request to a faculty member or program for evaluation. For example, registrarial staff may be able to award unassigned transfer credit for any credit-bearing academic course from a sending institution that the receiving institution has verified and approved in advance.

**Appendix V** provides links to each BCTS member institution's transfer credit policy. These policies explain the process of transfer credit evaluation at each institution, and the roles or positions at the institution that are involved in making decisions on articulation requests. More detail on these processes is also available in BCCAT's report [Who Decides Transfer? A Review of Policies and Practices at BC Transfer System Member Institutions](#).

Evaluators at receiving institutions are expected to assess the sending institution's course for equivalency, and, if the course is deemed equivalent, to recommend the type of transfer credit that should be assigned. The following sections outline the components of "equivalency" and define and describe the types of transfer credit that are used within the BC Transfer System.

## Assessing Course Equivalence

The right of academic freedom includes the right and responsibility of faculty members to design and teach a course using their individual expertise and judgement. Different faculty members delivering the same course at the same institution may not choose to teach the course in the same way. They may use different texts and resources, design different assignments and exercises, emphasize different topics, or assign different weightings to evaluation components. However, in every academic discipline, there are norms and bodies of knowledge that influence what is considered appropriate content at introductory, intermediate, and advanced levels of study. Institutions' curriculum approval policies and procedures also regulate course and program content.

Thus, post-secondary courses with the same name or number may not have the same content at every institution. The assessment of course transferability therefore relies on the judgement of faculty members as to the equivalence of content, structure, and format between or across courses. Several criteria can be used to assess equivalence.

**Content:** *There is no BCTS rule regarding how similar course content, structure, or format must be for a course to receive transfer credit.* However, some institutions, disciplines, and regulatory bodies have policies stating that there must be a specific percentage of common content for courses to be considered equivalent. There may also be guidelines or policies identifying specific content which must be included in a course for it to be considered equivalent to similar courses. Evaluators should ensure they are aware of their own institution's or discipline's guidelines or requirements that may affect their determinations of course equivalency.

Evaluators should also look at whether the articulation request is for a course in which it is important to match content as closely as possible with equivalent courses. For example, introductory-level courses usually include foundational knowledge important for students' success in subsequent courses. A close match of content between courses at this level of study may be especially important to ensure that students have acquired the same amount of foundational knowledge. If closely matching content is important, evaluators should take that into account in evaluating the articulation request.

If the content of a course involves regional practices (e.g., legislation in a specific jurisdiction), the receiving institution may decide not to award transfer credit for courses without this content, even if both courses' topics are the same. A student who has taken the sending institution's course will not have acquired the regional content in the equivalent course at the receiving institution.

### TRANSFER TIP:

*Evaluators should be aware of any institutional or accreditation policies that define how much content should be similar for courses to be considered equivalent.*

**Outcomes:** Courses can have similar goals, objectives, aims, or outcomes even if they have different content, structure, or format. For example, two writing courses may not use the same texts, instructional styles, methods of delivery, or evaluation and grading practices, but may have the same goal of teaching students to write at a post-secondary level. Evaluators may need to decide if a course with a different structure or format than the equivalent course at their own institution produces the same outcomes as their institution's course.

**Methods of Evaluation:** Courses may be equivalent even if they use different methods of evaluating student performance. Evaluators should ensure they are aware of any institutional or discipline-related guidelines or requirements that should be considered when assessing course equivalencies. For example, a receiving institution or program may require a course to have a mandatory final exam, or specific weightings of evaluation components, to receive transfer credit.

**Applicability to Credential Completion:** A course that has no direct equivalent at the receiving institution may be given credit that can be used to fulfill elective or breadth requirements in a credential program. Usually this is in the form of **unassigned or elective credit**. For example, some institutions may not offer courses in linguistics, religious studies, or archaeology, and may not grant course-to-course transfer for courses in these disciplines. However, the receiving institution may grant unassigned or elective transfer credit to courses in these disciplines, if the courses are part of a credential program at the sending institution, and if the expected standard of student performance is comparable to that in courses at the receiving institution.

## Instructor Qualifications for Transferable Courses

Assessing instructor qualifications may be a part of assessing an articulation request. Evaluators at receiving institutions may wish to verify that a course has been designed and/or is being delivered by a faculty member with appropriate qualifications and expertise. BCCAT has developed a statement outlining standards for instructor qualifications within the BC Transfer System. The statement is presented in **Appendix IV** of this document, and is also [available online](#).

## Types of Transfer Credit

This section describes the different types of transfer credit in the BCTS, and presents examples of how each type of credit is listed in the BCTG.

### *Assigned Credit*

If a course at the receiving institution is determined to be sufficiently equivalent to a course at the sending institution, the resulting transfer credit is called "assigned credit" or "direct credit" because the transfer credit is for a specific course at the receiving institution. The TCC at the receiving institution submits the name, code and number of credits of the matching courses, and the effective date of the agreement, through the TCS.

From	To	Transfer Credit	Effective Date
DOUG LING 1101 (3)	KPU	KPU LING 1100 (3)	Sep/16 to present

In this example, Douglas College's three-credit Linguistics 1101 course has been assessed by Kwantlen Polytechnic University as equivalent to KPU's three-credit Linguistics 1100. A student with credit for the Douglas College course who enrolls at KPU will receive credit for the completion of the KPU course. This agreement came into effect in September 2016 (the "effective date"), which means that only students who took the Douglas College course after that date will receive transfer credit for it at KPU.

If the revision of an articulation agreement results in a different transfer credit award for the sending institution's course, both the old and the new agreements appear in the BCTG, with the relevant effective dates.

From	To	Transfer Credit	Effective Date
CAPU HIST 109 (3)	UFV	UFV HIST 242 (3)	Sep/12 to present
CAPU HIST 109 (3)	UFV	UFV HIST 1XX (3)	Sep/95 to Dec/12

In this example, Capilano University's HIST 109 course was given transfer credit by the University of the Fraser Valley (UFV) for UFV HIST 1XX, starting in September 1995. A student who took the Capilano course before that date would not receive transfer credit for it at UFV.

This articulation agreement was changed in the fall of 2012, and the original agreement was given an end date of August 2012. Students taking CAPU's HIST 109 during and after September 2012 now receive credit for HIST 242 at UFV.

Most credential programs require that students complete specified courses. Receiving assigned credit for transferred courses helps students to fulfill these requirements. However, ***assigned credit signifies that a student who took the sending institution's course has acquired the same learning as a student completing the receiving institution's equivalent course.*** If the course at the receiving institution is a pre-requisite for other courses, assigned credit also indicates that by completing the sending course, the student has acquired the knowledge that they will be assumed to have for subsequent courses. Assigned credit should only be awarded if the evaluator assesses the sending and receiving courses as being equivalent enough that a student taking either course will acquire substantially the same knowledge.

A receiving institution may also decide that more than one of its courses is equivalent to the sending course, and may award assigned transfer credit for all of its equivalent courses.



## TRANSFER TIP:

*Assigned credit can be more useful to students, but it also indicates that students in the sending and receiving courses have acquired the same learning. Giving assigned credit when courses are not sufficiently equivalent can disadvantage transferring students.*

From	To	Transfer Credit	Effective Date
COTR BIOL 181	UBCV	UBCV BIOL 111 (3) or UBCV KIN 190 (3)	Sept/07 to present

In this example, a student transferring BIOL 181 from the College of the Rockies to UBC Vancouver can receive transfer credit for BIOL 111 or KIN 190. The transferring student will receive transfer credit for only one of these courses, but they can choose the course credit that best fits their program or credential plans.

### *Unassigned Credit*

A transfer credit request may involve a course that is appropriate for credit at the receiving institution, but does not closely match the topic, structure, content, methods of evaluation or format of similar courses at the receiving institution. In this situation, unassigned discipline-specific transfer credit can be awarded. The course at the sending institution does not receive credit for a specific course at the receiving institution, but it receives credit applicable to completion of a specific level or for a specific program. Students can generally use unassigned credit to fulfill elective or breadth requirements for a credential.

From	To	Transfer Credit	Effective Date
CAPU HIST 207 (3)	UNBC	UNBC HIST 2XX (3)	Sep/95 to Dec/16
COTR GLST 202 (3)	VIU	VIU GLST 2nd (3)	Jan/13 to Aug/16
NIC BUS 248 (3)	KPU	KPU BUS 1XXX (3)	May/10 to present

In these examples:

- Capilano University's HIST 207 transfers as three unassigned second-year history credits at the University of Northern BC.
- College of the Rockies' GLST 202 transfers as three unassigned second-year Global Studies credits at Vancouver Island University.
- North Island College's BUS 248 transfers as three unassigned first-year Business credits at Kwantlen Polytechnic University.

## TRANSFER TIP:

*Unassigned credit is usually designated as credit applicable to a specific level of study and/or applicable to a specific discipline.*

Unassigned credit may be coded differently at different institutions. In general, unassigned credit will have a number to indicate the year level, followed by one of the following coding formats:

- 1st, 2nd, 3rd, or 4th
- 1XX, 2XX, 3XX or 4XX
- 1XXX, 2XXX, 3XXX, or 4XXX
- 100 lev, 200 lev, 300 lev or 400 lev

Each institution's TCC, or the BC Transfer Guide, can confirm the coding used by a specific institution.

Unassigned credit can also be awarded when a student has taken a course outside the effective dates of a transfer agreement. For example, if a sending institution's course started in 2012 but the equivalent course at the receiving institution was created in 2016, the effective date of the transfer agreement will likely be 2016. In this situation, if the course transfers with assigned credit, students who took the course at the sending institution between 2012 and 2016 may be awarded unassigned discipline-specific credit (e.g., HIST 1XX) for that course.

Unassigned credit may also be faculty or program credit, rather than discipline-specific credit.

From	To	Transfer Credit	Effective Date
UFV RLST 201 (3)	UNBC	UNBC HUMN 2XX (3)	Sep/96 to present
UFV RLST 201 (3)	UVIC	UVIC HUM 1XX (1.5)	Sep/97 to present

In this example, the University of the Fraser Valley's Religious Studies 201 course transfers as three unassigned second-year Humanities credits at the University of Northern BC, and one-and-a-half units (equivalent to three credits) of unassigned first-year Humanities credit at the University of Victoria.

Evaluators have the discretion to offer the credit they feel is appropriate. Evaluators are encouraged to offer unassigned credit when assigned credit is not appropriate, if the sending institution's course is a university-level course.

## General Elective Credit

The receiving institution may not have a discipline, program or faculty equivalent to the one offering the course at the sending institution. If the receiving institution determines that the sending institution's course is at an appropriate academic level, it can award general elective credit. A receiving institution may also award general elective credit in a discipline or program that it offers, but this typically happens only if the sending institution's course appears to fall outside the norm for how courses in that discipline are delivered or organized at the receiving institution. General elective credit is usually assigned a year or level.

From	To	Transfer Credit	Effective Date
CAPU MUS 120 (3)	UFV	UFV GE 1XX (3)	Sep/95 to present
CAMO EXW 121 (3)	SFU	SFU GE 1XX (3)	Jan/07 to present

In the first example, Capilano University's three-credit MUS 120 (Music History) receives three first-year general elective credits at the University of the Fraser Valley. In the second example, Camosun College's EXW 121 (Lifetime Sports 2) course receives three first-year general elective credits at SFU.

A student can usually apply general elective credit toward fulfilling elective requirements in a credential program.

## Denying Credit

If the receiving institution has determined that the sending institution's course lacks sufficient equivalency to its own courses, it can deny credit. This results in a listing of "No Credit" in the BCTG for the sending course.

From	To	Transfer Credit	Effective Date
TRU ARET 1400 (3)	OC	No credit	Sep/11 to present
LANG BUSM 3392 (3)	SFU	No credit	Jan/11 to present

Transfer credit might be denied if:

- The course content is not at a post-secondary degree-level standard. For example, a course title may refer to English composition, but the course may be evaluated as having preparatory content rather than degree-level content.
- The course is a vocational or trades course. This type of course may receive transfer credit for similar courses or programs at other institutions, but may be evaluated as "no credit" if the sending institution requests articulation to a university-level program or course.
- The receiving institution does not accept transfer credit for some types of courses. For example, the receiving institution may require students to complete courses involving specific technologies, practicum placements, studio work, or field work at the receiving institution, to ensure that the student's performance meets the receiving institution's standards of competency. If a sending institution's request for articulation involves courses with elements such as these, the receiving institution may award "no credit", even if the course at the sending institution is similar to a course at the receiving institution.

## TRANSFER TIP:

*Evaluators denying a transfer request ("no credit") must provide a rationale for their decision.*

Institutions and evaluators have the right to deny transfer credit for a course that they feel does not meet their institution's or program's standards or expectations. But they should also be mindful that a decision of "no credit" may affect students' planned timelines for completing their programs.

Evaluators awarding "no credit" will be asked to provide the rationale for their decision. The rationale is entered into the TCS along with the decision, but will not be posted in the BCTG. If other credit options seem feasible, such as awarding elective credit, the receiving institution can recommend these options to the evaluator. However, the evaluator's professional and disciplinary expertise should be respected.

### *Closing a Request*

If there is no program at the receiving institution that is relevant to the course from the sending institution, the receiving institution has the option to close the articulation request without making a decision. Closing a request does not result in an articulation published in the BCTG. When a request is closed, the sending institution is notified that if a student requests credit for the sending course, each request will be considered on a case by case basis. If the evaluator wishes to allow credit on a case by case basis, they should contact their TCC and ask for the request to be closed. As with a decision to deny credit, the evaluator will be asked to provide their rationale for closing the request, and this will be communicated through the TCS to the sending institution.

## Attaching Conditions and Limits to Course Transfer

### *Specifying a Minimum Grade*

Section 2 of **BCCAT's Principles and Guidelines for Transfer** states that "[t]he minimum grade for individual course transfer is normally a passing grade, as defined by the institution awarding the original credit," and that "[a] higher course grade should not be required by the receiving institution unless the same requirement applies to the equivalent internal course".

In some circumstances, students at the sending institution may be required to achieve a minimum course grade, or a minimum average grade across all transferable courses, to receive transfer credit at the receiving institution. However, it is inconsistent with both BCCAT’s Principles and the general principle of fairness for the receiving institution to require a minimum course grade for transfer that is higher than the grade required to pass its own equivalent course. A requirement for a higher grade may be appropriate if transferring students are also exempted from taking another course at the receiving institution, or can apply credit from the transferred course toward a particular program at the receiving institution.

From	To	Transfer Credit	Effective Date
CNC COM 222 (3)	UVIC	UVIC COM 220 (1.5), Must have a C or better to receive Commerce credit towards a BCom degree.	Sep/97 to present
CAPU PHIL 208 (3)	UNBC	UNBC PHIL 2XX (3); Exemption from UNBC ENVS 414 (3) with grade of B+ or better.	Sep/01 to present

In these two examples, a minimum grade in the sending institutions’ courses is not required to receive transfer credit at the receiving institutions. However, in the first example, transferring students must achieve a specified grade in the sending institution’s course to receive transfer credit that is applicable to a particular degree program. In the second example, transferring students achieving a specified grade in the sending institution’s course are exempted from taking a specific course at the receiving institution.

Transfer requirements such as these should be carefully assessed, to ensure that they are based on evidence. For example, if the receiving institution can demonstrate a valid and reliable correlation between grades in transferred courses and students’ academic performance at the receiving institution, it may be justified in requiring a higher than minimum grade for transfer students to receive exemptions or program credit. However, a requirement such as this could potentially exclude students from receiving transfer credit when their performance in the sending institution’s course has been sufficient to be awarded credit for that course. If a receiving institution is considering including a grade requirement in a transfer agreement, it should discuss the possible effects of this requirement with sending institutions.

### **TRANSFER TIP:**

*A minimum grade in a course for it to be transferable should only be required if there is reliable evidence that grades in the course relate to students' subsequent academic performance.*

## “Many-to-One” Transfer Agreements [formerly known as “cluster credit”]

In “many-to-one” transfer agreements, two or more courses at a sending institution must be transferred together to receive credit for a single course at the receiving institution.

From	To	Transfer Credit	Effective Date
CNC PHIL 101 (3)	UBCV	CNC PHIL 101 (3) & CNC PHIL 102 (3) = UBCV PHIL 100 (6)	Sep/95 to present

In this example, when the College of New Caledonia’s PHIL 101 and PHIL 102 are transferred together, they will receive credit for UBC Vancouver’s PHIL 100. However, neither CNC course will receive transfer credit if transferred on its own.

Institutions can also award unassigned discipline-specific credit for individual courses that also transfer with other courses for “many-to-one” credit. This type of agreement allows students to earn transfer credit even if they have not completed both of the courses needed to receive credit for a single course at the receiving institution.

From	To	Transfer Credit	Effective Date
CNC PHIL 101 (3)	UVIC	UVIC PHIL 1XX (1.5)	Sep/95 to present
CNC PHIL 101 (3)	UVIC	CNC PHIL 101 (3) & CNC PHIL 102 (3) = UVIC PHIL 100 (3)	Sep/95 to present

In this example, a student transferring the College of New Caledonia’s PHIL 101 to the University of Victoria will receive one –and–a-half units of unassigned first-year Philosophy credit. However, if a student transfers both CNC PHIL 101 and CNC PHIL 102 to UVic, they will receive credit for UVic’s three-unit PHIL 100 course.

Another type of “many-to-one” agreement involves groups of one-semester courses at the sending institution being evaluated as equivalent to one year-long course at the receiving institution.

From	To	Transfer Credit	Effective Date
DOUG PHIL 1102 (3)	UBCV	Any 2 of DOUG PHIL 1102 (3) or DOUG PHIL 1103(3) or DOUG PHIL 1151 (3) or DOUG PHIL 1152 (3) or DOUG PHIL 2250 (3) = UBC PHIL 100 (6)	May/15 to present

In this example, a Douglas College student that has taken any two of five specified first-year philosophy courses, with three credits each, can transfer those two courses to UBC Vancouver and receive credit for its year-long six-credit PHIL 100 course.

A sending institution may decide to break the content of a course that is usually offered in a single semester into two separate one-semester courses. A receiving institution may then assign the same number of transfer credits to the two courses that their own students earn for covering the same content in a single semester. In other words, the two separate courses may collectively be worth six credits at the sending institution, but will collectively receive only three credits (the equivalent of a single course) at the receiving institution.

The information about the two sending institution courses collectively transferring as a single course will be listed in the BCTG for each of the two courses.

From	To	Transfer Credit	Effective Date
CAPU BFIN 141 (3)	UNBC	CAPU BFIN 141 (3) & CAPU BFIN 142 (3) = UNBC COMM 210 (3)	Sep/96 to present
CAPU BFIN 142 (3)	UNBC	CAPU BFIN 141 (3) & CAPU BFIN 142 (3) = UNBC COMM 210 (3)	Sep/96 to present

In this example, evaluators at the University of Northern BC have decided that two Capilano University finance courses collectively cover the same content as a single finance course at UNBC. Thus, both Capilano University courses must be transferred to receive the credit for the single UNBC course. The two Capilano University courses are listed separately in the BCTG so that students are aware they must take both Capilano University courses to receive transfer credit at UNBC.

A sending institution might also offer two distinct courses that include content similar but not identical to the content of a single course at the receiving institution. In this case, it is likely that the two courses at the sending institution will have covered more material, or covered the same material in greater depth, than the single course at the receiving institution. This extra learning should be adequately credited in a transfer agreement.

One option in this situation is for the receiving institution to assign three transfer credits for its own most similar course, and then award three unassigned credits to recognize the additional content in the sending institution's course. The transfer agreement will be listed separately in the BCTG for each sending institution course that is included in the agreement.

From	To	Transfer Credit	Effective Date
CNC ENGL 213 (3)	SFU	CNC ENGL 213 & CNC ENGL214 = SFU ENGL 101 (3) & SFU ENGL 1XX (3), B-Hum	Sep/04 to Aug/16
CNC ENGL 214 (3)	SFU	CNC ENGL 213 & CNC ENGL214 = SFU ENGL 101 (3) & SFU ENGL 1XX (3), B-Hum	Sep/04 to Aug/16

In this example, when the College of New Caledonia's ENGL 213 and 214 courses are transferred together to SFU, they receive transfer credit for SFU's three-credit ENGL 101, plus three unassigned first-year English credits.

## TRANSFER TIP:

*When evaluating two or more sending courses in combination, evaluators should consider whether another type of credit can also be offered if the student has taken only one of the courses.*



## Individual Assessment

A transfer credit award of “individual assessment” for a sending institution’s course means that the receiving institution will assess the transferring student’s ability before determining whether transfer credit will be granted. This type of transfer agreement is often used for language courses, fine arts courses, and performing arts courses. The receiving institution may require a portfolio evaluation, audition, interview, or test to assess the transferring student’s skills.

Individual assessment can also be used as a transfer credit award for Special Topics, Directed Study, or Independent Study courses, where the course topic or content will likely be different each time the course is offered. It is also sometimes used when the content of the course or the relevant discipline changes rapidly, and the evaluator is not sure that an award of credit would guarantee that the student has appropriate up-to-date knowledge of the subject.

From	To	Transfer Credit	Effective Date
DOUG MUSC 3285 (1.5)	TRU	Individual assessment	Jan/14 to present

In this example, a student who took Douglas College’s Studio Setup and Maintenance II course will have their ability or course performance evaluated by an assessor at Thompson Rivers University before transfer credit will be granted.

Evaluators may be tempted to award “individual assessment” if they are unsure of the level of mastery students must have to receive credit for the course at the sending institution, or if they are unsure about the breadth or depth of that course’s content. However, evaluators should be aware that an award of “individual assessment” may cause uncertainty for students and for sending institutions. It also requires the receiving institution to provide resources for an evaluation each time a transferring student applies for transfer credit for the course.

## Restricted Applicability

Receiving institutions can designate credit for a transferred course as applicable or not applicable to completion of a specific credential or program. Transfer credit can also be designated as applicable or not applicable to credit in specific subject areas, such as those identified in breadth requirements for a credential.

From	To	Transfer Credit	Effective Date
CAMO CHEM 110 (4)	UBCV	UBC CHEM 1st (4); Not for credit in Science	Sep/00 to present
CCC LAST 100 (3)	SFU	SFU LAS 1XX (3); Cannot be counted toward therequirements for the LAS major/minor.	Sep/09 to present

In the first example, UBCV has awarded unassigned Chemistry credit for the Camosun College course but has added the note, ‘Not for credit in Science.’ This means that students cannot use the transferred course towards completion of a BSc degree, or to fulfill a Science breadth requirement in another program.

In the second example, Corpus Christi College's LAST 100 will transfer to SFU as three unassigned first-year Latin American Studies credits. However, credit for the transferred course cannot be applied toward completion of SFU's major or minor in Latin American Studies. Credit with restricted applicability is usually awarded when the receiving institution wants to ensure that some or all of the coursework leading to a credential is delivered by the receiving institution itself. In some cases, this decision may be motivated by external regulations, such as the licensing requirements of a professional regulatory body.

## Exemptions

An exemption as a transfer credit award waives a prerequisite or required course at the receiving institution, for students who have completed a similar course at the sending institution. The sending institution's course may also receive assigned or unassigned credit.

From	To	Transfer Credit	Effective Date
CAMO CRIM 200 (3)	UFV	UFV CRIM 1XX (3); Exempt UFV CRIM 129 for Crim Just.	Sept/08 to present

In this example, Camosun College's CRIM 200 course receives three unassigned 100-level Criminology credits at the University of the Fraser Valley. Students transferring the Camosun course and enrolling in UFV's Criminal Justice program are also exempted from taking CRIM 129 in that program.

In most transfer arrangements involving exemptions, the receiving institution does not award credit for the exempted course. Students may be required to take the exempted course if it is required for the credential the student intends to complete at the receiving institution.

## Preclusions

A preclusion grants transfer credit for a sending institution's course, but also excludes the student from receiving credit for a similar but not identical course at the receiving institution. Generally, the transferring course receives unassigned credit.

From	To	Transfer Credit	Effective Date
LANG HKIN 2361 (3)	UBCV	UBC KIN 2nd (3)Precludes credit for UBC KIN 361.	Sep/04 to Aug/13
CAPU PHIL 208 (3)	UVIC	UVIC PHIL 2XX (1.5); May not take UVIC PHIL333 or UVIC ES 314 for credit.	Sep/95 to present

In the first example, a student who has taken Langara College's HKIN 2361 will receive three unassigned second-year Human Kinetics credits at UBCV. However, they cannot take UBC's KIN 361 for credit. In the second example, a student transferring Capilano University's PHIL 208 to UVic will receive one-and-a-half unassigned 200-level Philosophy units (three credits), but will not receive program credit if they take UVic's PHIL 333 or ES 314.

## Additional Notes in BC Transfer Guide Entries

Receiving institutions are encouraged to include additional information in agreements listed in the BCTG, if there are conditions attached to a transfer that students, advisors, and staff at sending institutions should be aware of.

From	To	Transfer Credit	Effective Date
LANG HIST 2243 (3)	UVIC	UVIC HSTR 200 (1.5). May be taken more than once for credit in different topics with permission of the department.	May/14 to present
LANG HIST 2243 (3)	UVIC	UVIC HIST 265 (1.5). HIST 265 may be taken more than once, to max. credit of 9 units.	Sept/00 to Apr/14
SELK BIOL 214 (3)	UNBC	UNBC BIOL 2XX (3). Biology & NRM Wildlife Fisheries majors will have one of UNBC BIOL 307 or UNBC BIOL 308 waived.	Sep/95 to present
OC MATH 142 (3)	UBCV	UBC MATH 1st (3); Not for credit in Science. Exempt UBC MATH 105 for Commerce students.	Sep/05 to Aug/10

In the first two examples, a student transferring Langara College's HIST 2243 to UVic, depending on when they took the course, will receive credit for UVic's HIST 265 or HSTR 200. However, they can take either of those courses again while enrolled at UVic, either with the department's permission or if they have not acquired more than nine credits from taking previous offerings of HIST 265.

In the third example, a student transferring Selkirk College's BIOL 214 to UNBC will receive three credits of unassigned second-year Biology credit. However, if they enroll in UNBC's Biology BSc or Wildlife & Fisheries BSc, they will not have to take either UNBC's BIOL 307 or BIOL 308. In the final example, students who took Okanagan College's MATH 143 between 2005 and 2010 will receive three unassigned first-year Math credits at UBCV. They cannot use that credit toward a Science credential. If they enroll in the UBCV Commerce program they are exempted from taking UBC's MATH 105.

### TRANSFER TIP:

*If there are conditions attached to an articulation, such as a waiver at the receiving institution, these should be included in the information posted to the BCTG.*

## Awarding Different Credit Values

Evaluators may award a transferred course a different amount of transfer credit than the credit value the course has at the sending institution. This may be because of the evaluator’s assessment of the course equivalencies or because of the receiving institution’s own policies on establishing course credit. However, when courses are deemed to be equivalent, a transferred course should generally not receive more credit at the receiving institution than the receiving institution’s own equivalent course.

From	To	Transfer Credit	Effective Date
KPU BIOL 2321 (4)	UBCV	UBC BIOL 200 (3)	Sep/06 to present
KPU BIOL 2321 (4)	VIU	VIU BIOL 200 (3)	Sep/06 to present

In this example, a second-year Biology course that has a value of four credits at Kwantlen Polytechnic University receives three credits when it transfers to the University of BC Vancouver or to Vancouver Island University. This is the same amount of credit assigned to the equivalent course at the receiving institutions.

Receiving institutions may also give transferred courses the same number of credits as the equivalent course at their own institution, even when the course being transferred has a different amount of credit at the sending institution.

From	To	Transfer Credit	Effective Date
DOUG BIOL 2321 (5)	KPU	KPU BIOL 2321 (4)	Sep/07 to present
COTR BIOL 201 (3)	KPU	KPU BIOL 2321 (4)	Sep/00 to present

In the above example, Kwantlen Polytechnic University has awarded four transfer credits for courses from two different sending institutions, each with a different credit value at the sending institution. However, both have been evaluated as equivalent to KPU’s four-credit BIOL 2321 course.

## Course Structure and Delivery

Normally, how a course is taught at a sending institution is not an issue in assessing its equivalency at a receiving institution. However, some institutions may consider elements of the structure and delivery of a particular course as integral to students’ acquisition of the course content. For example, some institutions will not grant transfer credit for courses including a laboratory component if the laboratory work of the course was not conducted in an in-person setting. If elements of course structure or delivery may affect how a receiving institution will evaluate a transfer request, the receiving institution should notify sending institutions of its policies in this area.

## TRANSFER TIP:

*If a receiving institution requires a specific element of course structure and/or delivery format for a sending institution's course to be assessed as equivalent, the receiving institution should notify sending institutions of this requirement.*

## Online and Distance Education Courses

Courses taken online or through distance education are considered equivalent to the same courses taken in a classroom (face-to-face) setting. The criteria used to assess course equivalency should apply to the assessment of all courses, regardless of how the courses are delivered.

In some cases, a receiving institution may require additional information to assess the equivalency of an online or distance education course, or a classroom course that has online or distance education components. Sending institutions' request for transfer credit for online or distance education courses should contain enough information for receiving institutions' evaluator to make a fair assessment: for example, an explanation of how students complete the laboratory-based component of an online science course. However, the principle of respecting disciplinary expertise should also be upheld. If an evaluator with expert knowledge of the course subject determines that an online or distance education version of a course is not equivalent to course delivered in a different format, that decision should be respected.

## One-Time Decisions and Precedent-Setting Decisions

At some BCTS member institutions, evaluators of articulation requests may be asked to indicate whether their decision should be considered a one-time decision or a precedent-setting decision.

A one-time decision means that any transfer credit awarded is awarded for this specific request, and that any subsequent requests for transfer credit for the same course will be evaluated by the receiving institution on a case-by-case basis. For example, for a Directed Studies or Special Topics course, the course content or topic is likely to be different each time the course is offered. As a result, the equivalent course at the receiving institution may also be different each time. Thus, a one-time decision grants transfer credit for the version of the course that the student took, and not for all versions of the course.

## TRANSFER TIP:

*If a transfer decision is a one-time decision, it should not be entered into the BCTG, as this creates a formal articulation and sets a precedent.*

A precedent-setting decision means that an articulation has been established for the sending institution's course. Any subsequent requests for transfer credit for the same course will receive the transfer credit that the evaluator has awarded for this request. Precedent-setting decisions will generally be entered into the BCTG, if the courses involved in the articulation are eligible for listing in the BCTG.

One-time decisions are not considered articulations and should not be entered into the BCTG. Any agreements listed in the BCTG are considered formal articulations, and carry precedent for any subsequent students seeking to transfer, even if internal transfer records differ. Generally, receiving institutions should record one-time decisions in their own internal transfer records.

## Assessing Student-Initiated Requests

### *Student-Initiated Requests for Transfer Credit from BC Transfer System Member Institutions*

If a receiving institution approves a student-initiated request for transfer credit from another BCTS member institution, these decisions are not automatically entered into the BCTG. They are usually listed in the sending and receiving institutions' internal records and are not considered formal agreements, unless the receiving institution decides to submit the agreement for publication in the BCTG. Institutions should be aware that publication in the BCTG constitutes a guarantee of transfer credit for as long as the agreement is in effect.

## TRANSFER TIP:

*Articulation agreements published in the BC Transfer Guide are considered a guarantee of transfer credit. If there is a discrepancy between information in the BC Transfer Guide and information in an institution's internal transfer records, the information in the BCTG takes precedence.*

## *Student-Initiated Requests for Transfer Credit from Institutions Outside the BC Transfer System*

BC Transfer System member institutions are not required to accept or evaluate transfer credit requests from students that involve courses from institutions outside the BCTS. However, public universities across Canada have agreed to abide by the [Pan-Canadian Protocol on the Transferability of University Credits](#), which encourages universities to minimize barriers to interprovincial transfers of credit. BCCAT is also a member of the [CATCan \(Councils on Admissions/Articulations and Transfer of Canada\)](#) Network and the [Pan-Canadian Consortium on Admissions & Transfer \(PCCAT\)](#), both of which support initiatives to improve credit transfer across Canada.

Institutions should evaluate articulation requests involving sending institutions outside BC using the same standards of course quality, content, and similarity that would be used to evaluate articulation requests involving BCTS member institutions. Receiving institutions may also have internal policies that relate to awarding transfer credit outside the BCTS. For example, some receiving institutions may not grant transfer credit for courses from institutions that are not accredited by a recognized or credible accreditation agency. Some receiving institutions may not grant transfer credit for courses that have not already been accepted as transferable by at least one other BCTS member institution.

Some institutions use the services of an international credit evaluation agency to assess whether credit requests involving institutions outside Canada should be evaluated. These agencies may evaluate the comparability or equivalency of a completed credential, equivalencies of individual courses in the credential program, or both. Some institutions request that students obtain an evaluation of their transcript at a specific level (e.g. course-level evaluation, program-level evaluation) from a designated agency, and provide the evaluation to the institution before it decides whether to forward any transfer credit requests to a faculty member for evaluation. A transcript evaluation for courses or programs taken outside BC or Canada may also be required as part of the institutional admissions process.

Institutions that require external evaluations of transcripts for transfer credit purposes should notify students of this requirement prior to the student submitting a transfer credit request. Institutions that do not use international credit evaluation services as part of processing transfer credit requests generally rely on the institution's own internal information and knowledge about other institutions and post-secondary systems, and may also solicit input from faculty or subject matter experts in relevant disciplines.

### **TRANSFER TIP:**

*If an institution requires an external evaluation of a student's transcript for a transfer credit request, students should be informed of this before they submit the request.*



## *External Equivalencies*

As of 2020, BCTS member institutions can have their internal records of external transfer equivalencies incorporated into the BCTG course-by-course database of agreements. Once these equivalencies have been imported into the BCTG, institutions can use the TCS as a workflow for all articulation activities within the institution, whether these involve articulation requests from within or outside BC.

For the institutions that have provided these records to the BCTG, BCTG users will now see these institutions' equivalencies when they conduct a search using the BCTS member institution as the receiving institution. These external equivalencies are provided for the information of students, advisors, other institutions, and other BCTG users, and are not considered precedent-setting.

Institutions interested in importing their internal transfer tables into the BCTG should contact BCCAT for more information.

## *Denial of Credit for Student-Initiated Requests*

There are several reasons why a student-initiated transfer request may result in a denial of transfer credit.

- The student submitting the request is in a category of student for which transfer credit is usually not granted — for example, a visiting student who is not seeking a credential from the receiving institution.
- The course is not at the undergraduate level.
- The course is a practicum course or other type of course for which the institution does not grant transfer credit.
- The course was taken at an institution that does not meet the receiving institution's criteria for legitimacy, or does not have the accreditation that is considered appropriate for post-secondary institutions.
- The student is unable to provide a full course outline or syllabus.
- The evaluator of the request does not assess the course as being equivalent to any of the receiving institution's own courses, or as justifying an award of unassigned transfer credit.
- The course is stale-dated (taken outside the institution's time limit for applicability of credit).

Additionally, most BCTS member institutions have policies that restrict the amount of transfer credit that can be applied to completion of a credential. Some also have dual credential or multiple credential policies that restrict the amount of credit from a previously completed credential that can be used toward completion of another credential. These types of policies may affect the applicability of transfer credit toward credential completion.

These policies are not necessarily a reason to deny a student-initiated transfer credit request. However, the student making the request should be advised that while transfer credit may be awarded and may be recorded on their transcript, these policies may result in transfer credit not being applicable toward completion of their desired credential.



# BLOCK TRANSFER AGREEMENTS (BTAs)

Block transfer agreements (BTAs) grant a predetermined number of credits at a receiving institution to students who have successfully completed a program, credential, or group of courses at a sending institution. BTAs are a form of transfer agreement that is often used when program content at a sending institution is delivered at a comparable standard to program content at a receiving institution, but individual courses within the sending institution's program are not directly comparable to courses in the receiving institution's program.

Block transfer has been used for many years in the BCTS to facilitate the transfer of credit from completed credentials such as certificates, diplomas, and associate degrees. Currently, nearly 1,500 BTAs are documented in the BCTG. There are also BTAs that are recognized by individual institutions but which are not included in the BCTG, such as block transfers from a private institution to a public institution. More information on whether a BTA is included in the BCTG can be found in BCCAT's [Policy 3B: Listing of Transfer Agreements with Non-Member Institutions in the BC Transfer System](#).

Block transfer is different from "many-to-one" and "many-to-many" transfer agreements because the transfer credit is awarded for completion of an entire program, credential, or group of courses, not for completion of individual courses or program components. Transfer credit from a BTA is also usually only applicable to a specific program at the receiving institution.

Block transfer credit recognizes learning that has an academic wholeness or integrity. For example, graduates of a two-year college forestry diploma program at a sending institution may receive little or no course-to-course transfer credit in a four-year forestry degree program at a receiving institution, if the content of first- and second-year courses is different at each institution. However, if the receiving institution believes that forestry diploma graduates from the sending institution are likely to possess the knowledge, skills, and abilities to succeed in its upper-division degree courses, it can award block transfer credit in its forestry degree program to graduates of the sending institution's diploma program.

If a student receives BTA credit, that does not guarantee they will be admitted to the receiving institution or to a specific program. A student using a BTA to transfer to a receiving institution will still be expected to meet the admission requirements for the institution and/or the program they are transferring into. Admission to the receiving institution may also depend on the availability of seats in the student's desired program.

## TRANSFER TIP:

*A student receiving block transfer credit must still meet the receiving institution's admission standards, and may also have to complete additional courses at the receiving institution.*

Students who receive block transfer credit for a completed credential may also have to fulfill general degree requirements at the receiving institution, as well as completing all requirements for majors or minors within a degree program. This may mean that a transferring student may have to acquire more than the standard 120 credits to complete their degree, or may not be able to complete the degree within two academic years.

Institutions considering participating in BTAs should be aware that while a BTA guarantees transferring students a set amount of transfer credit, transferring students may be disadvantaged by not receiving course-to-course transfer credit. Upper-level courses in most degree programs usually have pre-requisites for admission, and those may include completion of specific courses. Generally, BTA credit is recorded on a transferring student's transcript as a block of credit hours. While the student may be credited with the number of credit hours necessary to enter the receiving institution's program, their transcript may not show the specific pre-requisite courses needed to enroll in upper-level courses. As a result, the student may not be able to enroll in the courses they need to complete the receiving institution's program.

If upper-level courses in the receiving institution's program have pre-requisite lower-level courses, course-to-course transfer credit may be preferable to block transfer credit. If course-to-course transfer credit is not feasible, the sending and receiving institutions may need to collaborate to determine how students transferring through BTAs can be admitted to upper-level courses.

The process of establishing a BTA is similar to the process of establishing any transfer agreement. The major difference is that the sending institution will usually provide information on its full program curriculum to the receiving institution, in addition to individual course outlines. It may also be productive to include advisors and TCCs in discussions around establishing a BTA, as staff in these positions have considerable experience and knowledge of facilitating student transfer activity.

The specific terms of BTAs should be clearly stated for students, advisors, department or program heads, and faculty members at both the sending and receiving institutions. For a BTA to truly facilitate student mobility, it is important that all parties understand the agreement and its implications for transfer. It is also important for promotional materials at both the sending and receiving institutions to clearly state the requirements and implications of the BTA.

# Models of Block Transfer

## *The 2 + 2 Model*

The receiving institution grants two full years of credit for the sending institution's credential, to be applied towards a four-year degree program, with no additional requirements. There are two variations of this model:

- The receiving institution accepts a completed two-year credential for credit, provided that the credential contains specified courses, or that specified standards or prerequisites for the receiving program have been met.
- The receiving institution accepts a two-year credential for entry into a two-year degree completion program. In this situation, completion of the credential is one of the criteria for admission.

From Institution	Program	To Institution	Program	Transfer Credit	Academic Year
College of New Caledonia	Business Administration Diploma (Accounting and Finance)	Royal Roads University	B.Comm. in Entrepreneurial Management	2 years Note: Individual assessment	2011/12 to 2017/18
Douglas College	Hospitality Management Diploma	Capilano University	Bachelor of Tourism Management	Up to 60 credits Note: Minimum GPA 3.0	2011/12 to present

In this example, students that completed the College of New Caledonia's Business Administration diploma in Accounting and Finance between 2011 and 2018 will receive two years' worth of credit in Royal Roads University's B.Comm in Entrepreneurial Management, after individual assessment. Students completing Douglas College's Hospitality Management diploma will receive up to 60 credits in Capilano University's Bachelor of Tourism Management degree program, if they have a GPA of at least 3.0.

"Individual assessment" as a condition in a BTA means that the receiving institution reviews the transferring student's transcript to determine whether their coursework is comprehensive enough to justify the student being admitted at the designated level of the receiving program. This condition is often part of BTAs when students at the sending institution have different curricular options within their credential program. Other conditions attached to BTAs may include a minimum GPA for transfer, or a maximum number of transfer credits that will be awarded regardless of how many credits the student has completed at the sending institution.

## Bridging

The receiving institution grants one or two full years of credit towards an associate or bachelor's degree. However, after being admitted to the receiving program, transferring students must take specified courses (the "bridging courses") as soon as possible. This model is generally used when the receiving institution's program includes content that may not have been addressed in the sending institution's program. The student usually takes the bridging courses in the first semester of the receiving program, in a summer semester, or in an additional semester of study.

From Institution	Program	To Institution	Program	Transfer Credit	Academic Year
College of the Rockies	Environmental Studies Certificate	Douglas College	Associate of Arts (Environmental Science)	30 credits. Note: Completion of the AA degree will require 6 credits of 1st year English.	2011/12 to present
North Island College	Fine Arts Diploma	Emily Carr University of Art + Design	Bachelor of Design	Up to 60 credits. Note: students will be required to make up any academic deficiencies from the first or second year of the Emily Carr degree program, including, but not limited to, 6 credits of first year University English Literature and Composition plus 6 credits of first year Survey of Western Art History.	2016-17 to present

In the first example, graduates of College of the Rockies' Environmental Studies Certificate will receive 30 transfer credits in Douglas College's Associate of Arts degree in Environmental Science. However, to complete the Douglas College degree, transferring students will also have to acquire six credits in first-year English, either at Douglas or at COTR (credit that will then be transferred to Douglas). In the second example, graduates of North Island College's Fine Arts Diploma will receive up to 60 transfer credits in ECU's Bachelor of Design degree program, but will have to fulfill the breadth requirements of that program to receive the ECU degree.

## The 2 + 3 (or more) Model

The receiving institution grants one year of credit in a four-year degree program for completion of a two-year credential. The credit may be in the form of course credit or an exemption.

From Institution	Program	To Institution	Program	Transfer Credit	Academic Year
Selkirk College	Forestry Technology Diploma	UBCV	Bachelor of Science in Forestry (Forest Resources Management or Forest Operations only)	One-year exemption. Note: Must have been awarded diploma and must have a 65% overall average. Must present prerequisites from high school.	2011-12 - present

In this example, a student transferring from Selkirk College’s Forestry Technology diploma into one of two majors in UBC Vancouver’s B.Sc. in Forestry degree program will be admitted into the second year of that program, if they have completed the Selkirk diploma with a 65% grade point average. The transferring student must also have the prerequisites from high school that are required for admission to the institution and the program.

### *The 60-Credit Guarantee Model*

The receiving institution guarantees transferring students 60 credits for a completed credential, equal to the first two years of a 120-credit undergraduate degree. However, the receiving institution also establishes equivalencies for as many individual courses as possible. Courses that have no direct equivalents receive elective credit.

From Institution	Program	To Institution	Program	Transfer Credit	Academic Year
College of the Rockies	Associate of Arts (Journalism/ Writing)	Kwantlen Polytechnic University	Bachelor of Arts (Creative Writing)	60 credits. Note: In order to receive optimum specified transfer credit conversion to the B.A. program, COTR students should avoid MGMT 202, PSYC 264, COMP 163, 165 and PHIL 201	2011/-12 – 2019/-2020

In this example, graduates of College of the Rockies’ Associate of Arts program in Journalism or Writing are guaranteed 60 transfer credits in KPU’s B.A. Creative Writing degree program. KPU has advised transferring College of the Rockies students that certain courses taken for credit toward completion of the sending program may not receive direct credit in the receiving program.





# OTHER FORMS OF TRANSFER AGREEMENTS

## Flexible Pre-Major (FPM)

The flexible pre-major (FPM) was a formal inter-institutional agreement facilitating student transfer into programs offering a major in a discipline or subject.

Each FPM agreement was designed and facilitated by an articulation committee, which collectively identified the set of relevant courses, or the learning outcomes, for the completed first and second years of a four-year degree program. Participating sending and receiving institutions then identified their own courses that satisfied these requirements, and signed the FPM agreement. A student completing the predetermined lower-level requirements at any of the participating sending institutions could then transfer into the third year of a degree program at any of the participating receiving institutions.

FPMs were established in six subject areas: Anthropology, Biology, Economics, English, Psychology, and Sociology. The FPM program was discontinued by BCCAT in 2019, meaning that updates to the agreements are no longer solicited or posted on the BCTG. The terms of the six FPM agreements are archived for reference on the BCTG site at <https://www.bctransferguide.ca/learn-more-about/program-specific-transfer/historical-program-transfer-options/flexible-pre-majors/>

## Program-Specific Transfer Guides

Some transfer agreements are not eligible to be included in the course-to-course transfer section of the BCTG. Usually this is because the courses involved are not university-level academic courses, or because not all of the participating institutions are BCTS members. However, some of these agreements are posted in a separate section of the BCTG.



The section of program-specific transfer guides includes transfer guides for [Adult Basic Education \(ABE\)](#) and [English as an Additional Language \(EAL\)](#) courses, as well as for [International Baccalaureate \(IB\)](#) and [Advanced Placement \(AP\)](#) courses, which are offered at high schools and may receive post-secondary credit at some institutions. Program-specific transfer guides are located on the BCTG website at [bctransferguide.ca/program/](https://www.bctransferguide.ca/program/)

## Degree Partnerships

In a degree partnership, students completing courses and achieving a minimum GPA at the sending institution are guaranteed admission into programs at the receiving institution. For example, Douglas College and Simon Fraser University have a degree partnership agreement in which students who have acquired fewer than 45 university-level credits can enroll in one of three SFU undergraduate degree programs, and complete the SFU degree while taking classes at both Douglas College and SFU. The degrees are conferred by SFU.

Degree partnerships differ from BTAs and other forms of transfer because students can be enrolled at both institutions at the same time, and can take courses at both institutions. The courses in a degree partnership program may be offered by one institution or both institutions, or they may be delivered at one institution to students enrolled in the other institution's programs. These courses are identified and recorded as the other institution's courses.

Some BC post-secondary institutions also have partnerships with institutions outside Canada. In these partnership agreements, the BC institution's courses may be delivered at the partner institution using instructors employed by or approved by the BC institution. The students are enrolled in the BC institution although they are not physically in BC. The courses offered outside Canada in such partnership agreements are generally first- or second-year courses. Students who are eligible to study in Canada will usually move to the BC institution to complete their credential, or for additional studies. When an institution's courses are delivered in part or in whole by a partner institution, whether in Canada or outside Canada, that institution is responsible for maintaining the same content, coverage, quality of delivery, and grading standards as when the course is delivered by the institution itself.

Course transfer is not always an issue in degree partnership agreements, because courses may not need to be transferable between the partner institutions. As part of the partnership agreement, the participating institutions determine which courses at which institution will be accepted for credit toward the credential; which institution(s) students will register at; and which institution will be responsible for maintaining student records. There may also be transfer-related conditions in the partnership agreement, such as a maximum number of credits earned at the partner institution that can be applied toward the credential.

In some partnership agreements, courses or credits delivered through a partner institution are identified with a special notation on student transcripts. BCCAT does not recommend this practice, as these notations can interfere with other institutions recognizing the course as transferable.

The BCTG listings for degree partnerships are at <https://www.bctransferguide.ca/transfer-options/search-programs/#DegreePartnershipForm>



# ARTICULATION MAINTENANCE

Articulations are based on an assessment of equivalency between the sending institution's course(s) or program(s) and the receiving institution's course(s) or program(s). Maintaining equivalency ensures that students transferring a course or program from the receiving institution have the same knowledge and skills as students in the equivalent course or program at the receiving institution. However, courses and programs evolve across time, in response to institutional changes, new developments in relevant topics or subjects, and changes in the external environment.

Thus, it is important for articulation agreements to be regularly reviewed. Students can be disadvantaged in their academic progress if they receive transfer credit for a course or program at the sending institution that is no longer equivalent to the course or program at the receiving institution.

Entering into an articulation agreement includes the responsibility for both participating institutions to regularly review the agreement, to ensure that there is still equivalency between the courses or programs in the agreement. BCCAT recommends that articulation agreements should be reviewed at least every five years by the receiving institution, even if there has not been any substantive change in the sending or receiving course or program. Gradual non-substantive changes across time may cumulatively result in substantive changes.

It is important to recognize that a review is not the same as a re-articulation. The review should involve a comparison of the features of the sending institution's course or program (e.g. content, evaluation methods, structure) with the features of the articulated course or program at the receiving institution. The review should be conducted by a subject matter expert who is familiar enough with the relevant topic or academic discipline to assess whether equivalency still exists.

If the receiving institution determines that the sending institution's course or program is no longer sufficiently equivalent to its own to continue awarding transfer credit, then it should notify the sending institution through the TCS and ask the sending institution to request a formal re-articulation. The sending institution should also place a notification in the TCS that the articulation no longer exists, which will result in an end date for the agreement being posted in the BCTG. The original articulation agreement will remain in the BCTG, to ensure that any students who took the sending institution's course or program while it was deemed equivalent to the receiving institution's course or program will receive transfer credit for it. If the formal re-articulation results in a modification of the original agreement (e.g. assigned credit being changed to unassigned credit) the changed agreement will be posted alongside the original agreement, with a new start date for the changed agreement.

As of 2023, sending and receiving institutions participating in new articulation agreements posted to the BCTG will receive a reminder from BCCAT five years after the posted start date of the agreement, and every five years thereafter. The notification will request that they review the agreement to ensure that sufficient equivalencies still exist.

### **TRANSFER TIP:**

*A review of an articulation agreement is not the same as a re-articulation.*

*If a review indicates that the courses in the agreement are no longer considered to be equivalent, then the sending institution should formally request a re-articulation.*

# FREQUENTLY ASKED QUESTIONS (FAQ)

## Q1: Once an articulation agreement is in place, can it be cancelled?

Yes. Changes in the content or format of a course over time at a sending institution may affect its equivalence to courses at receiving institutions. If a receiving institution decides to cancel an agreement because of changes in the sending institution's course, it should notify the sending institution and BCCAT through the Transfer Credit System (TCS). The agreement will still be listed in the BCTG, but the listing will be amended to indicate when the agreement ended. This provides a record of the time frame during which the course was considered transferable, in case a student who took the course in the past applies for transfer credit. If a new agreement is negotiated to replace the old agreement, the new agreement will also be recorded in the BCTG.

BCCAT does not cancel articulation agreements on its own. Agreements are only cancelled if there is a notification from one of the participating institutions that it wishes to end the agreement.

## Q2: Students that are receiving transfer credit for a course at a sending institution are not adequately prepared for courses at our institution. Can our institution cancel the transfer agreement?

Yes, but this should only be done after weighing the evidence, the justification, and the consequences. It is important to rely on data as much as possible, and not on anecdotal information. Data such as students' course grades or GPAs can be used to assess how students from the sending institution have performed after transferring to the receiving institution. However, many factors other than previous academic experience can affect a student's academic performance.

If the receiving institution has evidence indicating that the sending institution's transferring students are not being adequately prepared, its first step should be to address this directly with the sending institution. BCCAT can play a mediation role if the institutions cannot resolve the issue by themselves; however, BCCAT does not make decisions to resolve such disputes.

## Q3: How are articulation disputes resolved?

As indicated in the answer to Q2, disputes are resolved by the institutions participating in the agreement. BCCAT can assist in resolving disputes, but the content, structure and maintenance of agreements are the responsibility of the participating institutions.

If the parties in an articulation dispute have made a sincere effort to resolve the dispute but have been unable to reach agreement, BCCAT can act as a mediator if invited to do so. BCCAT has no jurisdiction over the content or structure of articulation agreements, and does not approve or deny articulation requests. However, BCCAT can bring together representatives of the affected institutions and attempt to reach a solution that is satisfactory to all participants.

Despite the size and complexity of the BC Transfer System, disputes over course articulation or transferability are rare. The most common type of dispute arises when a receiving program changes its curriculum and sending programs

suddenly have to adapt quickly to that change. Disputes may also arise over appropriate qualifications for instructors or curriculum developers of transferable courses; perceived problems with the academic standards of sending courses; and admissions or transfer policies that are perceived to advantage or disadvantage particular demographic groups.

Articulation committees can also play an important role in preventing disputes, by facilitating discussions on upcoming institutional curriculum changes and other issues that may potentially affect articulation agreements. Articulation committee representatives from sending institutions are also encouraged to announce planned changes as soon as possible through the committee's email list, Moodle site, Google Groups site, or website. Making these announcements when the changes are finalized, rather than waiting until the committee's annual meeting, can help avoid disputes by giving sending institutions as much time as possible to adjust to the planned changes.

#### **Q4: Can a BC Transfer System member institution articulate courses with an institution that is not a BCTS member?**

Yes. BC post-secondary institutions that belong to the BC Transfer System can accept transfer credit from any institution. However, the BC Transfer Guide (BCTG) only lists articulation agreements between BCTS member institutions, or agreements with non-BC institutions that a BCTS member institution has agreed to list on the BCTG. The BCTG does not list course-to-course agreements to non-BCTS member institutions that are based in BC. Institutions should keep internal records of any articulation agreements that are not eligible for listing in the BCTG. (See [BCCAT policy 3B](#) regarding the listing of transfer agreements with non-member institutions in the BCTG.)

#### **Q5: Can courses taken at a secondary school receive transfer credit at post-secondary institutions?**

Yes, if the courses are part of Advanced Placement (AP) or International Baccalaureate (IB) programs and are accepted for transfer credit by a receiving institution. Transfer agreements for AP and IB courses can be found in the BCTG at <https://www.bctransferguide.ca/learn-more-about/advanced-placement/> and <https://www.bctransferguide.ca/learn-more-about/international-baccalaureate/>

Dual credit programs also award post-secondary credit for courses taken at a secondary school. However, dual credit courses are not transfer courses, because students are already guaranteed post-secondary credit for completing the course.

#### **Q6: Can Prior Learning Assessment and Recognition (PLAR) credit and challenge credit be transferred?**

This depends on the policy of the receiving institution.

Credits awarded through PLAR processes are based on the institution's assessment of the equivalency of students' non-academic learning to course or program content at the institution. This learning may have been acquired through, for example, on-the-job training or personal study. Some BCTS member institutions do not give transfer credit for PLAR credit awarded by another institution, on the basis that PLAR credit is determined in relation to each institution's own courses and programs. If PLAR from a sending institution is accepted for transfer credit at a receiving institution, the receiving institution may specify that the transfer credit is only applicable to a specific program or course.

If a transferring student is unable to transfer PLAR credit from the sending institution, they may be able to apply for PLAR credit at the receiving institution. Any resulting credit would not be transfer credit, but would be the outcome of the receiving institution's own assessment of the student's non-academic learning.

Challenge credit is credit that is awarded to a student for a specific course, without the student having to take the course. Challenge credit is different from PLAR credit. In most PLAR processes, the student presents evidence of their prior learning, and the institution determines the courses with the content that most closely matches the learning the student has acquired. A student applies for challenge credit for a specific course, if they feel they have previous learning that matches the learning they would acquire by taking that course. To acquire challenge credit, usually the student must demonstrate their knowledge of the course material through an examination or other formal assessment.

If a student receives credit for a course through the course challenge or PLAR process, the course credit may be recorded on the student's transcript without any indication how the student acquired the credit. Some BCTS member institutions record course challenge credit or PLAR credit on student transcripts using CR/NC (credit/no credit) or a similar non-grade notation. This may have implications for the transferability of the credit if sending institutions require letter grades in a course for it to be transferable.

Students planning to transfer credit acquired through course challenge or PLAR should check with the receiving institution to determine whether that credit will be accepted.

## **Q7: If a course has not been delivered in English at the sending institution, can it be articulated?**

This is decided by the receiving institution.

If a sending institution's course is delivered in a language other than English, but is not intended to give students skills in that language, an assessment by the receiving institution is the only method of determining whether transfer credit is appropriate. The assessment would usually be carried out by a faculty member or program chair in the program most closely related to the course subject. A translated course outline should be provided so that the evaluator can conduct an accurate assessment.

However, the receiving institution should consider the implications of awarding course credit to a student who may know the material in their own language but may not be able to reproduce it, discuss it, or apply it in English. If the student plans to use the transfer credit toward completing a credential in which the courses are delivered in English, employers or other institutions may assume that a student that has earned the credential has the English language proficiency skills associated with successful completion of the credential.

## **Q8: Can an evaluator or administrator say 'no' to a request for transfer credit?**

Yes, they can. BCTS member institutions are entitled to decline requests for transfer credit from institutions outside the BC Transfer System: see sections on **Closing Requests** and **Student-Initiated Requests for Transfer of Credit from Institutions Outside the BC Transfer System**. BCTS member institutions are also entitled to decline requests involving transfer credit from other BCTS members if, in the evaluator's opinion, the receiving institution has no equivalent course, or if the sending institution's course does not meet the receiving institution's course quality or content standards.

Before deciding to deny transfer credit, evaluators and administrators should consider the entire range of possible transfer credit awards, including **unassigned credit, restricted applicability, or differing credit values**. If there is no directly equivalent course at the receiving institution, it may be possible to award another type of transfer credit that recognizes the learning the transferring student has acquired by completing the course. The receiving institution also has the option to close a request rather than establishing or denying credit. Closing the request means that the course does not receive transfer credit, but this decision is not recorded in the BCTG.

## **Q9: Are BCTS members required to articulate courses from private institutions?**

Private institutions that are BCTS members have undergone a quality assessment process prior to being granted membership. A receiving institution should not deny an articulation request from a private institution belonging to the BCTS simply because the sending institution is a private institution.

However, articulation at private institutions that are BCTS members is limited to articulation within the program(s) that have obtained ministerial consent to be offered in BC. This approval does not apply to other programs at the private institution, or courses outside the program that the Minister has authorized the institution to offer. For example, if a private institution has been authorized to offer an Associate of Science program, a receiving institution would not be obligated to grant transfer credit for a Fine Arts course from that institution.

As mentioned in the answer to Question 8 above, a receiving institution is also entitled to decline transfer credit requests if the receiving institution has no equivalent course, or if the sending institution's course does not meet the receiving institution's course quality or content standards.

Some BCTS member institutions have articulated courses from private institutions in BC that are not members of the BCTS. Generally, these articulations involve accredited courses or programs at the sending institution, with the accreditation issued by a licensing agency that has also accredited the receiving institution's own courses or programs. However, a receiving institution may articulate a course or program from any sending institution if it is satisfied that the sending institution's course or program is sufficiently equivalent in content and in quality to its own course or program.

# APPENDIX I

## Glossary of Terms

### **Academic Calendar**

See *Calendar*.

### **Academic Program**

A program of study, usually involving credit-bearing courses, and usually leading to a credential.

### **Academic Regulations**

See *Calendar*.

### **Admission**

An applicant is approved for enrollment in an institution, faculty, or program at a post-secondary institution, after submitting an application and providing the required documentation.

### **Advanced Placement (AP)**

A program that allows high school students to obtain post-secondary credit through courses taken at their high school.

See also *International Baccalaureate (IB)* and *Dual Credit*.

### **Advanced Standing**

Admitting a student to a program at a level of study other than entry level. Advanced standing is usually granted based on an assessment of the student's previous work, on an articulation agreement with a sending institution, or on the results of a placement test the student has taken.

### **Articulation**

The process of a post-secondary institution determining whether a course or program at one institution is equivalent to its own course or program. "Articulation" can also mean the development and implementation of transfer agreements, or the connection of two or more educational systems.

### **Articulation Committee**

A committee recognized and supported by BCCAT that represents a discipline, subject, or program offered at more than one *BC Transfer System* member institution. Every BCTS member institution with a program or course in the relevant discipline is expected to send a representative to the committee's meetings. Representation on articulation committees by private institutions that belong to the BCTS is restricted to subjects related to the institution's programs that have received ministerial approval.

### **Assigned Credit**

Transfer credit for a specific course at the receiving institution. Assigned credit is awarded when a course at the sending institution is evaluated as being equivalent to a course at the receiving institution.



## **Associate Degree**

A two-year undergraduate academic credential awarded by a college, an institute, or a university after completion of 60 academic credits. The associate degree is equivalent to the first two years of a four-year undergraduate degree. In BC, associate degree programs have provincially prescribed general outcomes, curriculum, and program requirements. BC has two associate degree programs – Associate of Arts and Associate of Science – and many BC post-secondary institutions offer subject-specific specializations within those programs. BC is the only jurisdiction in Canada that offers associate degrees.

## **Basis of Admission**

The criteria that are used to determine whether an applicant will be admitted to a post-secondary institution or program. The information that is evaluated in relation to these criteria usually includes information provided on the application form, the applicant's secondary school academic record, post-secondary credits that the applicant may have already acquired, and personal statements or letters of reference.

## **BC Transfer Guide**

The online record of transfer agreements in the BC Transfer System. The BCTG is administered by BCCAT but the agreements in the BCTG are established by the institutions themselves. The BCTG includes listings for *course-to-course transfer*, *block transfer*, *advanced placement* and *international baccalaureate* post-secondary credit, *degree partnerships*, and *program-specific transfer guides*, as well as equivalencies for courses at institutions outside Canada that are recognized by some BC Transfer System member institutions.

## **BC Transfer System**

The group of institutions approved to participate in transfer agreements listed in the BCTG. Members include BC public post-secondary education institutions, BC private institutions that have received ministerial consent to offer specific degree programs (associate's or bachelor's), and two institutions (Yukon University and Athabasca University) located outside BC. Institutional membership in the BC Transfer System requires approval through a quality assurance process.

## **Bilateral Articulation and Bilateral Transfer**

Another name for *Course-to-Course Articulation*.

## **Block Transfer**

A transfer agreement in which a credential or group of courses completed at the sending institution receives a predetermined number of transfer credits at the receiving institution. Block transfer agreements award credit for completion of courses or credentials at the sending institution that are equivalent to curriculum for a credential at the receiving institution.

## **Bridging Programs and Bridging Courses**

Programs or courses that transferring students take before, or immediately after, admission to a program at the receiving institution. Usually the transferring students have completed a program or credential at the sending institution. Bridging programs or courses include content that is typically not covered in the program at the sending institution; the receiving institution has determined that this content is necessary preparation for subsequent courses in its own program.

## **Calendar**

The set of rules, regulations, policies, program descriptions, and course descriptions for a particular post-secondary institution. The calendar may also be called the *academic calendar* or *academic regulations*.

## **Certificate**

A credential granted after the successful completion of a program of study, usually lasting one year or less. Individual post-secondary institutions may have their own definitions for certificates, diplomas, and other non-degree credentials. These credentials may differ across institutions in their program length, credits, or contact hours. The BC post-secondary system also includes *post-degree certificates*, which require completion of a baccalaureate degree before admission.

## **Cluster Credit**

The name formerly used for *Many-to-one Credit*.

## **Concentration**

A grouping of courses, usually within a credential program, offering concentrated study in a specific topic or discipline. Completion of a concentration usually requires completing fewer courses or credits than are required for a *major* or *minor*. A concentration may also be called a specialization, an option, an emphasis, or an elective area.

## **Co-requisite**

A course that is required in order to enroll in another course, but which may be taken at the same time as the other course. See also *Prerequisite*.

## **Course Outline**

A document that includes descriptions of the main content, organization, and expected outcomes of a course. A course outline normally includes the number of credits awarded for successful completion of the course, hours of class time, evaluation procedures, and examples of assignments, texts, and readings.

In the context of articulation, "course outline" usually means the official document approved by the institution during the course approval or course revision process. It may also be referred to as the "official course outline". The document that is distributed in class to students each time the course is taught may be called the *syllabus*.

## **Course Requirement**

A course or set of courses that a student must take in order to complete a credential.

## **Course-to-Course Articulation** or **Course-to-Course Transfer**

A transfer agreement in which a specific course at a sending institution is accepted as the equivalent of a specific course at a receiving institution, and is awarded transfer credit by the receiving institution.

## **Credit**

The value or weighting assigned to a course which counts toward program or credential completion. At most BCTS member institutions, the standard credit value for an academic course offered in a single semester (between 13 and 15 weeks of instruction) is three credits. Credit value for courses at most institutions is calculated on the basis of the content in the course and/or the "contact hours" of instruction (the amount of time that instructors and students spend together during the course). See also *unit*.

## **Credit Transfer**

The granting of credit by a receiving institution for the completion of equivalent courses or programs at a sending institution. Completion of the sending institution's course or program is accepted in lieu of completion of the receiving institution's own course or program.

## **Cumulative Grade Point Average (CGPA)**

The average of a student's grades for all credit-bearing courses taken to date at one institution. The CGPA calculation may exclude some types of credit courses, such as courses graded on a credit/no credit basis. See also *Grade Point Average (GPA)*.

## **Degree**

A credential awarded upon successful completion of a specified curriculum. For an undergraduate degree (baccalaureate) the curriculum is usually structured as four years or eight semesters of study, and requires completion of 120 credits.

## **Degree Partnership**

An agreement between two institutions that allows students to earn credit toward a credential at one institution while enrolled at the other institution, or while enrolled at both institutions simultaneously.

## **Degree Quality Assessment Board (DQAB)**

A board that oversees BC's quality assurance process for proposed degree programs at private and public post-secondary institutions operating in the province. The board reviews proposals for new programs to ensure they meet criteria for consistency and quality. The board makes recommendations to the provincial Minister responsible for advanced education on the approval or denial of new degree programs. It also makes recommendations to the Minister on applications by educational institutions operating in BC to use the word "university" in their names or programs.

## **Diploma**

A credential awarded upon successful completion of a program of study, usually requiring fewer credits or courses than a degree. Diploma programs are generally one or two years in length. The BC post-secondary system includes undergraduate diplomas and post-degree diplomas.

## **Dual Credit**

Dual credit courses are taken by secondary school students and result in them being awarded both secondary and post-secondary credit. Dual credit is not considered transfer credit because students are awarded credit directly by the post-secondary institution offering the course.

The difference between dual credit courses and *Advanced Placement (AP)* and *International Baccalaureate (IB)* courses is that dual credit courses are designed and delivered by a post-secondary institution. AP and IB courses are advanced secondary school courses that may be taught by secondary school instructors.

## **Elective Area**

See *Concentration*.

## **Emphasis**

See *Concentration*.

## **Exemption**

The waiving of a program or course requirement at the receiving institution. A transferring student receiving transfer credit that includes an exemption will not be required to take a specified course or courses at the receiving institution.

## **Grade Point Average (GPA)**

The average grade for all courses that a student has taken for credit in a particular period of study, usually a single semester (semester GPA) or an academic year (annual GPA). See also *Cumulative Grade Point Average (CGPA)*.

## **International Baccalaureate (IB)**

A secondary school program that provides students with the opportunity to earn post-secondary credit. IB courses are advanced secondary courses that are offered by the secondary school. See also *Advanced Placement (AP)* and *Dual Credit*.

## **Letter of Permission (LOP)**

A document issued by a post-secondary institution that gives a student enrolled at the institution permission to enroll in a course at another institution. The LOP may also confirm that credit from completion of the course at the other institution is transferable to the student's institution.

## **Level Credit**

See *Unassigned credit*.

## **Lower-Level Courses** or **Lower Division Courses**

Courses in the first two years (four semesters) of an undergraduate degree program, or in the first half of a credential program.

## **Major**

A structured group of courses, usually within a degree program, focusing on a specific topic or discipline. Completion of a major usually requires more courses or credits than a concentration, minor, or specialization.

## **Many-to-One Transfer Credit** or **Many-to-Many Transfer Credit**

Transfer credit agreements in which groups of courses at the sending institution receive transfer credit for one or more courses at the receiving institution. In "many-to-one" agreements, a specified group of courses at the sending institution receive transfer credit for a single course at the receiving institution. In "many-to-many" agreements, a specified group of courses at the sending institution receive credit for a group of courses at the receiving institution. The amount of credit awarded by the receiving institution may depend on the combination of courses that is transferred from the sending institution. These types of agreements were formerly known as "cluster credit".

## **Minor**

A structured group of courses within a credential program, focusing on a specific topic or discipline. A minor usually requires completion of fewer courses or credit hours than a *major*, and more courses or credit hours than a *concentration* or specialization.

## **Official Course Outline**

See *Course Outline*.

## **Option**

See *Concentration*.

## **Post-Degree Certificate**

See *Certificate*.

## **Preclusion**

A preclusion gives a transferring student credit for a course at the receiving institution, but if the student takes another specified course at the receiving institution after transferring, they will not receive credit for that course.

## **Prerequisite**

A requirement that a student must meet, e.g. completion of a specific course or courses or of a specified number of credits, before they can enroll in a course. See also *Co-requisite*.

## **Program-Specific Transfer Guide**

A document or section of the *BC Transfer Guide* that contains transfer agreements relating to courses in a specific discipline or area of study, and involving multiple institutions and programs.

## **Receiving Institution**

The institution that grants transfer credit for the sending institution's courses or programs. The transferring student transfers **to** the receiving institution. See also *Sending Institution*.

## **Registration**

The process through which a student enrolls in courses or programs, after being admitted to a post-secondary institution.

## **Residency Requirement**

The number or percentage of courses or credits at a post-secondary institution that a student must complete at that institution to receive a credential. Residency requirements can apply to a program, a faculty, or institution. Individual programs or faculties may have higher residency requirements than the institution's residency requirements. Residency requirements may also specify a number or percentage of courses that must be taken at specific levels of the program, or specify particular courses that must be taken at the institution in order for the student to receive the credential (i.e. no transfer credit will be granted for those courses).

## **Sending Institution**

The institution where the student acquired the credits that will be transferred. The transferring student transfers **from** the sending institution. See also *Receiving Institution*.

## **Specialization**

See *Concentration*.

## **Syllabus**

The document with course information that is distributed in class to students each time a course is taught. The syllabus may be different from the *course outline*, which is the document with course information that is approved by the institution when the course is developed or revised. The syllabus reflects the course content and structure for each individual offering of the course.

If a student applies for transfer credit for a course they have already taken, a receiving institution may require them to provide both the course outline and the syllabus.

## **System Liaison Person (SLP)**

A non-voting member of an articulation committee, usually an administrator in an area related to the committee's academic discipline. The SLP provides articulation committees with system perspectives, advice, and linkages to administrative bodies. SLPs are appointed by BCCAT in consultation with articulation committee representatives and leaders.

## **Transcript**

A document issued by a post-secondary institution that records a student's academic activity there. Usually, transcripts include a student's dates of enrolment, transfer credits awarded, completed courses, credits acquired, course grades, completed credentials, grade point average (GPA), and any changes in program enrollment. The transcript will also include any conditions placed on the student's academic status, such as academic probation.

An official transcript is certified by the institution as being a complete and accurate record of the student's activity. An unofficial transcript can usually be obtained by the student themselves from their institutional registration account. For the purposes of assessing transfer credit, most receiving institutions require an official transcript sent directly from the institution.

## **Transfer Credit**

The credit granted by the receiving institution for a program or course at the sending institution that it has assessed as being equivalent to its own program or course.

## **Transfer Credit Contact (TCC)**

The main transfer credit contact person or position at a *BC Transfer System* member institution. The TCC is generally the institution's primary contact with BCCAT, and the person responsible for managing the institution's activity in the *Transfer Credit System (TCS)*.

## **Transfer Credit System (TCS)**

The web application operated by BCCAT that enables the creation and maintenance of articulation requests and agreements in the BC Transfer System. The activity in the TCS results in the information on articulation agreements that is published in the *BC Transfer Guide*.

## **Transfer Student**

A student who transfers credit from one post-secondary institution to another, usually while leaving one institution and enrolling in another.

## **Unassigned Credit**

A type of transfer credit that is usually given when a course at the sending institution is assessed as not being directly equivalent to a specific course at a receiving institution. Unassigned credit is usually applicable to a specific program at a specific level of study, e.g., three 100-level Business credits.

## **Unit**

A value assigned to a course instead of credits. The University of Victoria uses this system, with three credit hours at another institution generally equaling one and a half units.

## **Upper-Level Courses** or **Upper Division Courses**

Courses offered in the second half of a credential program, such as the third and fourth years (four semesters) of a four-year undergraduate degree.

# APPENDIX II

## Principles and Guidelines for Transfer

NOTE: [This document](#) is currently being revised and will be replaced when the revisions are finalized.

### Purpose

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

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

### Principles and Guidelines in the BC Transfer System:

- 1. Students earn transfer credit for equivalent learning and can apply that credit to fulfill credential requirements.**
  - A. Formal transfer credit agreements recorded in the BC Transfer Guide constitute a guarantee to students.
  - B. Students should not be required to retake courses successfully completed elsewhere, nor should they expect to receive duplicate credit for equivalent courses.
  - C. To support and encourage planning, students must have access to information on course equivalencies, program prerequisites, and levels of achievement on which admission and transfer credit will be awarded.
  - D. Students are responsible for informing themselves about transfer processes.
  
- 2. Students can expect to be treated equitably by all member institutions.**
  - A. Where an institution defines a basis of admission for transfer students, the institution should specify the minimum cumulative GPA and the minimum number of credits required.
  - B. Where an assessment of previous academic performance forms part of an admission decision, a transfer student's post-secondary academic record should be the primary consideration, rather than performance in secondary school.
  - C. The minimum grade for individual course transfer is normally a passing grade, as defined by the institution awarding the original credit. A higher course grade should not be required by the receiving institution unless the same requirement applies to the equivalent internal course.
  - D. Students should have access to avenues of appeal for transfer credit decisions.
  - E. Students should not be disadvantaged by changes made to transfer arrangements while courses are in progress.

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

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

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

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

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

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



# APPENDIX III

## Suggestions for Negotiating A Non-Standard Articulation Agreement

These suggestions are designed to assist institutions and departments negotiating articulation agreements that are not standard course-to-course agreements. These types of agreements include block transfer and other types of transfer where transfer is based on completion of a credential or group of courses at the sending institution. These suggestions are also applicable to negotiating agreements with private institutions in BC that are not members of the BC Transfer System, or negotiating agreements with institutions outside BC.

These suggestions are intended to be used at the discretion of the participating institutions and programs. Not all of the resulting agreements may be eligible for inclusion in the BC Transfer Guide; please consult [BCCAT Policy 3B](#) (Listing of Transfer Agreements with Non-Member Institutions in the BC Transfer Guide) for more information on this topic.

### Preparing for the Agreement: Sending Institution

✓	
	Contact the potential receiving institution(s) to assess whether there is interest in entering into a transfer agreement, and to assess the potential scope and structure of the agreement.
	Select an individual at the sending institution to lead the articulation process.
	Consult appropriate individuals/groups within the sending institution for advice on entering into a transfer agreement. These could include transfer credit administrators such as the designated Transfer Credit Contact (TCC), departments offering cross-listed or service courses included in the program curriculum, and articulation committee representatives.
	Check the BC Transfer Guide (BCTG) to identify existing or similar agreements and to identify elements of these agreements that could be used as a template.
	Decide what type of agreement (e.g. course-to-course, block transfer) would be most appropriate for transferring students and for the institution.
	Draft the proposed agreement.
	Consult relevant licensing or professional bodies on the potential impact of the proposed agreement.
	Consult other post-secondary institutions whose programming or student mobility may be affected by the proposed agreement. One way of doing this is through asking the program or institution's representative on the relevant articulation committee(s) to request feedback on the proposed agreement from other articulation committee representatives.
	Obtain any internal approval that is necessary to proceed.
	Evaluate the cost to the organization, if any, of implementing the agreement, including the institutional resources to maintain, administer, and update the agreement.
	Inform the appropriate people if the agreement will affect multiple campuses.
	Establish a timetable for finalizing the agreement.

## Preparing for the Agreement: Receiving Institution

✓	
	Consult appropriate individuals/groups within the receiving institution about the proposed agreement and its impacts.
	Evaluate the institutional resources and capacity required to support the proposed agreement (e.g. ensuring sufficient numbers of course offerings and instructors/staff, if the agreement will result in increased student numbers or enrollments)
	Decide what type of transfer agreement is appropriate for the program and for transferring students (e.g., course-to-course, block transfer).
	Decide who at the receiving institution will perform the detailed evaluations to determine equivalencies of course or program content and structure.
	Consult relevant licensing or professional bodies.
	Consult other post-secondary institutions that the receiving institution's course/program is linked with.
	Prepare relevant documents (e.g., for Senate or Education Council) if the agreement requires institutional approval, and allocate resources for taking those documents through the approval process
	Establish a timetable for finalizing the agreement.

## Establishing the Agreement: Sending Institution & Receiving Institution

✓	
	Clarify the intent of the agreement, and the conditions under which transferring students will be admitted to the receiving program.
	Ensure the content of, and resources used by, the sending course/program are appropriate and current, to maximize student success at the receiving institution.
	Ensure that the receiving institution has the resources and capacity to support the anticipated numbers of transferring students.
	Ensure that the sending and receiving institutions have consistent institutional policies on required instructor qualifications.

## Finalizing the Agreement: Sending Institution & Receiving Institution

✓	
	Ensure the agreement includes: <ul style="list-style-type: none"> <li>• a clear description of the transfer credit that will be awarded, and the conditions associated with the transfer of credit;</li> <li>• an official implementation date;</li> <li>• terms by which either party may terminate the agreement;</li> <li>• timelines for regular review of the agreement. If there are substantive changes in the equivalent course(s) or program(s) at either the sending or receiving institution the agreement should be reviewed when these changes are made, rather than waiting until the next scheduled review.</li> </ul>
	Determine whether the agreement will apply retroactively to students in either institution's program(s), and, if so, for how long.
	Decide who will sign the agreement on behalf of each institution.
	Decide which area or position at the sending institution and at the receiving institution will be responsible for coordination and communication related to the agreement.

## After the Agreement is Signed

✓	
	<p><b>Receiving Institution:</b></p> <p>Send a copy of the agreement to (a) the institution's Transfer Credit Contact (TCC), with a request to submit the relevant information to the BCTG through the Transfer Credit System, and (b) the sending institution.</p>
	<p><b>Receiving Institution and Sending Institution:</b></p> <p>Notify areas of the institution that should be aware of the agreement (e.g., faculty members, departments/program heads, the Registrar's Office, advisors).</p> <p>Ensure that information for students includes accurate and up-to-date information on the transfer agreement and how students can use it to transfer between institutions and programs.</p>

# APPENDIX IV

## BCCAT Statement on Instructor Qualification Standards for Transferable Courses

### 1. BC Transfer System Instructor Qualification Standards

- a) Based on long-standing precedents in the BC Transfer System, BCCAT expects that instructors who teach academic, degree-level transfer courses will usually possess, at a minimum, a master's degree or equivalent in the discipline or in a closely related area.
- b) Instructors teaching in other transferable programs (e.g., diploma programs) will usually possess, at a minimum, credentials consistent with the normative requirements for that program in the BC Transfer System.
- c) It is recognized that there may be programs in which other qualifications are equally, or more, appropriate. (Examples of alternatively qualified instructors include First Nations elders, practicing artists, acknowledged or renowned experts or practitioners.)
- d) When, for legitimate reasons, it is not possible to engage faculty who meet the standards described above, institutions should provide appropriate mentoring and supervision.

### 2. Establishing and Monitoring Expectations

- a) BCCAT expects institutions participating in the BC Transfer System to develop and/or make explicit and accessible their policies on instructor qualifications for
  - i. The hiring of instructors in programs for which transfer credit may be negotiated; and,
  - ii. The awarding of transfer credit for courses taught at other institutions.
- b) It is reasonable for any receiving institution upon occasion to seek assurance as to the hiring policies or practices at a sending institution, or to request specific information about the qualifications of an instructor for an articulated course.
- c) In the event that a concern arises that cannot be resolved between the institutions, BCCAT can provide mediation services, if requested. Mediation entails facilitating further discussions between the institutions with the goal of achieving a mutually acceptable outcome. Although BCCAT may suggest possible solutions, it has no authority to impose a binding resolution to the issues in dispute.

# APPENDIX V

## Links to Transfer Credit Policies and Procedures at BC Transfer System Member Institutions as of June 2023

Please note that some of these links are to academic calendars that are revised every year. Other linked information may also have been revised since this document was produced. If a link does not work, please visit the institution's website to obtain the most current information.

### **Acsenda School of Management**

[http://www.acsenda.com/wp-content/uploads/2018/03/9000-Transfer-Credit\\_Oct\\_2017\\_Final.pdf](http://www.acsenda.com/wp-content/uploads/2018/03/9000-Transfer-Credit_Oct_2017_Final.pdf)

<https://acsenda.com/wp-content/uploads/2022/07/Academic-Calendar-2022-2023-July-26-2022.pdf>

### **Alexander College**

<https://alexandercollege.ca/admissions-and-registration/credit-transfer/>

### **Athabasca University**

<http://ous.athabascau.ca/policy/registry/ugtransfercredit.pdf>

<http://calendar.athabascau.ca/undergrad/current/student-code/student-appeals-transfer-credit.php>

### **BC Institute of Technology**

[https://www.bcit.ca/files/pdf/policies/5003\\_pr1.pdf](https://www.bcit.ca/files/pdf/policies/5003_pr1.pdf)

### **Camosun College**

<http://camosun.ca/services/student-records/transfer-credit.html>

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.4.pdf>

### **Capilano University**

<https://www.capilanou.ca/admissions/apply-to-capu/transfer-credit/>

<https://www.capilanou.ca/media/capilanouca/about-capu/governance/policies-amp-procedures/senate-policies-amp-procedures/S2013-01-Transfer-Credit-Policy.pdf>

### **Coast Mountain College**

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-procedures/transfer-credit-procedures.pdf>

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-policies/transfer-credit-policy.pdf>

<https://www.coastmountaincollege.ca/docs/default-source/policies/education-policies-and-procedures/education-policies/academic-integrity-and-appeals-policy.pdf>

## **College of the Rockies**

[https://sps.cotr.bc.ca/Forms/Policies%20and%20Procedures/College%20Policies%20and%20Procedures/2%20STUDENT%20AFFAIRS/2.5%20Records/2.5.6%20Transfer%20Credit%20\(as%20a%20Receiving%20Institution\)/2.5.6%20Transfer%20Credit%20\(as%20a%20receiving%20institution\)%20-%20Policy.pdf](https://sps.cotr.bc.ca/Forms/Policies%20and%20Procedures/College%20Policies%20and%20Procedures/2%20STUDENT%20AFFAIRS/2.5%20Records/2.5.6%20Transfer%20Credit%20(as%20a%20Receiving%20Institution)/2.5.6%20Transfer%20Credit%20(as%20a%20receiving%20institution)%20-%20Policy.pdf)

## **Columbia College**

<https://www.columbiacollege.ca/wp-content/uploads/2022/06/Academic-Calendar-2022-2023.pdf>

## **Corpus Christi College**

<https://corpuschristi.ca/about-us/academic-policies/>

<https://corpuschristi.ca/about-us/academic-policies/#admintoccc>

## **Douglas College**

<https://www.douglascollege.ca/future-students/admission-information/transfer-credit/transfer-your-credits>

## **Fairleigh Dickinson University**

<https://view2.fdu.edu/vancouver-campus/admissions/transfer-students-transfer-credits/>

## **Fraser International College**

<https://www.fraseric.ca/faqs>

## **Justice Institute of BC**

<https://www.jibc.ca/policy/3212>

<https://www.jibc.ca/procedure/3212-001>

## **Kwantlen Polytechnic University**

<https://www.kpu.ca/sites/default/files/Policies/AC6%20Recognition%20of%20Prior%20Learning%20Policy.pdf>

<https://www.kpu.ca/sites/default/files/Policies/AC6%20Recognition%20of%20Prior%20Learning%20Procedure.pdf>

## **Langara College**

<https://langara.ca/about-langara/policies/pdf/E2009.pdf>

<https://langara.ca/about-langara/policies/pdf/E2009-procedures.pdf>

## **LaSalle College**

<https://www.lasallecollegevancouver.com/student-resources/academic-calendar>

## **Nicola Valley Institute of Technology**

[https://www.nvit.ca/docs/2019\\_program\\_calendar\\_final.pdf](https://www.nvit.ca/docs/2019_program_calendar_final.pdf)

<https://www.nvit.ca/about/policies/secivadmissionfees/c311transfercredit.htm>

## **North Island College**

<https://www.nic.bc.ca/pdf/policy-4-17-admission.pdf>

## **Northern Lights College**

[https://www.nlc.bc.ca/Portals/0/documents/Policies/E-3\\_05.pdf](https://www.nlc.bc.ca/Portals/0/documents/Policies/E-3_05.pdf)

## **Okanagan College**

[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Transfer+Credit+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Transfer+Credit+Policy.pdf)

<https://www.okanagan.bc.ca/calendar#/home>

## **Quest University**

<https://questu.ca/admissions/how-to-apply/transfer-students/>

<https://questu.ca/wp-content/uploads/2022/08/Quest-Academic-Calendar-2022-2023.Reduced-sizepdf.pdf>

## **Royal Roads University**

<https://policies.royalroads.ca/academic-regulations/section-1-credit-and-registration>

## **Selkirk College**

<https://selkirk.ca/admissions/admissions-office/transfer-credit>

<https://policies.selkirk.ca/policy/8614/>

## **Simon Fraser University**

<http://www.sfu.ca/students/calendar/2020/summer/fees-and-regulations/admission/undergraduate-admission.html#transfer-credit>

## **Trinity Western University**

<https://www.twu.ca/academics/academic-calendar>

<https://www.twu.ca/academics/office-registrar/transfer-credit>

## **Thompson Rivers University**

<https://www.tru.ca/distance/services/policies/transfer.html>

[https://www.tru.ca/\\_shared/assets/ED\\_2-435476.pdf](https://www.tru.ca/_shared/assets/ED_2-435476.pdf)

## **University of BC - Vancouver**

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,25,0,0>

<https://students.ubc.ca/enrolment/registration/transfer-credits/post-secondary-transfer-credit>

## **University of BC - Okanagan**

<https://students.ok.ubc.ca/academic-success/degree-planning/transfer-credits/>

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,344,0,0>

## **University Canada West**

<https://resources.finalsite.net/images/v1576836889/uwoca/jgykr1vhbmhey6nzmqli/9004-transfer-credit-rev-sept-2018.pdf>

## **University of the Fraser Valley**

[https://www.ufv.ca/media/assets/secretariat/policies/Transfer-Credit-\(107\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Transfer-Credit-(107).pdf)

## **University of Northern BC**

<https://www.unbc.ca/registrar/transfer-credit-definitions>

<https://www.unbc.ca/calendar/undergraduate/post-secondary-admissions>

<https://www.unbc.ca/admissions/undergraduate/transfer-student-admission-requirements>

## **University of Victoria**

<https://www.uvic.ca/registrar/faculty-staff/academics/credit-eval/index.php>

[https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Hyi6xiG\\_E?bc=true&bcCurrent=08%20%20Applicants%20for%20Transfer&bcGroup=Undergraduate%20Admissions&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/Hyi6xiG_E?bc=true&bcCurrent=08%20%20Applicants%20for%20Transfer&bcGroup=Undergraduate%20Admissions&bcItemType=policies)

## **Vancouver Community College**

<https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/d-3-11-transfer-credit-policy-2017-03-14.pdf>

<https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/d-3-11-transfer-credit-procedures-2017-03-14.pdf>

## **Vancouver Island University**

<https://services.viu.ca/advising/transfer-students-who-have-credits-other-institutions>

[https://www.viu.ca/transfer-students/articulation-process?\\_nr=1](https://www.viu.ca/transfer-students/articulation-process?_nr=1)

<https://gov.viu.ca/policies-and-procedures/policy-index>

(Policy 93.02 and Policy 96.02)

## **Yukon University [formerly Yukon College]**

[https://www.yukonu.ca/sites/default/files/inline-files/Academic%20Regulations%20\(Revised%20August%202018\).pdf](https://www.yukonu.ca/sites/default/files/inline-files/Academic%20Regulations%20(Revised%20August%202018).pdf)

(p. 12)

## **Yorkville University**

<https://www.yorkvilleu.ca/wp-content/uploads/2023/01/BC-Academic-Calendar-January-10-2023.pdf>



# REFERENCES

BC Council on Admissions & Transfer (BCCAT) (2023). *Articulation Committee Guide*. <https://www.bccat.ca/resources/ArticulationCommitteeGuide2023.pdf>

BC Council on Admissions & Transfer (BCCAT) (2022). *2021-22 Annual Review*. <https://www.bccat.ca/pubs/Reviews/AnnualReview2022.pdf>

BC Council on Admissions & Transfer (BCCAT) (2020). *2013-14 to 2017/18 transfer students: profile and performance*. <https://www.bccat.ca/pubs/Reports/BCTransferStudents2020.pdf>

Canadian Ministers of Education Council (2009). *CMEC ministerial statement on credit transfer in Canada*. <https://www.cmec.ca/Publications/Lists/Publications/Attachments/216/ministerial-statement-credit-transfer-2009.pdf>

Dennison, J. (2000). *Student access and mobility within the British Columbia post-secondary system*. Vancouver, BC: BC Council on Admissions and Transfer. <https://www.bccat.ca/pubs/StudentAccessMobility.pdf>

Merriam-Webster (2022a). Definition of “articulation”. <https://www.merriam-webster.com/dictionary/articulation>

Merriam-Webster (2022b). Definition of “equivalent”. <https://www.merriam-webster.com/dictionary/equivalent>

Student Transitions Project (2021a). *Fast facts*. [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp\\_fast\\_facts.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf)

Student Transitions Project (2021b). *Student mobility in the BC public post-secondary system*. <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf>

# ACKNOWLEDGEMENTS

Many people inside BCCAT and in the larger BC post-secondary system have contributed their advice, wisdom, and expertise to this handbook since its first edition as the *Articulation Committee Companion*. The first edition was written in 2005 by Finola Finlay, Associate Director, Transfer and Articulation, with Valerie Yorkston, Executive Assistant, as project manager.

The second edition, in 2013, was revised by Fiona McQuarrie, Special Projects Coordinator, and John FitzGibbon, Associate Director, Transfer and Articulation. They were assisted by an Editorial/Advisory Committee, BCCAT staff, and external reviewers. Production was by Valerie Yorkston, Communications Coordinator.

The third edition, in 2018, was edited by Meg Stainsby, Director, Transfer and Articulation, with contributions from Ruth Erskine, Committee Coordinator, and Mike Winsemann, Director, Information and Technology, and production by Valerie Yorkston, Communications Coordinator.

The fourth edition, in 2023, was revised by Fiona McQuarrie, Special Projects Officer; Mike Winsemann, Director, Transfer and Technology; and Anabella Chun, Committee and Technology Support Coordinator, and production by Valerie Yorkston, Communications Coordinator.





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

**BCCAT**