



*British Columbia*

**Transfer**  
**TIPS**

**Facilitation**  
**Guide**



**SECOND**  
**EDITION**

Also online at:  
[www.bccat.bc.ca](http://www.bccat.bc.ca)

**T**ransfer  
**I**nformation for  
**P**ost-Secondary  
**S**uccess

A handbook for teachers,  
career counsellors/advisors,  
community practitioners and  
self-directed learners

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Developed by the Career Education Society  
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**British Columbia Transfer TIPS - Facilitation Guide**

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# About This Facilitation Guide

*BC Transfer TIPS* is a handbook for all individuals planning to transfer among the post-secondary institutions listed in the Online Transfer Guide. It is intended primarily for those who are currently registered in a BC College or plan to attend a BC College.

Before embarking on post-secondary education students need clear information about transfer routes, options and processes. The CES Career Education Society has developed this Facilitation Guide as a companion to *BC Transfer TIPS* to help students better understand the process of transfer and the importance of developing a personal transfer plan.

This Guide is divided into three main sections:

1. **Teacher/Instructor Facilitated Activities**
2. **Self-Directed Activities**
3. **Fingertip Guide to Web site Links**

The **Teacher/Instructor Facilitated Activities** section is designed for high school teachers, career counselors and community practitioners to use in a classroom setting. Time allotments are estimates only.

**Self-Directed Activities** are intended for adult and high school students who are currently taking post-secondary courses or who are planning to pursue post-secondary education. The activities will “self-direct” students (with/or without teacher support) in learning how to manage *BC Transfer TIPS* as part of their personal education planning.

**Fingertip Guide to Web Site Links** lists key Web sites that assist with post-secondary education planning.

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# Teacher/Instructor Facilitated Activities

## NOTES FOR TEACHERS AND FACILITATORS

The goal of this Facilitation Guide is to provide teachers and facilitators with effective and interesting activities that will help their students identify post-secondary options and resources.

The activities are most effective once students have completed a career planning process including self-assessment, exploration of options, opportunities and decision-making. This is referred to in this document as the Personal Education Plan (see pages 26-27).

High school students need to plan ahead and take grade 11 and 12 courses that match the requirements for their preferred post-secondary options, including the option to transfer from one institution to another. The tool included in this resource to assist students with transfer is referred to as the Personal Transfer Plan (see page 16).

Students need to understand the process of transfer in case they:

- ▶▶ Cannot or did not take the right courses
- ▶▶ Cannot get into an institution because of their GPA
- ▶▶ Missed deadlines for admission
- ▶▶ Cannot move right away to the location offering the program due to finances, personal circumstances or if they decide to take time off.

**Note: It is highly recommended that teachers/facilitators undertake the exercises and case studies before assigning them, so as to assist students as they work through them.**



## 1. THE WHY, WHERE and WHAT of TRANSFER

### Transfer and Education Plans

Pages 5 and 6 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips05.html](http://www.bccat.bc.ca/tips/tips05.html).

#### CLASS ACTIVITY:

- ▶ Ask students to share their post-secondary plans with a partner.
- ▶ List on the board the various options students have identified.
- ▶ As a group, identify the options that require post-secondary education.
- ▶ Identify education options available either within or outside the community.
- ▶ Discuss the two most common routes to achieving post-secondary education goals: the direct route and the transfer route.

#### TWO ROUTES TO YOUR EDUCATION GOAL

1. **The direct route** — enter a post-secondary institution directly from high school.
2. **The transfer route** — start at one institution, then transfer. You can do this whether or not you are eligible for the direct route. It's a great way to go if you've been away from education for a while.

- ▶ Share with students some points to consider when they make education plans that include the transfer option.
- ▶ Points to highlight:
  - ▶▶ There are more than 30 post-secondary institutions in the BC Transfer System and not every program is offered at every institution. ([See map.](#))
  - ▶▶ A Bachelor's degree in arts or science must be finished at a university or university-college.
  - ▶▶ To complete a degree in specialized areas students may need to transfer to an institution offering an applied degree.
  - ▶▶ Starting at a college can be a smoother learning step from the high school setting.
  - ▶▶ Tuition at a college is significantly less than at a university.

**TIME:** 30 minutes



## The What and What Not of Transfer

Pages 7- 8 and pages 20–22 in *BC Transfer TIPS* or

[www.bccat.bc.ca/tips/tips07.html](http://www.bccat.bc.ca/tips/tips07.html)

[www.bccat.bc.ca/tips/tips08.html](http://www.bccat.bc.ca/tips/tips08.html)

[www.bccat.bc.ca/tips/tips16.html](http://www.bccat.bc.ca/tips/tips16.html)

[www.bccat.bc.ca/tips/tips18.html](http://www.bccat.bc.ca/tips/tips18.html)

### CLASS ACTIVITY:

- ▶ Remind students that the transfer option is viable for many educational goals. The transfer process is as follows:

*The term “transfer” refers to the granting of credit toward a credential by one institution, for programs or courses completed at another. The whole post-secondary system is set up to allow students to move between institutions and to carry their course credit with them. This is the “transfer” process.*

- ▶ Ask students to answer the following questions using either *BC Transfer TIPS* or the online version at [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/)
  - ▶▶ What courses/programs/credits can be transferred?
  - ▶▶ Why would you need to keep course outlines?
  - ▶▶ What does equivalency mean in terms of transfer?
  - ▶▶ List four reasons a student might not get transfer credit?
  - ▶▶ What issue did Robin and Ming deal with in terms of their transfer plans?
  - ▶▶ Why do courses transfer for a different value?
  - ▶▶ When does a block transfer occur?
  - ▶▶ What questions should students ask before applying to their next institution?
  - ▶▶ How can students document or keep track of their transfer process?
- ▶ Review the answers with the class.

**TIME:** 30 minutes



## Understanding Transfer Terms

Pages 30-31 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips26.html](http://www.bccat.bc.ca/tips/tips26.html)

### CLASS ACTIVITY:

Use one of the following activities to review terms:

- ▶ In pairs or individually assign the crossword puzzle. (See Handout #1.)
- ▶ Teacher randomly reads terms from the glossary; students create sentences using terms correctly.
- ▶ Students work in pairs to create a paragraph using 10 of the words from the glossary in context. Share with group. Assign different word sets to different pairs.
- ▶ Categorize terms for discussion based on the following sample questions:
  - ▶▶ What terms are associated with post-secondary admission or entrance?
  - ▶▶ What terms are related to programs of study?
  - ▶▶ What terms are used to describe the different types of educational institutions?
  - ▶▶ What terms apply to program organizers in those institutions?
- ▶ Create cards for “Jeopardy”. Write the definitions from the glossary on cards and have students answer with “What is (the correct term)”. For example:

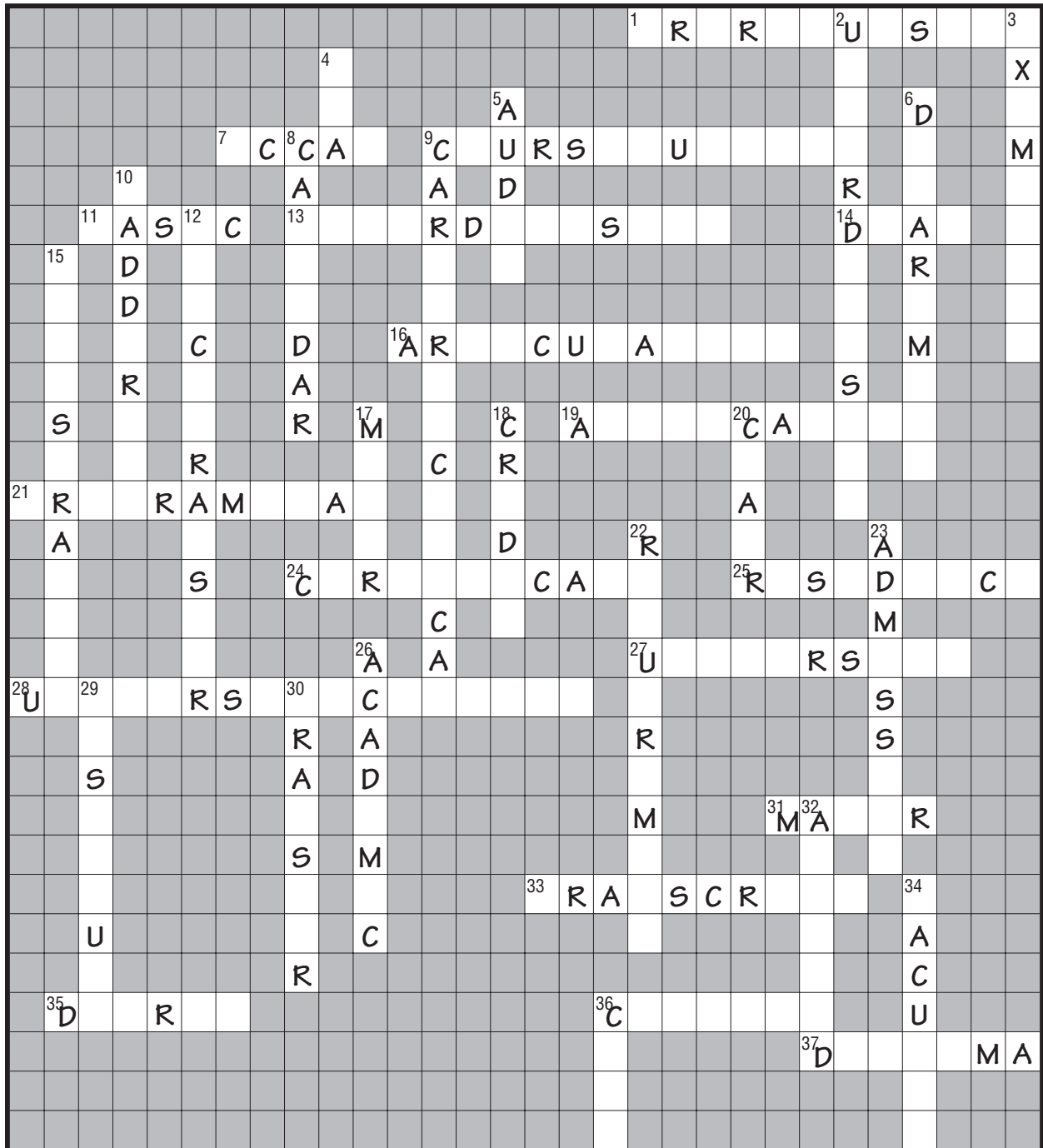
Question: “The formal way of notifying a post-secondary institution that you want to be a student there.”

Answer: What is “Application”?

**TIME:** 30–40 minutes

## Handout #1

# Transfer Terms Crossword





## ACROSS

1. Course you must take prior to taking a more advanced course in that discipline
7. BC Council on Admissions and Transfer (abbrev.)
9. Describes main content, # credits, hours of class time, evaluation, assignments, etc. (2 wds.)
11. Service that provides students an application/admission gateway to BC post-secondary institutions
13. General introductory courses - usually years 1 & 2 (2 wds.)
14. Head of a Faculty
15. Course equivalency process between post-secondary institutions
19. The "formal" paperwork required by a post-secondary facility to let them know you want to be a student there
21. Informal checklist of the requirements for a program and courses completed to date (2 wds.)
24. Usually granted on successful completion of one-year programs
25. Number of courses or credits you must complete at an institution to graduate from there
27. Institution that offers a range of degrees and post-degree certificates and diplomas
28. Institution that offers certificates, diplomas and degrees (2 wds.)
31. Program of study where 25-50% of the coursework is in a single discipline
33. Official record verifying your enrollment and achievements (courses/marks/credentials)
34. Recognition of successful completion of a program of studies (~40 courses/120 credits)
36. Offers wide range of educational choices – career/technical, vocational, upgrading, academic transfer, etc.
37. Recognition of successful completion of a two-year program

## DOWN

2. More focused courses usually at the 3rd & 4th year level
3. The waiving of prerequisite or required course due to proven comparable learning
4. Grade point average
5. Taking a course for interest, not for credit
6. Faculty & administrators that make up a particular discipline – e.g. Sociology
8. Describes the courses, rules, regulations, policies and programs of a particular PSI
9. An applied program combining theoretical and practical knowledge/training leading directly to a certificate/diploma and specific career path (2 wds.)
10. Process that allows you to build upon previously earned credits from one institution or program to another
12. Multiple credits granted for a cluster of previously completed post-secondary work (2 wds.)
15. Process of enrolling in individual courses after admission procedures completed
17. Program of study requiring fewer courses than a major
18. Value given to a course — usually tied to number of instructional hours
20. Head of a program or department
22. Course you must take in order to complete a credential
23. Meeting the entrance requirements to an institution, faculty, or program
26. \_\_\_\_\_ programs usually involve theoretical knowledge and research
29. Provides specialized training in technologies & trades, art & design, law enforcement, etc.
30. Granting of credit by one institution for programs or courses completed at another
32. Accounting, interior design, forest technology are examples of \_\_\_\_\_ degrees
34. Teachers at a post-secondary institution
36. Program of study that includes periods of 4-8 month paid work placements



## Getting to Know the Resources

### RESOURCE 1:

*BC Transfer TIPS* or [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/)

### CLASS ACTIVITY:

- ▶▶ Have copies of *BC Transfer TIPS* or access the Web site at [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/) AND
- ▶▶ Hand out the “Getting to know *BC Transfer TIPS*” scavenger hunt (Handout #2)
- ▶▶ Once students have finished the activity, review the resource.

**TIME:** 30 minutes

### RESOURCE 2:

Online Transfer Guide at [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/)

### CLASS ACTIVITY:

- ▶▶ Practice using the Online Transfer Guide at [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/). Go to the areas that will help you answer the following questions about each case study.

#### **Case Study 1 - High School to University College Program**

In Grade 12, Kristy completed two Advanced Placement courses, AP Chemistry and AP Biology. She is applying to enter the Nursing Program at University College of the Fraser Valley.

1. What post-secondary course credits will Kristy receive?
2. What course credit is it at another institution? Is it the same?

#### **Case Study 2 - College to University Program Transfer**

Kyle is good at languages. He plans to attend Northwest Community College for first year and then transfer to a university. If he takes English 101 & 102, French 101 & 102, and Spanish 101 & 102, which university will give him the most transfer credit?

**TIME:** 45 minutes



## Handout #2

### Getting To Know BC Transfer TIPS

Find the answers to the following questions (either the online or print version of *TIPS* may be used).

1. Look at the “Your Checklist for Transfer”. What does it suggest that you “keep” for reference at a later date?

---

2. Look at the table of contents. In what section can you find information on “Transferring a Student Loan?”

---

3. Find the “What Can You Transfer?” Section. What is the “bottom line” of transfer?

---

4. What is the Web site address for the Online Transfer Guide?

---

5. Look at “Admission to an Institution as a Transfer Student”. What is the third key thing to know about being admitted as a transfer student?

---

6. When do you need to get a Letter of Permission (LOP)?

---

7. How many transfer-related Web resources are listed in the BC Transfer TIPS guide, besides those on the BCCAT Web site?

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## 2. HOW DO YOU TRANSFER?

### Preparing a Transfer Plan

Pages 10–17 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/) (“How do you transfer?” section)

#### CLASS ACTIVITY:

- ▶ Assign a case study to students and ask them to complete a Transfer Plan for the situation given to them.
- ▶ Show students a sample by showing them Suzanne’s Personal Transfer Plan on page 10 or at [www.bccat.bc.ca/tips/suzanne.pdf](http://www.bccat.bc.ca/tips/suzanne.pdf)
- ▶ Distribute Handout #3, **Steps to Developing Your Personal Transfer Plan** and Handout #4, **Your Personal Transfer Plan**.
- ▶ Assign a case study (Handout #5) individually or in pairs. The end goal is to draw up a Personal Transfer Plan for each case study.
- ▶ Suggest that students use as their reference either pages 10–17 or [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/) (“How do you transfer?” section).
- ▶ Students will also need to access the *Online Transfer Guide* at [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/)

**TIME:** 60 minutes



## Handout #3

### Steps to Developing Your Personal Transfer Plan

#### STEP 1:

Write the name of the program from which you want to graduate. Insert at **1**.

#### STEP 2:

Write the name of the institution where the program is offered and where you want to eventually graduate from. This is the “receiving institution”. Insert at **2**.

#### STEP 3:

Consult the receiving institutional calendar (print or online) to find out the required and recommended courses for that program in first and second year. Write those courses (use the course codes – it will make it easier later), number of credits and any grade requirements. Insert at **3**.

#### STEP 4:

Write the name of the institution you’re planning to start at and transfer from – perhaps your local community college or university college. This is the “sending institution.” Insert at **4**.

#### STEP 5:

Look up the courses you have inserted at **3** in the Online Transfer Guide ([www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/)). Do a “**Search by Receiving Institution**” and select “**All Sending Institutions**” to see if the courses you must take are offered by the institution you have inserted at **4**. Write down the equivalent courses in the right hand section of the Plan. Insert at **5**.

IF the institution you have inserted at **4** does NOT offer the courses you need, check where they are available. When you selected “**All Sending Institutions**” during your search, the list of course equivalencies showed all the places you can get the courses. Once you have looked up all the courses, you will be able to see what institutions offer the best or largest selection of required or recommended courses for the desired program. You can now do a new plan, using the same steps, but choosing the sending institution that offers the most transferable courses for your choice of program and institution.





## **Handout #5 -- BC Transfer TIPS Case Studies**

### **Case Study 1 – College to Degree Program Transfer**

Sean is not sure what he wants to do when he grows up, but is pretty sure he would like to get a degree. Choose any community college and plan a first year for Sean that allows him to experiment with different subjects. Make sure all his courses will transfer as widely as possible so he can keep his options open.

### **Case Study 2 – High School to University Program**

Pat wants to attend the University of Northern British Columbia to do a science degree. She has the opportunity to take Advanced Placement courses in grade 12, and wonders which three she should take to get a head start on her UNBC degree. Make a plan for Pat for her Grade 12 and her first year at UNBC. (Note: this case study is suitable for students in secondary schools that offer Advanced Placement courses.)

### **Case Study 3 – College to University College Program**

Raymond has been told that he has a talent for relating to teens so he decides to get a degree in Child and Youth Care from Malaspina University-College. However, he can't afford to move to Nanaimo right away from Prince George. Read the information on the Child and Youth Care Program in MUC's online calendar, and devise a plan for Raymond's first year at the College of New Caledonia.

### **Case Study 4 - College to University Transfer**

Yasmeen has decided to start her post-secondary studies at Capilano College and transfer after one year to a Bachelor of Arts in Geography at SFU. What courses should she plan to take at Capilano?

### **Case Study 5 - College to College Transfer**

Jean wants to become a Dental Hygienist and finds out there's a program at Vancouver Community College. To be admissible, all applicants must have completed one year of university transferable courses, which can be done at any college, but not at VCC. Do a Personal Transfer Plan for Jean, making sure it contains all the right courses. Note what grades Jean must achieve.

### **Case Study 6 - College to University Transfer**

Sonia wants to become an engineer, and has decided on Mechanical Engineering at the University of Victoria. But she wants to take her first year at Camosun College because the fees are lower and the classes smaller. Plan Sonia's first year at Camosun so that she has all the right courses to apply to Engineering at UVic.

**Note:** These are real programs at real institutions. Do not call or e-mail the institutions or the departments to find information – use print calendars or the Internet site for each institution. Links to all sites can be located at: [www.bccat.bc.ca/system/](http://www.bccat.bc.ca/system/)



### 3. WHAT DOES IT MEAN WHEN...

#### Courses transfer for a different value?

Page 20 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips15.html](http://www.bccat.bc.ca/tips/tips15.html)

- ▶ Remind students that they need a minimum number of credits to be admitted as a transfer student to a university. The number of credits required varies by university.
- ▶ Note that in Natasha's case she is receiving different credits from each institution.
- ▶ Ask students if they think she is being treated fairly. Why or why not?

**TIME:** 15 minutes

#### You Pursue Prior Learning Assessment and Recognition?

Page 21 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips17.html](http://www.bccat.bc.ca/tips/tips17.html)

##### CLASS ACTIVITY:

- ▶ Brainstorm as a class types of learning or skills that might be credited through Prior Learning Assessment and Recognition (PLAR) at the post-secondary level.
- ▶ Suggest to students ideas for documentation or other evidence that could be provided as proof of achieved learning.
- ▶ Discuss with students the advantages of earning credits for prior learning.

**TIME:** 20 minutes

**JOURNAL REFLECTION:** To earn credit for prior learning, you need to produce credible documentation of your learning. Describe in detail how you might compile documentation of post-secondary learning that has occurred in a non-standard or non-traditional environment. Outline any activities that you feel you may get credit for through the Prior Learning Assessment route. Look at how your portfolio could be used to document prior learning for credit.

**TIME:** 20 minutes



## 4. OTHER TRANSFER TOPICS AND TACTICS

### Transfer Shock

Page 23 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips19.html](http://www.bccat.bc.ca/tips/tips19.html)

#### JOURNAL REFLECTION:

Read “Transfer Shock” on page 23 or [www.bccat.bc.ca/tips/tips19.html](http://www.bccat.bc.ca/tips/tips19.html)

Describe what “Transfer Shock” means to you. What situations might make you feel overwhelmed? It can happen to anyone! Review the points listed and develop your own personal set of “transfer tip” strategies that you could use to ease your transfer from high school to college or university.

**TIME:** 15-20 minutes

### The Importance of a Letter of Permission

Page 24 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips20.html](http://www.bccat.bc.ca/tips/tips20.html)

#### CLASS ACTIVITY:

- ▶ Ask students to review the information about letters of permission.
- ▶ Read the Transfer TALK below and ask students to work in pairs to complete the questions that follow.

“When I came here to university I was going to college at the same time and I found out that you have to get some sort of permission to take classes elsewhere while you’re here.”
- ▶ In pairs, outline the steps that this student should have taken before enrolling for courses at the university while attending college.
- ▶ Next to each step, indicate the time line needed and make a note of any restrictive policies.
- ▶ Remember it is recommended that a Letter of Permission (LOP) request needs to be submitted well before the registration deadline at the other institution.

**TIME:** 15-20 minutes



## A Word about Academic Advising

Page 25 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips21.html](http://www.bccat.bc.ca/tips/tips21.html)

### CLASS ACTIVITY:

- ▶ Read the case study below and ask students to work in pairs to answer the questions that follow.

*Lynn is meeting with her academic advisor to plan her courses for her first year. She plans to transfer.*

- ▶▶ What would you suggest she do to prepare for this session?
- ▶▶ Create a list of questions.

**TIME:** 45 minutes

**FACILITATOR NOTES:** Suggest to students that they consider each question from the perspective of issues involved, action to be taken, who is responsible for taking the action and what are the timelines or deadlines that must be met.

## What About Transferring Your Student Loan?

Page 26 in *BC Transfer TIPS* or at [www.bccat.bc.ca/tips/tips22.html](http://www.bccat.bc.ca/tips/tips22.html)

### CLASS ACTIVITY:

- ▶ Read the case study below and ask students to work in pairs to answer the questions that follow.

*Isidro is transferring to a new institution and must also transfer his student loan. He does not know the steps involved in transferring student loans.*

- ▶▶ Read the section, “What about Transferring Your Student Loan?”
- ▶▶ What advice would you give him?
- ▶▶ What conditions or restrictions might apply?
- ▶▶ What Web sites would you recommend?



### JOURNAL REFLECTION:

Imagine yourself transferring your student loan to a new post-secondary institution.

- ▶▶ What would you do first?
- ▶▶ Describe the challenges you need to overcome.
- ▶▶ How might you overcome these obstacles?

**TIME:** 40 minutes

## Repeating Courses: Good Idea or Not?

Page 27 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips23.html](http://www.bccat.bc.ca/tips/tips23.html)

### CLASS ACTIVITY:

Read the case study below and ask students to work in pairs to answer the questions below.

*Nuala is starting second year of her university transfer program at a local college. She completed Economics 104 in first year but received a final grade of "D". She knows that this grade will not allow her to meet the prerequisite for the program of study she has chosen when she transfers to university.*

- ▶▶ Read the section "Repeating Courses: Good Idea or Not?"
- ▶▶ Should Nuala repeat the course?
- ▶▶ If so, when should she do this?
- ▶▶ What are some precautions that she could have taken to ensure that she met the appropriate requirements of the university?
- ▶▶ Which academic advisor – college or university - should she meet with to get an answer to this question?
- ▶▶ Brainstorm a list of questions that she could ask her advisor.
- ▶▶ Share your answers with the class and compare findings.

**TIME:** 30-40 minutes



## 5. SUMMARY ACTIVITY

### Develop a Personal Transfer Plan

- ▶ Assign students the task of completing a Personal Transfer Plan based on their own research into occupations that appeal to them.
- ▶ Require that they include attending an institution that they transfer from and identify their options at an institution they will transfer to.
- ▶ Give each student handout #2, **Your Personal Transfer Plan**.
- ▶ Suggest they use handout #1, **Steps to Developing Your Personal Transfer Plan** used in the previous activity, “Preparing a Transfer Plan.”
- ▶ When they complete the plan ask them to share the outcome with a partner or with the whole class.
- ▶ Conclude by highlighting all the different opportunities that exist within the transfer system in British Columbia.

**TIME:** 60 minutes



# Self-Directed Activities

## NOTES FOR TEACHERS AND FACILITATORS

Self-Directed Activities are intended for adult and high school students who are currently taking post-secondary courses or who are planning to pursue post-secondary education. The activities will help students effectively utilize information contained within the *BC Transfer TIPS* print and on-line resource and aid in their development of education and post-secondary personal learning plans. The series of six steps will “*self-direct*” (with/or without teacher support) students in learning how to manage *Transfer TIPS* as part of their personal education planning.

## NOTE TO SELF DIRECTED USERS

Whether you are currently enrolled in a high school, an adult learning program, or a post-secondary institution, understanding “what transfers” and “how to transfer” courses from one institution to another is critical to your education planning. The Self-Directed Chart is organized into six “steps” to help you understand how to use *BC Transfer TIPS* and the *Online Transfer Guide* to plan more effectively. Begin by exploring each of the steps and then decide which activities are relevant to your planning process.

# Self-Directed Chart

Choose or click the section you want to explore

## 6. Taking Action (p. 35)

A Personal Transfer Plan	Portfolio
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## 5. Try This! It May Be You! (p. 34)

Practice Transfers

## 4. A Closer Look (p. 31)

Resources	Getting Ready	Case Studies
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## 3. What? Where? How? (p. 30)

What?	Where?	How?
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## 2. Why use Transfer TIPS? (p. 29)

Purpose	Organization	Links	FAQ
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## 1. Why learn about “transfer”? (p. 25)

Why?	Personal Plan / Portfolio	Talking Transfer Terms
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### Student Note:

Click on any of the steps between 1 & 6 that address your needs.



## 1. WHY LEARN ABOUT TRANSFER?

### Why Transfer?

Is this you? Check any of these transfer examples that might apply to you.

- Graduating from high school and discover that tuition is less expensive at the local college than at university.
- Planning to do the first and maybe second year of post-secondary course work at college and then transfer to a university or university college.
- Starting a Business Diploma or a certificate program, and may want to finish it at another institution.
- Working and wanting to go to college part-time to take some courses and then later go to university.
- Doing two years of arts or science and needing to transfer courses in order to complete a Bachelor's degree at a university or university-college.
- Completing a degree in a specialized technology area or in the fine arts area, and need to transfer to an institution offering an applied degree.
- Taking some post-secondary courses from an institution out of province or country.

In any of these examples, you will want to be able to move your course credit with you to the institution of your choice. You must know the “TRANSFER-ability” of the program of study AND/ OR any courses you are taking. In other words, what can be transferred for credit to another post-secondary institution? The transfer route provides you with many post-secondary options. To learn more about opportunities explore the pages or links below:

- ▶ To “transfer” means:  
The recognition by one institution of a course completed at another. It means you can start studying at one institution and then apply to another to finish your degree or diploma.
- ▶ To learn more about the purpose of transferring course credit read page 5 in *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips05.html](http://www.bccat.bc.ca/tips/tips05.html)



## **PERSONAL EDUCATION PLAN AND PORTFOLIO: Why have a personal education plan?**

Before you begin to use *BC Transfer TIPS* to help you make education plans think about what information you need. Creating a personal education plan similar to the example provided will help you focus your search for information and allow you to get the most out of using *BC Transfer TIPS*.

- ▶ A personal education plan is a document that you create. Use the following points as organizers:
  - ▶▶ Clear statements of goals or objectives
  - ▶▶ Specific criteria for success stated in concrete and observable terms
  - ▶▶ Series (not necessarily sequential) of actions to take or changes to make
  - ▶▶ Outlines of the resources and support available
  - ▶▶ Plans for frequent monitoring and review of progress
  - ▶▶ Consideration of some of the issues or barriers that might arise
  - ▶▶ Tentative timelines
- ▶ Create your own personal education plan and store it in a portfolio. (A portfolio is a safe place to keep your goals, education research findings and documentation of education records, letters of reference, resume, or samples of your work skills.)
- ▶ Refer to the Sample Personal Education Plan on the next page.
- ▶ Read the personal planning questions (next page) and the sample responses.
- ▶ Make a printed copy of the sample personal education plan to use as a template to follow or make an electronic copy and fill in your own information to replace the sample responses.

## Sample Personal Education Plan

PERSONAL PLANNING QUESTIONS	SAMPLE RESPONSES	ESTIMATED TIMEFRAME
What are your personal, educational or career goals?	<p>Personal Goal:</p> <p>1. To develop a personal plan that will track education planning and research</p>	Start Date:
How will you know you are successful? (Criteria check)	<p>I will have a:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal education plan format</li> <li><input type="checkbox"/> Process identified to help me fill it in and keep current</li> <li><input type="checkbox"/> Product to store and collect information</li> <li><input type="checkbox"/> Timeframe to complete and update regularly</li> </ul>	
What actions will you undertake to achieve your goals?	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internet search for personal education plan formats</li> <li><input type="checkbox"/> Determine format               <ul style="list-style-type: none"> <li>● Select organizers (some examples)</li> <li>● Education Goals</li> <li>● Identify post-secondary courses</li> <li>● Education Research - determine transfer options</li> <li>● Relevant Information - collect key information that will be useful as I complete my planning and research</li> </ul> </li> <li><input type="checkbox"/> Process – complete the personal education plan table independently or ask someone to interview me and record my answers</li> <li><input type="checkbox"/> Revisit to maintain currency and relevancy</li> </ul>	
What resources do you need? Identify barriers.	<p>I need:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personalized list of useful Web sites</li> <li><input type="checkbox"/> Container or binder (portfolio) to “house” my personal education plan and other personal, education and career planning research and documentation</li> <li><input type="checkbox"/> Network of support, e.g. a person who could work with me to “coach” me through my personal education plan</li> </ul> <p>I may encounter problems:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cost of education needs an educational finance plan</li> </ul> <p>Changes happen – need to update my personal education plan as new information and emerging barriers require new resources.</p>	Completed:



## Talking the Talk – BC Transfer TIPS Terminology

To help you use the *BC Transfer TIPS* resource, check out some of the terms and tools you will use along the way.

- ▶ To learn more about **transfer terms** check out post-secondary terminology, page 30 or [www.bccat.bc.ca/tips/tips26.html](http://www.bccat.bc.ca/tips/tips26.html)
- ▶ Review the terms and make a print copy of them to store in your personal education plan file (portfolio) for future reference.
- ▶ Discover some of the online **transfer tools** that will assist you to make education decisions. Check out the Online Transfer Guide ([www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/)) and BC Transfer TIPS ([www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/)). Browse through and see how they work.
- ▶ Check out the useful transfer “tips” found throughout the online and print resource.
- ▶ Create an electronic “Transfer TIPS” word document - copy and paste from the Web site resource any great Transfer TIPS you think you might need and store them in your portfolio.

Example: [www.bccat.bc.ca/tips/tips07.html](http://www.bccat.bc.ca/tips/tips07.html)

### Transfer TIP

*Hang on to your course outlines! Keep them in a binder in a safe, accessible place. You may need them to transfer again or if you decide to return to school after a long absence.*



## 2. WHY USE BC TRANSFER TIPS?

Transfer TIPS is an excellent resource to inform you about the transfer process from one post-secondary institution to another.

- ▶ Read the questions below and explore the Web site or print resource to find the answers.
  1. **What is the purpose of BC Transfer TIPS?**  
Page 4 or [www.bccat.bc.ca/tips/tips04.html](http://www.bccat.bc.ca/tips/tips04.html)
  2. **How is the Guide or Web site organized?**  
Page 3 or [www.bccat.bc.ca/tips/](http://www.bccat.bc.ca/tips/)
    - ▶▶ Print a copy of the Table of Contents and store it in your portfolio.
    - ▶▶ To keep a record, use a highlighter to mark each section of the Table of Contents that you have visited.
  3. **What are some important links?**  
Page 29 or [www.bccat.bc.ca/tips/tips25.html](http://www.bccat.bc.ca/tips/tips25.html)
    - ▶▶ Create a list of five key Web site resources.
    - ▶▶ Write a brief one-line description of each Web site and put them in your portfolio.
  4. What **Frequently Asked Question** was most relevant to you?  
Check out page 18 or [www.bccat.bc.ca/tips/tips14.html](http://www.bccat.bc.ca/tips/tips14.html)
    - ▶▶ Read through the FAQ and note which answers provided you with useful information.
    - ▶▶ Record the information in your portfolio.



### 3. WHAT? WHERE? HOW?

#### Transfer what?

By now you have a good idea of the purpose of your search. You know that you will likely be applying the transfer process to your own learning plan.

- ▶ Have a look at the three different transfer options under What Can You Transfer? on page 7 ( [www.bccat.bc.ca/tips/tips07.html](http://www.bccat.bc.ca/tips/tips07.html) ).
- ▶ Check out what is a block transfer (page 21 or [www.bccat.bc.ca/tips/tips16.html](http://www.bccat.bc.ca/tips/tips16.html) ). Reflect and give an example of when you might receive block transfer credit.

#### Transfer where?

Within BC you can apply to transfer between any of the post-secondary institutions that are part of the BC Transfer System.

- ▶ Did you know that there are over 30 post-secondary institutions in the BC Transfer System? Have a look at the map of the BC Transfer System on page 6 or [www.bccat.bc.ca/system/mapBW2002.pdf](http://www.bccat.bc.ca/system/mapBW2002.pdf)
- ▶ Make a copy of the map and store it in your portfolio. Circle the post-secondary institutions that you might be interested in researching in the future.

#### Transfer how?

The whole post-secondary system is set up to allow students to move between institutions and to carry their course credit with them.

- ▶ Consider these questions:
  - ▶▶ Under what conditions would I need to transfer a course?
  - ▶▶ What might I wish to transfer?
  - ▶▶ What problems might I anticipate when implementing a transfer request?
  - ▶▶ What questions should I ask before requesting a transfer?
  - ▶▶ How can I keep track of my transfer process?
- ▶ Reflect on your answers. Write down the name of the program of study you are considering. How can *BC Transfer TIPS* help you plan your educational pathway?



## 4. A CLOSER LOOK

### Resources

Review the “How Do You Transfer?” section on pages 10-17 or [www.bccat.bc.ca/tips/tips10.html](http://www.bccat.bc.ca/tips/tips10.html)

- ▶ Make a list of the resources or information that you will need to plan your transfer. Consider how you can get these resources or how you can access the necessary information.
- ▶ Read through “Your Checklist for Transfer” on page 2 or [www.bccat.bc.ca/tips/tips02.html](http://www.bccat.bc.ca/tips/tips02.html) and then consult [www.pas.bc.ca](http://www.pas.bc.ca) to see how you can apply to post-secondary institutions via the Internet.
- ▶ List all the documents that you will need to complete your application. Keep this list in your portfolio.

### Getting Ready to Transfer


Go to “Transfer Shock” on page 23 or [www.bccat.bc.ca/tips/tips19.html](http://www.bccat.bc.ca/tips/tips19.html)

- ▶ Read the details of transfer shock. Brainstorm a list of possible “shocks” you imagine that you might encounter.
- ▶ Create a mind map of the people in your life that are your support network outside of school. Beside each support network contact, write a potential “shock” that you could talk to them about.

For example:

Support network contact: Uncle Ken (someone who is a good communicator) could be connected to Transfer Shock 1 - difficulty talking to an instructor.

- ▶ Reflect on what “transfer shock” means to you. Describe what you can do to minimize the impact of transferring to post-secondary whether it is from a college or from high school.
- ▶ Go to “Prior Learning Assessment and Recognition” on page 21 or [www.bccat.bc.ca/tips/tips17.html](http://www.bccat.bc.ca/tips/tips17.html)
- ▶ Do a Web site search for prior learning assessment (PLAR).

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- ▶ Create a list outlining how to provide documentation for prior learning assessment. Provide a personal example of PLAR. Store in your portfolio.
  - ▶ Check out the policy for PLAR at the post-secondary institutions of your choice. Make copies of the PLAR policy and store in your portfolio.

## Case Studies

- ▶ Go to “The Importance of a Letter of Permission” on page 24 or [www.bccat.bc.ca/tips/tips20.html](http://www.bccat.bc.ca/tips/tips20.html)

Case Study:

Moira was taking a number of summer courses at the local community college before she was accepted as a student at a university.

- ▶▶ List the steps that she should undertake if she is planning to take further courses at the college while attending university.
  - ▶▶ For each step, make a note of any restrictive policies.
  - ▶▶ Check out the policy for a Letter of Permission (LOP).
  - ▶▶ Store this sample in your portfolio.
- ▶ Go to “A Word About Academic Advising” on page 25 or [www.bccat.bc.ca/tips21.html](http://www.bccat.bc.ca/tips21.html)
- Case Study: Mac is meeting with his academic advisor to plan courses for his second year of post-secondary.
- ▶▶ When would be a good time to make this appointment?
  - ▶▶ What would you suggest he do to prepare for this meeting?  
Example: What materials should he bring?
  - ▶▶ Make a list of questions to ask his advisor and prepare to take notes. (Check the tips and notes on page 25 of the Facilitator’s Guide).
  - ▶▶ Reflect on what you would do to prepare yourself. Make a checklist for yourself.
  - ▶▶ Store samples in your portfolio.
- ▶ Go to “What about Transferring Your Student Loan?” on page 26 or [www.bccat.bc.ca/tips/tips22.html](http://www.bccat.bc.ca/tips/tips22.html)



**Case Study:**

Ruth applied for a student loan in her first year but is now transferring to a new institution. She still has not received her first disbursement of loan money.

- ▶▶ What does she need to do immediately?
  - ▶▶ What questions does she need to ask of her new institution?
  - ▶▶ Reflect on the issues regarding transferring a student loan. Describe the actions you would take to address these issues. Make a note of important contact information and Web sites for student loans. Store in your portfolio.
- ▶ Go to “Repeating Courses: Good Idea or Not?” on page 27 or [www.bccat.bc.ca/tips/tips23.html](http://www.bccat.bc.ca/tips/tips23.html)

**Case Study:**

Calvin is completing his first year of a university transfer program at college. He would like to repeat one of his courses during summer session to upgrade his mark in order to meet the prerequisite for the program of study he has chosen when he transfers to university.

- ▶▶ Should he repeat the course?
- ▶▶ What suggestions would you make?
- ▶▶ What are some precautions that he should take to ensure that he would meet the university requirements?



## 5. TRY THIS! IT MAY BE YOU!

When it comes to actually going through the transfer process it's a good idea to practice first. Use the cases below to see what happens in each transfer situation.

### Practice Transfers

Practice using the Online Transfer Guide at [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/). Go to the areas that will help you answer the following questions about each case study.

#### Case Study 1 - High School to University College Program

In Grade 12, Kristy completed two Advanced Placement courses, AP Chemistry and AP Biology. She is applying to enter the Nursing Program at University College of the Fraser Valley.

1. What post-secondary course credits will Kristy receive?
2. What course credit is it at another institution? Is it the same?

#### Case Study 2 - College to University Program Transfer

Jason is planning to transfer his course credits from Douglas College to the Bachelor of Science Program with a Major in Kinesiology at the University of Victoria. He has completed first year courses with excellent grades in Biology 110, English 130, and Math 120.

1. Which is the sending institution and which is the receiving?
2. Create a chart that outlines the steps that Jason would need to undertake to complete a successful transfer.
3. Will the courses transfer?
4. What suggestions would you make to Jason?

#### Case Study 3 - College to University Program Transfer

Kyle is good at languages. He plans to attend Northwest Community College for first year and then transfer to a university. If he takes English 101 & 102, French 101 & 102, and Spanish 101 & 102, which university will give him the most transfer credit?



## 6. TAKING ACTION

### Develop a Personal Transfer Plan

For this activity, you will need to have made some decisions regarding your future education plans.

**Decisions, decisions...** Here are some things you might have to think hard about:


1. If you're admitted to a university from grade 12, but decide to go to a college instead and transfer later, be aware that the GPA cut-off will probably change by the time you are ready to apply.
2. The cut-offs can vary by semester. Applying to start in the winter or in the summer semester could make a difference.
3. An offer of admission may only be good for a semester, or a year. If you decide to delay transfer, the rules could change in the meantime.

**IF YOU'RE UNSURE OF YOUR GOALS**, then this can be a time to explore different options and see what you might want to specialize in later. Courses that really interest you or that will improve your skills may be more important to you now. But make sure you know where to find the information you need when you're ready to plan your direction. And be prepared that it might take longer to reach your goals.

To see what options might work for you, apply your knowledge of BC Transfer TIPS and the post-secondary transfer system. Document your findings in your personal education plan.

You will need the following resources to complete a Personal Transfer Plan:

1. "Your Checklist for Transfer" – page 2 of *BC Transfer TIPS* or [www.bccat.bc.ca/tips/tips02.html](http://www.bccat.bc.ca/tips/tips02.html)
2. Your Personal Transfer Plan – page 16 of this Facilitation Guide or [www.bccat.bc.ca/tips/tips/plan.pdf](http://www.bccat.bc.ca/tips/tips/plan.pdf)
3. Online Transfer Guide ( [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/) )
  - ▶▶ Copy and paste an electronic copy of *Your Checklist for Transfer* into a word document or make a copy of the checklist.
  - ▶▶ Put a check box (or box bullets) in front of each of the points. Leave some space on your electronic document to insert a timeline and notes showing your progress. Check off each step when it is completed. Store in your portfolio.

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- ▶▶ Make a copy of the Personal Transfer Plan (refer to the notes provided at the bottom of the transfer plan). Add this to your personal education plan documentation. Store in your portfolio.
  - ▶▶ Use the Online Transfer Guide at [www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/) to complete your transfer plan.
  - ▶▶ Use the “Steps to Developing Your Personal Transfer Plan” (next page) to help you complete your own plan.
  - ▶▶ Reflect on the results of your transfer plan.
    1. List the positive points for the transfer options (what will you gain?)
    2. List any negative points.
    3. Weighing each - decide whether you would make any changes to your Personal Education Plan.
    4. What action will you take next?

#### **PORTFOLIO ACTIVITY:**

The planning tools you have used in these activities should be filed in your portfolio (personal education file) along with your Personal Transfer Plan (page 16) for future reference. Keep all your documentation handy and well organized in your portfolio. Update and modify your plan as you complete various stages of your post-secondary education.



## STEPS TO DEVELOPING YOUR PERSONAL TRANSFER PLAN

### STEP 1:

Write the name of the program from which you want to graduate. Insert at **1**.

### STEP 2:

Write the name of the institution where this program is offered and where you want to eventually graduate from. This is the “receiving institution”. Insert at **2**.

### STEP 3:

Consult the receiving institutional calendar (print or online accessible through [www.bccat.bc.ca/system/](http://www.bccat.bc.ca/system/)) to find out the required and recommended courses for that program in first and second year. Write those courses (use the course codes – it will make it easier later), number of credits and any grade requirements. Insert at **3**.

### STEP 4:

Write the name of the institution you’re planning to start at and transfer from – perhaps your local community college or university college. This is the “sending institution.” Insert at **4**.

### STEP 5:

Look up the courses you have inserted at **3** in the Online Transfer Guide ([www.bccat.bc.ca/otg/](http://www.bccat.bc.ca/otg/)). Do a Search by Receiving Institution and select All Sending Institutions to see if the courses you must take are offered by the institution you have inserted at **4**. Write down the equivalent courses in the right hand section of the Plan. Insert at **5**.

If the institution you have inserted at **4** does NOT offer the courses you need, check where they are available. When you selected “All Sending Institutions” during your search, the list of course equivalencies showed all the places you could get the courses. Once you have looked up all the courses, you will be able to see what institutions offer the best or largest selection of required or recommended courses for the desired program. You can now do a new plan, using the same steps, but choosing the sending institution that offers the most transferable courses for your choice of program and institution.



# Fingertip Guide to Web Site Links

## BC Council on Admissions and Transfer (BCCAT)

The goal of BCCAT is to ensure that students are treated equitably as they move between post-secondary institutions and apply credits towards degrees and other credentials. BCCAT maintains the *Online Transfer Guide* and *BC Transfer TIPS*. The BCCAT Web site also includes links to all B.C. post-secondary institutions listed in the *Transfer Guide* and other educational resources.

▶▶ [www.bccat.bc.ca](http://www.bccat.bc.ca)

## Career Gateways

Go to the self-assessment section of this practical education and career planning resource.

▶▶ [www.careergateways.org](http://www.careergateways.org)

## Guide For High School Graduates

This online and print guide is for grade 12 students in B.C. It contains information about graduation requirements and provincial examinations. It also offers survival tips, a grad year checklist and information about post-secondary institutions, apprenticeship, other training options and student financial assistance.

▶▶ [www.bced.gov.bc.ca/graduation/](http://www.bced.gov.bc.ca/graduation/)

## “Opening Doors” Post-Secondary Program Database

Opening Doors is a searchable database containing complete information about undergraduate programs at all 28 public post-secondary institutions in B.C. It also includes other information, including information on campus services and student financial planning.

▶▶ [www.openingdoorsbc.com](http://www.openingdoorsbc.com)

## Post-Secondary Application Service of B.C. (PASBC)

PASBC lets you apply to the majority of B.C. public post-secondary institutions online.

▶▶ [www.pas.bc.ca](http://www.pas.bc.ca)