

AP 4051 Context and Definitions

Why was AP 4051 created?

- **Lack of a clear, public, and transparent transcript evaluation process.** While there is some information for students on how to navigate the [transcript submission/evaluation process](#) on our Admissions & Records website, there is no detailed information for students, staff, or faculty on the protocols by which these course-level evaluations should happen.
- **Need to define roles.** Evaluators, counselors, the articulation officer, and discipline faculty all have a unique role to play in evaluating transcripts. This document is intended to clarify those roles.
- **Lack of clarity/consistency on how out-of-state and private school coursework gets evaluated.** For students transferring into Butte with transcripts from out-of-state and private colleges/universities, we often have nothing but a course description to base our evaluation on. These institutions usually do not have anything resembling our Course Outline of Record, and C-ID does not apply outside of the CSU/CCC systems. Counselors have historically researched these courses for their content, lower-division status, and applicability to GE and major requirements at the institution of origin before applying them to any Butte College degree requirement. Discipline faculty have been consulted on more ambiguous cases when course comparability cannot be determined by the available information.
- **Need for equitable transcript evaluation.** Unfortunately, articulation is not objective. Different counselors/articulation officers with varying levels and types of experience may evaluate a transcript in very different ways. This document outlines a procedure that contains checks and balances and provides as much objective criteria as is realistically possible to minimize those differences. It also specifically calls on the expertise of subject-matter experts to help in making these decisions when needed.
- **Need for efficiency!** Historically, it was not uncommon for a single student to have their external transcripts manually evaluated by many different counselors across many different appointments. Each counselor likely started from scratch at the beginning of each appointment with that student. This policy will allow us to enter that work into a central database (Colleague/TES) so that counselors and evaluators are not doing duplicative work. *This also eliminates the need for substitution forms signed by department chairs for that course in the future.*

Definitions

- **Articulation**
 - a written, formal agreement from a receiving institution stipulating how a sending institution's course is to be received and honored
 - an agreement that one institution's version of a course is "acceptable in lieu of" a home institution's course (*not identical*)
- **District Course Equivalency**
 - A course "equate" (even though not identical) that is entered into Colleague so that all future students transferring in from that institution with that course will automatically see that course applied to their degree requirements

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- Course is applied in all the same ways that our native course would be applied towards GE, major, etc.
- Students, counselors, and evaluators will see this data in Degree Planner so that courses do not have to be re-evaluated at each juncture (educational planning and award conferral)
- **Colleague**
 - Butte College's SIS (Student Information System)
 - Feeds into Self-Service (in MyBC Portal) which is where digital Education Plans live
- **Degree Planner**
 - The Self-Service degree planning tool which is where Education Plans are maintained
 - Shows academic history and how courses are applied to a given program of study
- **TES Transfer Evaluation System**
 - Software that Butte College subscribes to for access to other college/university catalogues and equivalency info.
 - Database where District Course Equivalencies are housed which mirror the "equates" (articulations) that evaluators enter into Colleague

WESTERN NEVADA COLLEGE	BUTTE COLLEGE	NOTE?	HIDE?	BEGIN	END
 ENG101 COMPOSITION I (3)	ENGL-C1000 ACADEMIC READING AND WRITING (4.00)			8/15/1993	6/30/2030

WESTERN NEVADA COLLEGE

ENG101 COMPOSITION I

Students should meet with a Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Studies expository writing with special attention to the modes, arrangement and style. Students learn to write essays which are unified, thorough, clear and convincing. Students read essays to augment critical reading skills. They learn the research, reasoning and organizational skills necessary for effective academic and research writing.

Units:	3
Prerequisite:	ENG 98, 99 or equivalent writing course or appropriate score on WNC placement or equivalent examination
Department:	ENGLISH
Source catalog:	Western Nevada College 2025-2026
Course history:	View Detail 

BUTTE COLLEGE

ENGL-C1000 ACADEMIC READING AND WRITING

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. (C-ID ENGL 100). Transfer Status: CSU/UC. Lecture: 68.00 Contact hours/136.00 Out of class hours/204.00 Total hours/4.00 Unit(s).

Units:	4.00
Prerequisite:	Placement as determined by the college's multiple measures assessment process
Department:	ENGLISH
Source catalog:	Butte College 2025-2026
Course history:	View Detail 