

System Support & COVID-19 Response



The BC Council on Admissions and Transfer (BCCAT) oversees the BC Transfer System (BCTS), enabling vital links between the BC post-secondary institutions, the education ministries, and related organizations. The [Council's mandate](#)¹ is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions for the benefit of students, and to conduct research on student and credit mobility to inform post-secondary policies and processes to support and advance student transfer and mobility. The [Principles and Guidelines for Transfer](#)² set out the basic values underlying the BC Transfer System.

BCCAT recognizes the extraordinary efforts of BCTS institutions to adapt policies and practices to support current and incoming students, and to minimize the impact of the Covid-19 pandemic on their educational experiences. BCCAT is providing system support in a variety of ways, as outlined below.

<p>-->System News Page</p>
<p><i>Development of a centralized news page³ to facilitate information-sharing and coordination across institutions and professional bodies on key educational developments and issues, including published changes to grading, progression, admissions and transfer policies, and statements regarding academic accommodations. This resource provides guidance to post-secondary institutions with a view to mitigating impact on mobile students.</i></p>
<p>-->Reference Resource</p>
<p><i>Preparation of a reference document (in process) compiling information from the respective post-secondary institutions on specific topics (e.g. grading accommodations, alternate delivery plans) to help facilitate and support discussions across the system. This includes consulting with the BC Registrars' Association on changes being implemented to accommodate students this semester. Considering how transfer students' credits will be assessed and applied for admission and program progression requirements is important so students can be advised appropriately and treated equitably.</i></p>
<p>-->Articulation Guidance</p>
<p><i>Consultation with academic staff and BC's 66 articulation committees on key issues, including those related to potential implications for articulation of courses when changes are made in delivery or assessment formats (e.g. labs, examinations). BCCAT's long-standing position (that, typically, the method of delivery should not affect articulation decisions) is outlined in the How to Articulate handbook,⁴ and is reiterated on the System News page. Most important is that institutions communicate intentions with transfer partners regarding the manner in which outcomes achieved and credit earned will be assessed and recognized for all students. BCCAT can facilitate restructuring of agreements if necessary. (See the bccat.ca/articulation for key articulation-related information, such as the committee meeting calendar and the Spring Update newsletter.)</i></p>
<p>-->Resource Sharing</p>
<p><i>Collaboration with BCcampus and articulation committees to share resources on alternate ways to offer lab components of Science courses. This includes providing system stakeholders access to an inventory of available educational resources for online labs that they can review by discipline. (See Virtual Labs and Science Resources.)</i></p>

-->Adapting Projects & Priorities

Adaptation of BCCAT Work Plan projects and priorities, including studies on micro-credentials, competency-based admissions processes, pathway agreements for Indigenous students, and support programs for students with lived experience in care. These educational initiatives will inform flexible admissions and credential practices. Information regarding BCCAT's current research and technology projects is available at bccat.ca/projects.

-->Technology Support

Modification of transfer credit technologies to incorporate educational pathways for national and international students wanting to study in BC. This project involves developing course agreement attribute functionalities to identify transfer agreements with non-BC institutions for publication in an expanded [BC Transfer Guide](#). It also provides greater capacity to articulate blocks of credit applicable to different credential types. See [this one-pager](#)⁵ for a quick overview of recent developments.

-->Student Transitions Project

*Guidance and support for the work of the Student Transitions Project*⁶ as it considers how its data on student transition from high school and between institutions may inform future analysis of the impact of Covid-19 on student retention system-wide in BC.

-->Pan-Canadian Collaboration

- *Meeting regularly with provincial counterparts across Canada*, particularly Alberta and Ontario, to compare developments on educational policy and practice accommodations to mitigate impact on mobile students for years to come.
- *Participating in the work of the ARUCC national network*⁷ to create more resiliency for digital data and electronic transcript exchange across Canada. The importance of this work has become even clearer as many institutions are adapting to maintain transcript exchange capacity while working remotely.

REFERENCES

¹ bccat.ca/pubs/resources/Policy1A.pdf

² bccat.ca/system/policies

³ bccat.ca/systemnews

⁴ bccat.ca/pubs/resources/HowtoArticulate2018.pdf

⁵ bccat.ca/pubs/resources/TCSUpdate2020.pdf

⁶ <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

⁷ <https://www.arucc.ca/en/projects/task-force-groningen>

