

**BIOLOGY ARTICULATION COMMITTEE  
(BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFER)**

**MINUTES**

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**Location:** North Island College, Courtenay, BC  
**Date:** May 10 & 11, 2005  
**Chair:** David Blundon, Camosun College  
**Recording Secretary:** Lynn Ball, Malaspina University-College

**Welcoming Remarks:** Dr. Malcolm Petter, Vice-President, North Island College welcomed the Members of the Biology Articulation Committee and thanked everyone for coming up to North Island College.

**Introductions:** Roundtable

**Approval of Agenda:**

It was requested by Betty Mosher from the College of the Rockies to add the issue of what other colleges do for Outreach Projects with high schools as an Agenda item.

**Approve Minutes from 2004:**

Identified necessary corrections to the 2004 Minutes Institutional Reports section:

- Change in Title to Dr. Norbert Haunerland, "Acting" Chair of Biological Sciences at SFU; **VCC: Peter Ballin** – should read: New to UT courses: BIOL 1100 and 1200; **UVic: Barbara Hawkins** – should read "Field" School; **UBC: Carol Pollock** – Transfer students will be awarded "7" credits of first year biology.

*It was asked if David Blundon, Chair of Biology Articulation Committee brought the 4<sup>th</sup> Edition Articulation Handbooks. Action: David to get and distribute the Articulation Handbooks. Another place you can find the book is the Weblink BCCAT Online: <http://www.islandnet.com/~bccat/whatsnew.htm> or by emailing: [articulation@bccat.bc.ca](mailto:articulation@bccat.bc.ca).*

**Report from Bill Gibson, SLP (System Liaison Person) Representative:**

- Bill reports to the Council of Presidents and Administrators and conversely bringing information both ways. Bill recanted a recently event where he travelled to Panama to discuss Accreditation and what is it is advising that the mandate of the British Columbia Council on Admissions and Transfer (BCCAT) is to facilitate admission, articulation and transfer arrangements among BC post-secondary institutions. A couple of points Bill wanted to make was that in the US there are 5 geographical areas that go through the Accreditation process; and it is a very stringent process which is not mandatory but mandatory in order for your students to access federal funding. There is no such system in Canada whatsoever and so we as a college (Capilano College) have undertaken to

affiliate ourselves and are going through the process of getting Accreditation with the Pacific Northwest which includes 10 states. The reasons for doing so are multiple: As follows -

- The first one is simply by having Accreditation would attract in particular International and American students to our campus; (least important)
- The second reason is because it is a very comprehensive self-study and since we no longer have the program review system alive I think it is very useful to have such as system in place;
- The third reason (most important) is to develop expertise in this area and do a trial run to hopefully get an Accreditation body across Canada starting probably with Alberta & BC.

The main reason for doing this, as you know there are a lot of private institutions being started and there is very little criteria to judge the quality and you have students coming in to this country and taking courses from all kinds of private institutions and the Accreditation process would establish a set standard of criteria.

The other point that Bill made was that there is a very interesting scenario happening in Post Secondary Education in Canada (on a National scale) – across the whole dominion the participation rate in post secondary education is dropping – that's a universal phenomenon all across the 10 provinces. More interestingly the drop is the greatest percentage wise in the highest socio-economic group. It's twice as high in the top socio-economic group which is a \$100K plus, as it is the bottom economic group which is \$25K or less and that is a very strange phenomenon.

There is also something happening on a Provincial scale as most of you are aware and as Biologists you are probably linked to applied programs and university transfer programs as well. First of all many of the communities, not all, the demographics are flat and not growing and the high school graduates are either flat or declining and that is not universally true but across the provinces except in those areas of rapid growth – it is generally true. This has created some problems compounded by the fact that the Ministry has increased the capacity of entrance to the Universities so we have an increased capacity to the universities and the Ministry has dropped the GPAs. What I think is going to happen, is the fact that is going to a) increase the insecurity of the students coming to the colleges partially because you are going to have a bottleneck transferring in to 3<sup>rd</sup> year. You have increased capacity at the universities in the 1<sup>st</sup> & 2<sup>nd</sup> year, you have the college transfer students and it is going to be crazy. So if the students are concerned about getting in to the institutions then they are going to try and get in as quickly as possible because they don't want to be caught in that bottleneck given the fact of the lower GPA then more students are going to transfer in immediately and you are going to see a decline in university transfers at the colleges. The big issue there is that if the university transfers drop below a threshold level where it is not economical for the colleges to do it then the worst case scenario is that the system would collapse the challenges is that the universities couldn't pick up all the

university transfer students from the colleges - 55% of all 1<sup>st</sup> year university students in the BC system are in the colleges and the if the capacity is not increased at the university to that capacity - so you can see the scenario unfolding where we may have colleges not offering university transfer but the universities can not pick up the slack so now we have a problem. The committee is recommending that the increase in capacities be put at the 3<sup>rd</sup> & 4<sup>th</sup> year level and not at the 1<sup>st</sup> and 2<sup>nd</sup> year level. The consequence to all that is this provides a challenge to university transfer people but the other problem is that in this transition the FTE grading for each institution is probably going to decline so if people at the institutions are not going to be meeting their FTE targets then the consequences of that are that the institutions will not be able to get new degrees at the colleges because you have to meet your FTE target. So these are the challenges we are facing and the issues we are trying to get changed.

**Report from David Blundon, Chair, Biology Articulation Committee:**

David went to BCIT on February 4<sup>th</sup>, 2005 for the BCCAT Meeting at BCIT, Downtown Campus. Minutes are attached to today's meeting package. This was a meeting for all the Articulation Committee Chairs, Co-Chairs and System Liaison persons. There were several issues discussed at the meeting but the key issues was that the "transfer system is becoming more complicated given the number of institutions participating and the changes to the post-secondary institution." One of the variations is that some groups use the SLP person a lot and some groups do not and that is why David asked Bill Gibson to come today and give an overview of the SLP Representative and their role. David pointed out that there is a budget for institutional representatives to attend articulation committee meetings and is disbursed to each institution by the Ministry. This covers one meeting per year for two days maximum. Another issued David wanted to bring to the Committee's attention was on page 3 of the BCCAT, February 4<sup>th</sup> Minutes under the **Admissions & Transfer: Key Issues & Major Challenges** heading whereby they are indicating that 75% of the transfer students who get degrees, would not have been admissible from high school (a BC statistic), but the outcome was that there is no difference between any student once they graduate from University so that disappears. Also, there was quite a bit of discussion about BCCAT being involved in this issue of demographics and the declining number of transfer students – this is a province wide issue so that is why it has become a major study initiated regarding trying to determine what is going on with transfers so the FTE is expected to drop and this is going to be a mounting issue for smaller institutions. BCCAT is leading the study and will be sending information/reports out to all institutions on this matter. There was a lot of discussion around private institutions and the issue of Quality Assurance for Articulation within the private institutes; one of the concerns being that there is no parallel Quality Assurance process for non-degree programs amongst private institutions and recognizing courses and programs from private institutions – currently the decision to articulate has been determined by individual institutions. Please see "Private Career Training Institutions Agency of BC" (PCTIA) @ <http://www.pctia.bc.ca/> for a complete overview.

**Wild BC Programs Report: Peter Ballin, Vancouver Community College:**

Peter introduced a program called Wild BC, which is an office sponsored by the Habitat Conservation Trust Fund. It was set up basically to train teachers in the K-to-12 system to deliver project Wild and it's an activity based environmental education model and that office as such have produced a number of quality resource materials and while they are geared to the high school system some of the are very applicable for people who want to do environmental exercises in university courses. Certainly it has been used a lot in pre-service teacher training programs. Recently there has been a Committee set up of Wild BC facilitators to look at getting linked to the colleges and universities. To contact Wild BC: [www.env.gov.bc.ca/hctf/wild.htm](http://www.env.gov.bc.ca/hctf/wild.htm) and/or for more information about the programs, contact: Kerrie Mortin @ [wild@gems5.gov.bc.ca](mailto:wild@gems5.gov.bc.ca).

**SFU, Undergraduate Curriculum Initiative Report: Emelia Kirkwood:**

SFU Undergraduate Curriculum is in the process of reviewing their courses and certifying appropriate courses as W, Q and/or B (W=Writing Intensive, Q=Quantative Reasoning, B=Breadth [including DB=Designated Breadth and UB=Under-designated Breadth]). The hope is that students who transfer to SFU will be able to satisfy some of these requirements using courses that they complete at sending institutions. Ideally, students transferring into 2<sup>nd</sup> year should bring 1 W, 1 Q and 2 B courses. Students transferring into 3<sup>rd</sup> year should bring 1 W, 1 or 2 Q, and 4 B courses. SFU is working closely with BCCAT to add W, Q and B evaluation to the regular transfer articulation process so it will be as seamless as possible. SFU is hoping to have this undertaking complete by September 2006. Please review the summary of this process at [www.sfu.ca.ugcr](http://www.sfu.ca.ugcr).

**Health Educator's Group Report: Betty Mosher, College of the Rockies:**

This group is a smaller (12-20 reps), splinter group of the Biology Articulation Committee as we have instructors in the sciences that are teaching A&P health related courses. This group is to discuss what they teach, 2<sup>nd</sup> year courses that some instates may offer but not all. The biggest update of what we have is that we did a grid system looking at biology courses and transferability amongst the different institutions and currently the health educator's group had a sub-contractors group looking at the A&P courses around the province as most A&P courses tend not to have the understudies biology credits related to other health programs. We are midst of coming back in and bringing together this potential grid which I don't think is completely finished yet because there are still some questions and things we need to have answered which was decided we would wait until we met in order to wrap up that project, but is was specifically looking at the A&P courses and how they transfer between institutions and what was required between institutions and to get a handle on the quality assurance process.

**Report by Cheryl Porter, ABE Coordinator, North Island College:**

North Island College offers 2 Biology online courses: The Advanced and Provincial Biology. The Advanced Biology course was one of the last PIK funded courses to be developed through C2T2 so it is a provincially owned courses and is available to be taught by any institution. The other course that we offer is the Provincial Biology course and it is offered by BCOUC/TRU and it is copywrited to BCOUC so can only be offered by them. The problem we run into is with the lab portion in the biology courses. The Biology Subcommittee is concerned that the labs through the online courses are not acceptable, not up to the standards that they have set, they are concerned mainly is that there is no hands on component where a student actually looks into a microscope and does the focussing and the lighting, etc. This group has been talking to the Chair of the Articulation Committee about how we can work around this solution and one of the solutions was to purchase a cheap microscope, which is hard to find and the Chair of the Committee even suggested a Fisher Price microscope might be suitable! We talked about BC Campus perhaps buying some microscopes and putting them into one the institutions where they would then loan them out to students but that brings up other issues. Marissa from Northern Lights has found a website that actually is very similar to using a microscope except it is still on a computer and we are hoping that the Articulation Committee may be able to find this a acceptable solution. In the meantime we are left with the whole issue of how we work with the lab component. We are asking other groups to advise us of how you deal with this problem and to let you know we started an online discussion group through the BC Campus ETUG Community @ <http://www.bccampus.ca/> so if there is anyone in this group who would like to join, we would love to hear your advice, ideas, suggestions or thoughts. Or you can contact Cheryl Porter directly at [cheryl.porter@nic.bc.ca](mailto:cheryl.porter@nic.bc.ca).

**Report from Trevor Chandler, TRU re: Biology Virtual Labs:**

Trevor wanted to talk about was the question of "virtual labs" - when David Porter was here last year he mentioned that they had funded online biology labs being run by BCIT. Nobody at the Biology Articulation meeting knew anything about the funding opportunities. Trevor did some research to find out more about the situation and contacted a few people at BC Campus and it was confirmed that funding was in place and they would let people know when it is available. The BC Campus web site has information about projects they have funded but no access to a those virtual labs whatsoever. Trevor is asking that we write to David Porter at BC Campus to find out about the funding opportunities for online virtual biology labs.

***\*Action:*** David Blundon to write a letter to David Porter at BC Campus regarding funding process for online virtual biology labs and try to find out who is actually working on them.

## **INSTITUTIONAL REPORTS:**

### **UBC: Dr. Carol Pollock**

Nothing new for 1<sup>st</sup> year students, there are new things but it will not affect transfer students. We are not upping the transfer credits to 8 – it is just as easy to keep the credits at 7 for students that have two courses with labs and that would get students as always into all the 2<sup>nd</sup> year biology courses but they can't take microbiology unless they have taken BIOL 112. The only changes for UBC students are that they will allow then to take 2<sup>nd</sup> year with 7 credits as well so if they don't have BIOL 112. The big changes are that students now have to apply for Admission to be Biology Majors and this addresses the issue of increased number of students in the first year hence there has been bottleneck in the 3<sup>rd</sup> and 4<sup>th</sup> year courses so now what they are doing is a) decrease enrolment in the 1<sup>st</sup> year and b) restrict admission as Biology Majors. Essentially students have two opportunities to be Majors – the first opportunity is after the first year and this applies to transfer students as well and what is going to be looked at is the fact that they have 7 credits of biology in the 1<sup>st</sup> year and they have their property Chemistry 121/123 or equivalent. Chemistry transferability is always very difficult because at UBC the Chemistry 123 is Organic Chemistry and they need this to satisfy the requirements for transfer into the 1<sup>st</sup> year. So it is still safer for University transfer students to apply after 2<sup>nd</sup> year because they will have their Organic Chemistry – the big important thing is for transfer students to make sure they have all of their pre-requisites finished to go into 3<sup>rd</sup> year. So this means that if they want to take Animal Physiology the pre-requisite is Vertebrate Biology (for example). If they don't have it in that 3<sup>rd</sup> year then they must take in the summer school so transfer students will be allowed to apply for Biology throughout the summer. UBC students will not be if they are going into 2<sup>nd</sup> year as there are only two intakes times: January and May but as soon as a transfer student is registered in a course that is required to be a Biology Major then that student can apply. So they are giving the transfer students a bit of a break there. All physiology courses must be completed during the summer before they enter 4<sup>th</sup> year so what this is doing is ensuring that very few students take physiology in 4<sup>th</sup> year. UBC going to a new text: Freeman and BIOL 240 is still optional.

### **SFU: Ms. Emelia Kirkwood –**

Surrey Campus Initiative: Emelia advised that the Faculty of Science will be offering a B.Sc. in Biotechnology. There are some new courses: BISC 110, BISC 440 and BISC 441 as well change of pre-requisites: BISC 101 & 102 requires a minimum grade of C from BIOL 12; BISC 431 requires BISC 305 or BISC 366 with C – or better; BISC 457 requires MBB 221 and MBB 222 with C or better; BISC 200 requires 202 with c or better.

*\*Please see notes above on page regarding the W,Q,B report.*

**UVIC: Yousuf Ebrahim –**

There are no major program changes to report. The core program for Biology Majors remains much the same and still very popular. Third and fourth year course offerings are also much the same except for the addition of courses in the Biotechnology area (BIOL 150A&B non-major; BIOL 190A & B requires Grade 12 course only; BIOL 150C is a lecture/lab taught as an integrated package). This is due to the “market demand” and arrival of new faculty members. Island Medical Program is now off and running with its first intake in January 2005. Field School in Malaysia starting in 2005.

**UNBC: Dr. Brent Murray –**

UNBC currently offers 3 B.Sc. Degrees: BIOL, Natural Resource Management – Wildlife Fisheries, and the newly created Biochemistry and Molecular Biology Degree. Two new 4<sup>th</sup> year BIOL courses were offered in 04/05: BIOL 423-Molecular Evolution and Ecology and BIOL 424 – Molecular Cell Physiology. Both courses are required for the Biochemistry and Molecular Biology degree and are offered as option upper division subject requirements for BIOL students. BIOL 423 has BIOL 323 as a prerequisite. The BIOL Degree program had one change that will be implemented in the 05/06 Calendar. A new required course for the degree will be offered in the winter term: BIOL 325 – Ecological Analyses, prerequisites: BIOL 201 and Math 342 Biostatistics. It has been added as a prerequisite for the 4<sup>th</sup> year course BIOL 410. **Outreach initiatives:** Local Career Day, Lectures in local high schools.

**MALU: Dr. Jane Watson –**

Currently we have approximately 180 students entering into 1<sup>st</sup> year courses each fall. BIOL 121 runs in the fall and BIOL 122 runs in the spring. The 2<sup>nd</sup> year courses have 48-60 students and our 3<sup>rd</sup> / 4<sup>th</sup> year students usually have 14 to 18 students each year; about 16 – 18 graduate with a B.Sc. in Biology. One change to the program (except for the addition of new elective courses) is that we have replaced BIOL 331 with two courses BIOL 336 and BIOL 337. These courses will run in alternate years. Students in the microbiology stream will be required to take at least one of these courses instead of BIOL 331. The field course in Tropical Biology, offered in Belize, is running this year with 18 students. The students study Tropical Biology and Anthropology for 6 weeks at various locations in Belize. They may also enrol in a directed studies course. Every 4<sup>th</sup> year B.Sc. student must do a two-semester undergraduate research project, and present the results at a year-end seminar. This year will be our 10<sup>th</sup> graduating class and our graduates are having great success in post-graduate degrees and in finding biology related employment. A total of 133 students have graduated with a MALU B.Sc. degree; of these, 32 (24%) of our graduates have gone on to further their education. We have some articulation problems with students getting Malaspina University-College Degrees and transferring to BCIT being told that our Cell Biology and Microbiology may not be up to par.

Currently using textbooks: Hickman for Zoology and Stern for Botany. **Outreach Initiatives:** Senior students go into the high schools as 4<sup>th</sup> year research projects helping teachers do labs in their areas of specialty so they take their projects in to the schools; We also run a Science Camp every summer that brings students from elementary through to the high schools up to Malaspina University-College; We have "University for a Day" which is labs for grade 11 & 12 students; We have Pro-D Day for teachers; Science & Technology (free) Lecture Series open to the public that is offered every Wednesday night during the spring.

**KUC: Dr. Pam McDonald –**

Plans to begin offering a B.Sc. in Biology have been abandoned now that SFU will be opening a new campus in Surrey. There will be no changes in Biology offerings next year other than a small increase in the number of first year sections. **Articulation Issues:** Are students transferring to UBC still able to take upper level courses (other than micro) without taking 112. Kwantlen offers the standard 2<sup>nd</sup> year chemistry rather than the 2 that UBC Biology students take. Do other colleges offer 2<sup>nd</sup> year organic for biology students? Now that UBC BI 140 is worth 2 credits... will transferring students get 8 credits for 2 semesters of 1<sup>st</sup> year with labs? **Outreach initiatives:** We have in the past have had high school students come into the college and do labs with us; we have Open Houses twice a year.

**UCFV: Dr. Barbara Moon –**

Changing 1<sup>st</sup> year textbook from Campbell to Freeman. The BIOL 310 and BIOL 430 are being offered this summer for the first time. An 11-week summer semester is being run this year as a slightly shorter, full semester. We have doubled our course offerings and they are all more or less full. We are offering Molecular Techniques (a lab course) and a senior Forensic Biology course (BIOL 470) for the first time this summer. UCFV's has a new (multi-department) Centre for Environmental Sustainability. Destination Campus at the CFB Site (Chilliwack). Biology Majors will now be able to graduate with a concentration of Pre-Medicine, Cellular and Molecular Genetics, Ecology or Biology of Organisms. **Outreach initiatives:** Have booths at schools, increase liaison with high schools.

**Camosun: Dr. David Blundon –**

Enrolment in BIOL appears to have reached a plateau for F04/W05. Most waitlists are short and students can be accommodated. Spring & Summer term offerings are slim, with two courses a term. BIOL 100 is the only course that remains at 1.5 hr/wk of lab with 36 students in lecture in two labs of 18. This is our only course that doesn't meet the minimum lab requirement, of the BC College of Teachers, of two hour per week for 13 weeks. BIOL 152 & 152 class sizes have continued to remain small with 32 students in two 3-hours labs of 16. BIOL 150 & BIOL 151 are transferable and remain at 48 students in two labs of 24. The new program for bridging LPNs (NAPN) into second year Nursing for F05 began in January 2005. BIOL 150 & 151 were offered simultaneously in one semester to these students. University transfer students were not allowed to take both these courses at the

same time. The College administration is expecting a decline in UT transfer students over the next few years. The increase in the number of nursing students and those interested in A&P has been a boon to the Biology Department. At present there are five full time instructors teaching only A&P. Without this top up of A&P students the Biology Department could not sustain last year's enrolments and instructional hours. Texts: Going to stay with Campbell 7<sup>th</sup> Edition. **Outreach initiatives:** we teach Anatomy to grade 12 students at Spectrum High school twice a week for 6 hours of labs then the high school teachers teach the lectures; we also do this for Belmont School; Open House; Instructors, on a volunteer basis, goes out to meet teachers in the high schools and we are going to do this even more.

**Yukon: Dave Mossop –**

First year biology students, 2<sup>nd</sup> year 15 students (transfer), non transfer science. A new 2<sup>nd</sup> year Botany course was offered in 2005 BIOL 201 (Intro to Northern Botany); a new 2<sup>nd</sup> year course offered in 2004/5 BIOL 290 (Beringia: its Pleistocene environment and paleoecology); Zoology: 2 undergraduate courses, 1 graduate course, a partnership with Yukon Wildlife Preserve, a public facility showcasing indigenous wildlife in natural settings: use of the facility has been to amplify course work and to provide a site for delivery of short courses: Heritage Interpretation: Envs 223, Issues in ecological tourism: Envs 232. A move to revamp our Environmental Studies program is underway. This could include developing toward a field or research station based delivery. Delivery sites in the Ogilvie and Mackenzie mountains are being explored. University of the Arctic (<http://www.uarctic.org/>) – virtual institution with online courses – no BIOL yet. **Outreach initiatives:** Career Days; we also have an experiential science program in high schools in the Yukon.

**Capilano: Dr. Paul McMillan –**

No news to report except that enrolment in non majors has been increasing steadily for at least 7 or 8 years and then this year it dropped for the very first time including in the Human Biology. Every course has a 3 hour lab (except for the 2 Genetics courses: BIOL 200 & 201).

**VCC: Peter Ballin –**

We braved our first adventure into 1<sup>st</sup> year BIOL this last year. We used two well-equipped classrooms that cater to a maximum of 28 students. Three highly interactive sessions per week include labs and seminars. We emphasize lab work and science skills development. Students perform and report upon two original experiments: one in marine biology (ala UBC's BIOL 140) and one in plant genetics, in addition to many other laboratory investigations. We are currently developing ways to illustrate concepts with fluorescence microscopy techniques. We are also investigating adding PCR techniques to the 1200 lab component. This expands the existing molecular lab investigations which include DNA restriction techniques, gel

electrophoresis and chromatography. Textbook: sticking with Campbell and Reece 7<sup>th</sup> Edition.

**Coquitlam College: Mr. Bruce Millen -**

No changes with the course offerings; there is a slight change here with the lab manual and I did change from Morgan & Carter to Dolphin. The other comment is that there is a decrease in International students right across Canada. There are probably many reasons, one of the major reasons is the amount of time it takes for International Students to get a Student Visa. Here it takes 4 months and with Australia it's apparently a 1-2 week process. I think it will level off at a certain number in Canada at a lot lower rate than we have seen in the past few years. Chinese students are not allowed come at the high school level and taking an ESL program and that affects the Chinese student performance here. There is recognition that it is just too difficult for the Chinese students. Up in Korean student enrolment (landed) and current enrolment 15-20 International students.

**NI College: Ms. Christine Hodgson –**

Nothing significant to report over the last year – listed in report faculty, courses and text books. NIC has updated their text books. New course development: Ethnobotany 1 & 2, and Traditional Ecological Knowledge (seeking transfer credit). Enrolments in non-majors = 20 and majors Biology = 40. **Outreach** is organized by Sandra: she organizes a Professional Development day for high schools.

**Douglas College: Dr. Lucia Fuentes –**

Lucia reported that enrolment is down but most of the 1<sup>st</sup> year courses and 2<sup>nd</sup> year courses were full. Douglas College has developed several “web labs” for Anatomy and Physiology courses. Students perform hands-on experiments in molecular biology, microscopy, immunology and cell tissue culture. Biology department is developing a second year level microbiology course. It is expected to serve both U&T as well as Nursing students enrolled in the Bachelor Degree program recently approved for Nursing. Health sciences will get a new building at the Coquitlam Campus (\$20m). **Outreach:** Douglas College has a program called “Foundations” and they are going to bring perspective students and going to match them up with students going into 2<sup>nd</sup> year.

**TRU: Susan/Christine –**

Susan introduced the new developments at TRU <http://www.tru.ca/> . Her report outlines the history of UCC becomes TRU, TRU Act, Mandates, Board of Governors, Governance, as well new majors/expanded capacity and new undertakings. Comprehensive university enhancement fund - \$5 from every union to create a student research fund. It is expected to have 360 – 100 – 30-70 students (over time) – 40 graduates per year in Biological Sciences as well a co-op option. Articulation contacts are: Christine Pedersen and Susan Purdy.

**TRU/OLA: Dr. Trevor Chandler –**

Trevor reported that British Columbia Open University (BCOU) is no longer a part of the Open Learning Agency. BCOU will be a division of the newly created Thompson Rivers University (TRU), located in Kamloops. BCOU will be known as Thompson Rivers University, Open Learning or TRU Open Learning (TRU-OL). TRU For an interim period, TRU Open Learning will continue its operations in Burnaby until the relocation to Kamloops, which is anticipated in 2006. Courses are available in 2 formats: Web CT and mail out packages, currently there are 209 students receiving the mail out packages and 74 on WebCT.

**Trinity Western University: Dr. Dennis Venema –**

Dennis reported that the total enrolment in 100-level Biology courses remains stable at ~250 students per year; there are 300 students enrolled in 1<sup>st</sup> year. Dennis has launched the new non-majors courses (BIOL 103/104), taken over Advanced Cell/Molecular Biology and in the fall 2005 will take on Intro Genetics. TWU has 3 new intro Biology courses as of Fall 04: BIOL 103/104 are new non-majors courses, and BIOL 105 is an upgrade course for non-majors to transfer into BIOL. The Biotechnology degree is going through approval by the DQAB. BIOL 103/104 requires the same 3-hour/week lab as the intro majors courses (BIOL 113/114). BIOL 103 is a 3-hour lecture and 3-hour lab – the lab is shared with majors course. BIOL 104 3-hour lecture and 3 lab hours/week. BIOL 103/104 do not serve as prerequisites for 200-level courses without BIOL 105, a new 3 semester-hour course (no lab) offered in summer sessions. There is an increasing number of institutions cutting first and second year labs from their programs. In contrast, TWU requires full labs for all 100 and 200 level BIOL courses. Students attempting to transfer courses without a laboratory component may receive partial credit and be required to complete the labs at TWU. Trinity is NSERC eligible and professors are expected to be involved in research.

**OUC: Ellen Pedersen –**

OUC will be split in July 2005, with the North Kelowna Campus becoming a campus of UBC and the other campuses becoming the new Okanagan College serving the Okanagan, Similkameen and Shuswap regions [www.okanagan.bc.ca](http://www.okanagan.bc.ca). There is no BIOL department at UBC-O and Biology is being group together with Geography. The expectation at UBC-O is that the class sizes will be larger with a maximum of 100 students in Biology, increased tuition and a large emphasis on research. At OUC Biology is in the Science, Technology and Health portfolios. In terms of the facility it is basically business as usual at old campuses and also moving back to old campus. In terms of equipment – UBC/OK-U negotiations underway. We are scheduled to offer 1<sup>st</sup> year majors BIOL and 1<sup>st</sup> year non-majors to the tune of 80 students per section as well as the Anatomy and Physiology. A skeleton 2<sup>nd</sup> year is scheduled as well. **Outreach** – there is a program called “Taste of University” where the students stay in dorms overnight and they get a tour of the campus and faculty will do a workshop in a lab with them. This year the college has done a

good job at getting ahead in organizing various skills workshops where the students can sign up – students targeted are grade 11 with the assumption that grade 12 students had already made their decision. It's worked out very well.

**Langara: Gerda Krause –**

Enrolment is dropping at Langara but so far the BIOL program has not been greatly affected. Waitlists are down but the courses are still filling. Decided to stick with the Campbell both in the majors and non-majors courses. Running a new Field School in Haida Gwaii this summer run by Frank Williams; enrolment is very strong. There is a Rural Community Health Project in Tanzania – still going strong. Field School in Kenya running again this spring. Recruitment is becoming an issue, but we are learning. We did notice a decrease enrolment in 2<sup>nd</sup> year but actually increased the sections Cell BIOL and Biochemistry from 1 section to 2 and the reason we did it is because students need those 2 courses. Size of lab determines size of sections; a lecture section of 34 is also the same 34 students are in lab sections so the labs & lectures are linked. Our 2<sup>nd</sup> year labs take a maximum of 24 students. **Outreach:** we have a high school counsellor's lunch once a year put on by the Counselling Department.

**NWCC: Dr. John Krisinger –**

Not much new at NWCC except that enrolments dropped a bit. There are 18 students x 2 - nursing with NWCC for 1<sup>st</sup> 2 years in Terrace and UNBC will deliver years 3 & 4. Prince Rupert moved into their new campus. A&P for Nurses is running in Year 1 and then we have the 3 Science courses (Pathophysiology, Pharmacology, Nutrition 200 Level courses) for Nurses in year 2. NWCC also has the 133 Microbiology course for nurses. **Outreach:** contacts high schools to make sure they know that the college exists. There is another organization called the Scientists & Innovators that goes into the high schools – they promote 4 seats in the sciences for 1<sup>st</sup> nations.

**COR: Dr. Betty Mosher –**

Enrolments are still a challenge at the 2<sup>nd</sup> year science level. The new UVic Nursing program will be offered beginning September 2005, and will serve 27 nursing students. COR labs accommodate 18 students. Biology course enrolment is declining but the Nursing is increasing (400 high school grads). **Outreach:** we run a Ms. Infinity (very popular) and Exploring Science which is grade 6 where we have 3 days set aside for the Elementary schools to come and experience 3 different things from the Science perspective.

**NLC: Don Cameron –**

NLC has had intensive ad campaign for Trades and nothing for the Academics in the last 2 years hence our enrolments are low. There are not current or anticipated changes. Looks like BIOL 101.102 will not be offered on the Dawson Creek campus in 2005/06. There are no program changes to report. Don Cameron will be retiring in June 2005.

**Vancouver Central College – Barbara Moon –**

VCC <http://www.vancollege.com/> is a private college located at Crystal Mall in Burnaby, open from 8:00am to 10:00pm, there are 3 classrooms and 200 students. It is targeted to ESL for new immigrants in the fields of Business and Information Technology. This is a 2 year business associate degree that is transferable to UBC. Also, we offer a BIOL 100 course with is a non majors using the little Campbell.

**Selkirk <http://www.selkirk.bc.ca/> : Will Hunter –**

Biology prep courses are being renumbered as failed articulation. BIOL 50 & 51 had low enrolments and is becoming BIOL 80 & 90: articulation failed. 1<sup>st</sup> year BIOL had a continued drop in enrolment. BIOL 104 & 106 using Campbell & Reece, 7<sup>th</sup> Edition now offering 104 in the Fall, 106 in the Winter, experiencing low enrolments. 164 & 165 – A&P remains strong, new 4 year nursing degree – enrolments strong. 2<sup>nd</sup> year BIOL – threat of low enrolment, courses being cancelled. Four “core” courses offered every year; 2 of 3 BIOL electives offered every year. Diversity courses offered in 2<sup>nd</sup> year and transitions 104 course taught in the high school. Local high schools also experiencing low enrolments.

### Articulation committee

- How to articulate handbook
- Transfer tips – everything an undergraduate needs to know about transfer to advising centres – IT IS ON THE WEBSITE

### Transfer friendly course outline

- Transfer friendly button
- Create a course outline that will make a transfer articulation easy (minimum info needed)
- W Q B course requirements for SFU are on website

### Online Transfer Guide

- Now more user friendly – will be stand alone

### Educational Planner

- who offers what FOR STUDENTS

### Position statement on instructor qualifications

- Should instructor credentials be included  
NOT ON FORM/COURSE OUTLINE
- position statement on transfer courses is now required
- private institution degrees etcv. How they fit in is on the web page  
(Any degree that is approved now will have the right to articulate).  
e.g. Canada West University is now in the Biology game

### Research items

- College students vs direct entry students (at SFU) controlling for high school
- students did equally well
- many students who would not have got in did fine after college
- this will be tracked by discipline
  
- Funded 2x (Biology articulation) to find creative ways to make transfer better
  
- Some problems still exist –
  - descriptive pathways by sub areas
  - Transfer grid of biology field courses 2002
  
- After time grids become unusable

### Articulate 3<sup>rd</sup> year courses

- Grids need to be updated
- Carol Pollock updated the grid for Biology 2 years ago
- How should field courses be updated?  
[Talk to Ed] = [Advising]
- Carol Pollock ([Pollock@zoology.ubc.ca](mailto:Pollock@zoology.ubc.ca)) should be contacted when changes are made
- Everyone should look at the grid
- Deadlines – June 15<sup>th</sup>    December 15<sup>th</sup>

**DATE OF NEXT MEETING:** MAY 9<sup>TH</sup> & 10<sup>TH</sup>, 2006 @ SELKIRK COLLEGE

**MEETING ADJOURNED**