

WRCAC Articulation meeting minutes

Thursday May 26, 2022

1. Coffee.
2. Call to order.
3. Introduction Territorial acknowledgement by Rochelle TRU.
4. Introductions all
5. Agenda approval – add international COIL training under #13 by Jodi C. Approved Gail, Jodi.
6. Mins from 2021. Approved. Business arising open ed crim text.
7. Shereen H challenging and rewarding. Some authors have left and been replaced. Ancillary materials worked on. Hoping for January 2023 availability for use. Chapters we have completed are phenomenal. OER in pressbooks chapters can be used now. Can link to external components. Shereen thanked all, and Chantal. Michael thanked Shereen.
8. Institutional reports
 - a. Michael CMC: international and challenge of port to immigration. Working on experiential learning.
 - b. Sarah CapU: sociology and crim. Developing crim. Critical crim as a part. Sociology. Immigration as a pathway, and path to SFU. Added some new courses. Working with Indigenous peoples to enhance program.
 - c. Mark CNC: busy year, missing course outlines thru ed co. Many going to BCCAT. New courses. Inside out maybe in spring. Inside out needs to be articulated.
 - d. Avery COTR: crim/social cert, crim diploma. Students getting academic rigour and tangible skills, with high completion rates. High new enrollments. Space issues. Trades and healthcare, academic enrollments up especially international. New models of learning online students joining in-person, was a little problematic. Issues with survey monkey. International students struggle in criminal justice system. Experiential learning, restorative justice coming in to work in class. Trauma informed practice and needing soft skills. Using crim and nursing students together. New Dean starting,
 - e. Rochelle TRU: masters in human rights and social justice interdisciplinary model. Interesting blend of co-teaching from different disciplines. Lots of room for change and growth. Four methods of completion; thesis, course, project. Offers closer to home option. Practicum requirement. Crim major developing, might be problematic to find placements. Crim major forthcoming.
 - f. Jodi NLC: transition with administration. Lots that has been waiting to be done. Funding for centre of excellence in teaching and learning, faculty mentorship. Funding in BC to do COIL. Resistance to change from COVID lessons learned. New Dean appears to be more interested in online.
 - g. Gail SFU: major and joint certificates, plus minors. Certificates are good because they can get some credit towards a major. Lose CODE in spring 2023. OL courses are good and students like them but counted as load. New faculty, new lecturer, also a research faculty member. Lots more international students. Field practice hiatus, revamped and many students cannot afford the fulltime model. P grade versus letter grade. Self report doctor's note. Revamping WQB – breadth may be reduced. Change in Director coming.

- h. Scott VIU: Lost faculty members, some fulltime sessional faculty members. Changes thru senate including practicum. New trauma and resilience course in JS. Charter issues and green crim. Community based research. Enrollments good but students are dealing with lots.
- i. Kathleen RRU: Focussing on student wellbeing due to COVID. Anxiety, concern, disengagement. No new programs. Numbers fairly good. Completion degree on campus, and blended as been online – returning in August again. Staffing is an issue as low numbers of staff. Will be hiring for new person. Staffing issues outside program area, retirements. Stretched thin. Innovations on hold, example year 1 and 2. Academic units restructuring soon.
- j. Zina UFV: suspended master’s program, revamping after consultation, scheduled to take applications beginning in Fall 2023. Two new faculty starting for fall. Hoping to run a course in police reform and accountability. Dips in international enrollments. Struggling with international understanding concepts to application. University 101 prep course for students. Experiential learning practicums x2. Program review soon.
- k. Kelly U Winnipeg: multiple programs, some being phased out. Might run associate degree. Moving away from police, courts, corrections to something more current aligned with student interests. Nine faculty. Third and fourth year plus applied masters. Enrollments have not increased that much. Work with MRU for Nunavut program. Ran a phone course, using phone to run the class. Inmates after release are completing programs. External review on Regina’s programs. How are we transitioning back to in-person.
- l. Chantal Langara: Melissa leaving post. Lots of admin in acting positions. Schedule for fall 55% in-person remaining mixed. Students preferring online. Issues with maintaining and building new facilities. Program review and self-study, in recommendations. CJ and Crim diploma. Aboriginal law course, crime and media.
- m. Doug MRU: cohort-based degree, high demand. Over 850 applications, with preferred admission. Some into political science and other programs in order to try to get in. Practicum stream 85 students per year, with a practicum coordinator. Students want courts, probation/parole. This year 2 honour students. Can visit the honours seminar this summer if have master’s degree. In 2019 launched restorative justice program. Just hired fulltime faculty. European study tour, previously went with 20+ students to China. Many changes at VP level. Developing a minor in law and governance, CJ and policy studies. Difficulty in course choice due to cohort base. Policing is not as much of a draw as it used to be. Driving everyone back into classroom but not getting academic input.
- n. Caroline Douglas College: enrollments quite strong. Not sure about allocation of in-person and online, but now mostly IP. Certificate, diploma, B of applied arts. Practicums for BA students. Adapted during COVID. Two honors students getting ready to defend. Have 21 faculty and 9 contracted. Pen and paper course to deliver to incarcerated student. More coop options. Some admin backfilling going on.
- o. Bert (Yaga Ta Lo’op) NEC: traditional introduction. And some admin changes. Some students online, lost three when they came back to class. Students now on practicums. Indigenous law clinic UBC, seven sacred teachings, warriors against violence, Nisga

nation homeless and outreach program. Program review starting. Student with disability.

- p. Greg JIBC: re-org has academic programs together (LESD/BLES/PBDLES – diploma, degree, post-bac diploma), PBDLES international student numbers increasing, BLES online has been successful and a way to offer part-time route to complete, hyflex learning for 22WSI semester, program review right now.
 - q. Shereen KPU: program chair course release, different models. Base sections at 213. Theme of international students are at 44% seats, more focussed in first year. Struggle with language proficiency. Anxiety with international students. From 69m to over 100m in revenue. Discussed ways to onboard new international students. Online 70/30 split, before COVID less than 10%. Helps recruit faculty. Space issues around in-person meeting. Experiential practicum of 12 credits. Lower level interprofessional skills course. Honours students 12-credits in addition to 120 credits, which will change next year. More postings coming.
 - r. Grant OC: faculty changes, new part time faculty member. Online filled and overflow into in-person. Students could not continue due to finance and living situation. Too rigid a framework to make an applied degree work. Students want to stay and finish degree and cannot relocate.
 - s. Michael RRU: another reorg on how programs are administered. Programs by type vs school structure. On campus group returning to typical.
 - t. Wendy Camosun: one full time faculty position posted perhaps one more coming. Have 348 2nd year students. Many went part time during COVID. Advanced cert in mental health and addictions. Challenge was to complete the work while busy with employment. Completed program review last year.
9. Articulation networking: issues around moving courses from place to place.
- a. Example dual course (CRIM/PSYC) code ending up at wrong department for review. TC and articulation comments where we can ask for a course to be reviewed by a specific department.
 - b. Discussion ensued about intro to crim as an example, and where the course is not articulating. Ensure requests go through the BCCAT system and via your institution's designated person.
 - c. No pressure to review from BCCAT, but best practice is to review after some time. BCCAT does not institute a policy on how often to do so. Sometime stale dating is 7-10 years. But computing science, for example, may be done more often.
 - d. Use of 1xxx for a course that is not directly relevant but student could get credit.
 - e. We could all review the sheet provided and see where no credit that has been given in past.
 - f. Review your institution's TC policy/procedure to see how they move though your own process. Example if two other member institutions have articulated, the articulation officer may do so without sending to department.
 - g. Advocate as SMEs to transfer where it makes sense.
 - h. Check residency requirements, for example, first two years/60 credits to upper-level credits.

10. Fiona BCCAT report

- a. JAM – joint annual meeting for two years online. Has been open to more while online. All sessions posted online. UoC contract cheating. Impact of COVID 19 and TC. Micro credentials.
 - b. Nov 3/4 hybrid. Agenda and registration by end of summer. Online has increased awareness/participation as no space restrictions.
 - c. Busy with research reports.
 - i. Reverse transfer two year college (USA) and go to finish degree. IF cannot finish degree can transfer back to their original institution. Associate degree in BC only.
 - ii. Also micro credentials in bigger programs.
 - iii. Report on C19 and transfer, is too soon to tell.
 - d. BC Transfer guide redesigned. Subject specific transfer guides.
 - e. Articulation and rearticulation. New process this summer, to sur dashboard and give more context.
 - f. Institutions have provided info for agreements outside BC, and Canada. More than 70,000 pan-Canadian courses. This is voluntary and needs data management.
 - g. Staffing update: Robert Adamoski has retired from BCCAT. Anna Tequina is eth new BCCAT Director of Research and Admissions.
 - h. Cost to attend articulation in-person meetings. Most chose online this year. Some institutions not willing to support funding for in-person meeting attendance. Ministry and BCCAT position is base funding is given for this. Let BCCAT know if there further travel related issue.
 - i. Current project for review of guidelines in BC Transfer guide. For transfer agreement to be listed, must be university level courses. Want to ensure the guide describe this mobility. Checking with Deans and Registrars, so far not a huge concern with the criteria. Position paper to come.
11. Inside out - course to teach you how to deliver a course to people in institutions. The training is very worthwhile. Walls to bridges is Canadian based and more limited in scope. Community minded approach. Can use almost any topic. W2B has more political motivation for change, IO more hands-on.

End Thursday

Friday May 27, 2022

12. Collaboration and shared learning. Working throughout the year as a preventative measure. Build agenda on going as opposed to just before meeting. Discussion and demo of a Moodle site. Lara-Lisa and Avery offered to help Wendy build the site.
- a. Using Moodle to share. PD ops, course development.
 - b. BCCAT has Moodle and will host.
 - c. Concern over how the site it's laid out.
 - d. Teaching resources. Best practices, program change.

- e. Job opportunities.
 - f. Course outlines, program structure/spreadsheet.
 - g. Course outline vs syllabus, user profiles.
 - h. BCCAT folder by year.
13. Seminar/practicums/coops and internships: scan of what is happening.
- a. Wendy Camosun:
 - b. Shereen: 12 credit practicum. Have someone to run a practicum and a light version. Service-learning class with non-profit. Not mandatory.
 - c. Greg JIBC: Three credits if WIL community placement. Approximately 70hrs and 15 in class.
 - d. Bert: 175 hours with Indigenous service providers. Law office, treaty office, family violence organization.
 - e. Caroline Douglas College: BAA mandatory practice minimum 100 hours. Matched with CJ agency. Some practicum evaluation and assignments.
 - f. Doug MRU: student selection. Honours stream 80 placements in an academic year. Required 250 hrs/6 credit. Graded. Some GPA requirements.
 - g. Chantal Langara: no current practicum, coop, WIL. Instructors have methods to get tours/virtual tours. Coop office and panel of speakers.
 - h. Kelly UWinnipeg: 160 hrs. GPA requirements and minimum credit hours. Ethics and research methods are required. Coordinator for past two years. Security clearance requirement and time to complete. Different agencies have varying requirements. Pass/fail.
 - i. Zina UFV: Mandatory practicums in 2 and 4 year. CGPA (2.67) requirements and courses. Course option if not qualified. Can opt out, sometimes financial. EDI perspective should be a consideration. Credit/no credit. Agency completes mid and final evaluation. Placements vary law enforcement, law offices, social service agencies, non-profit. Interviews required and security agreements and affiliation agreements. Co-ops different. International students cannot get placements without specific visas.
 - j. Scott VIU: Approx. 45 students per year. Justice capstone, and research stream. About 250hrs, 6 credits. Good standing and all third-year courses complete. Most in fall prep, spring work.
 - k. Gail SFU: Field practice not mandatory. Options of full 12 credit, full week. Or 6 credits 2.5 days. Small ethics course prior.
 - l. Mark CNC: nothing at this time and concerns raised over the transferring of practicum time. Discussion ensued related to 1XXX and 2XXX and graduating with more credits than are required. Block transfer agreements can circumvent this and could be a Moodle topic. Majority of students in some classes are now international students. Language deficit (written and oral) make placing international students in practicums very difficult. Current practicum suspended. Increasing place based experiential learning options in other ways, including our Criminal Justice Field School.
 - m. Rochelle TRU: no option in sociology degree. Have a requirement in social justice, with some relationships are prepped. First year running. Major in crim want practicum options with professional ethics. TRU requires graduation with 8 different competencies. RIIPEN matching students with organizations and businesses. Have

- dedicated office for experiential learning. Master's program requires CRC – problematic for international students.
- n. Avery COTR: concerns over transfer of credits. Practicum unpaid, co-op paid and usually zero credit option.
 - o. Jodi NLC: do not have one in crim. Practicum can be obtained in social service worker diploma program.
 - p. Sarah CapU: no practicum in crim as it is developing. Studio learning, WIL. Partnership with North Van RCMP and Indigenous communities. Different uniforms for mental health unit.
 - q. Michael CMC: most are international and cannot get enough placements. Experiential learning in a field school. Visits to courts, policing. Will be part of a course.
 - r. Michael RRU: field study 6 credits and 175 hours placement, spread over 5-10 weeks. No GPA requirements. Challenge for people who are working. Not required. Can also take applied research project. Requires justice service skills course, including ethics. Infrastructure required.
 - s. Grant OC: no experiential learning component. Degree could assist in getting more WIL. Faculty worries about workload.
 - t. Wendy Camosun: seminars with community members and agencies. Volunteer hours each term.
 - u. Lara-Lisa: NVIT: associate arts no practicum. Social work degree has robust practicum. Developing indigenous studies degree. No international students.
14. International students: Jodi COIL funding, 5 three-hour sessions over summer for training. Matched with someone from Trinidad and Tobago. Country exchange is optional. Not much support locally. Example of students to Cuba, which is a 24/7 job. Discussion about how to get support to make this work. Course release could be an option.
 15. Student preparedness – discussed broadly elsewhere.
 16. New ideas and approaches: academic integrity/grades/grade bargaining. Grade inflation over time, between institutions. Pressure to pass international students. COVID has inflated grades, some leniency. Changing assignments without considering the downstream effects. Concern about articulation if diploma student who scores high, fails to do well upon entering the upper-level credits. Use of IR reports to see grade averages. Concerns around transferability. Open access institutions versus others with strict admissions requirements. Conversations around than academic freedom and submitting grades. Guidelines on grading versus requirements, use of rubrics. Same with very low grades. Cohorts or small classes are difficult, so looking at grades across time. Collaborative marking amongst faculty teaching the same section. Seminar courses using pass/fail instead of grading system. Grading policies of institutions.
 17. Confirmation of chair and election of co-chair for next meeting
 - a. Michael is retiring as chair, Wendy taking on chair. Wendy and Michael have agreed to continue on as equal co-chairs.
 18. Next meeting: usually alternating between lower mainland and away from LM. VIU in 2024. Will do COTR, CNC, NVIT, MRU. Tentative 2023 CNC.

Other discussions during the reports:

1. International students and online learning.
2. Online: synchronous, asynchronous.
3. How to transition back to in-person. Being forced to run in-person.
4. Wanting to learn more about working with student disabilities.

Resource list:

The Class (Book - Chris Hedges).

Journal of Prisoners on Prisons.

Introduction to CJS (Book Pearson Revel, Kelly Gorkoff)