

Sociology and Anthropology
Minutes 2018
British Columbia Council on Admissions and Transfers (BCCAT)
College of New Caledonia

Present:

Name	Institution	Email Address
Lori Barkley (Chairperson)	Selkirk College	lbarkley@selkirk.ca
Francis Adu-Febiri	Camosun College	adufebir@camosun.ca
Katie Waterhouse	Camosun College	waterhousek@camosun.ca
Annette Reynolds	Kwantlen Polytechnic University	annette.reynolds@kpu.ca
David Hopwood	Vancouver Island University	david.hopwood@viu.ca
Adam Solomonian	Langara College	asolomonian@langara.ca
Vance Mattson	College of the Rockies	mattson@cotr.bc.ca
Darryn Wellstead	Northern Lights College	dwellstead@nlc.bc.ca
Jen Wrye	Northern Island College	jen.wrye@nic.bc.ca
Cornel Pop	Columbia College	cpop@columbiacollege.ca
Jaime Yard	Douglas College	yardj@douglascollege.ca
Priscillia Lefebvre	Okanagan College	plfebvre@okanagan.bc.ca
Keith Preston	Coquitlam College	kpreston@coquitlamcollege.com
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Jerry Hinbest	Vancouver Island University	jerry.hinbest@viu.ca
Michel Bouchard	University of Northern British Columbia	michel.bouchard@unbc.ca
Shawkat Shareef	Yukon College	sshareef@yukoncollege.yk.ca

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Recorder: Colleen Smith (CNC)

Welcome from CNC Dean John Neuman and Acting VP Chad Thompson

Welcome to the unceded traditional territory of the Lheidli T'enneh First Nation by Elder Darlene MacIntosh. Darlene shared some of the history of their land and offered a prayer.

1. Meeting called to order at 9:03 am.

2. Greetings

- a. Welcome by Chairperson Lori Barkley (Selkirk)
- b. Welcome by William Gottschall (CNC)
- c. Introductions from the group.

3. Agenda

Discussion of agenda. Additional item added (item J) regarding a discussion of an essential skills/introduction to social sciences class for new students.

Motion to approve the amended agenda: David Hopwood (VIU)

Seconded: Vance Mattson (COTR)

Motion Carried: Unanimous

4. Approval of minutes of the Articulation Committee of 2017

Motion to accept the minutes as presented: Francis Adu-Febiri (Camosun)

Seconded: Vance Mattson (COTR)

5. Business Arising from Previous Minutes

- a. Field schools: Lori Barkley (Selkirk) encouraged dissemination of information regarding field schools via the articulation (ASA) email list serve
- b. If someone replaces you on the ASA committee please forward them the emails until they are added to the list serve.

6. System Liaison Person Election

Nominated: Shaun Tyakoft (Douglas)

Motion to approve: Jaime Yard (Douglas)

Seconded: David Hopwood (VIU)

Motion Passed: Unanimous

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7. New Business

a. William Gottschall (CNC) brought forth the issue of cross-listing courses, as well as the inclusion of cross-cultural content and indigenization of course content.

Concerns raised about students not getting both perspectives from discrete disciplines. It was generally agreed that while some courses may lend themselves to cross-listing others must remain core courses of specific disciplines.

Smaller institutions may cross-list because they cannot offer all the courses a larger institution can.

Cross-listing allows students exposure to courses they wouldn't otherwise see.

The issue of having two equivalent courses was raised.

Some institutions place a cap on the number of cross-listed courses a student may take.

The logistical issues of cross-listing can be cumbersome. Prerequisites become an issue though an instructor can waive individually.

One course may have two course codes; however, one section may not be articulated and will not transfer.

One department may teach a specific course designed for multiple disciplines.

It is important to be careful how a course is articulated – must keep UBC and SFU requirements in mind.

Articulation agreements were simultaneously seen as the solution for feeder schools. It was noted that informal conversations with other schools make articulations easier. UBC separates Anthropology and Sociology so it is easier to transfer courses.

BCCAT has contacted institutions that haven't attended to request their presence at the meetings.

Voted on approval

b. A proposed first or second year mixed methods course.

CNC is looking at developing a first or second year mixed methods course and seeking feedback. Currently Methods is taught as Criminology 220 in the traditional way of quantitative and qualitative. The proposed course would incorporate qualitative, quantitative, queer methods and feminist methods.

Carole Blackburn (UBC) queried whether the course could transfer as a pre-req for higher level methods courses. The issue of how broadly to expand methods at the lower-levels was discussed. The need for a foundation in quantitative and qualitative methods was stressed.

The issue of instructor bias while teaching a traditional methods course was raised. A clear course description was the preferred solution to this issue.

It was noted that CNC's anthropology methods course has not been taught in some time. It was noted that Selkirk offers an online methods course.

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It was noted that merging methods courses can create an issue as the course may not transfer. Should CNC develop the course, regular communication with the articulation committee is important to ensure transferability.

c. First year sociology courses

It is difficult to cover all introductory sociology content within a semester; therefore, most institutions offer Introduction to Sociology across two semesters (courses). Generally, the first course is a pre-requisite for the second course.

Social structures are usually covered within the first course while social institutions are covered in the second course. In many cases, the second course is not a required course leading to less enrollment.

The question of how many universities require the second course was raised.

Some of the pros of not having the second course as a requirement include: keeping costs lower for students, the ability to then offer more sections of the first course, freeing students to take more second-year courses.

Some of the cons of not having the second course as a requirement include: students being under prepared for second year courses, a decrease in winter enrollment, and an overall drop in enrollment in the discipline as the second course is deemed the course that 'hooks' students on the discipline (it's more interesting).

Possible ways of increasing enrollment in the second course include: individually waiving the first course as a pre-requisite, removing the first course as a pre-requisite altogether, and making sure the courses are not too similar.

It was cautioned that removing the first course as a pre-requisite does leave students unprepared in terms of skill-level (writing ability, core concepts).

In response to items b. (proposed mixed methods course) and c. (introduction to sociology enrollments), UBC again stressed that standardization is important at the higher levels. The issue of 'course creep' whereby a lack of standardization increases the workloads of deans and department heads was raised.

d. Transferability

The education council at CNC is wanting to decrease the level of detail included in course outlines. William Gottschall (CNC) asked if this is occurring at other institutions. Some institutions are expanding course proposal requirements while others are decreasing them.

There was a consensus that detailed outlines are necessary for assessment and for ascertaining transferability.

Carole Blackburn (UBC) stated that a detailed syllabus is important. It is necessary to know what readings and textbooks are required, what assignments are given, and how students are evaluated.

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Peer review prior to sending an outline to the approval committee is a good way to ensure the quality of an outline and save time.

The issue of a lack of standardized outlines leaving some students unprepared for upper level course work was raised. The possibility of standardized outlines which would include core competencies was discussed as a solution. It was generally agreed that the course descriptions/objectives that are set forth by internal regulating committees are sufficient and instructors must teach these. Standardized outlines would increase the ease of transferability but would infringe upon academic freedom. Standardized outlines would make the articulation committee irrelevant and lead to less creative and engaged teaching.

e. Anthropology – multiple entry class versus single entry class covering the four fields of anthropology.

Single entry classes mean that more course sections can be offered increasing enrollment.

Concerns raised about first year courses which are not entry level.

Any first-year course (field) qualifies for entry into second year.

Smaller institutions face different issues – many have different year students in the same classes, not enough instructors to teach multiple entry classes. Also, a smaller institution may not have an anthropologist of a specific field although it was agreed that at the 100 level any anthropologist should be able to teach the four fields.

There is a flexible major pre-report online.

It was cautioned that certain combined courses will not qualify for flexible pre-major.

There is no system for putting content on transcripts which creates difficulty in assessing transferability.

f. Flexible Pre-Major

Should there be a flexible pre-major agreement? Possibly on the website?

Shaun Tyakoft (Douglas) will send business cards with contact information regarding where to find the most recent flexible pre-major tables.

Students must be directed to where they can take a required course should it not be offered at their current institution.

It was noted that Selkirk College offers an online methods course.

g. Changing student demographics/decreased skill levels

International Students

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The increase in international students attending school in BC was discussed with the goal of sharing successful strategies for teaching.

English proficiency can be an issue. Some students may speak English well but have lower levels of reading comprehension. Some instructors raised concerns about fairness and the lowering of standards.

Suggested strategies included: hosting orientation sessions, possible online modules explaining Canadian education, expectations, policies etc., a generic academic expectations class, verbally making expectations and consequences clear from the outset and a strict enforcement of policies and standards.

Concerns about prejudicial practice on the part of instructors were raised. It was noted that statistics demonstrate most academic integrity cases arise from domestic students.

The need to recognize that international students are coping with many issues (culture shock, work issues, visa issues, financial issues etc.) was stated. Including content which reflects the experiences of international students drastically increases student engagement.

Are international students being provided with what they need? Are students aware of their options and available supports. With the active recruitment taking place and the high tuition being charged, it was queried whether international students are being exploited?

Concerns were raised regarding fraudulent documents. Are colleges experiencing an increase in fraudulent documents from other countries? What are some possible strategies for dealing with this?

It was agreed that fraudulent documents are an administrative rather than a faculty issue.

It was suggested that documents should be assessed in the country of origin to spare students the expense of having them assessed in Canada.

Be aware of the language in collective agreements for instructional aides. Be wary of cost-cutting measure to avoid support strategies.

It was noted that some international students are mainly interested in acquiring a Permanent Residency card and these students have higher drop-out rates once the card is obtained.

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Break for a presentation.

Michelle Rhodes (UFV) is being funded through BCAAT to conduct a study on the transfer of interdisciplinary courses and programs. A review of current literature on transfer of interdisciplinary courses, creation of an inventory of existing practices and an analysis of faculty and institutional roles in facilitating credit assessment. This report is expected to be on the BCAAT website in winter 2018.

A survey will be sent via email. Please complete the survey.

Is there some significant parallelism across first year courses? Are learning outcomes and topics taught consistent? Should documents be compared provincially (sociology or sociology and anthropology)?

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Following the presentation there was a discussion regarding graduate attributes and how they impact deliverables.

All BC public post-secondary institutions must undergo an external, provincially mandated evaluation of courses (Quality Assurance Process Audit) every seven years. More information about this assessment can be found on the BC government website.

The K-12 curriculum is changing. Colleges and universities need to change our education/language to align with this. There is a need to move away from listing topics to listing outcomes.

The committee will provide a letter of support

Move to support a BCAAT funded project which explores sociology and possibly anthropology course outcomes.

Moved: Jaime Yard (Douglas)

Seconded: Katie Waterhouse (Camosun)

One abstention. No negative votes.

h. Indigenization

What are institutions doing toward increasing indigenization? Contributions will be sought via listserve.

Okanagan College has non-indigenous instructors teaching indigenous courses

Kwantlan has a committee to explore the issue of indigenizing versus decolonizing. There is a lack of indigenous faculty. How are non-indigenous faculty being educated on these topics/issues.

This was raised at the previous articulation meeting (2017) but not included in the minutes.

Northern Lights College is trying to work with local elders to do a panel review of courses. Release time to conduct the work should be a priority.

Langara College - indigenization conference taking place on May 10th. A three-pronged approach is taken including: enrollment, course content, and after college experience.

Northern Island College - have reached out to local bands and communities. A curriculum advisor was considered but it was decided it was better to come together in a ceremonial way and have community discussions. Funding is an issue. A question approach rather than an agenda approach was used.

CNC – an indigenization committee exists. Elders are consulted in course review. An MOU exists between the local Lheidli T'enneh Nation and CNC. An aboriginal resource centre exists.

Yukon College – offers a BA in Indigenous governance, as well as a post-degree certificate in climate change with an aboriginal focus. The Indigenous Policies Studies program offers credentials based upon experiences.

Added to the Agenda

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a. Jerry Hinbest (VIU) – raised the issue of an essential skills course as a means of addressing decreased student skill level. This would not be a remedial course but one to teach skills essential to success in academic courses. It is thought that if the course is not required low enrollment will result.

Okanagan College – offers academic skills workshops. Students who most need the workshops (or an essential skills course) do not have the time or resources to take them.

CNC – does offer an essential skills course.

Camosun – has offered such a course in the past; however, enrollment was low.

b. Currently many institutions send one person from one discipline to the articulation meeting which results in one vote. Other institutions send two people (1 anth and 1 soc) resulting in two votes. There should be a person from each discipline per institution in attendance. There is a need for both disciplines to be adequately represented when discussing the issues and during voting. It is recognized that funding can be an issue for institutions with combined departments.

Institutional Reports given

Discussion with Meg Stainsby (Director, Transfer and Articulation, BCAAT)

Summary of Research Projects

1. Indigenous Educational Pathways
Phase One is now available online
Phase Two is undergoing REB
2. Institutional Requests for Transfer Credit Assessment
Once approved the report will be available online (September 2018)
3. Interdisciplinary Credit Transfers (Michelle Rhodes)
Please respond to the survey
4. Field Course Coordination Report
Available on the BCAAT website
Please see the sheet for schools
5. In-house study on Block Transfer Agreements
Available on BCAAT website
Pathway agreements.
Please check online.
Please let the receiving institution know.

Upcoming Research

1. Survey of Movers
Qualitative

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Being updated

2. Phase Two of Indigenous Educational Pathways

3. Transfer Committee

Calls will be put out

- a. Trades to Academic (and vice versa)
Applied certification
Need to identify gaps
- b. Mid-Program Transfer Study
Students taking courses at other institutions as not offered at home school.
Area for concern?
Identify existing patterns.
Identify occurrence rate.
- c. ESL Classroom Experience
Comprehension
An environmental scan to capture what is currently being used to assess.
- d. Language Proficiency Scan Study
Important also as the K-12 curriculum changes.
Identify how best to respond to changes.
ESL outcomes are changing.
15,000 for time release.
ABE is also looking to adapt outcomes to align with K-12 curriculum changes.
Fake ISEL scores are not within the scope of this study but a good area for a subsequent study.
- e. Transfer and Articulation Workshop
BCAAT will come to your institution.
Encompass everyone in the process.
Examine institution-specific data.

Move to adjourn: Katie Waterhouse (Camosun)

Seconded: David Hopwood (VIU)

Unanimous

Meeting was adjourned at 4:30.

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