

**2013 Business Chairs' Articulation and Transfer Meeting**  
**Okanagan College**  
**Room E208**  
**Thursday, May 2, 2013 - 9:00 am to 12:00 pm**

<b>Attendees:</b>	
Josiah Akinsanmi	Sprott-Shaw Degree College (Ascenda)
Dr. Heather Banham	Okanagan College
Bruce Bennett	College of New Caledonia (CNC)
Mary Charleson	Sprott-Shaw Degree College (Ascenda)
David Crawford	Alexander College
Spencer Dane	Langara
Al Fukushima	Nicola Valley Institute of Technology (NVIT)
Babor Gyorgy	Yukon College
Fatin Jallad	Columbia College
Jolene Kendrews	Camosun College
Simone Leonard	Certified General Accounts of British Columbia (CGA-BC)
Greg McCallum	College of the Rockies
Carol Stewart	Kwantlen Polytechnic University
Laura Thurnheer	Okanagan College
David Try	Northwest Community College
Judith Watson	Capilano University
<b>Guests:</b>	
Dr. Andrew Hay	Okanagan College
John Fitzgibbon	British Columbia Council on Admissions and Transfer (BCCAT)
Dr. Sheila Elsworthy	Chartered Accountant School of Business (CASBC)
Peter Norwood	Chartered Accountant School of Business (CASBC)
<b>Meeting Minutes:</b>	
09:00	<b>Call to Order</b> – Judith Watson, Vice-Chair, Capilano University, Faculty of Business and Professional Studies
	<b>Welcome to Okanagan College</b> Dr. Andrew Hay, Vice President of Education Welcomed associates and highlighted the campus and region.
	<b>Introductions</b> <b>Call for additional agenda items</b> No additions to the agenda provided.
09:15	<b>Approval of Agenda</b> The agenda was accepted unanimously as circulated.
09:20	<b>Approval of 2012 Minutes</b> The 2012 minutes were accepted unanimously as referenced.
09:25	<b>Accounting Merger Update - Dr. Sheila Elworthy and Peter Norwood</b> A joint presentation updated attendees on the CA and CMA merger into the Chartered Professional Accountants (CPA Canada). CGA Canada in the Northwest Territories, Yukon, Prince Edward Island and Nova Scotia returned to the merger discussions. More than 90 percent of Canada's professional accountants are committed to the unification. The CPA Prerequisite Education Program (CPA PREP) is an accelerated bridging program for individuals with an undergraduate degree lacking prerequisites for the CPA Professional Education program (CPA PEP). The new CPA certification program is scheduled to start with the first module in Fall 2013.

	<p>Consideration was given to how the merger affects post-secondary transfer and advanced standing. The deliberations mainly included combining the strengths from all three organizations to create a professional organization with even integration from each. Most of the students are provided by Post secondary institutions. If all bodies come together in Western Canada, there will be 12,000 students.</p> <p>The relationship with post-secondary will change in that they will be dealing with one body and the prerequisites will change. A letter was sent out this week with the three separate prerequisite charts combined into one competency map. A 2<sup>nd</sup> letter will be sent in a couple of months with recommendations on how to change courses based on the new CPA competency map.</p> <p>The six integrated core competencies are Financial Reporting, Strategy and Governance, Management Accounting, Audit, Finance and Tax. The difference from the CASBC model is the choice of electives for the candidates. Each applicant chooses any two elective modules and Public Accounting must choose Assurance and Tax. Modules are primarily online with a face-to-face component in each one.</p> <p>CPA candidate registrants are eligible for a transition module (Module Zero) for those not meeting additional competencies under the new CPA program entry requirements. Module Zero has 34 online modules to allow students to self-assess and then work self-paced with self-assessment pieces to discover areas they may be lacking in. Module Zero will be available for as long as it is needed.</p> <p>Further discussion on the subject followed the joint CPA presentation. CGA-BC had difficulties with a unified national approach and recognized provincial unification as very possible. The CGA discussions have been positive and are moving forward towards the likely signing of the unification document. The Legacy programs have to be finalized in 2015. The CGA has demonstrated due diligence for the transition into the CPA at various entry points.</p> <p>P. Norwood further reported on the progress in the past 2 years with 700 students starting in the fall with modifications happening as it progresses, especially in the area of technical advancements. The discussion continued on the variety of programming available in the new system including alternatives to individuals not wanting the full program. More information will be available as early as the Fall 2013. Further confirmation was provided on the different aspects of CPA. These included the confirmation of the availability in Ontario. Also, confirmation that accreditation for teachers must be at the Masters' level and undergraduate training only as unacceptable.</p> <p>The discussion continued. Capilano is already working on new courses to fill any voids. P. Norwood recommended institutions take their time and not to rush in to the course revisions. The progression has been built into the transition period and course changes don't need to be made in 2013 or 2014. One major change included coop students not being able to start until they have completed their program. They can apply when they are still in school and provide transcript eventually. Flexibility is built in but they have to provide degree credentials before receiving credit for their first module.</p> <p>In conclusion, additional details were provided regarding Model Zero. It will be open and closed as needed with additional information on the web page. On May 13, it will go live with additional details.</p>
09:45	<p><b>Written English Literacy Concerns</b></p> <p>L. Thurnheer reported on Okanagan College findings the written literacy levels of students out of high school is declining. When students are writing without a computer the punctuation and writing in many cases is very poor and unacceptable for diploma or degree students. Attendees were asked to report on the English or Communications courses offered in their programs. Also, whether grammar is being taught in high schools and whether their Communications course focuses on grammar and writing.</p> <ul style="list-style-type: none"> <li>• Okanagan College has two communications courses and is considering adding English or possibly a different combination altogether. Department is currently assessing and reviewing options</li> <li>• The Yukon College diploma offers a communications course focusing on grammar and report writing plus presentations. Most of their students have problems with writing. They are currently</li> </ul>

	<p>reviewing whether to add English courses back into their program due to a major gap and disconnect.</p> <ul style="list-style-type: none"> <li>• Sprott-Shaw Degree College (Ascenda) reported International student component adding a different level for their programs. Representative posed question on whether results differed if the same student writes by hand versus by computer.</li> <li>• Capilano University has English and Communications courses plus an English Literature course. They are currently questioning the need for Literature. Recognition given to the problem with students who can't write as a general concern. Does not feel it is prevalent to handwriting versus computer generating assignments. It is a problem when 400-level case course students don't know the components of a report.</li> <li>• Kwantlen University's diploma and degree have continuation requirements with English 1100 Intro to University Writing and a Business Communications course focused on written communications and writing and not so much on presentation. Years 3 and 4 have one additional Communications course.</li> <li>• Langara University observed students experiencing disconnect between critical thinking and writing. Students unable to apply learning from Communications to Business courses and had further difficulty applying themselves between other key subjects, as well. Students heading to the degree take the higher level courses. Writing and reading skills are declining in the US, as well. It is a common issue with no consistency between International or Domestic students.</li> <li>• Alexandar College has a 2-year Associate Degree with a significant English program and recently opened a writing center for students to receive assistance from tutors with their writing. Instructors assist in the writing center, as well. The professors have become accustomed to doing everything on computer as the standards are shifting.</li> </ul> <p>The feedback resulted in further discussion regarding balancing English and Communications between courses and applying learned skills between courses. Citation is taught but students are not applying the knowledge to other classes. A suggestion was provided to offer citation and referencing refreshers either every class or each term. Another suggestion to develop a 30 minute online tutorial on citations developed by a librarian was given. There is a possibility we are overdoing presentation skills and written reports should be included more. The report writing requirement might be slowing down because of marking pressures.</p> <p>CGA-BC has a benchmark for language and students' ability to write reports at a professional level is important. They noticed a recent gap as student results have decreased with a 9 or 10 out of 12 points. There is no mandatory requirement for English in the CPA. The regulatory body needs to put more of an emphasis as an entry point. Technically adept and strong communication skills are necessary.</p> <p>Additional suggestion was provided to keep writing assignments to 2-3 pages instead of long assignments because shortening assignments can increase the quality. Both SFU and UBC have intensive writing courses in the different disciplines.</p>
10:20	Coffee Break
10:40	<p><b>BCCAT Report</b></p> <p>J. Fitzgibbon from the British Columbia Council of Admissions and Transfer provided an explanation of the two handouts as circulated. The Transfer Credit Evaluation System (TCES) is a list of pending courses in the system provided at the annual meetings to prompt individuals to connect regarding the courses.</p> <p>J. Fitzgibbon further reported on the increasing numbers of upper level transfer requests. It is not clear if these should be handled by the transfer system. The BCCAT system was started for 1<sup>st</sup> and 2<sup>nd</sup> year students transferring from the BC Interior institutions to lower mainland universities to complete their degree.</p> <p>J. Fitzgibbon's reviewed the Report to Articulation Committees Spring 2013 handout and requested it be added to the minutes as attached. He provided these additional points to each item:</p>

	<ul style="list-style-type: none"> <li>• BC Transfer System Phase I - The Provincial changes are happening with new articulations in the system (6000 since September) acknowledging the universities requesting the transfers. The number of requests for new receivers is limited to keep the traffic organized. Institutions need to provide more information on the course outlines. Only the course descriptions are online and there is a need for the complete outlines to be online instead.</li> <li>• Associate Degree Review – report should be back from the ministry in June 2013. Feedback about the importance of pathways for students to ladder into a degree. Recommendation to ministry to have associate degree in an applied area. A Business Associate degree was denied in a 1995 review. Discussion followed around the difficulty of choosing courses in the degree to collaborate with Arts and Science Faculties. It is not an easy pathway for students to ladder from an applied college degree to SFU, UVIC or UBC.</li> <li>• Research Projects – noted the importance of creating articulation documents based on learning outcomes. The BC Transfer system has grown over 40 years and is not easily replicated between provinces.</li> </ul>
11:00	<p><b>Block Transfers Discussion</b></p> <p>Attendees were asked to provide their feedback on block transfer agreements; specifically their relevancy, who is using them and if there is a need to increase them between Private and Public.</p> <p>Langara – does not do block transfers but have student transfers internationally and provincially based on individual course transfer credit. Outgoing transfer available between Langara and UBC.</p> <p>Capilano – outgoing with UBC is available. Incoming is difficult to integrate with Registration office. Course by course transfer is easier than a block transfer.</p> <p>NVIT – outgoing exists but do not have incoming block transfer agreements because there is no degree. If students know what they want the pathway increases their focus and provides confidence to move on to a degree. The differences between programs can cause problems for the block transfers and other times they work well if the programs work together. Some students may have to take some first and second courses when starting in year three.</p> <p>BCCAT – J. Fitzgibbon reported the block transfer started in the late 1990’s because course by course transfer was getting to cumbersome. It was migrated in the early 2000’s to a web format so it is now seamless with 85,000 articulation agreements and more in the archive. The transfers with students outside of BC are more difficult. A question resulted regarding the Business Management Transfer Guide. Confirmation was provided that it was used for course equivalency of business management courses as a comparison and not a program to program block transfer or course transfer guide. It is still available in the online BCCAT archives under Program Guides.</p> <p>Kwantlen – C. Stewart questioned availability of articulation between private and public institutions. There are a few but are rare. The private colleges must go through the Degree Quality Assurance Board (DQUAB) agreement approval process first.</p>
11:30	<p><b>Institutional Reports – Business Diploma Programs</b></p> <p>CGA-BC - reported all around unification and due diligence process to provide pathways new and old for students and for members, as well. They are moving forward positively with the heightened sense of change affecting students. Need to provide an increased sense of security to students to understand their transferability requirements will be met in the new system.</p> <p>CNC – has a new Academic VP and a new structure for the Business school plus a new dean. The College President is leaving in July. There is a program review in Business. Enrolment is a concern due to population decreases in the North with an increase in International registrations but none from Lower Mainland.</p> <p>NVIT – 85% completion of a program review for the Business program. Made a recent program change from</p>

one Economics course to offering both a micro and a macroeconomics course. Most of the programs are running as per usual. The Dean is leaving at the end of the month for a job at a university in Duncan

Alexander College – institution is five years old with 1100 students at locations in Burnaby and Vancouver. The Burnaby campus moved to a new location because of student population growth. They are preparing for a DQUAB review next year and have started the interim preparations. There is a pre MBA program in place in collaboration with Thompson Rivers University with the first students just completing and moving towards starting the MBA program.

NorthWest Community College (NCC) – the Northern region of BC is experiencing a huge boom between mining out of Kitimat and the Northern Gateway pipeline so college enrolments are down 50%. The program is providing hybrid education over the Internet. They are in round two of a program review. There has been no review in 15-20 years resulting in a lack of corporate memory. Also, working on a collaborative on clean transfer with other Northern Universities with a grid explaining transfer information for students.

Camosun College– the International registrations have increased 58%. English language courses developing team building content and vocabulary.

Yukon College – enrolments have increased 10% by 50 students. They received federal money for a 20 million dollar new research center. Also, exploring new partnerships with First Nations in Government and Public Administration courses. They lowered entrance requirements for entry with grade 9 and 10 courses. University of Regina has a block transfer from Yukon College.

College of the Rockies – the college President is retiring in the middle to end of July. Received their third Dean in a few years and a new department head. They still have the same diploma in sustainable business practices. There is budget pressure for hybrid or blended courses and they are looking at the benefits of online versus face to face learning. They are working on adjusting course outlines to include learning outcomes. Their students take English while they are taking business courses and rely on the writing center and writing lab to work with students. They are reviewing a block transfer from Selkirk into their BBA program and welcome other incoming block transfer into their degree. Online is possible as well.

Okanagan College – the Business Administration department has four campuses in the region. It is a challenge to fill Salmon Arm. The Kelowna program reaches the maximum with some capacity available in Vernon and Penticton. One of the biggest challenges is the possibility of professors retiring but not knowing when because of the lack of a mandatory retirement age. Within the next three, five or eight years they will have three, five or ten retirements. In order to fill 200-level courses in campuses with lower enrolment, they have been offering a course hybrid as a pilot with an Innovation grant. Two professors share all materials so students in Salmon Arm take with Penticton students and back and forth.

Sprott Shaw Degree College (Ascenda) – May is the soft launch of the new branding and June 1<sup>st</sup> is the switch to the name Acenda. They are located in downtown Vancouver on the 9<sup>th</sup> floor - 1900 West Pender. They are primarily International with some domestic students. They offer 3-year BBA degree in Marketing, Accounting, Human Resources, International and pre MBA. A program pre-application for a 2015 ministry internal review has recently been submitted.

Langara College – currently in a Presidential search and a Dean search. Programming has not changed except for minor tweaking. Mind shift for diplomas in they are not what students are coming in for but they are given it as an exit option when they can't quite make it. Students need a 0.33 GPA and a minimum C in all courses to continue to the degree with various exit options along the way.

Columbia College – opened in 1936 and recently moved from the BCIT building to 438 Terminal Avenue in Vancouver. Summer courses will be taught at the new campus. The Associate degree is picking up because individuals receive a work permit for 3 years and go back to school.

	<p>Kwantlen University –Dr. Alan Davis is the new president and the past president, Arthur Coren is now the president of University Canada West. David Wien’s, Associate Dean, moved to University of Canada West and the interim Dean is Wayne Tebb. Campuses with Business programs are in Richmond, Surrey and Langley and the Cloverdale campus runs Trades and Technology programs. They offer BBA degrees in Accounting, Entrepreneurial Leadership and Human Resources Management with various two year programs, as well. There has been lots of growth over the history of Kwantlen with current capacity at over 100% of FTE’s.</p> <p>Capilano University – reported on the protests in the news regarding budget cuts. Capilano transitioned to a University with no increases to the budget. The funding is \$1,500 to \$1,600 per student below other universities. Experiencing position eliminations and the suspension of programs with no alterations to the School of Business programs. The English-as-a-second Language (ESL) department name has been changed to English for Academic Purposes (EAP). They recently established an agreement for an international MBA with Hertfordshire University. They ran a field school in London, China and France in conjunction with other programs, for example Arts and Science with Business. The department recently piloted a 6-hour case course every 2<sup>nd</sup> Saturday. It worked well and there has been a push to develop online/blended programs. Applied programs out of Business online have been suspended and all Professional Development activities are on hold.</p>
11:55	<p><b>Location of 2014 meeting – TBD</b> – Okanagan College, Capilano, Langary and Kwantlen were the most recent meeting hosts. Institution must have diploma to hold the conference.</p>
12:10	<p><b>Motion to adjourn carried unanimously.</b></p>