

Minutes
of BCCAT's English Articulation Committee Meeting,
May 11th, 2012, at **Capilano University,**
North Vancouver, BC

Attendance: Jeremy Beaulne (Okanagan C), Judy Brown (UBC), Maureen Curtin (SFU), Tersita Dela Cruz (Sprott-Shaw), James Fleming (SFU), Sanja Garic-Komnenic (BCIT), Gordon Cavenail (VCC), Forssander-Song (TWU), James Gifford (FDU), Rick Gooding (UBC), Sheila Hancock (KPU), Linda Harwood (Chair) (Selkirk C), David Heinemann (Northwest CC), Kevin Hutchings (UNBC), Reg Johanson (Capilano U), Kristine Kerins (Camosun C), Sook Kong (Coquitlam C), Romy Kozak (KPU), John Leblanc (UBC-O), Christine Liotta (BCIT), Maureen Long (Yukon C), Theresa MacMillan (Langara C), Anna McLaughlan (C of New Caledonia), Michael Nowlin (UVic), Katharine Patterson (UBC), Nick Pawliuk (TRU), Sara Pearson (TWU), Alexandra Pett (UCW), John Pitcher (UFV), Tiffany Potter (Alexander C, UBC), Shereelee Powsey (North Island C), Steven Roe (Northern Lights C), Ken Seigneurie (SFU-World Lit), Kathryn Skau (Sprott-Shaw), Don Stanley (TRU-OL), Gary Swanson (Columbia C), Elle Ting (VCC), Bob Wakulich (COTR), Sunita Wiebe (Art Institute of Vancouver), Janet Zlotnik (VCC)

Information:

1. Welcome: Kris Bulcroft, President, Capilano University
2. Approval of agenda (with changes): David Heinemann , seconded by Bob Wakulich
3. Approval of minutes: Kevin Hutchings, seconded by Katherine Patterson
4. Lunch Information: Reg Johanson
5. Volunteer to take minutes: Sheila Hancock (Kwantlen) for morning; Romy Kozak (Kwantlen) for afternoon
6. Steve Roe (Dean, Northern Lights College) was introduced as our new Systems Liaison Person.
7. Circulation of FPM agreement to ensure institutional English course listings are current (Camosun representative).

Discussion Items

1. **Update on BCCAT Developments** (Mike Winsemann, Christi Garneau, BCCAT):

Currently, student mobility reflects patterns wherein students are transferring between and among institutions all over the Province. BCCAT is endeavouring to recalibrate the system to reflect the current nature of student mobility. The goal is to have all institutions listed as both senders and receivers by 2014. Indeed, BCCAT's primary goal is transparency and consistency of practice.

How these changes impact English departments and faculty: an increase in the number of agreements with other institutions will likely occur. Starting with the initial launch in September, 2012, the volume of articulation requests and agreements should steadily increase. BCCAT will endeavour to facilitate these agreements in any way they can because they do not want to

increase work for institutions. In practice, all institutions are actually already doing this work, but the idea is that this information will now be publicly available. Please visit the BCCAT website for information and updates (BCCAT.ca/enabling). If you have any questions, please e-mail Mike Winsemann. Christi Garneau distributed pending requests for articulation and asked that institutions that appear on the list follow up with their Registrar's office to ascertain the status of these pending requests (which expire after one year).

2. Update on English Flexible Pre-Major (Mike Winsemann, Christi Garneau, BCCAT):

As it turns out, not many students are taking advantage of the FPM in English: the problem may be a lack of awareness on the part of advising, but the problem may also be that the FPM requirements are restrictive to the point that students take their chances on simply meeting the receiving institution's requirements. Discussion regarding English Majors ensued. Mike Winsemann ended the discussion by maintaining that just going through the process of creating the FPM has made things easier for students because the articulation committee has examined pathways and barriers for students wishing to pursue English degrees at various institutions. **Action:** Ann McLaughlin (CNC) made the following motion: As Coordinators and Chairs, we must endeavour to forward the English FPM document to BA and academic advisors and/or counsellors with the request that they promote the English FPM to students. Sheila Hancock (Kwantlen) seconded the motion; the motion was **carried** with four abstentions.

3. ICP report from Susan Norman, Admissions and Academic Advising, Capilano University:

The Institutional Contact Person (ICP) for BCCAT at every institution is located in the Registrar's Office—usually the ICP is the Associate Registrar, the Registrar, or a staff member in the Registrar's Office. It is the ICP's job to navigate the articulation agreements for each institution.

For sending institutions, a great deal of change will occur in the next six months to one year. Since January, Susan reports her workload has shifted from approximately 5% devoted to articulation matters to now almost 95% devoted to articulation matters. Further, provincial articulation committees will become much more important with the change to all institutions being both senders and receivers.

The English FPM has done a great deal of the work already in terms of creating pathways and identifying barriers. Susan predicts that students will become more interested in the FPM in time. She also notes that faculty can facilitate *small* changes in articulation agreements between institutions and then can simply contact the ICP for their respective institutions, and the ICP will make any agreement changes on the BCCAT site. Susan stressed that it is essential that faculty know their ICP and further suggests that chairs and coordinators consult the ICP regarding any articulation issues.

Discussion ensued regarding attempts to create agreements through "triangulation." Mike (BCCAT) reported that he once attempted to analyze whether or not "triangulation" of agreements could be automated, but it turned out to be impossible. His suggestion was that triangulation can offer some guidance, but that institutions must be free to articulate differently if a more appropriate equivalent should be assigned. Mike stressed that "articulation agreements are *one* direction."

Susan mentioned that as we create new courses, we should keep in touch with each other. Susan recommended BCCAT's new "Best Practices" guide which is available on the BCCAT website, as well as the "How to Articulate" handbook (also available on BCCAT.ca). Both documents are searchable.

4. Update on UBC's ASTU 150 and 250 curricula, decoupling of English 112 equivalents, and articulating ASTU 150 course equivalents (Katherine Patterson, UBC):

Katherine Patterson and Rick Gooding (UBC) reported that the extended transitional period is running out, and UBC's ENGL 112 is no longer equivalent to ASTU 150, which is now called WRDS 150 (Writing, Research, and Discourse Studies). The change is necessary because of the assorted nature of UBC's ASTU courses, which include, for example, co-op 3rd- and 4th-year courses. The name change is currently awaiting approval by Senate. Other than the name, nothing has changed. WRDS 250 does not yet exist, but a proposal was made to the curriculum committee and the reception was positive. The course will be similar to WRDS 150, but at a 3rd-year level. Over the past year, 78 3rd-year students were enrolled in ASTU 150--50 of whom were transfer students. Katherine and Rick reported that their impressions were that the transfer students are very well-prepared for third-year writing. They will be studying the situation carefully to see how many students will need ASTU (WRDS) at the third-year level

Action: All institutions with dual credit for ENGL 112 and ASTU (WRDS) 150 should send their outlines to the English Articulation Committee Chair (Linda Harwood – lharwood@selkirk.ca) because other institutions would like to facilitate a dual articulation for their own first-year composition courses. Currently, fifteen institutions have articulation with ASTU 150.

5. Review of the AIMS documents for first-year literature and for composition. Group work on the Aims documents. The committee divided into five groups to review the AIMS document and to suggest revisions. Suggested changes were submitted to the articulation chair (Linda Harwood).

(Break for Lunch)

After lunch, Differing perspectives were offered as to whether the AIMS document was too outdated or not, and if so, whether it should be revised or entirely replaced.

Motion: To do a track revision of the AIMS document based on feedback received at today's meeting and to submit it to the listserv for further collaboration.
 Motioned by Bob Wakulich, seconded by Gary Swanson, carried.

Linda will also look into NCTE guidelines regarding class size for potential inclusion (these are part of the AIMS document available on the web).

6. Recent Budget Announcement and Resulting Course Suspensions

Northwest Community College was extremely hard hit by recent budget cutbacks, losing the equivalent of five full-time positions. Members from other institutions expressed concern over these losses to rural colleges and the possibility of such measures being taken elsewhere. Discussion also touched on the pressures to increase class sizes and the pedagogical disadvantages of doing so.

- 7. Committee Listserv:** Working fine or are we facing any challenges? Should we consider moving to MOODLE or Google Groups, or another online tool to encourage communication and resource-sharing between members?

The Listserv seems to be working fine as is.

- 8. Chair Election** (Linda Harwood's three-year term is up) and **Location of next year's meeting**

Linda Harwood was thanked for her work as Chair over the last three years and acclaimed to another three-year term.

UBC – Okanagan in Kelowna volunteered to host next year's meeting (May 2013).

Adjournment: 3:00 pm

Annotated References:

- 1. The Articulation Committee Companion**, your primary resource and committee Terms of Reference, can be found at <http://www.bccat.ca/articulation/resources/companion/>.
- 2. Jim Cooke's English Proficiency Requirements Report's Recommendations** (<http://www.bccat.ca/pubs/ESLphase3Final%20Report.pdf>) and the newsletter <http://www.bccat.ca/publications/publication/?pub=4121>. This newsletter presents key observations from a review of BC post-secondary institutional websites undertaken to assess any differences in admission requirements for entry into standard First-Year English courses and in institutional English admission requirements. Recommendations are made on possible actions that could be taken to clarify English proficiency requirements for the benefit of students.
- 3. The New Members Resource Book** is a reference for New Member institutions which are those private institutions admitted to the BC Transfer System by way of having one or more programs approved by the Degree Quality Assessment Board and given Minister's Consent. All current BC Transfer System members and prospective members (private institutions contemplating a Minister's Consent program) will also find this a useful resource. It describes the culture and norms of the BC Transfer System, the rights and obligations of membership, and provides an overview of articulation tools, resources, and processes. The New Members' Resource Book can be found on the BCCAT website at [bccat.ca/pubs/newmembersbook.pdf](http://www.bccat.ca/pubs/newmembersbook.pdf).
- 4. Templates for Course Outlines** can be found at <http://www.bccat.bc.ca/outline/index.cfm>.
- 5. Summary of the third annual Joint Annual Meeting (JAM)** of AC Chairs, SLPS, and ICPs is at <http://www.bccat.ca/articulation/jam/>.
- 6. BC Council on Admissions and Transfer Activities and Highlights**
[http://www.bccat.bc.ca/val/2011-12-annual-review/?keywords=BCCAT Activities and Highlights](http://www.bccat.bc.ca/val/2011-12-annual-review/?keywords=BCCAT%20Activities%20and%20Highlights)
- 7. English AIMS document**
<http://www.bccat.ca/pubs/Aims%20Document%202010%20June.pdf>