

## GEOGRAPHY ARTICULATION COMMITTEE

### MINUTES

#### BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

College of New Caledonia, Prince George, BC

May 5, 2017

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**Present:**

Committee Member Name	Institution Name
Kathy Runnalls	Douglas College
Cliff Rachael	College of New Caledonia
Gordon Weary	Northwest Community College
Tim Elkin	Camosun College
Parthiphan Krishnan	Kwantlen Polytechnic University
Michelle Rhodes	University of Fraser Valley
Maxwell Ofosuhene	Trinity Western University
Mark Cernigoj	Coquitlam College
Neil Hanlon	UNBC
Jeanne Mikita	Capilano University
Tom Waldichuk	Thompson Rivers University
Colin Mills	Langara College
Allison Lutz	Selkirk College
Hannah Wilson	Vancouver Island University
Bernard Momer	UBC-Okanagan
Shannon Fargey	UVic
Jozsef Budai	High School Liaison
Glen Theilmann	High School Liaison

**Recorder:** Shannon Fargey, University of Victoria

1. **Welcome from** Kathy Runnalls (Chair)

1. **Meeting Called to Order** at 11:00 am

2. **Introductions/welcome**

- completed in Joint Environment-Geography Meeting, Minutes by Robert Macrae (Selkirk)

3. **Approval of Agenda and Any Additional Items**

Amendments:

- Removal of BCCAT Field School Project (Steve Earle) – Agenda Item 9 draft agenda - completed in Joint morning meeting Environment-Geography - Minutes by Robert Macrae (Selkirk)
- Report from High School Representatives (Jozef Budai and Glen Theilmann) - Agenda item 7 on draft agenda – delivered in Joint Environment-Geography Meeting – Minutes by Robert Macrae (Selkirk)
- Addition - videotaping of lectures to Discussion component (Parthiphan (KPU))

**Motion:** to adopt the Agenda with additions

Moved: Jeanne (Capilano U) Seconded: Bernard (UBC –Okanogan) **MOTION** Carried

**4. Approval of minutes of the Articulation Committee meeting of May 6, 2016**

- Correction needs to be made - Parthiphan Krishnan (KPU) last/first name switched throughout document

**Motion:** to accept the Minutes as presented/with amendments as noted:

Moved: Tim (Camosun) Seconded: Cliff (CNC) **MOTION** Carried

**5. Business Arising from Previous Minutes (if any)**

- a. Response to high school curriculum changes
- Note: Action Items from 2016 meeting – Response to ministry for the curriculum changes - was not productive but revisiting topic in today's meeting (item 7)

**6. Election/Re-Election of SLP**

**Motion:** to approve Bernard Momer (UBC Okanagan) for SLP

Moved: NA Seconded: NA Carried NA

**7. ITEM/TOPIC RESPONSE TO HIGH SCHOOL CURRICULUM CHANGES**

General Discussion (Comments)/Questions (Q)/Answers (A)

- Q - Colin (Langara) – Which would be stronger, a group letter vs individual letters to petition/interact with Ministry of Education about curriculum changes
- A - Glen (High School Liaison) – Strong if one letter is sent by all
- Q - Colin – Would there be some way that the Articulation committee can support the ministry on curriculum? How was did the current draft created?
- A - Jozef – Representatives from the school districts were involved but there appeared to be a strict agenda to begin. Feedback was requested from members of the school district on the drafted curriculum, however issues arose because the feedback provided did not show up in the report. Is not aware that there has been any consultation with post-secondary institutions about changes.
- Q - Colin – Should we offer to include a representative?
- A - Jozef – Not likely but the work began 4-years ago, there was some 'historical' thinking
- Q - Michelle (UFV) – What about input in all forms of Geography not just on the Human/Social Studies side? GIS, Food justice? Is it too late to include stronger Geography language? Could we talk about the Geography as applied courses and present that information? Geography shows up in tourism, could we present ourselves as an applied, integrated discipline?
- A - Jozef – Unsure about the other components of Geography throughout curriculum – focused on social studies side.
- Q – Allison (Selkirk) – Should we contact them themselves?
- A - Jozef – Recommends that Yes, this may be effective
- Comment - Glen – If a strong theme is repeated throughout multiple letters, the collective may be heard
- Comment - Allison (Selkirk) – after review of curriculum – notes that it is missing the 'spatial' component in the environmental science courses, which is disappointing
- Comment - Tom (TRU) – Curriculum changes were discussed by a group at WDCAG - Who would lead the letter composition?
- Comment – Shannon (UVic) – UVic Chair Johan Feddema is keen to support the letter writing campaign
- Q - Tom (TRU) - Could we draft a version here? Identify specific gaps and missing broad components?
- Comment - Glen - Human geography 11 – no prescribed content.

- Comment - Michelle (UFV) – Should emphasise that core geographic and spatial skills are employable skills – need to showcase this information so that the Ministry of Education/government knows that Geography is a core piece of interdisciplinary subjects
- Q - Colin (Langara) – Could we emphasise that the ‘brand’ of ‘geography’ be added – even if we cannot change the content.
- Comment – Parthiphan (KPU) – We need to brand and showcase Geography as ‘spatial’ literacy, make sure the image of geography has the same words associated with math competencies or English (literacy)
- Comment - Maxwell (TWU) – rebrand ‘choosing spatial thinking’, ‘location’, - make the language flow with the 21<sup>st</sup> century students
- Comment - Cliff (CNC)– Can we hold onto the words/concept of Geography and bring them into 21<sup>st</sup> century thinking? how do we do it?
- Comment - Alison – should we ‘own’ place-based learning and experiential learning
- General comments from group – spatial perspective, spatial lens allows students to set themselves apart, literacy, techniques and theory. We need to include Inquiry, thinking, spatial concepts throughout the board and showcase that these are Geographic concepts, right now mostly history literacy is showing up in the curriculum
- Q - Maxwell (TWU) – Would examples help with the curriculum? Could we give examples in business, tourism, we can do the best job of telling them what Geography is and where it is in the subject matter
- Comment – Jozsef - Need training for new social studies teachers coming up, they are often without Geographic literacy and not always able to actually teach about the subject and use the correct language
- Comment - Glen – a problem is that the history has overtaken the course and teachers are not going to put that more Geographic content in. Their timeline for getting through material has already been shortened
- Q - Jeanne (Capilano) – Are there packages that are out there or could be created to help support Geography learning?
- Q - Colin – If we created a curriculum module that we could send to the Ministry or teachers would they be useful?
- Comment - Jozsef – Teach BC – open source resources – this is where the collective are sharing and gathering information. Yes - additions are welcome
- Comment - Glen – Make sure that the learning outcome ‘terms’ are represented in the curricula competencies
- Comment – Colin (Langara) – Everyone in this room has curricula developed – we could adapt to high school and share on Teach BC.
- Comment - Jeanne (Capilano) – This would allow for an improved connection with our local high schools
- Comment - Tom (TRU)– videos about Geography to help share the discipline?
- Comment - Jozsef – Royal Society of Geography has prepared a few where they specifically talk about the Geography
- Comment - Glen - Detours – bcssta.ca – (wordpress site) – is a place where we (Articulation group) could publish an opinion piece about the importance of Geography
- Comment - Allison – Just created a good teaching resources group/document where we can post and share content
- Comment - Maxwell (TWU) – Make sure to mention how awesome Geography is from the beginning in the introductory courses

**ACTION ITEM - send a letter to Ministry to ‘positively’ highlight how we can help support the curricula review and be able to make sure that ‘Geography’ is not lost.**

Group Brainstorm of content for the Collective Letter to Ministry (see photos at end)

Dear Nick letter:

Take a positive View - Appreciate the work that has been done so far ... In the spirit in trying to enhance the work .... experiential learning and problem based learning.

- Geography/spatial in environmental science
- Reiterate importance of geography
- First peoples principle of learning is GEOG rich
- Experiential learning in Geography – field schools, field based learning, rich options in University/college programs, required for certification
- Cultural geography concepts not present in the Human Geography course – Extremely relevant in Canada – we are a global international world.
- Include specific examples
- Practical applications for the world that we live in.
- Emphasize – we are integrationalists – different points of view and perspectives
- Synthesising discipline ... then provide examples
- 'Coding' Geography terms into the letter – Place based learning, spatial analysis, including historical geography
- Could we include how we can work with the curriculum? Showcasing everyday
- Wise to include the employability components/applied skills and including technology
- Globalization (Global World View)
- Technical component – coding, GIS, Remote sensing

Group performed 10-minute brainstorming on priorities of the group for this letter.

- Emphasize – we are integrationalists – different points of view and perspectives
- Synthesising discipline - demonstration value ... then provide examples and flush to the job market
- First peoples principle of learning is GEOGRAPHY rich
- Spatial literacy – Geography literacy – demonstration of competencies
- Language of 'Geography' making sure that it is there.

## **8. ITEM/TOPIC SECOND YEAR PRE-REQUITES**

Tim Elkin (Camosun) Enrollments struggling in the second year, as a result had to cancel some courses e.g. biogeography/climate. Trying to open up the courses by removing/limiting pre-requisites. Concerns specifically on the Physical side on the numeracy skill set of the incoming students

Discussion:

- Kathy (Douglas) – need to make sure that the courses maintain the articulation for other programs. Identified issues with numeracy.
- Parthiphan (KPU) – Would AA programs influence this change?
- Kathy (Douglas) – Not sure, but not likely
- Michelle (FVU) – Opened up some courses with variable success.
- Kathy (Douglas) – Concern with enrollment issues - this strategy may not help with that because Geography students may want to just enter the program at the second year
- Bernard (UBC Okanagan) – course dependant, has been utilized at UBC Okanagan with some success
- Tom (TRU) – Could use 'has so many credits in social sciences', or 'geography credits' to enter

## 9. ITEM/TOPIC ARTICULATION OF NON-GEOGRAPHY COURSES

General Question/comment – should we be articulating non-geography courses? Kathy Runnallas

- Issues at Douglas College where a Humanities/philosophy course that received first and second year Geography credits at UBC/Capilano (Humanities 1400). It was created and not opposed despite clearly Geographic content.
- Colin (Langara)– can we remove this one?
- Gord (NWCC)– as of X-date this is removed from articulation?
- Maxwell (TWU)– crosslist course options?
- Michelle (FVU)- Urban studies is a disciplinary field, and there is a movement of the interdisciplinary work in this topic area. Geography can own it, but maybe we can try to strengthen outcomes from the course from a Geographic Perspective. Maybe we could embrace this interdisciplinary work and be excited that students was to engage in Geography.
- Tom (TRU) – Difficult to draw the line of ‘what is geography’.
- General Question/comment – Expanded - can you give them transfer credits for upper level courses that are not offered at your institution?
- Gord (NWCC) make sure that the learning outcomes are aligned for the transfer credits, if they are, then do we need to worry?

## 10. ITEM/TOPIC VIDEO TAPING LECTURES

- Not discussed – Could it be added to next year’s discussion?

## 11. Presentation of Institutional Reports

- Brief updates were provided by in-attendance institutions.
- Please review the reports.
- The following note was brought up as a request:
  - Jeanne (Capilano) – ACTION ITEM - That the group looks to see how the new 3<sup>rd</sup> year course offering could fit into their institutions curriculum.

## 12. BCCAT Report

- completed in Joint Environment-Geography Meeting, Minutes by Robert Macrae (Selkirk)

## 13. Next meeting:

- Location: Suggested that the group send request to UBC
- Date: TBD

Meeting adjourned at 4:30 pm

Moved: Gord (NWCC),

Seconded: Bernard (UBC Okanagan)

**MOTION Carried**

**BCCAT Contact:** Ruth Erskine, Committee Coordinator

Tel: 604-412-7791

Email: [rerskine@bccat.ca](mailto:rerskine@bccat.ca)

## SUMMARY OF ACTION ITEMS

ACTION ITEM – ALL - Send a letter to Ministry to 'positively' highlight how we can help support the curricula review and be able to make sure that the 'Geography' is not lost.

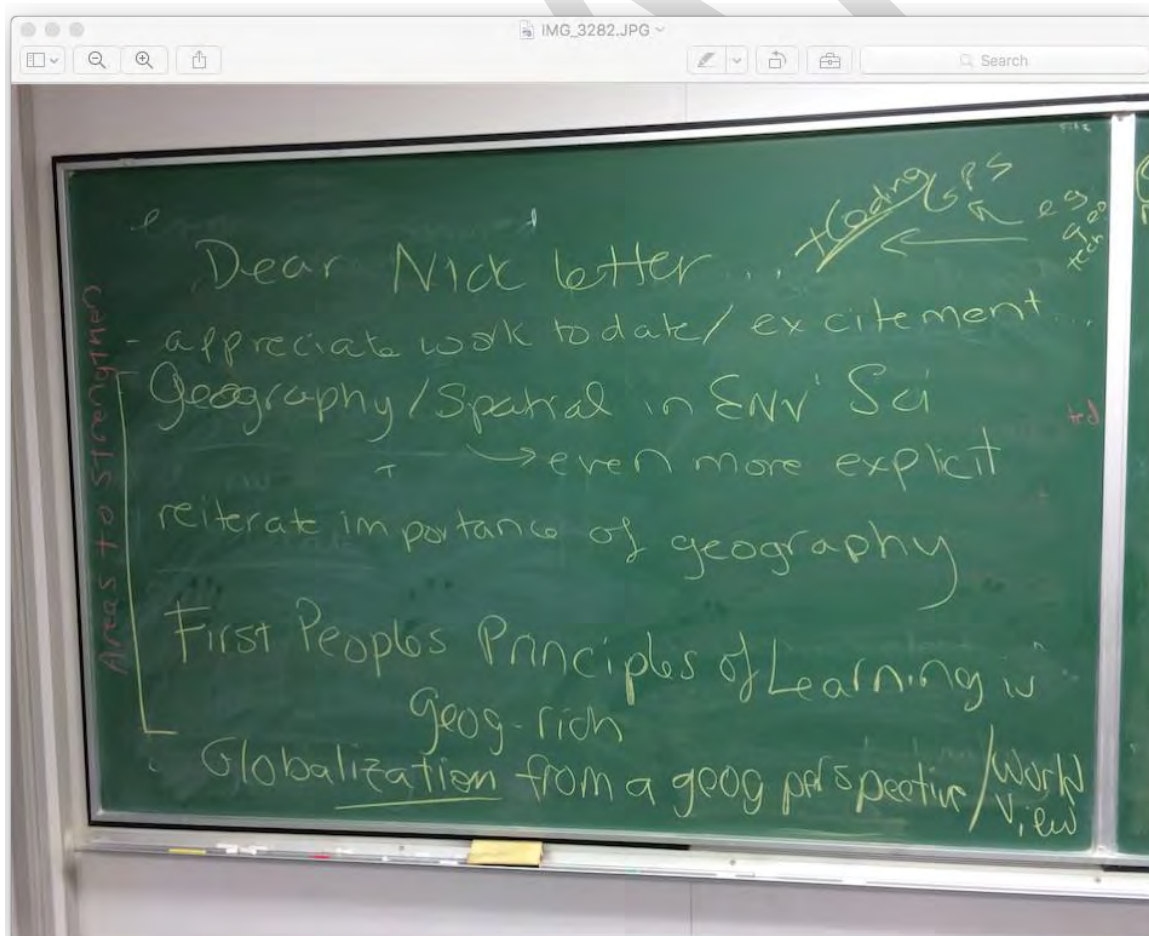
**To be completed by the end of the month**

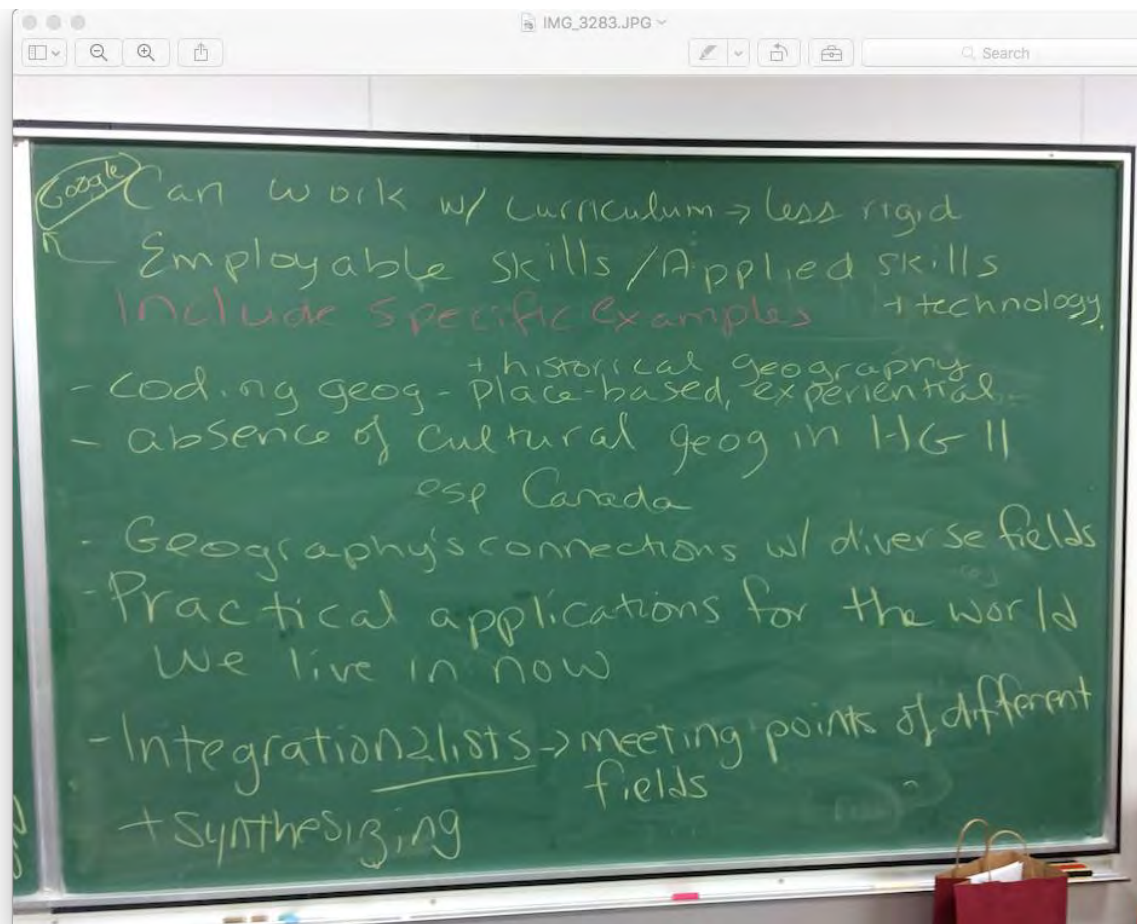
ACTION ITEM – Glen send link to group about Teach BC – Group can view modules and can look to see where we are group could help support.

### Contact at Ministry:

Nick Poeschek (Nick.Poeschek@gov.bc.ca) - representative for the Ministry of Education in charge of Social Studies Curricula

Photos of Brainstorming Board work for Ministry Letter







Photos from Discussion/Brainstorming on 'shared terrain' of environment and geography courses – joint meeting

