

BCCAT Articulation Meetings 2021

2021 Human Services Programs Articulation Meeting Minutes

Hosted by University of Victoria & Camosun College, Victoria BC
May 12 to 26, 2021

Creating More Equitable Learning Institutions Through Anti-Racism Action



Hosted by University of Victoria & Camosun College, Victoria BC

May 12 and 26, 2021

May 12, 2021

10:00 to
10:30
am

Call to Order - Plenary Session

- Traditional Elder Welcome- May Sam, Tsartlip First Nation
- Dean's Welcome -Helga Hallgrímsdóttir, Dean of Faculty of Human and Social Development, UVic; Cynthia Smith, Dean HHS, Camosun
- Dean's Table-Dr. Kathleen Haggith, Dean, Faculty of Health and Human Services' North Island College

Agenda & Introductions

- Introduction from Chair and Co-Chair
- Additions to the agenda
- Approval of the agenda
- Approval of minutes from May 6 and 7, 2019
- Date and Place for Articulation 2022

10:30 to
11:30
am

Table Talk:

“Decolonial Equity Work: Transforming from Theory to Practice”

- Led by Jacquie Green and Ryan Khungay

11:30 to
11:45

Break

11:45 to 12:30

“Decolonial Equity Work: Transforming from Theory to Practice”
Continued

- Group Discussion

12:30 to 12:40
pm

Day One Plenary Session Wrap Up & Virtual Social Space

Subsector Meetings

CASS Subsector (2 Meetings) May 12th from 1:00pm - 3:00pm, May 13th 10:00am -12:00pm

CYC Subsector (2 Meetings): May 13th from 9:00am-1:00pm, May 19th 9:00am-1:00pm

Social Service Subsector: May 19th 1:00pm - 5:00pm

May 26, 2021

1:00 to 1:15
pm

Call to Order - Plenary Session

1:15-2:15 pm

Reports of Eternal Representatives:

- Report from BCCAT- Mike Winseman, Director, Transfer & Technology
- Report from MCFD- Anita Misri, Director, & Kerry-Lynn Weatherhead, Senior Manager, Learning and Development

2:15-2:25 pm	Break
2:25 -3:15 pm	Update from Langara College re: Social Service Worker Certificate (Gerontology) - Jeanette Robertson Sub-Sector Reports: <ul style="list-style-type: none"> • Highlights • Motions from Sub-Sectors
3:15 to 4:00 pm	Proposed topics for next meeting Meeting evaluation and suggestions for next year Adjournment Social Spaces



BCCAT Articulation Day 1 Meeting Minutes

Date: May 12, 2021
Time: 10:00AM-12:40PM
Attendees:
P= Present R= Regrets

Name	Title		Name	Title	
Alexandra Dueck	Trinity Western University	P	Lisa Gates	Selkirk College	P
Alison Taplay	Vancouver Island University	P	Lisa Kyle	University of Northern British Columbia	P
Anita Misri	BC Government- Ministry of Children and Family Development	P	Lori Woods	Douglas College	P
Carol Halle-Bowering	Okanagan College	P	Lory-Ann Austin	Thompson Rivers Univeristy	P
Chris Shelton	University of Victoria	P	Margaret Coombes	University of the Fraser Valley	P

Christine Slavik	University of the Fraser Valley	P	Marja Burrows	Coast Mountain College	P
Clarie Johnson	College of New Caledonia	P	Matty Hillman	Selkirk College	P
Dyani Simon	Okanagan College	P	May Sam	Guest	P
Eleanor Cramb	Langara College	P	Michelle Jaworski	Camosun College	P
Glenn Beach	College of New Caledonia	P	Robin Fast	Camosun College	P
Heather Wik	College of the Rockies	P	RoseAnne Timbrell	University of the Fraser Valley	P
Helga Hallgrimsdottir	University of Victoria, Dean Human and Social Development	P	Ryan Khungay	University of Victoria	P
Jacquie Green	University of Victoria	P	Sandra Polushin	Douglas College	P
Jane Green	Selkirk College	P	Susan Shantz	North Island College	P
Jay Goddard	Thompson Rivers University	P	Sylvia Woodyard	Kwantlen Polytechnic University	P
Jeannette Robertson	Langara College	P	Tara Ramdin	College of the Rockies	P
Jennifer Erickson	Langara College	P	Teri Derksen	Vancouver Island Univeristy	P
Jo-Dee Hecko	Okanagan College	P	Val Waughtal	College of New Caledonia	P
Kathleen Haggith	North Island College, Dean of Health and Human Services	P	Xinxin Zhu	BC Government—Ministry of Children and Family Development	P
Kelly Guiaya	University of the Fraser Valley	P			
Kelly Johnsen	North Island College	P			
Kerri Mackenzie	North Island College	P			
Kerry-Lynn Weatherhead	BC Government—Ministry of Children and Family Development	P			
Kristy Dellebuur	Douglas College	P			
Laurie Michaud	North Island College	P			
Lawrence Becker	Douglas College	P			
Leanna Kozak	Selkirk College	P			
Leif Rasmussen	Vancouver Island University	P			

We acknowledge the territories of the Lkwungen and W̱SÁNEĆ peoples

Item	Discussion
1. 10:00-10:30 Plenary Session	<p>Traditional Indigenous Welcome and Blessing from Elder May Sam, Coast Salish, Tsartlip.</p> <p>Welcomes from the Dean</p> <ul style="list-style-type: none"> • Helga Hallgrimsdottir, Dean of Human and Social Development, University of Victoria. • Cynthia Smith, Dean of Health and Human Services, Camosun College (via recorded video). <p>Meeting called to order: 10:30 AM</p> <p>Agenda and Introductions</p> <ul style="list-style-type: none"> • Introduction from Chair and Co-Chairs. • Additions to the agenda—No additions. • Approval of agenda— Moved: Lory-Ann Austin Seconded: Heather Wik Motion Carried. • Approval of minutes from May 6 and 7, 2019 Moved: Jeannette Robertson Seconded: Susan Shantz Motion Carried.

Item	Discussion
	<p>Dean’s Table—Dr. Kathleen Haggith, Dean, Faculty of Health and Human Services North Island College.</p> <ul style="list-style-type: none"> • Context with regards to the role of Systems Liaison Person (SLP): In terms of Articulation committees, every committee has a Dean Conduit individual. As SLP, brings back summaries for what discussions occur at the Provincial Human Services Deans Tables as well as brings concerns from others to the Tables. • SLP often attends subsector meetings to collect information to bring back to the Deans Tables. • Human Services Deans met twice over the last year: October 21, 2020 and March 25, 2021. • Trimmed down from usual 7-hour meetings to approximately 90 minutes. • Deans get updates from MCFD, Ministry of Advanced Education and Skills Training, BCCampus and BCCAT. In terms of those updates, the October meeting updates related to funding for early childhood care and education as well as community health programs. • BCCAT has reestablished proposals for transfer related research projects. Themes identified for up to \$15,000 funding relate to Indigenization, impact of COVID-19, and academic integrity. Proposals due on August 23rd. • Details on BCCAT website under ‘Articulation Committee Project’. • October 2020 Meeting: <ul style="list-style-type: none"> ○ Discussion with Rob Fleming related to Education Assistant standards letter that had been sent by the Deans in October 2019. ○ Haven’t received any communication back except acknowledgement of the letter. ○ Reviewed Terms of reference and the new human service co-chairs were also identified—Taya Whitehead of Selkirk College and Patricia O’Hagan of Vancouver Island University. • March 2021 meeting: <ul style="list-style-type: none"> ○ Discussed about practicum opportunities and scenarios across the province. ○ Discussed full-time and part-time students. Acknowledged and recognized an increase in demand part-time and decrease in interest for full-time. ○ Recognized that this is happening provincially and nationally. • Questions: <p><u>Lori Woods</u> “In the future, will there be joint articulation or some bringing together of Human Services and Early Childhood Care?”</p> <ul style="list-style-type: none"> • Has not been discussed, but this question can be brought forward to see if we can have a joint conversation in the future. <p>Action: Kathleen Haggith to bring forward question of joint articulation and connect with Early Childhood Care and Education SLP.</p>

Item	Discussion
<p>2. 10:30 -11:30 Table Talk</p>	<p>“Decolonial Equity Work: Transforming from Theory to Practice”</p> <ul style="list-style-type: none"> • Led by Dr. Kundoqk Jacquie Green and Ryan Khungay, BSW program manager and sessional instructor at Uvic. • Introductions. • Main Messages: <ul style="list-style-type: none"> ○ Embodiment of the Work ○ Transformation ○ Relationality and Time ○ Advocacy and Support • Revised Mission and Vision statement to reflect a Decolonial, Equity, and Social Justice stance. • Since 2019, have continued to implement and apply decolonial, equity, and social justice lenses and philosophies to hiring of staff, sessional instructors and faculty. • Medicine Wheel Philosophy: <ul style="list-style-type: none"> ○ Spring: Spiritual & Infant (Yellow) ○ Summer: Emotional & Youth (Red) ○ Fall: Physical & Adult (Black) ○ Winter: Mental & Eldership (White) • Up to 600 applicants for Bachelors, 300 for Masters. • Faculty reviewed all of the applications. • Constantly have to revisit and transform our philosophy. • Year 1, we had about 5 faculty meetings to review undergrad applicants. • Year 2, we had 1 meeting that lasted up to 4 and a half hours. • Spirituality and Infancy: New Beginnings and the Genesis of the Work <ul style="list-style-type: none"> ○ Ongoing work since 2000 anti-oppressive practice to decolonial, equity, and social justice work. ○ Informed by schools scholarship, pedagogy, vision, and mission which centres decolonial equity. ○ How to make BIPOC scholars and staff come to and feel comfortable in our school (i.e. Accessibility to spaces in the school.) ○ Equity committee—naming and identifying the importance of this work and taking the initial leadership (buyout for a faculty member). • Emotional and Youth: Figuring Things Out – Collaboration <ul style="list-style-type: none"> ○ Collaborative and Relational Work: Faculty and staff collaboration. ○ Anti-racism training. ○ Working in circle- a method and a way of being, knowing, and doing, working toward consensus. • Physical and Adult: Doing The Work <ul style="list-style-type: none"> ○ Significantly revised how we do admissions—created a new admissions rubric (2020) with a personal statement as the central way to assess applicant.

Item	Discussion
	<ul style="list-style-type: none"> ○ Moving away from simply 'checking the box' for one's identity but rather learning about ones identity in the context of decolonization, equity, intersectionality and anti-racism. ○ Beyond a document, statement, procedure: <ul style="list-style-type: none"> ▪ Leadership restructure ▪ Curriculum changes ▪ Reviewing assignments, shifting pedagogy ▪ Hiring ▪ Student support ▪ Funding advocacy ▪ Student circles and presentations ○ Recently hosted our second virtual Black History Month event with over 50 in attendance. ○ We've made a commitment to be equitable in distributing bursaries and scholarships. Confronted the previous GPA based system and moved away from it by using a decolonizing lens. ● Mental & Eldership: Lessons Learned and Reflections <ul style="list-style-type: none"> ○ Lessons Learnt: What else is needed? <ul style="list-style-type: none"> ▪ Faculty and Staff feedback was asked for and this has improved our 2021 cycle of admissions ▪ Relations with community ▪ Resources to fund the work ▪ Staffing-equity work beyond the sides of our desks ▪ Relations with other university groups Undergraduate Admissions/Records, GARO, Dean's Office, Marketing Office ○ Continued Reflections/ Ongoing Work: <ul style="list-style-type: none"> ▪ Reconciliation: From a SW discipline perspective we need to transform the profession ▪ Addressing colonial notions of knowledge, success and academic standings. ▪ Advancing the university's Indigenous, international and SE plans. ▪ Decolonial changes in the classroom and assignments. ● Biggest piece of work looking forward is revisiting procedures and curriculum with a decolonial lens.
3. 11:30-11:45 Break	BREAK
4. 11:45-12:30 Table Talk	<p>“Decolonial Equity Work: Transforming from Theory to Practice” Continued</p> <ul style="list-style-type: none"> ● Group Discussion. ● Breakout Rooms: Questions to Discuss <ul style="list-style-type: none"> ○ Identify and discuss historical systems in your department, or institute that impacts admissions for ALL students?(Yellow) ○ What does your unit/department or school need to know about decolonizing and equitable systems? (such as admissions?) (Red)

Item	Discussion
	<ul style="list-style-type: none"> ○ How will you workshop your findings and share with your school, your institute? (Black) ○ As you venture around the wheel again, what lessons did you learn? What would you do differently and/or what is your vision of 'decolonial equity admissions'? (White) <ul style="list-style-type: none"> ● Reporting from Breakout Rooms. <ul style="list-style-type: none"> ● Yellow Group Discussion Notes from Chat: <ul style="list-style-type: none"> ○ UVFC experience around passing an equity statement through spectrum of committees. ○ Time taken to work through the process –What if you get nothing but “equity applicants” vs “normal students”? ○ OC barebones admissions, like personal statements, experience resistance/push-back. ○ Hard to move forward feeling hopeful that one program can make changes and precedence within the province. ○ CYC subsector source of support for precedents in action (still a colonial view though, looking for precedence). ○ Push-back is a frightening awareness to deal with. Implicit in this is the disruption of the perception of quality and echo of “white fragility”. How do we navigate that within an institution? ○ If it is “off the side of the desk” how much value is this being given? If we have resources, we can do it well. ○ TRU (within ECEC, ED, Human Services) had a supportive dean that pushed/supported faculty forward on tension points such as “are you solely equity admissions” challenge of changing admin. ○ Portfolio of learning is valued “coming in and going out“ and completes the circle. ○ How do we manage this change and breaking down of barriers on top of all we already do? How does this begin to drive what and how we do? ○ Opportunity in the admissions moment to build that relationship about learning and connections to lived and text-based knowledge as important. The students have the knowledge, are we asking the right questions to acknowledge it? ○ Mandatory orientation that includes talking circles to share what we know, what we wonder. ○ Important to acknowledge what we are doing as programs. We are not all starting from “scratch”. <ul style="list-style-type: none"> ● Robin Fast (Yellow Group): <ul style="list-style-type: none"> ○ Conversation about resourcing—hearing from Jacquie and Ryan the importance of it being resourced as a message from the institute that this is important and to ensure there is time to do it right and do it well when you are disrupting some very deeply held beliefs and methods. <ul style="list-style-type: none"> ● Jacquie Green: <ul style="list-style-type: none"> ○ Part of UVic's accreditation report identified that staff and faculty felt that, in 2016-2017, when asked to decolonize it

Item	Discussion
	<p>felt like an 'add-on', that it wasn't a part of who we are as a school.</p> <ul style="list-style-type: none"> ○ But it was an accreditation condition that we needed to address decolonization as a school. Our Dean and the university had to provide support. ○ Report recently submitted for graduate program. <ul style="list-style-type: none"> ● Sandra Polushin (Red Group): <ul style="list-style-type: none"> ○ Started off looking at the process of student references. ○ Usually based in the context of academic experience rather than community experience. ○ Changes to the K-12 system to more experiential learning frame work and how are we responding to that—are we able to make that shift so that students are coming through with a better capacity to think in a holistic way. ○ Process and pressure to fill seats and going through first come first serve and other barriers such as ESL students who have to jump through English assessment hoops that push their applications. ○ Cohort programs that are starting to establish University Transfer, thinking about how to structure those conversations so they are more holistic. ○ Talked about pathways with regards to someone trying to pursue a cert. Are there barriers we don't realize we are creating? ● Jacquie Green: <ul style="list-style-type: none"> ○ While we still do have a GPA requirement and recognize it as a professional degree, we are open to having conversations around those GPA requirements in way that is decolonial. ○ In terms of GPA, it is important and we don't want to set up any students to be unsuccessful. ● Lawrence Becker (Black Group): <ul style="list-style-type: none"> ○ Quite a bit of difference between us in terms of whether candidates were interviewed for our programs or not interviewed at all, whether it's based on a letter of intent or portfolio, how much GPA is a consideration, whether it's first come first serve. ○ A difference between colleges and universities in terms of the larger infrastructure. Whether at a college level if there was funding available for time-release or buy-outs. ● Jane Green (White Group): <ul style="list-style-type: none"> ○ 10-20 years ago, we weren't having these conversations. ○ Feel like we're making progress but we aren't fully there yet. ○ Our group had a lovely conversation about how far we might go if we let go of older approaches and ways. ○ Understanding admissions for many of us has been first qualified first served. ○ Could we rewind that to more about how we promote our institutions? How do we do that and connect with our community and respective fields to promote to people?

Item	Discussion
	<ul style="list-style-type: none"> ○ How do we approach it without accidentally, inadvertently recolonizing? ● Jacquie Green: <ul style="list-style-type: none"> ○ As much as we apply decolonization, equity, etc., it's still an academic institute at the end of the day. It's about how we unpack those colonial ideas that makes the difference. ○ Vision for grads is to find new ways to work with children, families, and communities so that they can live, love, laugh, and play freely without having to explain who they are or why they are that way. ○ Our students are braiding two worldviews together.
5. 12:30-12:40 Wrap-Up	Day One Plenary Session Wrap-up & Virtual Social Space Selkirk College to host next Articulation.
	● Meeting adjourned at 12:52pm



BCCAT Articulation Day 2 Meeting Minutes

Date: May 26, 2021

Time: 1:00PM-4:00PM

Attendees:

P= Present R= Regrets

Name	Title		Name	Title	
Alexandra Dueck	Trinity Western University	P	Sandra Polushin	Douglas College	P
Alison Taplay	Vancouver Island University	P	Sylvia Woodyard	Kwantlen Polytechnic University	P
Anita Misri	BC Government—Ministry of Children and Family Development	P	Tara Ramdin	College of the Rockies	P
Carol Burbee		P	Teri Derksen	Vancouver Island University	P
Chris Shelton	University of Victoria	P	Xinxin Zhu	BC Government--Ministry of Children and Family Development	P
Clarie Johnson	College of New Caledonia	P			
Curtis Magnuson	University of the Fraser Valley	P			
Erin Evans	Northern Lights College	P			
Heather Wik	College of the Rockies	P			
Jane Green	Selkirk College	P			
Jasmyne Rockwell	Langara College	P			
Jeanette Robertson	Langara College	P			
Jordan Bendall	Camosun College	P			
Kathleen Haggith	North Island College, Dean of Health and Human Services	P			
Kelly Guiaya	University of the Fraser Valley	P			
Kelly Johnsen	North Island College	P			
Kerri Mackenzie	North Island College	P			
Kerry-Lynn Weatherhead	BC Government—Ministry of Children and Family Development	P			
Kristy Delebuur	Douglas College	P			
Lawrence Becker	Douglas College	P			
Leanna Kozak	Selkirk College	P			
Leif Rasmussen	Vancouver Island University	P			
Lisa Gates	Selkirk College	P			
Margaret Coombes	University of the Fraser Valley	P			
Margo Nelson	Langara College	P			
Marja Burrows	Coast Mountain College	P			
May Sam	Guest Speaker	P			
Michelle Jaworsky	Camosun College	P			
Mike Winsemann	BCCAT, Director, Transfer & Technology	P			
Robin Fast	Camosun College	P			
Ryan Khungay	University of Victoria				

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Item	Discussion
6. 1:00-1:15 Welcome Back	Call to Order at 1:05pm Territorial Acknowledgement Overview of Agenda
7. 1:15-2:15 Guest Speakers	<p>Intro to Mike Winsemann, Director, Transfer & Technology BC Council on Admissions & Transfer</p> <ul style="list-style-type: none"> • Last March, all the articulation committees had to pivot quickly to online. • About 65 articulation committees across the province across various disciplines. • Initial concerns about what this would mean regarding transfer of credit, particularly for disciplines offering skills-based training, labs, and practicums. • Have not seen any wide-scale changes to articulation activity, no changes to skill based articulation. • Been a long standing position within the transfer system that the method of delivery should not have an impact on articulation--what matters are learning outcomes. • Last year's discussion was how to pivot to online. This year's discussion: How to pivot back to face-to-face. • If you have concerns, it's important they be communicated to your institution leadership. • Feel free to contact Mike if there are any issues re: transfer credit. • Around a year ago, the Ministry announced a pilot program to help with the creation of microcredentials. • Microcredentials are short-term packages of content or training that can be used by students to achieve a credential. • A number of institutions took up the ministry on the pilot program. • BCCAT has been doing research on efficacy of microcredentials across the province. Data starting to emerge • Infographic: https://www.bccat.ca/pubs/reports/MicroCredentials2020info.pdf • Made a significant change to BC transfer guide and system. • Almost all institutions maintain internal transfer tables. • Almost without exception, institutions have not been publishing this information. • A few years ago, BCCAT embarked on pilot project with the University of British Columbia to take UBC's internal transfer tables and import them into BCCAT systems so they could use the same workflow to manage equivalencies, then expanded it to the rest of the BC Transfer System members.

Item	Discussion
	<ul style="list-style-type: none"> • Went live in early May with BC Transfer Guide, publishing all equivalencies that BCCAT gathered to date. • So far, BCCAT has 7 schools that have on-boarded to this program, accounting for 60,000 equivalencies from outside of BC at 451 institutions in 33 different countries. • First jurisdiction to publish non BC equivalencies and have had a number of inquiries from additional institutions to onboard onto this program. • BC always been considered the example of high-functioning transfer system in Canada. • Not only was data from outside BC gathered, but in many cases institutions had maintained records for equivalencies to other BC Transfer System members that should be in the BC Transfer System Guide but aren't. • Added about 20,000 equivalencies that should have been there but were previously being held back by student information systems at institutions. • Moving certain technology instances used for articulation committees such as Moodle, from Kwantlen Polytechnic University servers to standalone BCCAT servers. • If your committee is interested in having some space in this Moodle, contact BCCAT. • Issue around Articulation maintenance. • Approximately 35% of transfer agreements have not been reviewed in 10 years. • Not a human issue, a system issue. • 35% amounts to almost 100,000 agreements. • Looking to create tools to better identify when agreements need renewal. • As a reminder: if your course has gone through substantive change in the last 5 years, probably should send out to registrar's office for rearticulating. • Joint annual meeting in Vancouver pivoted online last year. • Opportunity that came as a result was opening it up to broader audience. Over 350 registrants. • Decided to have this year's meeting online on November 3 and 4, invite extended to all articulation committee members. • Questions: <p><u>Kerri Mackenzie</u> Are other institutions looking at microcredentials and if so what are they focusing on?</p> <p><u>Sandra Polushin</u> Douglas College had taken on one of the pilot projects, the VEST (Vocational Employment Skills and Training) program and are in the process of looking at how to use that. The challenge is what those microcredentials mean for employers. Say, for computer tech, there's lots of opportunity in the field to be acknowledged for short courses but that's different for human services.</p> <p><u>Mike Winsemann</u></p>

Item	Discussion
	<p>There is a report that is going to be produced by the Ministry on some of the outcomes of the first round of microcredentials—to come out sometime in the summer. I do not have an answer as of now, but the data is beginning to emerge.</p> <p><u>Ryan Khungay</u> I'm wondering if institutes have been reached out to about their interest or if it's their responsibility to reach out to BCCAT?</p> <p><u>Mike Winsemann</u> We've reached out several times over the last 2 years. We immediately got responses from a number of institutions. BCCAT does 90% of the work with regards to onboarding. One of the things we are doing this week is sending out a one-page information sheet to help assuage concerns.</p> <p><u>Jane Green</u> Where do we find information about current SLPs and how is that information updated?</p> <p><u>Mike Winsemann</u> That would be on the BCCAT website. Every committee has a page but not every committee has an SLP. Currently your SLP is Kathleen Haggith from North Island College.</p> <p><u>Jane Green</u> Do we not have someone within each college who is that person as well? How do we find that out?</p> <p><u>Mike Winsemann</u> Are you talking about transfer credit person? You can contact me and I can tell you who that is.</p> <ul style="list-style-type: none"> • Further questions can be directed to: mwinsemann@bccat.ca <p>Intro to Anita Misri, Director, Learning & Development and Kerry-Lynn Weatherhead, Senior Manager, Learning & Development, MCFD.</p> <ul style="list-style-type: none"> • We were asked to speak to diversity and inclusion, so we thought we'd speak to that theme and provide a little update. • Have essentially a three-year inclusion and diversity strategy: "Where We All Belong" • Have the BC public service be reflective of the makeup of the province to make sure it's inclusive. <ul style="list-style-type: none"> ○ Goal 1: Support an increasingly diverse workforce. ○ Goal 2: Enhance inclusion in workplace. ○ Goal 3: Build a strong foundation for lasting and meaningful reconciliation.

Item	Discussion
	<ul style="list-style-type: none"> ○ Goal 4: Remove barriers to accessibility in the workplace. ● 2019/2020 Report on Multiculturalism (self-reported) <ul style="list-style-type: none"> ○ Women: 62% ○ Indigenous People: 4.4% ○ Visible Minorities: 26% ○ People with Disabilities: 6.6% ● Types of activities implemented to foster a diverse and inclusive workplace: <ul style="list-style-type: none"> ○ Training. ○ Promoting Multiculturalism. ○ Multiculturalism policy and policies, programs and services. ○ Partnerships to support diversity and inclusion. ○ Collection of diversity data. ○ Accessibility through language transfer. ○ Access to interpreters. ● MCFD Key Practices, policies, and programs: <ul style="list-style-type: none"> ○ Indigenous recruitment and cultural safety team. ○ Indigenous cultural competency training. ○ Cross-divisional working group for GBA+ ○ Integration of the Aboriginal Policy and Practice Framework (APPF). ● Learning and Development: Actions Underway <ul style="list-style-type: none"> ○ Commitment to decolonizing curriculum. ○ Lead changes by truth telling, including marginalized voices approaching challenges with kindness, humility, curiosity and care. ○ Connect with ministry communities, engaging others to co-design impactful learning for front-line workers; support knowledge transfer to front-line workers who support children, youth, and their families. ○ Uphold our responsibilities and duty to First Nations, Inuit and Metis communities. ○ Advocate the use of gender neutral pronouns and language in learning content. ○ Design and develop inclusive learning for front-line staff providing services to the SOGIE/LGBTQQIP2SAA+ community. ● It's been a learning process—what's our mandate, who do we serve, who do we invite to the table and do we even call it a table? ● Year 5 or 6 of trying to find ways apply principles to our work. ● Still a long way to go. ● Question: <p><u>Kelly Guiaya</u> Thank you for your presentation. I'm wondering, as it was listed around cultural competency training and I know that some systems such as some health care authorities are approaching it from a cultural humility standpoint. Does MCFD and BCPS approach it from a place of cultural humility rather than competency?</p>

Item	Discussion
	<p><u>Anita Misri</u> Absolutely, the understanding is to approach with cultural humility. I'll start specifically in the context of Indigenous cultural competency—we have a BC Public Service Agency called the House of Indigenous Learning. It speaks to all of those different elements, humility, awareness, identity, traditional versus non-traditional components. There is quite a bit to it. We can share a link if you'd like to share more broadly with the group.</p> <p><u>Margaret Coombes</u> In terms of capturing data for diversity, are you moving to a different system? Is anything changing?</p> <p><u>Anita Misri</u> Not sure, I can follow up and find out. As I've said, historically, it has been a self-identification and I'm not sure where we're headed.</p> <p><u>Margaret Coombes</u> How does the training equate to Indigenous programs? Will there be a coming together of the two in the future with regards to training?</p> <p><u>Anita Misri</u> Can't speak to a big plan but can speak to what is: the way it is structured now is learning and development focuses on providing child welfare training to all MCFD programming officers. For folks at delegated Aboriginal agencies—the Aboriginal social worker program is provided through a vender via Indigenous perspective society fostered through the Aboriginal services branch. Both branches have a different piece of the work but we do have ongoing conversations with our colleagues about what is the training being offered to delegated agencies, is there a line in-between what we're offering at the ministry and what's being offered through Indigenous Perspectives Society so one of the things we work hard to remind ourselves is that the delegated agencies speak to what they need. We operate on the same basis that we want our new hires where they get to the point where they receive C6 delegation.</p> <ul style="list-style-type: none"> • Update from the past year: • Had 2 deliveries of training happening when pandemic was officially announced. • Did a quick pivot, shifting as much training to online as we could. • Managed to successfully offer training that's been well received, despite thinking 'this is never going to work'. • We are back to reflecting on new BC pandemic protocols and what they mean looking forward. • Our practicums have been quite challenging and interesting to put together. MCFD had a bit more room to look at what a child specialization practicum could look like. • There was a lot, logistically, to figure out in not a lot of time but we did manage to do a cohort in September and January, as well as current cohort.

Item	Discussion
	<ul style="list-style-type: none"> • Have to re-envision what September cohort looks like. • Doing a lot more work in child and youth mental welfare. • Become clear to us is the need to focus on preferred requirements and how we can support students with preferred degrees. • We are making an adjustment to expanded qualifications for staff in the social program officer position, specifically those that require delegation under the Child, Family, and Community Service Act. • Since the expanded credentials were implemented in January of 2019 up to December 31, 2020, hired approximately 644 employees into the division. Of those, 91 were hired using expanded qualification and about 55 of those 91 were candidates who were already MCFD employees. • 3/4 of those hired with expanded qualifications had either a degree in psychology, sociology, or criminology. All of those hired with expanded credential had recent experience working with children and youth in the social services sector. • 86% of candidates were hired with a preferred credential. • Based on experiences and feedback from the ministry's provincial hiring group that had been overseeing hiring writ large into the positions over the last two years, since the expanded credentials were put in place, the provincial director has decided to adjust the expanded credential by removing theology from preferred degrees. • Including theology has led to a lot of confusion and inconsistencies during hiring process. • To date, no candidates have been hired with the theology credential. • Questions: <p><u>Kelly Guiaya</u> With regards to those hired with the expanded credential, what are you noticing in terms of how people are doing--is there a retention on those people, is there an impact?</p> <p><u>Anita Misri</u> It's a bit early to tell yet. We don't have a huge candidate pool of those with the expanded credential. They're all required to go through the training program and everyone who is hired through those extended credentials is expected to have a significant deal of work experience. At this point, it came down to 'who are we hiring?' and 'who do we have?'.</p> <p><u>Margaret Coombes</u> Is there an opportunity to expand the number of practicums you'll provide with the ministry?</p> <p><u>Anita Misri</u> The one thing that's become obvious to us over the last year is that this is an area we need to pay closer attention to and we are. We have been taking a really close look. I don't have any clear answers</p>

Item	Discussion
	<p>simply because we have been in a pandemic and its constantly evolving.</p> <p><u>Margaret Coombes</u> Any new funding coming from the ministry to help Indigenous people get trained and get their degrees?</p> <p><u>Anita Misri</u> No, we have different programs in place that would support any new hire.</p> <p>Words from Jeanette Robertson, Instructor, re: Langara Social Service Worker Certificate (Gerontology).</p> <ul style="list-style-type: none"> • We are in the stages of proposing a 1 year or 8 month certificate—Social Service Worker diploma. • COVID has shown that we need more trained advocates for older adults. • Diploma and Certificates are both interdisciplinary. • Feasibility study almost complete. • 31 credit certificate with 200-hour practicum placement. • Program is for new folks looking for a new career as well as people in the field already working with older adults who would like to get a credential. • Program has been oversubscribed. • Gerontology is the multidisciplinary study of aging. • Hope is that, in the long run, students will be able to ladder to social work degrees. • Questions: <p><u>Curtis Magnuson</u> You introduced the Diploma a few years ago--why now a certificate?</p> <p><u>Jeannette Robertson</u> Program was initially going to be a certificate but became a diploma in Gerontology. We realized we needed a 1 year program as some people are not able to commit to two years.</p>
8. 2:15-2:25 BREAK	
9. 2:30-3:15 Reports, Discussion Related to Keynote, and Motions from Sub- Sectors	<p><u>CASS</u></p> <ul style="list-style-type: none"> • Spoke a lot about the ways people worked through the impact of COVID 19 and the impact on practicums. • Working group in the province that is advocating with the Ministry of Education to develop standards of practice for education assistants. • Pre-meeting with provincial rep from CUPE and CUPE is supporting standards of practice. • Joined by Kathleen Haggith • Spoke of the shift to seamless childcare and the implications for the sector as well as the ECE sector.

Item	Discussion
	<ul style="list-style-type: none"> • Touched on pathways to teacher training and there are a few institutions with fairly direct pathways and a lot that don't and need to. • Proposals to join CASS subsector working group for BCCAT proposal for the indigenizing possibilities due Aug 23. <p><u>CYC</u></p> <ul style="list-style-type: none"> • As we move forward, likely we'll be seeing more online offerings in our programs. • Spoke about decolonization and anti-racism, equity work. • Reflected in latest version of outcomes document. • The experience of trying to get this work done is that there is inconsistent support across institutions. • Practicum and readiness to practice—looking at ways we might be doing that differently. • Spoke about professionalization and certification. • Looking at the next steps with the new learning outcomes document. • Asking ourselves—'what else do we want to do with that, how else can we breathe life into it?' <p><u>Social Service</u></p> <ul style="list-style-type: none"> • Came up with a subsector action plan around decolonial equity work. • Discussed institutional updates. • Discovered there were more commonalities than differences across our institutions. • Also briefly spoke to thinking of ways to create hubs of learning resources for anti-racism and anti-colonial articles. Looking at grants to create a hub or a zine. • Discuss briefly the BCAD research funding. <p><u>Motions</u></p> <p><u>Child and Youth Care Subsector (CYCS)</u></p> <ul style="list-style-type: none"> • Informed by our Institutions' and Province's commitment to the Truth & Reconciliation Commission's Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples, we recognize that the Human Service Programs Articulation Committee – the CYC Education Consortium of BC – members are committed to and engaged in critical decolonial equity work in program curriculums. We recognize that additional resources are necessary to ensure this work is continued in a central, robust, and exemplary way. As such, the Committee requests the BC Deans and Directors conduct needs assessments in their institutions to identify and subsequently provide the resources to support the material needs of this work. • Moved: Teri Derksen • Seconded: Kristy Dellebuur O'connor • Dicussion:

Item	Discussion
	<p><u>Jane Green</u> In my opinion, this absolutely makes sense.</p> <p><u>Ryan Khungay</u> I think it captures the essence of our conversation from Day 1 very well.</p> <ul style="list-style-type: none"> • Motion carried (unanimous) <p><u>Community and School Support Subsector (CASS):</u></p> <ul style="list-style-type: none"> • Motion: That the Community and School Support (CASS) subsector name be changed to the Education Assistant and Community Support (EACS) subsector • Moved: Alison Taplay • Second: Jane Green • Discussion: <p><u>Allison Taplay</u> Historically, in our sector, almost everyone was teaching lifespan courses that prepared people to be community support workers in agencies as well as education assistants in the K-12 school system and historically a big majority of our students were becoming community support workers but this has shifted almost 100% to our applicants being interested in becoming education assistants and so our name is confused now. We seek to change the name so that it is apparent to people what the sector is.</p> <ul style="list-style-type: none"> • Motion Carried Unanimously <p><u>EACS (Formerly CASS) Subsector:</u></p> <ul style="list-style-type: none"> • Motion: That the Human Services Articulation Committee supports the development and submission of an application from the EACS subsector to the BCCAT Articulation Committee Project Funding Program to conduct a research project to learn about work done within each post-secondary institution to Indigenize EACS curriculum. The project goals will include identifying what is working well? How we can continue to improve? How we can articulate? • Moved: Kelly Johnsen • Seconded: Margaret Coombes • Discussion: <p><u>Kelly Johnsen</u> This was brought up and there was a lot of interest. Something that we decided we would like to work on over the summer and have something ready for August 23 so I will gather together the names of those interested so we can have a discussion.</p> <ul style="list-style-type: none"> • Motion Carried Unanimously

Item	Discussion
10. 3:20-4:00 Wrap-Up and Virtual Social Space	<p>Articulation 2022, Comments from Selkirk College—Matty Hillman</p> <ul style="list-style-type: none"> • Do not have dates for next year, will be determined by feedback and research. • There will be a question related to theme on the feedback survey. <p>Blessing and Closing of Meeting by May Sam</p>
	Meeting adjourned at 3:19 pm

**BRITISH COLUMBIA COUNCIL ON ADMISSIONS AND TRANSFERS
(BCCAT)
HUMAN SERVICES ARTICULATION COMMITTEE
May 2021
Child and Youth Care Sub-Sector
Meeting Minutes and Institutional Reports**

Meeting Minutes - May 13, 2021

In attendance: Matty Hillman (left at noon), Christine Shelton, Carys Cragg, RoseAnne Timbrell, Michelle Jaworsky, Robin Fast, Teri Derksen, Kristy Dellebuur -O'Connor, Mark Littlefield, Janet Newbury (CYCABC)

Co-chairs: RoseAnne & Teri

Minutes: Mark Littlefield

Welcome

- Personal introduction and land acknowledgement. Also, startup question: What brought a smile to you and others so far today? What are we looking forward to post Covid-19?
- Accepted the Nov Minutes
- Accepted the agenda for today.
- Chairs/co-chairs – for future
 - Roseanne and Teri will be interim co-chairs.
- Please provide institutional update by the next meeting May 19th
- Cary's asked if we could share Jenny McGraths PhD research on practicum research.
- EDI will be a focus for the next agenda.
- Kathline offered to join any of the sub-sector groups as the Deans rep. Teri asked if anyone sees a need for her to join us – no one identified a need.

Institutional Updates – see all updates at the end of this document.

CYC Core Curriculum & Outcomes:

- Consortium curriculum document – Focus: revisit and consider how we use it or continue to use.
 - **Teri** - provided background on for new members of the document and its purpose along with the standing question how we continue to use it. Revisited that we had chatted about producing an article.
 - **Mark** – Spoke about the relationship between the CYCCB North American Competencies and the BCCYCEC curriculum outcomes competencies. We might wish to consider the relationship between the two documents as we build CYC professionalism in BC. As a board member of CYCCB I can note we are revisiting the CYCCB competencies and updating. The document is not readily available as a public document, this is a concern. We have not shared with others across Canada and afar – an opportunity perhaps.
 - **Carys** – the document is well organized, informative, powerful and shows the evolution of the competencies over time. Carys used the document as an anchor when she started teaching. The faculty team at Douglas has used it to check themselves against the standard with regards to curriculum.

When they reviewed 4th year practicum the document anchored the review process. When we reviewed our degree within our institution, and it asked what our outcomes were I could say we follow the consortium outcomes. Other jurisdictions are asking what we are doing in BC, the document speaks to this. How do we share this work and all the efforts that contributed to the production of the document?

- **Kristy** – Lifting up the leadership Jin-sun and Artemis to decolonize the curriculum outcomes. We had discussed an article to inform others about the document – not sure where we are at with this.
- **Christine** – Discussions with the journey. There had been some discussion about inviting other jurisdictions to contribute. There is not necessarily resistance to the website it is just worked to keep it going, she offered some ideas about how to move forward. She recognized that the document was always supposed to be a living document.
- **Teri** – Sensing a great deal of interest in the document. Maybe at our next meeting where are we at within the consortium and what are our priorities, perhaps the sharing of the document is the priority – further discussion needed.

- **Practicum & MCFD partnership**

- **Kristy** – Quick check-in wondering how things are going for all institutions. Douglas identifies that they are seeing less and less uptake for the CP specialization. Attended the annual Child Welfare meeting at articulation and noted that MCFD identifies that 84% of hires are from the preferred degrees (CYC & SW) however could not identify how many did the specialization. Anecdotally former grads that do not have specialization are being hired. Kristy raised this in relation to curriculum as she notes that students note that MCFD is an interesting place to try to embody a CYC approach to practice often creating tension between perception of role and focus of curriculum and discipline. I just wanted to ask the question – What are others noticing around the CP focus in their programs? Kristy noted that the conversation with MCFD at the table has been generative and MCFD has a particular desire to have grads that will work for MCFD. Kristy would add that perhaps we need to speak to Child welfare more generally rather than a specific training institution for MCFD. Perhaps speak to child welfare training that speak to transforming practice in this area that aligns with our CYC curriculum and might include more of the delegated agency voices of what child welfare can look like in the future.
- **Carys** – We are trying our best to enable social changes agents. ... add I am noticing that a great portion of students have been in care of the ministry, and they want to be a force for change in the MCFD. Conflicted with the experience of speaking to the MCFD experience and what the students are wishing for. What does it mean to teach CP through a CYC lens? How can consider a large voice into the future practice.
- **Mark & Rose** – We notice low numbers for the single course we now have for the CP specialization. Mark notes that his experience with MCFD has not always led to great stories. Someone called me out on my 'perhaps'

- negative perception. I add a local senior MCFD rep to come into CYC 101 – this seemed to have positively influence students' immediate interest in CP.
- Teri – I do not teach in the CYP program we have heard the same tensions. No decline in numbers since all courses are in the core of our program, only course they need to do is practicum in MCFD. Also, many students are aware that as soon as they grad if they do an MCFD practicum they are usually employed by MCFD – no decline in MCFD interest.
- **Does CYC in BC want to pursue external processes of professionalization.**
 - Carys – capture the historical discussions where are we at with this idea from the education point of view. What as a consortium might we do in this area? Carys has invited her colleagues at Douglas to consider the CYCCB certification – sort of a centre focus. Recognition that we might like to grow the conversation. Perhaps we need to bring it back in the fall. Carys brought us back to considering the question: How can we as a consortium can work together to consider professionalization in the field?
 - Janet – People from outside the province always ask about certification. Alberta has offered to work with BC around this. The Alberta Association has offered that BC folks can be certified through their process. We have been open to those who are not necessarily trained solely in CYC practice to join us if they practice the CYC way. How can we move forward with professionalization until we all work together more effectively to capture the CYC community?
 - Mark – At UFV we have the CYC community of practice for those that wish to speak to practice, and we have the CYC community core both of which function to collect our united voices.
- **Website CYCCEC website**
 - Carys did a mock WordPress website to show to all-looks great. The WordPress site is easy to present and manage. Can we keep this up and have it as part the consortium responsibility?
 - Teri – perhaps we can bring the conversation to the next meeting.

Meeting Minutes – May 19, 2021

Attending: Matty Hillman, Teri Derksen, RoseAnne Timbrell, Kristy Dellebuur O'Connor, Christine Slavik, Christine Shelton, Robin Fast, Mark Littlefield, Carys Cragg, Janet Westcott, Michelle Jaworsky, Jessica Ball

Guest presentations:

Sarah Wright Cardinal – Presentation on UVIC's Curriculum Renewal, Chris Shelton distributed slides of this presentation.

Kathryn Fitzpatrick, Janet Newbury – In Her Voice Project.

Motion: CYCECBC enthusiastically supports the In Her Voice project to seek funding support and anticipates all member institutions to have a variety of courses (classroom and practicum) that would invite IHV into the space through the fall 2021 and ongoing.

Decolonizing Curriculum & Pedagogy:

Christine shared information on BCCAT grant related to Indigenization. It was agreed that we do not have the capacity to pursue a grant at this time. Do we need to institutional support to update curriculum and move toward decolonization – yes.

Action item: Carys and Teri to wordsmith a motion requesting institutional support to update programs (decolonize curriculum and pedagogy). With input from Robin.

Final Motion:

Informed by our Institutions' and Province's commitment to the Truth & Reconciliation Commission's Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples, we recognize that the Human Service Programs Articulation Committee – the CYC Education Consortium of BC – members are committed to and engaged in critical decolonial equity work in program curriculums. We recognize that additional resources are necessary to ensure this work is continued in a central, robust, and exemplary way. As such, the Committee requests the BC Deans and Directors conduct needs assessments in their institutions to identify and subsequently provide the resources to support the material needs of this work.

- This motion was passed by the HHS Articulation Committee on May 26, 2021.

Possibly create Google doc to share each institution current work in this area.

Cary's Motion: The CYCECBC supports Douglas College's Child & Youth Care program to support Native Education College's request to pursue a Block Transfer agreement for their Family & Community Counselling Diploma program to transfer to Douglas College's CYC degree program at 3rd year entry. – *Tabled for future discussion including reviewing information supplied by Carys.*

Accreditation updates

UFV a release was granted to Cindy to write up the final paperwork. They had a lot of information from their program review. Surveys have returned, with a lot of amazing feedback to determine review of course outlines. Teams has been utilized to have all the information to be easily accessed.

VIU is in discussion and will decide Fall 2022 if they are moving forward for accreditation. Douglas discussing if they will be including their diploma, as they also offer the degree. Camosun degree is on the life span and would like to invite Wendy from Accreditation to further understand how this fit with their program.

Consortium Priorities

The following themes emerged during our two days of meetings as potential areas of priority for the Consortium group. During our fall meeting we will make decisions about which project/s we will focus on and how.

1. Moving the revised learning outcomes forward
2. Practicum and Readiness for Practice
3. Decolonization, equity, anti-racist work
4. Professionalization, Certification

Next meeting will be end of October or early November.

CYC Sub-Sector Institutional Reports - May 2021

Camosun College - Community, Family, and Child Studies Diploma

- We are continuing a program review focused primarily on Indigenization and decolonization.
- This past year, as a result of Covid-19 and limited/restrictions within practicum placements, we have incorporated more flexibility for practicum placements (online/ increased work-based/one placement over two courses) and have seen positive benefits to student learning.
- Some student attrition over the past year, particularly in first year, we suspect due to the stresses of the past year and demands of online learning.
- There is a high demand for international seats for our program and we are increasing these seats significantly this year.
- We are anticipating going, primarily, to face-to-face course delivery this fall.

Douglas College

- The College sponsored a Professional Development day which focused on Social Responsibility, part of its recent Strategic Plan, including Diversity and Inclusion workshops
- Indigenous Studies Certificate of Academic Foundations recently approved through governance - supposed to be 'live' as of September 2021+ with a number of new courses being developed across the College (e.g. Indigenous Astronomy)
- COVID-19 has had a continued impact on all groups. The College surveyed students: to generally note that mature students preferred online, and younger students want to be back in the classroom. We all wait with great anticipation as to our 'return' in the fall.
- Faculty of Applied Community Studies
- July 2020 name change from Faculty of Child, Family and Community Studies (CFCS) to Applied Community Studies (after review with vision team and students)
- Associate Dean in FACS - Elizabeth Barbeau, past CYC faculty - moved to Langara as Dean in December 2020, new Associate Dean, SW faculty/coordinator, beginning July 2021.

CYC Governance:

- Last year CYC changed its admissions requirements (reduced barriers, more in-line with Consortium admissions, and changed to paper-based): doubled last year applications at this time. September's cohorts (full and part time) filled as of this meeting.

Faculty Professional Development:

- Within the CYC team, we've recently participated in a Mi'tel nexw Squamish Leadership Transformation workshop with many offshoots of those conversations including: beginning an anti-racist reading group, commitment to regularly occurring generative conversations, etc.
- A number of regular faculty pursuing doctoral studies.

Special Projects:

- Spring 2020 we received MAEST grant funding for a Work Integrated Learning project - delayed a few times due to COVID-19 - but underway to expand CYC practicum partnerships across BC. This has enabled us to create a 100% online CYC diploma exit (in development), to serve prospective students in areas in BC not served by a CYC diploma. Possible September 2022 start.

- Concurrent Credit with SD 43 (Surrey) to offer CYCC 1141 (Intro to CYC) to Gr 11 & 12, delayed last year due to COVID, first run July 2021.

Practicum:

- Practicum slowly getting back to traditional model, agencies/districts more open to hosting students, but still a few project-based and employer-supported practicum.
- Carys joins CYCEABC inaugural CYC Field Work Committee (Humber, Ryerson, MacEwan, Douglas represented) and will bring relevant info there to consortium.

Program Review:

- Comprehensive Program Review is with external reviewers now. Will update Consortium in Fall with overview of recommendations. Used Consortium learning outcomes as Program Outcomes as guiding compass for review.
- PLAR review ongoing (delayed due to capacity) but a continued thank you to you all who shared your resources/links.

Selkirk College

Institutional Update – staffing

- EACSW program: Jane Green FT - retiring July 31, 2021 Posting coming soon. SSW team consists of Leanna Kozak, Rhonda Belczyk and Jenn Reid (newer hire). Tammie Clarke is department chair and Taya Whitehead is school dean.
- Our College President has given notice - we will be under new leadership for our 2022/2023 year
- Shifting to practicum coordinator position (HSER-wide position)

Program/Course Update

- This past year has seen our delivery shifted to completely online, primarily in a synchronous / flipped format.
- Anecdotal and some institution-led feedback shows mixed results. Many students have enjoyed the increased flexibility of online instruction while some greatly miss the interaction, both academic and social, of the on campus experience.
- Moving forward the SSW and CYC program has decided to continue to deliver online for the Fall 2021 with possibility of (optional) in-person learning opportunities, as deemed safe and necessary.
- Enrollment continues to be strong for 2021/22
- Addition of micro-credentials (e.g., MHFA).
- Practicum: 2019/2020 certificate practicum was deferred until this spring resulting in an extended placement experience for diploma students this year (10 weeks total). Understandably this creates both personal and financial strains.
- All students were secured placements. Schools continue to be a reliable choice as some community-based agencies have limited hours or contact policies.
- Some institutionally based placements created this year within the Healthy Campus department.

Other Items of Interest:

- Some course review and updates coming this year.
- CYC program will not be pursuing accreditation.

University of the Fraser Valley

- Began the process of accreditation plan to complete 2022
- Hired a full-time practicum coordinator for ECE & CYC placements. The person is a graduate of both the ECE and CYC programs at UFV
- Our Faculty of Professional Studies is changing, the Business and Computer Information system departments are leaving to form their own faculty Sept 2021. We are then possibly going to become the Faculty of Education, Community, and Human Development (depts. -CYC/ECE, SW, Adult Ed, Education, library & information departments remain).
- As a new faculty we are being asked to consider: what we will be now? what opportunities could occur? where might we locate – a focus on our Mission campus.
- Our office floor is in renovation, shifting workspaces to focus on collaboration between students, faculty, and interdisciplinary potentials.
- We explored some work-based practicum experiences as part of Covid-19 adaptations. Additionally, we had some practicum students working with our student support folks. We will continue the Covid-19 adaptation until Sept 2022
- We will be offering the blended format to classes in the Fall.
- We began the “CYC core group” focused on enhancing the CYC student community feeling to our program. We saw a need to increase connection between all students 1st to 4th
- Had many students applying to our program.

University of Victoria

Overview:

- The School of Child and Youth Care is undergoing a process of renewal with significant updates and planning at both the graduate and undergraduate levels.
- Applications across the BCYC program have remained robust for fall 2021. Our graduate programs did not accept applications for 2021 as they continue to focus on program updates and renewal.
- From spring 2020 through the summer of 2021 all courses, including those that would normally have been scheduled on-campus, were offered online. Instructors were supported through UVic’s well-planned and executed move to online learning under the leadership of the Academic Provost and the Division of Learning and Technology, Support and Innovation. Resources included:
 - Technology training seminars and online resources for instructors
 - Instructor access to an expanded instructional design team
 - Orientation, resources and training for students
 - The introduction of new technologies:
 - New Course management system (Brightspace)
 - A new online platform for video sharing (Kaltura)
 - Replacement of our web conferencing program with the user friendly and popular Zoom platform.
- Our online learning and on campus programs will continue to benefit from these resources and newly available tools into the future.

Bachelor of Child and Youth Care:

- The UVic Senate Committee on Curriculum approved the renewed BCYC program for Fall 2021. While responding to the feedback to our 2018 academic program review, the revised and updated curriculum is also informed by the following:

- Structural/institutional parameters;
- Program partners, accreditations, stakeholders; and
- An articulated approach to the program such as values, responsiveness to the field and current practice.

The core program requirements have been reduced from 48 core courses to 36, making room for the introduction of additional elective credits that may provide students with an opportunity to explore other academic disciplines. The revised program can be reviewed in our fall 2021 calendar. The core courses in the revised program include:

- All of:
 - CYC110 - Introduction to Child and Youth Care (1.5)
 - CYC120 - Lifespan Development (1.5)
 - CYC152 - Introduction to Helping Skills in Child and Youth Care Practice (1.5)
- One of:
 - CYC210 - Supervised Practicum I (1.5)
 - CYC210A - Supervised Practicum I by Prior Learning Assessment (PLA) (1.5)
 - CYC211 - Supervised Practicum I (1.5)
- All of:
 - CYC206 - Applying Change Theory in CYC Practice (1.5)
 - CYC250 - Law, Indigenous People and the TRC Calls to Action (1.5)
 - CYC265 - Introduction to Group Work in Child and Youth Care Practice (1.5)
- One of:
 - CYC310 - Supervised Practicum II (4.5)
 - CYC310A - Practicum II by Prior Learning Assessment (PLA) (4.5)
 - CYC311 - Supervised Block Practicum II (4.5)
- All of:
 - CYC300 - Advancing Social Justice Praxis in CYC (1.5)
 - CYC320 - Critical Identity Development (1.5)
 - CYC356 - Developing CYC Praxis with Diverse Families (1.5)
 - CYC370 - Applying Assessment and Case Planning in CYC Practice (1.5)
- Complete 1 of:
 - CYC410 - Advanced Supervised Practicum (4.5)
 - CYC411 - Advanced Supervised Block Practicum (4.5)
- All of:
 - CYC423 - Research Literacy in CYC (1.5)
 - CYC464 - CYC Praxis with Neurodiverse and Differently-abled Children (1.5)
 - CYC470 - Mental Health and Addictions in CYC (1.5)
 - CYC475 - Advanced Child and Youth Care Practice with Families and Groups (3.

In alignment with our school's goals, we have introduced two circle courses that will be open to Indigenous students only:

CYC105 ŠELEJSET XENENŲ OX ET TFE ŠW ÍY, NONETs Sage

An introductory land-based Circle with virtual access offers a space for Indigenous students to connect, share resources and receive supports and teachings to nurture a community approach to wellness. The Sage Circle includes circle, land-based and online components to connect learners with Indigenous peers, faculty and community. Academic mentoring and teachings from local knowledge keepers in areas of resilience, resurgence and tribalism supports students in developing their leadership skills as Indigenous child, youth, family and community-based practitioners.

CYC305 ŠELEJSET XENENŲ OX ET TFE ŠW ÍY, NONETs Cedar

Cedar Circle is a land-based praxis space with virtual access where Indigenous students gather to scaffold their learning and leadership skills as Indigenous child, youth, family

and community-based practitioners. Students develop circle and community projects that center land, water and spirit-based teachings, presented through various modalities including (re)search, writing, art and storytelling. Teachings from local knowledge keepers focuses on language and cultural restoration and reclamation of Indigenous community systems, governance and sovereignty.

Graduate programs: Masters of Arts in Child and Youth Care and Doctorate in Child, Youth and Family Studies:

- The School of Child and Youth Care graduate programs are going through a thoughtful process of renewal. Following extensive consultation in 2021 and early 2022, including an international jurisdictional scan, HSD scan, faculty surveys, survey with alumni and adjuncts, detailed feedback from 10 MA alumni working in diverse practice contexts, three graduate forums, and extensive work by the Graduate program committee the School is moving forward with the development and execution of a program renewal plan. The plan is informed by and consistent with our School's vision and mission statement and 2017 statement of solidarity, recommendations arising from our 2018 Academic External Review and other multiple drivers.
- We anticipate significant updates of program outcomes at the Masters and Doctoral level pending UVic senate approvals. In addition to new MA program outcomes and adjustments to course requirements, we anticipate some changes to our admissions process and guidelines. The school will also initiate a carefully considered equity plan that will decrease our focus on GPA and increase the weighting of an applicant's self-described positionality and relevant experiences. Following a one-year pause on program admission, applications will reopen in February 2022 for entry the fall of 2022. Pending senate approval, the following changes to our program include:
- Proposed name change: The School proposes to change the name of the MA program to Masters of Arts in Child, Youth, Family and Community Studies (CYFCS). This name change will not influence our current Bachelor of Child and Youth Care program.
- Proposed shift in admission requirements: Work Experience – The School is proposing that as of 2022, MA admission requirements will typically include a minimum of 2 years (3,000 hours) relevant human services experience.
- Proposed shift in Delivery Format – The School is proposing that as of 2022, the MA program will be delivered primarily online - using a blended synchronous/asynchronous format with the exception of a summer intensive institute on campus in May/June at the end of the first year.

Vancouver Island University

General Program Updates:

- Like all programs shifted to all on-line learning, including on-line project-based practicums in collaboration with community partners.
- Began work on Program Review action items, which were approved in the spring of 2020. Although, some actions were accelerated due to covid (enhanced on-line learning opportunities, practicum re-development, fuller attention to social justice in curriculum) others were delayed (fuller work with VIU graduate attributes, cohesion across curriculum, authentic assessment).
- Delayed plans for accreditation due to covid. The CYC program will be examining the feasibility of moving ahead with Accreditation in the 2022 academic year.

- Joined the Operations Committee for the new Child Care Centre at VIU. The CYC program anticipates practicum and inter-professional practicum opportunities with the centre, primarily in the after-school age program, which the centre has 13 spaces for.
- Developed a proposal for a CYC BA CYC Minor, which is currently under review. This credential is being developed in response to the number of students we have joining our classes from allied disciplines such as psychology and criminology.
- Offered monthly online Program Information Sessions that have been very well attended. We have worked closely with our internal VIU partners in recruitment, advising etc. and with the larger community to promote these sessions. Applications for the 2021 entry have been stronger than they have been in the past few years.
- Most students complete the degree, with very few opting to exit with the diploma.
- We are seeing an increase in interest for students to attend part-time, which we permit but it does create challenges with our admissions and class sizes.
- Australia and Norwegian international opportunities were put on-hold due to Covid-19, and we have one student planning to go to Norway next academic year, subject to covid restrictions.
- For the 2021-2022 academic year the program will be delivered in a blended format and practicum students will have the option to choose blended or remote practicums. In the long term we are aiming to offer the program using a hyFlex model and we are currently seeking funding for the required technology.

Courses/Curriculum Updates:

- The on-line project-based practicum model we developed in response to Covid-19 worked very well this year. Students completed six on-line modules, received professional development training, and worked in multi-year teams in collaboration with community partners to develop and deliver a variety of projects.
- Due to Covid-19 the Ministry for Child and Family Development (MCFD) has been unable to accommodate practicum students completing the Child Protection (CP) Specialization. In response the CYC program developed and offered the Child Protection Specialization practicum online during the fall 2020 semester for students initially registered in the 2020 Inter-session. The CYC program also participated in an initiative in collaboration with MCFD and both Social Work and Child and Youth Care programs from UBC and Douglas College. The on-line delivery model developed by faculty enabled students in the Child Protection stream in 2019/2020 and 2020/2021 to complete their degrees with the CP Specialization.

Anti-Racism, Equity, Decolonization:

- Faculty developed and implemented a two-week 30-hour module on power, privilege, social justice, intersectionality, critical and contextual thinking as part of the shift to on-line delivery of practicum courses.
- During the 2020/2021 academic year all 3rd CYC year students participated in the on-line version of the Building Bridges through Understanding the Village Workshop.
- Faculty are increasing literature from Indigenous scholars, creative works from Indigenous artists and more assignments with an Indigenous focus into courses.
- In general, we have seen students much more interested and engaged with anti-racism and anti-colonialism in course assignments, class discussions and more students are seeking directed studies in these areas.

- One faculty member is currently on an educational assisted leave that is focusing on indigenization, decolonization and reconciliation in Child and Youth Care Education and Practice. Key learning and resources from the leave will be shared with the faculty team. The faculty member on leave is also working to secure funding for an outside facilitator to lead the faculty team in a discussion or series of discussions to develop a collective vision for the program in relation to our commitment to decolonization and the TRC's Calls to Action.

Human Services Sub-Sector Meeting Minutes May 19, 2021

1. Welcome and Land Acknowledgement

2. Introductions

3. Adoption of Agenda

moved/seconded/passed

4. Approval of minutes May 2019 meeting

moved/seconded/passed

5. Subsector statement re: Decolonial equity work: From theory to practice

After discussion, the group agreed upon the following:

Action: In response to the “Decolonial equity work: Transforming from theory to practice” report (Green, J. & Khungay, R. (2021, May 12) *Decolonizing Equity Work: Transforming from Theory to Practice* [PowerPoint Slides]. School of Social Work, University of Victoria.) we will approach Deans and Directors for information about current and ongoing actions and about next steps with respect to student admissions, assessment, the physical campus environment, student bursaries and awards, and student support, including student support for BIPOC students in field education. responses to plagiarism, and faculty buyouts.

6. Institutional Reports:

Robin Fast, Camoson

- We are continuing a program review focused primarily on Indigenization and decolonization.
- This past year, as a result of Covid-19 and limited/restrictions within practicum placements, we have incorporated more flexibility for practicum placements (online/ increased work-based/one placement over two courses) and have seen positive benefits to student learning.
- Some student attrition over the past year, particularly in first year, we suspect due to the stresses of the past year and demands of online learning.
- There is a high demand for international seats for our program and we are increasing these seats significantly this year.
- We are anticipating going, primarily, to face-to-face course delivery this fall and working to include the adjustments we made last year when online that can benefit our courses and students in the future (e.g. asynchronous online activities; flexible practicum experiences).

Marja Burrows, Coast Mountain College

Institutional Update: Coast Mountain College (CMtn)

- Construction continues on student housing with a forecast of “substantial completion” Aug 6 2021
- Construction has started on the main administration building which houses the library, registrar’s office and most classrooms. Completion expected by fall 2022
- CMtn rec’d year 2 funding from gov’t for Contact North BC; 12 of 34 communities in northwest region at various stages of readiness. Hearing from other communities about

desire to participate in Contact North BC from across the province. 542 registrations via Contact North BC for fall

- Fall 2021 faculty & staff are expected to return to campus
- Fall 2021 university credit courses: 66% distance / distributed learning & 33% face to face
- Fall 2021 SSW courses: 100% distance / distributed learning; no face-to-face classes permitted

Program / Course Update

- Selected for program review to start fall 2020; challenges to this work as “off the side of desks”
- CMtn offers 2 credentials: SSW Certificate & SSW Diploma. Summer of 2021 the department was told of a change to delivering the programs in an alternating format effective fall 2020.
- Fall 2021 all SSW courses will be delivered as distributed learning; awaiting direction regarding delivery of winter and intersession

Leanna Kozak, Selkirk College

Institutional Update

- General-all classes moved online with synchronist and asynchronistic components, and continue with this delivery for the fall 2021.
- Full student enrollment with 24 seats, and students doing well with the new virtual delivery.
- Staffing--last year-new Dean, Taya Whitehead and new chair Tammie Clarke, and hired new on contract social worker Jenn Reid. We now have a practicum coordinator to assist with practicum.

Program/Course Update

- Issues-finding placements for practicum this year and being flexible with virtual and in person options. The combined 1st and 2nd year practicum has been challenging for the students who weren't able to complete their practicum last year. With 10 weeks of practicum it has been financially challenging for some students.
- Student mental health continues to be a challenge and with online delivery it has been more challenging for some students to feel connected.
- Projects-created an online mentorship training for our community practicum partners and was well attended with over 12 agencies attending, and the recording of the training was sent to all of our practicum agencies.

Tara Ramdin, College of the Rockies

1. We have a new president. Paul Vogt became our 8th President and Chief Executive Officer in the summer 2020.
2. Paul Tiege was hired as the new Manager for Research and Innovation.
3. Hiring process in place for hiring of a 4th dean (Dean of Innovation in Teaching & Learning)

4. September 2019 Robin Hicks was appointed Vice-President and oversees the academic and applied research divisions.
5. As with all BC post-secondary institutions this past year, COVID-19 created a shift to virtual delivery of many things.
 - a. Shift to an online model for most programs and courses.
 - b. New online “Jump Start” orientation series launched.
 - c. Open house and career fair as virtual events.
 - d. Graduation this year will also be done virtually.
6. We had our second-annual “Giving Tuesday” campaign which aimed at encouraging local businesses, organizations, and individuals to give back to the community. Over \$70,000 was raised for three priority initiatives: The College of the Rockies Cranbrook Community Forest Trail Enhancement Project, the Dean’s Equipment Fund for Environmental Science, and the Engineers Canada Indigenous Access to Engineering Bursary.
7. Additional student housing has been constructed which houses 100 students.
8. Collective agreements were ratified for both CUPE and CORFA.

Margo Nelson, Langara College

1. Collective agreement was ratified for LFA
2. Most classes moved online. Our program’s methods course, with adaptations included some in-person teaching and learning.
3. A new Dean of Social Science and Community Programs, Elizabeth Barbeau, joined the college.
4. 2020-2021 enrollment was 34. Admissions are ongoing for 2021-2022, but do seem to be moving a bit more slowly than usual.

Human Service Programs Articulation
Committee

Community and School Support

Minutes

Location: Virtual

Date: May 12, 2021

Chair: Jen Erickson, Langara

Recorder: Eleanor Cramb, Langara

Present:

Institution Name	Committee Member Name	Email/Contact
Capilano University	Sue Altman	saltman@capilanou.ca
Coast Mountain College	Yuriko Riesen	yriesen@coastmountaincollege.ca
College of New Caledonia	Val Waughtal	waughtal@cnc.bc.ca
College of the Rockies	Heather Wik Barbara Eckersley	wik@cotr.bc.ca beckersley@cotr.bc.ca
Douglas College	Lori Woods Sandra Polushin	woodsl@douglascollege.ca polushins@douglascollege.ca
Kwantlen Polytechnic Univ.	Sylvia Woodyard	Sylvia.woodyard@kpu.ca
Langara College	Jen Erickson Eleanor Cramb	jerickson@langara.ca ecramb@langara.ca
North Island College	Kelly Johnsen Susan Shantz	Kelly.johnsen@nic.bc.ca Susan.shantz@nic.bc.ca
Northern Lights College	Shari Harrison	sharriso@nlc.bc.ca
Okanagan College	Dyani Simon	DSimon@okanagan.bc.ca
Selkirk College	Jane Green Lisa Gates	jgreen@selkirk.ca lgates@selkirk.ca
Thompson Rivers University	Jay Goddard	jgoddard@tru.ca
University of Fraser Valley	Margaret Coombes Kelly Guaya	Margaret.coombes@ufv.ca Kelly.guaya@ufv.ca
Vancouver Island University	Alison Taplay Leif Rasmussen	alison.taplay@viu.ca Leif.Rasmussen@viu.ca

AGENDA

1. Welcome and introductions
2. Approval and adoption of agenda – Alison Taplay moved motion; Heather Wik seconded. Carried unanimously.
3. Updates – see table below and refer to the Institutional Reports 2021 found on our Articulation Google site.
4. Guest: Mike Wiseman from BCCAT provided updates and discussed the role of the articulation sub-committee.

BCCAT (B.C. Council on Admissions and Transfers) oversees whether an institution is recognized or accredited and whether credits from one of these institutions can transfer from one to another.

The B.C. Transfer Guide (<https://www.bccat.ca/pubs/how2articulate2013.pdf>) now includes transfer agreements around the world; now 61,000 transfer equivalencies from 452 institutions from 33 countries have recently been added to the guide.

Videos are available on their BCCAT You Tube channel, for example, Overview of the B.C. Transfer System.

BCCAT will be working with articulation committees and their institutions to update agreements that have not been reviewed in ten or more years. If this is the case, courses should be re-evaluated.

A recent report on micro-credentials identified their use for admission and credit transfer. Further work will take place to determine what evidence is required to support micro-credentials. What learning experiences are micro-credentials representing? What credit could be formally applied to learning experiences? There is a need for a definition that would be in the B.C. Transfer Guide; it would also help to establish pathways in the Guide.

A recent research project evaluated student mobility in the province and will be posted on the BCCAT website.

A BCCAT Moodle has been established for articulation committees. Institution reports can be stored there as well as other records and documentation.

Resource: Using Moodle, A Resource for Articulation Committees. A new platform will be available in September 2021.

The Joint Annual Meeting (JAM) took place in the Fall, virtually to 350 participants across B.C. Topics were student mobility and 'Transfer and Articulation in a Time of Pandemic'. JAM will be online again this year and will take place the first week of November. Mike extended an invitation to attend to all our members.

5. Motion: That the Community and School Support (CASS) subsector name be changed to the Education Assistant and Community Support subsector. Moved Alison Taplay / Seconded Jane Green. Discussion. Passed unanimously.
6. Jen provided information about grants available through CEWIL Canada (Cooperative Education and Work-Integrated Learning Canada). They have just announced a third call for project proposals for their innovation Hub (iHub) grant to enable curricular work-

integrated learning. Post-secondary institutions with degree/diploma granting status are eligible to submit proposals.

Highlights of 2021 Institutional Reports:

Institution	Report
Capilano University	Shortage of EAs in lower mainland. Some districts work with Cap and hire EA candidates while they complete their program.
Coast Mountain College	New 10-month program offered this year in Prince Rupert.
College of New Caledonia	Removed pathways in Program with a new practicum Vanderhoof has identified need for additional training for EAs
College of the Rockies	ECE and EA program expansion. Program review completed. Developing new course on challenging behaviour.
Douglas College	MCFD sponsored on-line autism training course developed. New texts being reviewed. Full enrolment in all programs. Northwest Territories EA program partnership. Lori retiring; she will be greatly missed.
Kwantlen Polytechnic University	Micro-credentials reviewed. KPU provided great support with online course development. Fall blended model of delivery. 2 full-time and 2 part-time cohorts. Considering a full-time online cohort. Program review completed; focus on marketing to male applicants. Curricular changes going to Senate today.

Langara	Mixed mode of presentation in EDAS Fall 2021 Program. All practicum placement provided to full and part-time students. Program Review underway. Two applications for CEWIL work-integrated learning government grants approved; students able to purchase apps, resources, child-care, transportation etc.
North Island	Digital online this year, moving to blended for the Courtney campus. Port Alberni will maintain digital with Indigenous focus.
	Funding allowed 10 students from Port Hardy to enroll in the program. Program Review underway.
Northern Lights College	Full enrolment; wait-lists expanding. Program Review resulted in curricular development. Collaboration with Distance Learning and E-bus which offered good practicum experiences.
Okanagan College	20 students in the program rather than 30 this year but now have a great number of applicants and are wait-listing students. Many applicants expressed interest in a mental health focus. Second year students got practicum placements others did not, so did accessibility audits on campuses.
Selkirk College	Jane is retiring and will be missed! Exploring work integrated learning for their certificate program. Creating program for SD. 24 students completing practicum. More part-time students this year. Trauma informed practice emphasized in course work. Digital version developed for practicum.
Thompson Rivers University	EA and Community Support program expansion. Considering their own program review.

University of the Fraser Valley	<p>New President Joanne MacLean taking initiative with EDI (equity, diversity and inclusion). New title for the program: School and Support Worker. Program review of the Community Support worker program; now focusing on EA program needs, revamping curriculum to include Indigenous content. Abbotsford SD assisting with curriculum development. Metis focused program developed; students now graduated.</p>
Vancouver Island University	<p>All programs full. Alison retiring and will be missed! Pressure from SD to hire students before they have completed the program. Practicum placements were difficult to find.</p>

CASS Sub-Sector Meeting Minutes

May 13, 2021

Recorder: Sandra Polushin

Present:

Institution Name	Committee Member Name	Email/Contact
Capilano University	Sue Altman	saltman@capilanou.ca
Coast Mountain College	Yuriko Riesen	yriesen@coastmountaincollege.ca
College of New Caledonia	Val Waughtal	waughtal@cnc.bc.ca
College of the Rockies	Heather Wik	wik@cotr.bc.ca
Douglas College	Lori Woods Sandra Polushin	woodsl@douglascollege.ca polushins@douglascollege.ca
Kwantlen Polytechnic Univ.	Sylvia Woodyard	Sylvia.woodyard@kpu.ca
Langara College	Jen Erickson Eleanor Cramb	jerickson@langara.ca ecramb@langara.ca
North Island College	Kelly Johnsen Susan Shantz	Kelly.johnsen@nic.bc.ca @ Susan.shantz@nic.bc.ca a
Northern Lights College	Shari Harrison	sharriso@nlc.bc.ca
Okanagan College	Dyani Simon	DSimon@okanagan.bc.ca
Selkirk College	Jane Green Lisa Gates	jgreen@selkirk.ca lgates@selkirk.ca

Thompson Rivers University	Jay Goddard	jgoddard@tru.ca
University of Fraser Valley	Margaret Coombes Kelly Guaya	Margaret.coombies@ufv.ca Kelly.guaya@ufv.ca
Vancouver Island University	Alison Taplay (CHAIR) Leif Rasmussen	alison.taplay@viu.ca Leif.Rasmussen@uviu.ca
COTR	Barb Eckersley	beckersley@cotr.bc.ca
Northern Lights College (NLC)	Patricia McClelland	pmcclelland@nlc.bc.ca
OC	Carol Halle-Bowering	challebowering@okanagan.bc.ca

Agenda:

- CASS Website / Jamboard site - CASS members' collaboration and discussions
- Guests:

Caitlin Goodsell (Incoming Co-Executive Director, Vela Canada) re: Support Worker Central

Dean Kathleen Haggith (North Island College) - Standards of Practice

Medium for collaboration today: Jamboard - demo by Jane Green who also addressed privacy concerns in response to questions.

Action item: Members asked to contribute their thoughts to each Jamboard (JB) throughout the meeting. Further additions can be made up to May 17, 2021. Jane will download results into a PDF to share out.

Who? All CASS (EACS) members; Jane Green

Topics to cover:

- [JB 1: Reflections on CUPE Discussion on May 11, 2021](#)
- **JB 2: WIL: Work Integrated Learning**
- **JB 3: “Decolonial equity work: Transforming from theory to practice”** – We can make a statement or develop a plan and proposal?
- [JB 4: Articulation Requests Course Transfer / Articulation Requests Block Transfer](#)
- **JB 5: Possible Motions:**
 - Endorsement for indigenization within EA / CSW roles across subsector - project proposal to BCCAT to conduct a transfer related research project on indigenization for our subsector
- [JB 6: Pathways to Teacher Training](#)
- **JB 7: Curriculum or other Resources, apps, discoveries.**
Nahanee, M. 2020. Decolonize First.
Vela Canada: <https://www.velacanada.org/> - Resources from guest speaker re: Support Worker Central - <https://www.supportworkercentral.ca/>

2. BCCAT HS Articulation Action Item:

- Subsectors to report back to HS Articulation group on May 26th with ideas for “Decolonial equity work: Transforming from theory to practice, plan or statement.

CASS (EACS) Action item:

- Ideas generated from JB 3: “**Decolonial equity work: Transforming from theory to practice**” will be placed on our articulation site. Jane is also putting archive resources on the site so they will be ready for next year.
- Small group (see Jam Board for members) will connect ASAP to draft BCCAT Proposal (final submission deadline August 2021)

Who? CASS (EACS) members; (Jane Green-Jam Board) - see item 6.

3. **Course Articulations:** Following up from discussion with Mike Winseman of BCCAT. Alison provided a quick demo of the BC Transfer Guide website <https://www.bctransferguide.ca/>
Here’s the guide on how to articulate courses between institutions.
<https://www.bccat.ca/pubs/how2articulate2013.pdf>

Key points:

- Identify your key institutional contact for course(s) you want to articulate; that person will send a request for transfer to the receiving institution.
- 80% of the content should be relatively similar in emphasis, e.g. subject matter, texts, assignments. There is some flexibility with this as it is a qualitative perspective.
- The CASS sector has been liberal in granting transfer agreements between institutions. A more careful review should be taken with Non-CASS sector providers as we familiarize ourselves with their courses, should they become involved with BCCAT
- The receiving institution will sign off the form indicating acceptance or no acceptance of transfer credit, and/or the number of credits available for transfer after you have reviewed the course(s). Note: you can also provide partial credit so that 2 courses could be articulated for 1 course.

Sylvia: New course work at KPU has been approved by the Senate yesterday. What are the next steps for articulation?

(Response) Replacement courses will require these to be re-articulated per process noted above. Old courses will show articulations but have an end date on the articulation agreement to indicate this agreement is discontinued. After the new courses have been articulated, the start date will be noted on the website. Any student who took the older courses before the

new start date will still be honoured, anything after would not.

Lori: DACS had program changes that were not yet approved for the 2017 Migrating the Matrix project. She asks members to see if the following courses still align with former articulations in content areas:

- AAC courses / Behaviour courses (DACs 1256 and DACs 2356);
- Family course (DACs 1280) - content summary: families, IEPs and PATH. And Community Building (DACs 2380): content areas with enhanced PCP/Discovery/person-centred planning content in anticipation of private providers

4. Block Transfer of certificates to diplomas -

30 credit programs; advantage to student - options for Douglas, VIU and Selkirk. Block transfer advances them moving them forward.

-Douglas CCS diploma offered flexible online, block transfers into 3rd year of 4-5 bachelor programs; with 3 UT course electives if planning to continue to teaching training; Also heavy on Employment Supports so will help with K-12 transition / new areas of practice; If people can indicate interest with Sandra Polushin - block transfer
...will be an MOU between Deans; then can advertise additional benefits of your certificate.

-Jay Goddard - TRU doing diploma online - they will also look at block transfer

1. VELA Canada - Guest Speaker Caitlin Goodsell (Co-executive Director)

<https://www.velacanada.org/>

- Quick overview of VELA - Non-profit agency providing support to people with disabilities and their families to be self-directed with their supports and resources
- Key services: Microboards and Individualized funding to customize and individualize support
- Lynda Parry is retiring and going to write a book
- **Services of interest to the CASS Sector:**
 - **Support Worker Central.** (SWC)
<https://www.supportworkercentral.ca/> SWC is an employment site designed to connect individuals with disabilities and their families who are looking to hire staff, with practitioners seeking employment. Service developed in partnership with the Family Support Institute (FSI); graduates can create profile, connect by messages, and apply to job postings.
Other resources available including fact sheet for hiring support, or topics to aware of in the employee/employer relationship. Has a lifespan perspective to address hiring needs.
- **Guest Speakers** Caitlin is available to speak to your students for areas such as PCP or PATH. Please contact: caitlin@velacanada.org

2. BCCAT Research Project Funding

<https://www.bccat.ca/articulation/projects>

Call for Research Project Proposals: Articulation Committee Project Funding Program. Committee discussed interest in putting a proposal together, and some considerations to think about, i.e. can add section release to do the work, while getting support from the rest of the group; commitment requires people to be available throughout the summer to provide feedback to a subgroup; be prepared to write the proposal and/or provide feedback. Submission deadline is August 23, 2021. Recommendations:

- Have a project lead and sub-group
- EACS subsector components related to articulation:
 - Every CASS program has been looking at indigenization. For the project, each PSI could share stories of how it shows up in the college/university. What is working well? How could we improve? How could we articulate?
 - also need support from a community lens.

Suggestion: Scan what we are doing around indigenization / best practices / moving towards with recommendations for articulation.

Action: Motion that the CASS/EACS subsector supports the development and submission of an application to the BCCAT Articulation Committee Project Funding Program to conduct a research project to learn about work done within each post-secondary institution to indigenize EACS curriculum. The project goals will include identifying what is working well, how we can continue to improve, and how we can articulate. Moved Kelly Johnsen, seconded Margaret Coombs, passed unanimously.

Who: Expressions of interest from CAP (Tanya) / TRU / KPU (Sylvia) / NIC (Kelly) / Selkirk (Lisa) / Douglas (Sandra)

7. Kathleen Haggith (Dean-North Island College) - Guest Speaker

Alison Taplay and Lori Woods are the two public post secondary representatives on the EA Standards of Practice Working Group. Lori provided some history and an overview of the working group's activities before Kathleen spoke on the issue.

Standards of practice: As a reference, standards of practice are holistic, not just PS curriculum as shown in image below.



Both Lori and Alison are retiring so two new representatives are needed for this committee. This is an active role.

- Deans and directors support standards for EAs, Kathleen Haggith is available to be the conduit to the minister's table and the CASS/EACS, Working Group.

Action: Need 2 people for the EA Standards of Practice Working Group – PPS Advocacy role

Discussed that CASS may be invited to send a representative to the Ministry table. Kathleen Haggith discussed EA Standards of Practice with CASS subsector member.

Actions: Kathleen will take information to the Deans and Directors. If Deans and Directors are invited to a Ministers table, she is interested in serving in that role alongside a representative of the CASS subsector.

CASS subsector members interested in serving on either the EA Standards of Practice Working Group are: Jay Goddard (TRU); Leif Rasmussen (VIU); and Yuriko Riesen, Coast Mountain

College. In the past, Shari Harrison (Northern Lights College) had also expressed interest in this role.

The Ministry of Education is working toward seamless childcare. They are bringing infant/toddler child care, childcare, and preschool into the school system. CUPE is supporting seamless childcare and ECEs working with Teachers. There is some concern that EAs could be ECE Assistants. This is an important issue to follow as it raised issues about roles and standards for EAs and ECEs. Some questions raised:

- Will EAs be assisting ECE practitioners?
- Who is championing inclusion and kids with extra support needs?
- Will EACS need to consider future articulations with ECE
- No standards for EAs; hence, a risk for greater loss of status
- EA practices are already far reaching, are we now needing to

include ECE materials in our curriculum?

- Do our standards need to align with ECE standards?
- Has there been any discussion of specializing so there are elementary EAs and Secondary EAs and how the ECE role might dovetail with the younger kids?
- There are also questions about the role of BIs and how that fits, as well as the personal care role with delegated tasks.

8. Next year: Chair: Kelly Johnson (Chair); Sandra Polushin (Co-Chair)