

THE Health Educators Articulation Meeting
May 5-6, 2022 by Zoom
Minutes

May 5: 8:30 am

Present:

Michael Kiraly (Chair, KPU & Capilano), Bill Luke (TWU), Bruce Clarkson (VCC), Farhia Kabeer (VIU) Fiona McQuarrie (BCCAT), Godwin Ponuwei (NLC), Bassam Nyaeme (BCIT), Christine Petersen (TRU), Cynthia Thomson (UFV), David Harper UFV), Ita McGrogan (VIU), James Nicol (Selkirk), Jessica Card (CNC), Joel Urquhart (OC), Megan Lewis (CAMO), Paul Sunga (Langara), Rob Tillman (COTR), Rosemary Oh-McGinnis (Douglas), Sandra Milligan (NIC), Sue Sanders (VIU), Zoë Soon (UBCO), Sasha Rourke (Stenberg College), Karen Ross (TRU), Catharine White (CMTN, minutes)

1. Introductions and territory acknowledgements
2. Approval of the agenda as presented. M/S Paul/Bruce. Approved.
3. Approval of the meeting minutes of 2021. M/S Christine/Sandra. Approved.
4. Communications (James)
 - Dave Allen also working on this as Communications Officer, currently on leave
 - Moved from Moodle to a different platform- Sync- for storing our files
 - Overview of the Sync site shared
 - Template discussed, some faculty using the Biology group template, template used is fine as long as reporting the required info.
5. BCCAT report (Fiona McQuarrie)
 - Overview of BCCAT's role
 - Nov. 3rd and 4th is this year's JAM, as a hybrid event (some in-person and some on-line), registration details circulated later this summer
 - BCCAT research projects:
 - o Reverse Transfer system: If a student completing a 2-yr associate degree transfers to a 4-yr institute before completing the 2yr prgrm, this system would allow for the students to receive articulation credit at the 2 yr institute to complete the Associate degree
 - o Reviewing Micro-credentials
 - o Overview of Covid and effects on transfer, and Registrar's responses to Covid
 - o if a student transfers to a 4 yr institute
 - o Transfer guide agreements: website changed so that they are more visible/easier to find
 - International transfer agreements being populated also on the site, will take a while, as it's by institution agreement

- Funding for articulation travel is included in base funding to each institute, BCCAT working with institutions to make sure faculty can travel if meetings are in-person
- Link to spring newsletter shared
- Discussion on how to increase representation at the articulation meetings, including from the bigger institutes. Historically some members have had issues accessing funds to attend these meetings from their institutes
- *Action item*: Michael to work with institutions that are not sending representatives
- Discussion on 2-yr Associate degrees, many students will take courses at 2 yr institute to transfer to a 4 yr institute but don't complete and apply for an Associate Degree. Issue that employers don't recognize these degrees?

6. Institute Reports

Sue (VIU)

- o Written report shared
- o Combination of online blended/hybrid, and in-person (minimized in-person time to labs) for the year with condensed sections
- o Adding 8 seats for the Nursing prgrm
- Bruce (VCC)
 - o Written report shared
 - o Lectures have been online for the last two years
 - o Online worked for many students, eg. those working as LPN while taking Nurs courses
- David (UFV)
 - o Written report shared
 - o Discussion on value of Opensource texts
 - o Numbers down a bit due to Covid
 - o Courses either in-person or online
- Zoë (UBCO)
 - o Written report shared
 - o Last year lecture and labs were both online
 - o This year back to in-person
 - o HK190 and 191 were completely revised. Split into three new courses (with HES course codes)
 - o Moving to open-ed texts
- Bill (TWU)
 - o Numbers have been fairly stable
 - o Courses both in-person and online
- Christine/Karen (TRU)
 - o Written report shared
 - o Online courses and in-person courses but with flexibility (students receive virtual labs, etc. if they were unable to attend)
- James (Selkirk)
 - o Written report shared
 - o Running in-person classes

- Looking at moving to Opensource texts
- Joel (Okanagan College)
 - Written report shared
 - Enrolments dropped this year, expecting an increase in the fall
 - Trying a Hiflex format (biology for non-majors), but labs still in-person
- Godwin (NLC)
 - Written report shared
 - Classes back to face-to-face
 - Decrease in student preparedness/performance
- Sandra (NIC)
 - Written report shared
 - Pathophysiology moved to the Nursing faculty
 - Both online and face-to-face lectures, but face-to-face offered only on one campus now; in-person labs on all campuses. Enrolments negatively impacted
 - Have an online lab section as well
- Paul (Langara)
 - Approx 1000 students going through A&P, with approx. 1/3 failing 1st course and not continuing
 - Moved back to offering almost all courses in-person this past Fall
- Michael (KPU)
 - Written report shared
 - Courses this last year moved to mixed mode/hybrid with asynchronous lectures/content and in-person evaluations
 - Working on an Opensource text adaptation for the A&P
- Rosemary (Douglas)
 - Written report shared
 - Nursing prgrm is now merit-based for entry
 - Back to in-person classes only since Sept. 2021, no online or hybrid
 - Using Opensource text developed at Douglas
- Rob (COTR)
 - Written report shared
 - Increasing intake for 1st year BScN students
 - Courses back to face-to-face for 1st and 2nd year courses
- Jessica (CNC)
 - Written report shared
 - Enrolments dropped this year but projected to increase next year
 - Returned to face-to-face courses this year
 - Increasing seats in the Nursing prgrm
 - In process of hiring a 'lab demonstrator' rather than instructor
- Catharine (CMTN)
 - Written report shared
 - Increasing seats in the Nursing prgrm
 - Building and labs under renovation, using high school lab space instead
- James (Capilano)

- Written report shared
- Enrolments have been decreasing
- Pre-requisites have been removed from A&P
- Looking at adopting Opensource texts
- Megan (Camosun)
 - All courses back to face-to-face this last September
 - Enrolments stable
 - Developing an online pathophysiology course
- Bassam (BCIT)
 - Written report shared
 - Enrolments stable
 - A&P moving back to face-to-face this spring

7. Navigating Covid

- Some institutes operating back to pre-Covid working/class conditions, for others nursing students wearing masks still in class
- Discussion on not requiring documentation anymore from students missing classes due to sickness and requesting make-up exams, etc
- Discussion on accommodations for students that miss class due to illness, esp. for missing labs, concern on students missing material/skills practice
- Can accommodate students by extending timelines for finishing courses
- Discussion on general lack of support/direction/clear information and mixed messages from administrators
- Future trends of Covid, our response, and putting in perspective of other challenges society faces discussed

THE Group Day 2 Minutes (Recorded by Rob Tillman)

Friday, May 6th.

8.0 – 9:00am (Pacific Daylight Time) – 10:00am - Navigating COVID-19 cont.

Present: UBCO, COTR, UFV, SELK, CAPU/KPU, VCC, OC, VIU, DOUG, CNC, NIC, LANG, NLC, CAMO, TRU

There was discussion on where we go from here in September 2022 with respect to delivery mode. Some institutions are being pushed to continue offering blended or fully online lecture and/or lab options.

We, the Health Educators, had agreed at last year's meeting (May 2021) to tentatively accept online first-year labs through the Summer 2021 term only. Besides our articulation group's opinion on the superior value of F2F lab delivery, there are other forces (incl. financial considerations, facility space limitations, equipment availability, lab instructor workload issues) driving administrations' desire to continue with online labs and/or lectures. Apart from our group's opinion on best practice in anatomy and physiology, there is the continuing issue of inflated grades and atrophied social skills when it comes to evaluation using online (lab, lecture) exams. Several articulation members extolled the learning benefits of online

simulation labs. Is there a consensus that online lab simulations be used to augment, rather than replace, the F2F lab offerings? A good lab is a good lab, regardless of delivery mode, and a bad lab is a bad lab, whether it is F2F or online. Ability of students to interact with each other once they returned from remote to F2F was abysmal. This is concerning given the need for Nursing students (future nurses) to be able to work together.

Are we going to continue accepting the transferability of online first-year A&P lab courses?

That unless the Public Health Officer directs... we will no longer accept transferability of first-year online A&P labs.

A suggestion was made to table a decision on this issue to next year given that we're still living under exceptional circumstances. A decision at this stage would be premature.

10:00 – 10:15 - Coffee break.

9.0 – 10:15am – 12:00pm - New Business/Round Table Discussions/Straw Polls.

- 9.1 - Articulation of spring/summer courses with online labs.

Discussion continued as per above.

1) We, the Health Educators of the British Columbia Articulation Committee (THE Group), have and will continue to honor all current transfer agreements among institutions moving forward.

2) THE Group accepts online labs for anatomy and physiology courses until the end of the Spring/Summer 2022/23 academic year.

Motion: Rob Tillman

Seconded: Dave Harper

Motion: carried

Opposed: three (Douglas College, CNC, OC)

Abstentions: two (NLC, UBCO)

- 9.2 - Articulation of online lectures/common agreement on modes of assessment.
- 9.2.1 - Purchasing IT equipment from PD money / budgets normally used for articulation travel expenses.
- 9.2.2 - International education / what it means to teaching / institutions.
- 9.3 - "Meaningful" online assessments moving forward.
- 9.4 - LABS.
- 9.5 - THE group recommendations on preventative measures / health and wellness.
- 9.6 – Discussion about record low grades and standards
- 9.7 – Discussion about duty to accommodate (extra time/deadline extensions/remedial work)

Discussion of 9.1 was followed by a brief discussion of 9.7, the duty to accommodate.

Brown v. School District 44

Post-secondary institutions are operating on the principle that one can't question any aspect of Accessibility Services' (AS) determination on how to accommodate a student with respect to separate space, extra time, and format. The opinion expressed by one member of THE Group was that this does

not pass the litmus test of what constitutes “reasonable” accommodation based on the Brown v. School District 44 case oft cited as the legal precedent for duty to accommodate. The implementation of the current student accommodation process leaves instructors out of the input stage when determining what constitutes reasonableness. In fact, the audacity of some instructors’ offer to provide proactive input about reasonableness has sometimes been accompanied by the threat of being hauled in front of a human rights tribunal if one doesn’t unquestioningly “green light” what has been unilaterally decided by AS.

Break for lunch 12:00 pm.

- 9.6 – Discussion about record low grades and standards

A discussion of strategies to combat record low grades and standards included instituting formative (no-risk) assignments that allow unlimited attempts, and yet which engage students because the instructor informs students that some questions from these activities will appear on formal evaluations.

The anxiety level of incoming high school students rose during the pandemic and their lack of content knowledge has increased pressure on some instructors to lower their course standards, which has been a trend even before the pandemic. The K to 12 system is failing our students, and we in the post-secondary system should not be pivoting to mimic primary and secondary level pedagogy.

There was brief discussion of the lack of microbiology as a requirement for Nursing student education except at a couple of institutions where it is required as part of the program (e.g. TWU).

- 9.8 - Discussion about studio model learning and shifting away from exam assessments

12:00pm – 1:00pm Lunch. (Continued ad hoc discussion upon request).

10.0 – 1:00pm – 1:30pm - Review of motions from 2021.

11.0 – 1:30pm – 2:00pm - Election of Officers for 2021/2022.

- 11.1 - Review of positions and length of term.

Model: In Year 1 the Past Chair overlaps with the New Chair, then in Year 2 the Chair continues, and in Year 3 a New Chair is elected. A 3-year term helps maintain continuity/institutional knowledge.

- 11.2 - Chairperson.

Michael Kiraly continues as Chair for Year 2.

- 11.3 - Past-Chair (not elected).
- 11.4 - Web Manager.

Dave Allen (CMC) continues as Sync coordinator.

- 11.5 - Recording Secretary (position tabled).

The Recording Secretary should be provided by the physical host’s institution. It could be the articulation officer or a similar executive assistant. As per 13.3 below, this would be someone from Selkirk College.

- 11.6 - Systems Liaisons Person (SLP).

The SLP should also be provided by the host institution. The K-12 liaison can be invited from anywhere.

12.0 – 2:00pm – 2:15pm - Officer/Committee Reports

13.0 2023 Meeting

There was agreement to coordinate the meeting time with Biology, but not necessarily commit to the same location. For example, Biology chooses Monday/Tuesday or Thursday/Friday, and THE Group meets on the other two days. Wednesday is avoided due to the possible BC Bio conference.

13.3 Dates: TBA

Location: City of Nelson with Selkirk College hosting, with or without COTR sharing the hosting costs.

14.0 Nominations to THE Group Honor Roll

Nominations are tabled to next year when we hopefully meet in person.

- 9.2.2 - International education / what it means to teaching / institutions.

There was discussion on attendance of international students in online and F2F courses. Some students have been logging in by a certain date to demonstrate mock attendance, and then disappearing. They then show up near the end of the term panicking because they discover they need to pass the course to earn the credits. Writing the expectations in this regard into the course outline is a solution.

There was also a brief discussion of “transferable skills” as a better label for any “participation marks” incorporated as a course requirement. If considering, suggested weighting is no more than 5%. Captured skills incl. promoting attendance, time management, and teamwork.

15.0 Adjournment 3:30 pm

Motion to adjourn.

scott.parks@viu.ca; achun@bccat.ca; anne.sommerfeld@unbc.ca; anthonyl@camosun.bc.ca;
barkerj1@douglascollege.ca; bassettt@cnc.bc.ca; bclarkson@vcc.ca; bluke@twu.ca;
bnyaeme@bcit.ca; brenda.lane@viu.ca; cardj@cnc.bc.ca; cbroberg@nlc.bc.ca;
clasenj@douglascollege.ca; cpetersen@tru.ca; cwhite@coastmountaincollege.ca;
cynthia.thomson@ufv.ca; dAllen@coastmountaincollege.ca; david.harper@ufv.ca;

david_kojwang@bcit.ca; fmcquarrie@bccat.ca; ginaw@mail.ubc.ca; gmcintyre@vcc.ca;
gponuwei@nlc.bc.ca; guppyl@douglascollege.ca; guppyl@douglascollege.ca;
harpert@douglascollege.ca; harpert@douglascollege.ca; harris@zoology.ubc.ca;
ita.mcgrogan@viu.ca; jane.hobson@kpu.ca; jdais@okanagan.bc.ca; jessas@douglascollege.ca;
jnicol@selkirk.ca; joelurquhart@okanagan.bc.ca; kbockhold@okanagan.bc.ca;
khart@coastmountaincollege.ca; kross@tru.ca; leew@douglascollege.ca; lewism@camosun.ca;
mgregorr@douglascollege.ca; mstainsby@bccat.ca; mwinsemann@bccat.ca;
nevadot@camosun.bc.ca; nick.inglis@kpu.ca; npapachristoforou@coastmountaincollege.ca;
nurmi@okanagan.bc.ca; ohmcginnisr@douglascollege.ca; pqasimi@necvancouver.org;
psunga@langara.ca; radamoski@bccat.ca; rtillman@cotr.bc.ca;
sadair@coastmountaincollege.ca; sandra.milligan@nic.bc.ca; schwarzl@douglascollege.ca;
scott.parks@viu.ca; srosenberg@okanagan.bc.ca; susan.sanders@viu.ca;
suttonl@douglascollege.ca; suzanne.nilson@viu.ca; tautorusc@douglascollege.ca;
taylor18@cnc.bc.ca; tstarblanket@necvancouver.org; viveirosr@douglascollege.ca;
weissers@douglascollege.ca; zoanne.soon@ubc.ca