Anthropology and Sociology Articulation Committee
Minutes
BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)
College of the Rockies
May 1, 2015

In Attendance:
<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darcie Alijnek, VCC (Soci)</td>
<td>Vance Mattson, COTR (Soci)</td>
</tr>
<tr>
<td>Siobhan Ashe, Douglas (Soci)</td>
<td>Renisa Mawaui, UBC (Anth/Soci)</td>
</tr>
<tr>
<td>Francis Adu-Febiri, Camosun (Soci)</td>
<td>Julia Murphy, Kwantlen (Anth)</td>
</tr>
<tr>
<td>Lori Barkley, Selkirk (Anth)</td>
<td>Jeff Os, Okanagan College</td>
</tr>
<tr>
<td>Lisa Cook, TRU-Chair (Anth)</td>
<td>Bob Ratner, Alexander College (Soci)</td>
</tr>
<tr>
<td>Norman Easton, Yukon College (Anth)</td>
<td>Gordon Roe, Langara (Anth/Soci rep)</td>
</tr>
<tr>
<td>Jerry Hinbest, VIU (Soci)</td>
<td>Monica Sanchez-Flores, TRU (Soci)</td>
</tr>
<tr>
<td>Douglas Hudson, UFV (Anth)</td>
<td>Tara Tudor, Camosun (Anth)</td>
</tr>
<tr>
<td>Colleen McVeigh, VIU (Anth)</td>
<td>Becky Wigen, UVIC (Anth)</td>
</tr>
<tr>
<td>Todd Martin, Trinity Western (Soci)</td>
<td>Karen Langan, Recorder-COTR</td>
</tr>
</tbody>
</table>

Meeting called to order at 9:05
Welcome from the Ktunaxa Nation Elder, Marguerite Cooper.

Welcome from COTR Dr. Stan Chung, VP of Education- Stan thanked our elder, Marguerite Cooper. He acknowledged the 40 year partnership with the Ktunaxa Nation. He praised the outstanding work of Avery and welcomed everyone to the articulation meeting and offered best wishes from the Dean and President’s Council.

1. Introductions
   - Lisa Cooke, TRU, Chair

   Thank you to Avery Hulbert from College of the Rockies for hosting this year’s Provincial Anthropology/Sociology articulation meeting.

2. Approval of Agenda with Additional Items
   11. Discussion of cooperative field school opportunities for student

   Motion to accept the agenda with addition
   - Lori Barkley Seconded-Gordon Roe Carried Unanimously

3. Approval of May 2, 2014 minutes as presented

   Error in the minutes:
   - Bob Ratner is mentioned in the previous minutes as a representative from Algonquin College
   - Instead of Alexander College
   - Spelling error first page Boston Barr should read Boston Bar

   Motion to approve the May 2, 2014 minutes with corrections
   - Becky Wigen Seconded Julie Murphy Carried unanimously

4. Business Arising from Previous Minutes-N/A

5. Election/Re-election of Chair and /or SLP
No nominees were forwarded. D. Hudson, UFV indicated that the continuity of a chair would be advantageous for this committee.

**Motion to have Lori Cooke continue as chair of the Provincial Anthropology/ Sociology articulation committee for one more year.**

-Doug Hudson Seconded- Francis Adu- Febiri Carried unanimously

Lisa Cooke, TRU accepted the nomination and will continue as Chair.

The current SLP is Ron McGivern, Associate Dean (will be returning to faculty). There were no suggestions from the floor for a new SLP.

**Action item:** Lisa Cooke will contact BCCAT to request a new SLP.

6. **Next meeting**

Kwantlen will contact their dean for approval to host the 2016 articulation meeting.

If this is not possible, Langara College will seek approval to host the meeting.

Tentative date for the next meeting is May 6, 2016 dependent on CASCA meeting dates.

7. **Presentation of Institutional Reports (before and after lunch)-reports attached to minutes include detail and information regarding Anthropology and Sociology issues and data:**

Committee members read out their institution reports and similar subjects are listed below:

- A lot of discussion around field school which will be reviewed further in the minutes:
  - A student from VIU went to Ecuador at an Ethno-botanical Park. This student was a stellar student which is a recommendation when sending students to a field school. We are looking at further relations with Ecuador.

- Articulation:
  - COTR requested that when SOCI 240 is sent through for transfer credit, please forward the request to the Social Work department.
  - TWU does not have a lot of intake from other institutions; but for course transferability TWU does evaluate courses that they receive.

- What types of social research methods courses are offered at your institutions?
  - Low enrollment is the norm in most institutions
  - Deviance and crime courses appear to be popular everywhere
  - VIU has over enrollment in their social research methods course (interdisciplinary) - have enrollment from English. Media etc.
  - UFV cross lists their social research methods course
  - Camosun polled their students and received fantastic feedback- provided student with a course description of three potential courses and will be teaching the Anthropology of Monsters in the fall
  - UBC – their Social Research methods courses is required by all Sociology students
  - Selkirk- offers both 2nd year theory and research methods online (been articulated for the flexible pre-major)
  - Yukon College- social and crime research methods were offered last year. STATS research method is very popular and feeds into crim. and sociology
  - Alexander College- Research methods in the social science rounds out the requisite set of courses for the flexible pre-major
  - Social research method was developed as an introductory 2nd course at UBC.
New course development- several institutions are developing new courses, certificates, diplomas, minors and degrees; some institutions remain the same:
- New BA of Arts in Indigenous Governance offered at Yukon College will also be offered online
- Kwantlen offers a BA in Anthropology- 19 students graduated with a BA in Anthropology.
- Cross listing courses- several institutions do this- CRIM/SOCI for example
- Budget constraints a common concern
- Anthropology and Sociology programs have went through program reviews and external program reviews, which have provided recommendations that have helped direct next steps.
- Alexander College has many international students; mainly offering EAP courses.

**LUNCH: Included tour of College of the Rockies and 2 nature walks.**

8. ANTH/ARCH Science Credits-Lori Barkley- Selkirk

Question to the committee members regarding if, for example, a biology anthropology course can be listed as an arts course or a science course (due to the lab component). Most institution have it listed as an art course but it counts as a science credit towards their BA. Introduction of anthropology should be an arts course or a science course for arts major. This won’t be a problem for articulation as the course can be an arts course with a lab and be used for both arts and science electives and articulated as a science credit.

9. BCCAT Report

Avery Hulbert as chair of COTR’s EdCo went to the ACG; there are new changes regarding the new associate degree. The associate of arts and science degree has been changed. The degrees are freer: same amount of credits and all of the current arrangements that institutions have will still work. There is a change of category of courses that students can look at.

If you have a program outline for associate degrees this is a reminder to make the changes to reflect the new format- all of the information is listed on the BCCAT website. [http://bccat.ca/site-search?q=associate+degree](http://bccat.ca/site-search?q=associate+degree). The recommendations have been approved by the degree audit and are now at the ministry for final approval. There was also talk of an applied associate degree- the word ’applied’ has now been removed and the associate degree is in special studies and this will go to the council in June.

A reminder to watch the transitions project for secondary students that has a new grading criteria and to provide feedback when you can. There is a move to have students evaluated by portfolio instead of by traditional grading systems. This will have a huge impact at the post-secondary level as instructors would be accepting students based on portfolios and not traditional grades. The new format is a large color matrix which students fill in as they complete their portfolio. Post-Secondary instructors would be responsible for assigning corresponding grades to students at the intake level as they will come from high school without traditional grades. Everyone is encouraged to provide feedback on the implications of this to post-secondary education wherever we can.

10. Guest Report-N/A
11. Field Schools

Lisa, Chair, needed to leave and Doug volunteered to coordinate the discussion

Institutions who do not have ability to establish field schools would like to join with institutions that have planned or are planning field schools.

The issues for institutions who do not have field school capability:
- There are rigorous interview processes for the field school and students have to complete a number of classes before the field school
Mental health Issues for students
Risk management
Aboriginal and immigrants etc.
Who receives the money?
Enrollment issues
Staffing issues
Student affordability
Students having to apply to other institutions and pay a fee to take a field school
Liability- student

Discussion:
UVIC has a great model-preloading the students
There are various models at different institutions
Another approach is for a collaborative field school- an institution going ahead with a field school and bringing another institutions on board. If institutions want to run a field school in 2016; they could contact instiuitors to see what prep courses the students would need to have and to ask if any students are interested.
At Yukon College, they take high school students, advanced students, college students and they have a very open system. Dynamically they may miss some problem students but the whole focus is to build student’s cultural emersion, teaching, sharing etc. This is a lived experience. At Yukon College they have tremendous community support within the region, with Elders on site every day. Participation in everything is mandatory; however students can identify areas that they can complete their term paper on. It would be nice if students came with previous experiences, but it is not required.
At VIU they introduced a new field school in London. Six courses- 3, 6, or 9 credits (3 courses totaling 9 credits). There are 2nd year field school courses; at a third level students would have taken research methods and mentor the second year students. We can accommodate students at both levels.
Having 9 credits is good for funding purposes. One can be run with 9 credits and another with 6 credits.
Would students receive upper level credits? It would depend on the transfer agreement in place.
Look at the transfer credits to see what courses they are equivalent too; try to avoid unassigned credit.
Field schools in the Fall are very feasible – May, June and July
At some institutions, currently applicants have to pay at their home institution and at the institution which is hosting the field school. At others, a letter of permission is filed out allowing the student to be a Visiting Student with no secondary fee attached.
Preloading- 1st year prerequisites or if an institution has 3rd or 4th year courses students may need 2nd year prerequisites.

Suggestions:
One model would be to have two institutions sign a MOU as a buy in with one institution being the lead for registration etc.
LOU- (standing agreement): when an institution holds a field school wording that indicates that all institutions have the option to participate in them.
Eliminating the fee to enter into the institution offering the field school
Contacting BCCAT: Could we use the BCCAT system to articulate courses within the field school and does BCCAT have other disciplines that have something already in place.
Reduce as many barriers for students as we can
Time issues (Yukon College- our deadline for application for next month is today)
Prior to next year’s meeting (on the preceding day)- any interested people can meet to work through field school issues and present to the committee (3 hour session)

To do list:
1. We need to find out who is offering field schools.
2. Put them on the articulation list serve- Assign someone as the contact person- leave it on Lisa’s list.
3. BCCAT can establish a link to our website that is called ‘Field Schools’
4. Shared calendar that has anticipated dates and actual dates
5. Invite other institutions students to their field schools- communication is a must
6. Create a consortium that we can someway break down the barriers for student’s access and student transferability.
7. Look at faculty collaboration- if a field school is ready to run but does not have the faculty- look at other qualified faculty at other institutions.
8. Articulate a general field school course throughout the institutions- at UVIC ANTH 343, at VIU they get ANTH 329 etc. At the home institution, a course number is assigned and when it transfers it transfers to another assigned course number. (A model – database- where all of the field school courses are listed)

**Action item:** A volunteer working committee was set up and they will communicate their findings regarding ‘field school’ participation to the articulation committee. Members include: Lisa Cooke (TRU), Stan Coop and Gordon Roe (Langara), Colleen McVeigh (VIU), Douglas Hudson (UFV) Julia Murphy (KWAN), Vance Mattson and Avery Hulbert (COTR).

12. Adjournment at 4:25 p.m.
   Motion to adjourn: -Becky Wigen  Seconded- Jerry Hinbest  Carried unanimously