

Psychology Articulation 2013 Minutes

Langara College
May 9th, 2013 9:00 – 3:45

Minute Taker: Erin Skinner (Langara College)

Present:

Name	Institution
Rajiv Jhangiani (Chair)	Capilano University
Jennifer Poole (Host University Chair)	Langara College
Ted Altar	Northwest Community College
Wayne Avery	Vancouver Community College
Gira Bhatt	Kwantlen Polytechnic University
Zoe Dennison	University of Fraser Valley
Kathy Denton	Douglas College
Kathy Deyo	College of New Caledonia
John Gitzgibbon	British Columbia Council on Admissions and Transfers (BCCAT)
Istvan Geczy	Northern Lights College
Linda Hatt	University of British Columbia Okanagan
Jacqueline Kampman	Thompson Rivers University
Loraine Lavallee	University of Northern British Columbia
Laura MacKay	Capilano University
Gary Mangel	Columbia College
Debbie Matheson	Vancouver Island University
James McClelland	Yukon College
Bill McConnell	North Island College
Shelley Moore	Douglas College
Christopher Newitt	Okanagan College
Susana Phillips	British Columbia Institute of Technology
Catherine Rawn	University of British Columbia Vancouver
Linda Scratchley	Alexander College
Michael Souza	University of British Columbia Vancouver
Randall Tonks	Camosun College
Victor Villa	Selkirk College
Jan White	College of the Rockies

Agenda Items:

1. Welcome and Introductions

- Ian Humphreys, Vice President, Enrolment and Business Development, Langara College (introduced by Ian McBain, Dean, Faculty of Social Sciences & Management, Langara College)
- Rajiv Jhangiani, Articulation Committee Chair, Capilano University

- Jennifer Poole, Host University Chair & Psychology Department Chair, Langara College

2. Approval of 2013 Agenda

- i. Transfer Requirements for Research Methods Courses (scheduled for May 9th, 2:45pm) will change timeslots with Residency Requirements (May 10th, 10:15am) due to availability concerns
- ii. No additional agenda items proposed

Motion: Approval of the agenda.

Moved by Linda Scratchley.

Seconded by Zoe Dennison.

Motion carried unanimously.

3. Approval of Minutes from 2012 Meeting

- i. No corrections required.

Motion: Approval of the 2013 meeting minutes.

Moved by James McClelland.

Seconded by Wayne Avery.

Motion carried unanimously.

4. Locations for 2014 and 2015 Meetings

- Topic introduced by Rajiv Jhangiani (Capilano University)
 - i. The University of Victoria should be confirmed as the location for the 2014 Psychology Articulation Meeting soon. If The University of Victoria is unable, Vancouver Island University will host the meeting
 - ii. Simon Fraser University is currently listed to host the 2015 meeting. There is currently no backup location listed for the 2015 meeting.

No motions or action items.

5. BCCAT Update

- Update given by John Fitzgibbon, Associate Director, Transfer & Articulation, BCCAT
 - i. Presented the Report to Articulation Committees – Spring 2013
 - a. See report (attached at end of document) for summary of items discussed.
 - b. The flexible pre-major project was discussed.
 1. The "pre-major" is defined as the set of first and second year courses which students are required to complete in order to be admitted to a major program, usually at the end of the second year of a four-year degree.

2. The flexible pre-major for psychology currently includes the following courses: Introduction to Psychology I, Introduction to Psychology II, Research Methods, Statistics/Data Analysis, and any two of the following: Biopsychology, Cognition, Developmental Psychology, Abnormal Psychology, Social Psychology, History of Psychology/Conceptual Foundations
 3. A committee consisting of Zoe Dennison (University of the Fraser Valley), Christopher Newitt (Okanagan College), Graham Rodwell (Douglas College) and Valerie Gonzales (University of Victoria) was formed to meet regarding improving the ease of transfer and registration for students aiming to complete this pre-major but the meeting was never scheduled. For the committee to continue to pursue this issue, Graeme and Valerie will need to be replaced. The formation of the committee will be revisited.
- ii. A list of pending articulation requests was circulated.

Action Item: To replace members of the Psychology Pre-Major Subcommittee

6. Transfer Credit Based on Institution Classification

- Topic introduced by Kathy Denton (Douglas College)
 - i. Reviewed concerns that traditionally receiving institutions were not accepting the transfer of third-year courses from colleges as the colleges are intended to cover only first- and second-year courses. It was previously believed that this was a decision made by the senior administration of the institutions. However, these decisions are made at the department level.
 - ii. It was suggested that individuals use their personal connections and relationships to persuade these institutions to accept appropriate credits, as all colleges have gained transfer of upper-year courses in all upper-level institutions.
 - iii. Participants were encouraged to use this meeting time as an opportunity to interact with representatives to discuss such transfers.
 - iv. There was a suggestion that institutions that want to send out or receive transfer credits need a representative to facilitate the process.
 - v. The conversation readdressed the Flexible Pre-Major. Specifically, smaller institutions who do not offer some of the required courses (see list above) may have difficulty fulfilling requirements. However, it has also allowed some smaller institutions to keep courses that may have been dropped otherwise because they are considered essential. It was mentioned that the intention is to offer the required courses online so students have easier access. However, there are still some questions regarding how students can access these online courses through their host institution. In addition, in order for the students to gain fair entry into those courses, the students from outside institutions will need to be able to register at the same time as the students of the host institution. The Flexible Pre-Major Subcommittee could look into some of the issues raised.

No motions or action items.

7. Shelf-life of Courses

- Topic introduced by Rajiv Jhangiani
 - i. The question of whether there should be a time-limit on when students are given credit for particular courses (such as 15 years) was raised. The University of Victoria may have such a cut-off. In an email circulated over the listserv, Christi Garneau stated that the decision rests with the institution and BCCAT has no official policy, though whatever is stated in the guidelines needs to be honoured. Subject areas that have rapidly changing content tend to implement such limitations.
 - ii. It was mentioned that this is not just a transfer issue and is about ensuring that all students receive equal treatment regarding course credit. Some institutions have such cut-offs whereas others do not.
 - iii. Zoe Dennison stated that the University of Fraser Valley did have a discussion about this issue and decided not to implement a cut-off. They did a survey regarding the movement of students from PSYCH 101 to 102 and most of the students did not remember the content from PSYCH 101 and were still successful.
 - iv. Linda Scratchley mentioned that the advisors at Langara had all students with prerequisites from other institutions record that credit with the registrar's office to reduce confusion and ensure fair and equal treatment. However, this does not ensure that non-prerequisite courses are recorded in the system.
 - v. Some institutions put the decision to the professor. It was mentioned that the instructor may need to make the decision because policies are difficult to implement when there is so much variability in the students' cases. However, it may be best to let the student determine whether they can or cannot handle the course.
 - vi. It was also suggested that students can be given additional work to ensure they have the appropriate background for such courses. Online courses that complete a specific certificate or other specific exercises may be suggested to students.
 - vii. It was also noted that we generally do not put similar limitations on ourselves (for example, do we, as teachers, become dated if we haven't taught a course for 15 years?).
 - viii. It was also asked whether students are ever given an exam (as in Advanced Placement).
 - ix. Many individuals did not know if they have such restrictions on their courses and it was suggested people look into the issue.

No motions or action items.

8. Expiry of Transfer Requests (Added Agenda Item)

- Introduced by Rajiv Jhangiani
 - i. Attention was brought to the current transfer credit requests that will soon expire

No motions or action items.

9. Second- and Third-Year Course Transfers (Added Agenda Item)

- Topic introduced by James McClelland
 - i. Concerns regarding the transfer of second- and third-year courses were discussed. In particular, some courses that are considered second-year level at colleges may be third-year courses at upper-institutions. This may be a problem if, for example, students are applying for graduate school and need the third-year course credit but are awarded only a second-year equivalency and are unable to take the course again to upgrade.
 - ii. It was mentioned that students who want to apply to graduate school will need to check with the institutions they hope to apply to to see whether they will accept their credits.
 - iii. The equivalency of second- and third-year courses was a concern. It was suggested that we consider that transfers may not be about whether two courses are truly equivalent but whether the courses are engaged in the same subject area and cover similar experiences. For example, smaller institutions that offer second-year courses may have more in-depth coverage or hands-on experience than the larger institutions.
 - iv. Not awarding the second-year transfer credit may help push students to have a greater breadth since they would need to take more third-year psychology courses if their second-year courses were not transferred to third-year credits.
 - v. Some advisors deal with this issue on a case-by-case basis. However, it was mentioned this may create problems if students are not treated fairly. For example, pushy students may get the third-year credit whereas others will not. However, there is reluctance to make a blanket policy given the variability in student needs. It was suggested that articulation should be transparent. If performed on a case-by-case basis, justification regarding the decision for each case needs to be provided. On this note, someone remarked that each decision may impact future decisions.
 - vi. Some institutions have a limit on the upper-year transfer credits they will accept. In addition, some institutions may grant a second-year unassigned credit in these cases so they can receive credit for the course without being given the third-year credit.
 - vii. It was stated that if we make it too difficult for students to obtain their psychology degrees, they will find other methods to ‘become psychologists without doing psychology’. In addition, different provinces have different requirements to become a psychologist (such as a Master’s Degree versus a PhD).
 - viii. In addition, the ‘year’ chronology is not necessarily adhered to anymore. For example, second-year students may take third-year courses and vice-versa. Is the issue about the level of the *student* or the level of the *course*? The format of the course (lecture or seminar) may also be a factor.
 - ix. The members were urged to take these ideas back to our departments to consider

how our institution would like to handle this issue and suggested the issue can be revisited over the course of this meeting

No motions or action items.

10. Residency Requirements

- Toipc introduced by Zoe Dennison
 - i. Students are often taking courses at institutions other than their home institution, either because they have transferred, the course isn't offered at their home institution, or the upper-courses are so heavily waitlisted they need to seek out the course elsewhere. However, many students haven't considered their residency requirements. This should be made clear to students. In addition, given the amount of transfer, maybe it is no longer appropriate to make such restrictions.
 - ii. It was mentioned that limiting the course requirements may be too lenient. However, tightening constraints may not be fair to students, especially if it impairs their ability to complete their education.

No motions or action items.

11. Institutional Updates (Added Agenda Item)

- Rajiv Jhangiani welcomed individuals to provide highlights from their institutional reports.
 - i. Gary Mangel, Columbia College: The department has moved into a new building.
 - ii. Christopher Newitt, Okanagan College: Department has added a statistics course.
 - iii. Michael Souza, University of British Columbia: The introductory psychology course has been split into two courses, three credits each. This does not affect articulation.
 - iv. Loriane Lavallee, University of Northern British Columbia: There was a move in the curriculum to introduce more experiential learning. They have implemented a pilot course in health promotion in which students work with Northern Health Unit to work on health promotion projects.
 - v. Istvan Geczy, Northern Lights College: Much of the higher administration has been replaced. The college is attempting to building international relationships. Psychology enrolment is increasing as are the classes being offered.
 - vi. Laura MacKay, Capilano University: Two hundred and eighteen sections were cut across the institution with some programs suspended or eliminated. Psychology only lost two sections but sessional positions have been removed. There may be additional cut-backs in the future.
 - vii. Zoe Dennison, University of Fraser Valley: The department is thriving but the institution cut all work-study funds and reduced the department's facilities (though some of the space and funds were returned). No psychology sections were lost but one full-time position (clinical psychology) was eliminated which they are

- hoping to replace with a sessional section.
- viii. Debbie Matheson, Vancouver Island University: Sections lost to the department are being returned and they are expecting more in the future. New courses are being added.
 - ix. Shelley Moore, Douglas College: The proposal for a general and honours degree in Applied Psychology has been reviewed by DQAB and is pending approval by the Ministry. A new Director of Research was appointed.
 - x. Linda Scratchley, Alexander College: The department moved to a new building. The number of students and sections offered has increased. Some non-sessional instructor positions are now available.
 - xi. Wayne Avery, Vancouver Community College: The department has engaged in discussions regarding its future and the potential use of ebooks.
 - xii. Bill McConnell, North Island College: A course in Data Analysis is now being offered but the Biological Psychology course will not be offered next year.
 - xiii. Linda Hatt, University of British Columbia, Okanagan: The department has undergone external review. The department's first PhD students will start in September.
 - xiv. James McClelland, Yukon College: A sociology professor was hired. There is a move to become a University.
 - xv. Susana Phillips, British Columbia Institute of Technology: Within the Department of Basic Health Sciences the only articulated course is first-year psychology.
 - xvi. Gira Bhatt, Kwantlen Polytechnic University: The institution now offers three degrees: BA, BAA, and BSc. There have been multiple changes in the upper administration in past three-years. There were 1% cut mandates across all departments; however, an increased demand in upper-level courses resulted in six new psychology sections. Psychology was combined with the humanities, resulting in a budget-cut for the Psychology Department, which has impaired their ability to help students with research.
 - xvii. Randall Tonks, Camosun College: There have been a number of changes in the administration, the radio program was cut but the Psychology Department has not experienced cuts. A new instructor was hired last summer.
 - xviii. Kathy Deyo, College of New Caledonia: Although a couple of sections were lost, they are again offering a course in cognitive psychology. A kinesiology program was established. There have been many administrative changes.
 - xix. Jaqueline Kampman, Thompson Rivers University: The department is getting additional support in understanding the articulation process. There is a push to establish learning outcomes for all programs and courses. The Psychology Department is under external review and still trying to establish a BSc program. They have been without a Dean of Arts for six-months and the Associate Deans are currently filling in. A tenure track position was hired last year.
 - xx. Victor Villa, Selkirk College: Despite the fact that all second-year science courses were suspended psychology enrolment has not changed. A newly introduced pre-med program may offer some of the second-year science courses previously suspended.
 - xxi. Jan White, College of the Rockies: Enrolment is low but stable. The institution is in search of new President. They are currently piloting ProctorU, an online

- proctoring program that allows students to write their exams at home.
- xxii. Jennifer Poole, Langara College: No curriculum changes and their 110 sections have been maintained. Langara will be co-hosting the International Teaching of Psychology Conference July 25th – 27th in Vancouver.

No motions or action items.

12. Presentation: Social and Moral Cognition in Preverbal Infants

- Kiley Hamlin, UBC
- Sponsored by Worth Publishers

13. Swirling Students (Added Agenda Item)

- Introduced by Rajiv Jhangiani
 - i. Some of the meeting members raised the question of whether it is desirable to develop a method that could award individuals with a degree even if they do not meet residency requirements (such as a BC Campus or Open Learning degree)
 - ii. John Fitzgibbon recalled that Alan Davis of Thompson Rivers University recently presented on such roles of open universities and other institutions have discussed the possibility of a collaborative degree or common degree. Although the idea did not initially gain a lot of traction as some of those involved have since left their position, there is still interest in the idea.
 - iii. Thompson Rivers University may provide a good template. Although there are some regulations in place for each degree, many students can graduate with fairly open, loose requirements. However, there is some concern that Thompson Rivers University is pushing to remove the Open Learning designation for their online degree despite the fact that the online and on-campus degrees are not equivalent (for example, online students do not take a third-year statistics course).
 - iv. The question of how the degree will benefit students was raised. For example, will students be able to go to graduate school with such a degree or gain specific employment? While this may help deal with some of our transfer issues it is possible that it may not benefit all students. Perhaps there are some students who could gain from a more general degree but for other students it may be more beneficial to push them towards more focused degrees.
 - v. Advising plays an important role, especially for students who are interested in specific goals (such as education upgrades for a pay raise).
 - vi. Randall Tonks mentioned that at Camosun College there is an Art and Science Studies Diploma that can be obtained for completing any twenty courses. There is concern that this may subtract from the associate degrees and be a disservice to students if they are unable to use the degree to improve their job or educational prospects.
 - vii. It was pointed out that many students feel compelled to go to school because they are told they need a degree and, not having specific educational goals, would like some credit for the course work they have completed.

No motions or action items.

14. Meeting Adjournment

Psychology Articulation 2013 Minutes

Langara College
May 10th, 2013 9:00 – 2:30

Minute Taker: Erin Skinner (Langara College)

Present:

Name	Institution
Rajiv Jhangiani (Chair)	Capilano University
Jennifer Poole (Host University Chair)	Langara College
Ted Altar	Northwest Community College
Wayne Avery	Vancouver Community College
Gira Bhatt	Kwantlen Polytechnic University
Kathy Denton	Douglas College
Kathy Deyo	College of New Caledonia
Istvan Geczy	Northern Lights College
Linda Hatt	University of British Columbia Okanagan
Jacqueline Kampman	Thompson Rivers University
Loraine Lavallee	University of Northern British Columbia
Laura MacKay	Capilano University
Gary Mangel	Columbia College
Debbie Matheson	Vancouver Island University
James McClelland	Yukon College
Bill McConnell	North Island College
Shelley Moore	Douglas College
Christopher Newitt	Okanagan College
Susana Phillips	British Columbia Institute of Technology
Tim Racine	Simon Fraser University
Catherine Rawn	University of British Columbia Vancouver
Linda Scratchley	Alexander College
Michael Souza	University of British Columbia Vancouver
Randall Tonks	Camosun College
Victor Villa	Selkirk College
Jan White	College of the Rockies

Agenda Items:

1. Presentation: Personalizing Education – Using Adaptive Technology to Improve Student Performance

- Lorelei Carvajal, Trinton Community College, Behavioural Science Department Chair

2. Change of Members of the Flexible Pre-Major Subcommittee

- i. Loraine Lavallee (University of North British Columbia) and Shelley Moore

(Douglas College) will replace Graham Rodwell (Douglas College) and Valerie Gonzales (University of Victoria) for the Flexible Pre-Major subcommittee, joining previous members Zoe Dennison (University of the Fraser Valley) and Christopher Newitt (Okanagan College).

Motion: To approve the changes within the Flexible Pre-Major Subcommittee to include Michael Souza, Loraine Lavallee and Shelley Moore.

Moved by Rajiv Jhangiani.

Seconded by Randall Tonks.

Motion carried unanimously.

3. Update on the 2015 Meeting

- i. Confirmation that the 2015 Psychology Articulation Meeting will be held at the University of Victoria should be received in the next few days.

4. International Baccalaureate (IB) and Advanced Placement (AP) Psychology

- Rajiv Jhangiani presented on the AP Psychology Survey completed
 - i. AP psychology is offered to highly motivated and high performing high school students as a first-year university-level equivalent. It was designed by university-level faculty with a single cumulative high-stake pass exam. Most institutions use the approximate following grade equivalent: AP level 5 is 96%, 4 = 86%, 3 = 80%, 2 = 70%. See the following link:
<https://apstudent.collegeboard.org/apcourse/ap-psychology>
 - ii. The survey included 18 responses from 16 institutions. Fourteen offer first-year credit for AP Psychology (generally with a minimum score of 4 on the AP Psychology exam). Fourteen institutions offer first-year credit for AP psychology, 6 still recommend taking first year psychology, 5 award credit on a case-by-case basis, and 1 allows students to go directly into second-year psychology.
 - iii. 56% of respondents were of the opinion that all members should accept same level, 40% believed that AP Psychology is a useful recruitment tool for their institutions, and 29% stated that UBC policy affects their own institution's policy.
 - iv. The following advantages of AP Psychology were mentioned by at least 1/3 of respondents: Eight institutions listed basic understanding of concepts, and 6 institutions stated that students are motivated when arrived. Several felt there were no advantages.
 - v. The following disadvantages of AP Psychology were listed by at least 1/3 of respondents: Fourteen institutions listed concerns with instructor qualifications, 10 stated students are not as well prepared for 2nd year courses, 9 felt teachers may be only teaching to the exam (rather than teaching overall skills), 8 disliked the cumulative high-stakes exam, 7 were concerned teachers may skip sections, and 7 believed that the course rigour is not as high as post-secondary institutions.
 - vi. Overall, the results of survey suggest that there are major concerns about using AP Psychology as credit for first-year courses.

- vii. Rajiv Jhangiani has also been in contact with George Ewonus, Director of the College Board (of which AP is a part). George Ewonus has communicated that the AP program is data-driven and they attempt to use their data to improve their programs. Research from the College Board shows the following: AP students gain confidence in their ability to attend college (Cooney et al., 2013), the teaching quality affects course enjoyment and benefits (Cooney et al., 2013), taking an AP course is generally related to majoring in that field, but not for the social sciences and humanities (Mattern et al., 2011), AP course scores are predictive of performance in that discipline at university (Patterson et al., 2011) AP students who earn course credit outperform SAT-matched non-AP students at university (Murphy & Dodd, 2009; Mattern et al., 2009). The reports can be found at: <http://aphighered.collegeboard.org/research-reports>
- viii. It was mentioned that university-level instructors are involved in developing the curriculum and the exam, perhaps we need not be concerned about the granting of credit of these courses.
- ix. AP Psychology may be more problematic than other disciplines since it is more difficult to find teachers with intensive training in psychology to teach the AP courses than for other fields.
- x. It is important to note that these students are doing well when AP Psychology is used as a first-year credit but perhaps we are seeing smart students overcome poor training.
- xi. Kathy Denton introduced the idea of no longer giving credit for introductory psychology but assigning a first-year unassigned 3 credit elective for successful completion. By granting unassigned credit we may be able to encourage recruitment without granting the first-year equivalent. However, counsellors are attempting to sell AP courses as first-year equivalents, creating certain expectations from students.
- xii. Rajiv Jhangiani suggested institutions could use a combination of AP exam score and GPA to grant credit on a case-by-case basis.
- xiii. It is currently unknown how many students are taking AP Psychology but the Registrar of each institution or BCCAT may have access to such data.
- xiv. Many individuals presented a concern with the instruction of such courses, especially since a post-secondary institution would not allow a person without a Master's degree teach one of their courses.
- xv. Additional concerns regarding the exam were presented. Perhaps it is too easy if a student can get a level 5 of 96%, although it was mentioned that a score of five is not that common. This may show they are covering fewer concepts than a first-year psychology course and it was mentioned that some areas are assessed more heavily than others. It was also mentioned that first-year psychology course is not just about obtaining knowledge but acquiring a way of thinking. A description of the exam format can be found at: <https://apstudent.collegeboard.org/apcourse/ap-psychology/course-details>. Students need to pay to write the exam, a fee of \$100 in Canada.
- xvi. James McClelland described a unique experience in which eight high school students were taking his online first-year psychology course and also taking an AP course. Their average grade in first-year psychology was approximately 72%,

- which would be considered a low score in AP. This points toward a significant difference between AP and first-year courses.
- xvii. Another concern is the course material, which they stopped developing in 1998 and is thus out-of-date.
 - xviii. There is incredible variation in how the course is taught and the instructor quality from school to school. However, there may actually be more active engagement in an AP classroom than an undergraduate level class.
 - xix. It was a concern that students will not be motivated to take AP Psychology if we are no longer going to grant first-year introductory psychology credit. However, some may take the course to prepare for the university-level course. Students could also be encouraged to take AP Psychology by granting them priority registration for intro psychology
 - xx. Many people expressed interest in continuing to discuss this concern with their department.
 - xxi. Debbie Matheson proposed the a motion could state that ‘Students who take the AP Psychology course and obtain a minimum score of 4 on the exam will be granted at minimum 3 unassigned first-year credits.’ There was a concern that the wording was too rigid. The motion was adjusted to include the concept that it is recommended institutions adopt this policy.
 - xxii. Some individuals felt that the course is not an university-level course and is not equivalent to three university-level credits, unassigned or not. While some agreed with these concerns they still respected the idea that students should receive some recognition for the AP course completion. However, if the credits are not equivalent to introductory psychology, how is that that they are equivalent to some other (unidentified) upper-level course? This may only removes the problem for psychology but does not eliminate this issue completely. Others felt this unassigned credit would not be a concern.
 - xxiii. It was mentioned that this motion is actually less of a push to assign credit for AP Psychology and more of a push to reduce the level of credit currently being awarded. This motion may be used as a strategy to address the concerns currently being discussed with our institutions. It was suggested we add a statement regarding our concerns to the motion to show our administrations multiple individuals from many institutions have similar concerns.
 - xxiv. If people obtain access to data that presents a concern to the use of AP Psychology credits, George Ewonus of the College Board would be interested in using the data to address any issues with the program.

Motion: Given that there are concerns about academic rigour and AP teacher qualifications, yet wishing to recognize student performance in AP courses, we recommend that students who take the AP Psychology course and achieve a minimum score of 4 on the exam be granted at minimum three unassigned first-year credits.

Moved by Debbie Matheson.

Seconded by Loraine Lavallee.

Motion passed (Twenty-three in favour, one opposed and one abstention).

5. Transfer Requirements for Research Methods Courses

- Introduced by Catherine Rawn, University of British Columbia
 - i. UBC is currently implementing an enriched education experience plan for students to increase student engagement. Within the psychology department, all second-year research methods students are required to design a study, collect and analyze data, and write an APA style report. Each new course hoping to articulate with UBC's second-year research method course will need to include a research project of that nature. The requirements of the research were discussed. The key component is data collection, even if the data is from students from that course. Online data collection is also acceptable.
 - ii. This will also help students be accepted into laboratories for research experience.
 - iii. This is also a concern for those courses already articulated. Do they need to rearticulate? John Fitzgibbon has previously expressed that all existing articulations have to be honoured unless they are officially changed. Rajiv Jhangiani recommended that John Fitzgibbon be contacted to address next steps.
 - iv. Institutions will need to enquire with UBC as to what requirements need to be fulfilled for articulation
 - v. Perhaps institutions will be given a time window in order to make the change.
 - vi. The issue of ethics review was discussed. Gira Bhatt mentioned that they have their students submit ethics forms, though they are not reviewed by the ethics board, as part of the learning process. Randall Tonks said they use an ethics checklist initially developed by Simon Fraser University; however, there is some conflict within the department as some faculty express concerns regarding whether students are suitably prepared to ethically collect data.
 - vii. Related to this issue, Debbie Matheson mentioned that Vancouver Island University has proposed a course in Research Methods for the Social Sciences and wondered whether individuals would consider this equivalent to a Research Methods in Psychology course. The course would not necessarily use APA style. Some areas accept the Research Methods in Psychology course as an equivalent to a Research Methods for the Social Sciences course but Debbie Matheson noted that the institution would be unwilling to offer more sections to accommodate those additional students. Smaller institutions often offer such integrated courses, although content and instructor quality is an issue as not all instructors are familiar with all forms of data collection.

No motions or action items.

6. Presentation: Integrating Writing Into Your Classroom with The Pearson Writing Assessment Tool

- Matthew Christian, Acquisitions Editor, Pearson Canada

7. Ebooks

- Topic introduced by Wayne Avery, Vancouver Community College
 - i. Many instructors have received emails regarding the use of free e-textbooks, promoted by the BC Open Textbook (<http://open.bccampus.ca/>). It is unclear whether instructors are interested in adopting these textbooks or whether there will be cross-institution adoption.
 - ii. It was suggested that the attempt to increase student access to material is a good goal. However, the quality of the textbooks is an issue. For example, the open textbooks may not contain the same opportunity for interactive learning as other e-textbooks (often offered at half the price of the traditional hardcover textbook).
 - iii. Some individuals on this committee may be reviewing the textbooks for BC Open Textbooks initiative and can share more information in the future.
 - iv. Many people felt that instructors use different textbooks to meet each course's individual needs and cross-institution adoption would hinder this ability. However, it was also pointed out that this may ensure equivalency across institutions.

No motions or action items.

8. Meeting Adjournment

Contact Information for the Chair: Rajiv Jhangiani, Capilano University,
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