

**British Columbia Post Secondary Music Forum -
Music Articulation Committee**

MINUTES

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER (BCCAT)

Institution/Location: Capilano University - LB 322 (Library)

Meeting Date: Wednesday, May 8th, 2024

Present:

Member Institution	Representative	Email
Camosun College / Victoria Conservatory of Music	David Visentin	visentin@vcm.bc.ca
Capilano University (Music Diploma)	Siri Olesen	siriolesen@capilanou.ca
Capilano University (Jazz)	Daniel Hersog	danielhersog@capilanou.ca
Douglas College	Jim Palmer	Palmerj@douglascollege.ca
Douglas College (Music Technology)	Hazel Fairbairn	fairbairnh@douglascollege.ca
Selkirk College	Melody Diachun	Mdiachun@selkirk.ca
Simon Fraser University		No representation
Trinity Western University	Jon Thompson	jont@twu.ca (online)
UBC-Vancouver	Kathryn Anderson	Music.admissions@ubc.ca
UBC - Vancouver	Amy Farahbakhsh	Music.advisor@ubc.ca
University of Victoria	Alexis Luko	Musicdirector@uvic.ca
Vancouver Academy of Music		Sent regrets (Nicole Hurst)

Vancouver Community College	Emily Logan	Elogan@vcc.ca
Vancouver Island University	Sasha Koerbler	Sasha.koerbler@viu.ca
Guest: Douglas College	Janette Tilley	Tilleyj@douglascollege.ca (online)
Guest: BCCAT	Elle Ting	Eting@bccat.ca
Guest: Capilano University	Eva Hodge	Alexandrahodge@capilano.ca

Recorder: Eva Hodge - Capilano University

Meeting Called to Order at: 10:07am.

1. Introductions/Welcome:

Our community recognizes with respect that our campuses are located on the traditional and ancestral territories of the Lil'wat, Musqueam, Sechelt, Squamish and Tsleil-Waututh First Nations.

Welcome from Chair - Jim Palmer (Douglas College)

Institutional Greeting - Siri Olesen (Capilano University)

New Members/Guests: N/A

Regrets: N/A

New BCCAT Systems Liaison Person (SLP): Janette Tilley - joining in the afternoon. Associate Dean.

2. Approval of Agenda and Any Additional Items

Motion to adopt the Agenda with additions:

“Discussion 6” - A Tour of Capilano University facilities rather than discussion

Moved and Approved by consensus

3. Institutional Reports - Lightning Round (3 minutes each) - Introductions from each representative.

Capilano University (Music Diploma) - Siri Olesen: On behalf of Karen Nakajima:

-Program review process has been completed

-Concept paper has been written regarding the development of a new program

Capilano University (Jazz) – Daniel Hersog:

-Awarded one section and a half more workload for non-teaching work

- Lots of outreach in schools
- Finally have a date for the installation of a new keyboard lab
- Dennis Essen - retiring. Jill Townsend - taking over.
- Dr. Kofi - drum/dance workshops, formalised into ensemble classes.
 - 2 mandatory semesters of this class
 - Diploma students can take it as well

Vancouver Community College – Emily Logan:

- Issues with contact hours and credits
- Reviewing the curriculum to make sure it is appropriate for the modern-day student
- Offering 2-year diploma, then stay on for Bachelor
- Focus on entry points and ability to come in and out at different points within the program

Trinity Western University - Jon Thompson:

- Jon is returning to regular full-time teaching.
- Concerns: gradual decline in numbers since 2020. Focusing on recruiting and outreach.
- Success: Digital music stream: taking existing digital recording and composition and clustering into a stream.
 - coming in Fall 2024.
- Jeff Gibbons: New studio space. Worked on sound, voices & production of Paw Patrol Game.

University of British Columbia – Kathryn Anderson:

- Many staffing changes and leaves happening: significant shift of who is working at the School of Music
- Changes to credits: Auditing number of contact hours vs credit hours.
 - Class piano and oral skills are the main courses affected.

Vancouver Island University – Sasha Koerbler:

- Program being cancelled (final board vote to be held in May). Low enrollment. Going to the board to fight the decision.
- Suggestion to watch agendas that go to committees of the senate:
 - ‘Be knowledgeable about what is happening at the institutions regarding upcoming decisions.’

Camosun College / Victoria Conservatory of Music – David Visentin:

- 50-year partnership between Camosun and the Victoria Conservatory
 - Working smoothly.
- VCM: 1 year certificate program approved by ministry:
 - “Advanced Independent Music Studies”

Advanced level - students suggest robust projects and a program is built around that
Exciting projects include multi band public concerts and students writing new works.

Selkirk College – Melody Diachun:

- Music program under a level 3 review: Need to re-write program outcomes in order to go ahead.
- New president / vice president: pro arts. Want to acknowledge music as a flagship program.
- Many retiring: 3 new full time instructors hired. Bringing great ideas to the table.
New faculty: Joel Fountain (Drummer)
Emily Millard (Co-program coordinator, song writing / voice),
Atley King (Vibraphone)
- College is purchasing the campus and providing new student housing.

University of Victoria – Alexis Luko:

- Significant curriculum changes to theory and musicology. May of 2025
- Oral skills - increase in credits
- Good news: Mary Newman will be joining July 1st.
Music Tech / Composition: January 2025.
- Hiring soon for technology

Douglas College (Music Tech) – Hazel Fairbairn

- Launched new program. Investment from university and ministry.
- Building a new audio space. Mastering / theatre.
- Receiving applicants from music tech backgrounds but also traditional music degrees
- Need to show demand in order to develop a 4th year - move towards offering Bachelor's Degree

Douglas College (Music) – Jim Palmer

- Worked on making applying online easier.
- Comprehensive review of the program as well.
- Broke ground for new student housing building in New Westminster.

4. BCCAT Report - Elle Ting 11 am

Spring Report:

- Provided hard copies of publications and swag
- Updated resources: How to articulate and articulation committee guide.
- New Council co-chair: Angus Graeme.

Technology:

- 3-year strategic plan - rebuilding the TCS platform. Open to suggestions.
- Partnership with ONCAT (Ontario) to deploy the same platform.
 - Hope to encourage interoperability between the systems. Not starting yet but going smoothly.
- Pathways project: Meant to package courses together:
 - compare / evaluate together to facilitate program transfer
 - help students see/understand the gaps when transferring
 - currently testing - launching in the Fall. Building on the existing platform.

Health Care Economy:

- increase pathways between programs - especially nursing.
- Mwinseman@bccat.ca with questions.

Research:

- Scan of existing infrastructure for students with disabilities
 - See "[Accessible Admissions](#)"
- Report on types of professional regulations in BC
- Course outlines in BC transfer system - summarizing information to help transfer
 - See "[Course Outlines in the BC Transfer System: Designing Content and Format to Facilitate Course Transferability](#)"
- Direct admissions: New approach to admission in the USA
 - Students create a profile on the app
 - Profile includes SAT scores, activities, information important to admissions
 - Data is matched by institutions, who then apply for the students.
 - Takes workload off of students.

2024 / 2025 projects:

- Exploring the use of letters of permission in the transfer system.
- Decisions on awarding outside of BC.

Anniversaries:

- 35th Anniversary of BCCAT, 10th anniversary of awards

BCCAT JAM 2024:

- When:** November 7th / 8th, 2024
 - Nov 7th: Online only
 - Nov 8th - Hybrid: Online and in person
 - Limited tickets for in person - Advise as soon as possible
- Where:** Paradox Hotel
- Travel costs covered for chairs but not other attendees
- Open to everyone

PCCAT / ARUCC Conference:

- Calgary: June 24-27.** (Register open until end of May)

Calls for Proposals:

- Interprovincial student mobility with statistics Canada Data
 - following where students go
- Policies and practices of course syllabi distribution
 - assess timing of syllabi distribution
- Delivery Mode Preferences
 - Create repository of institutional surveys to summarize key findings
- Students affordability considerations for post-secondary access

5. DISCUSSION 1: General Articulation Questions / Procedures / How - To:

Question:

When programs get cancelled, are students still able to transfer if agreement is already negotiated?

Response:

- Yes - If a student is at the end of their current studies, the transfer is honoured within the time constraint. (e.g. 7 years at Douglas College).
- More challenging for those in the middle of their studies: need to complete at another institution.

Issue raised regarding students wanting to return to complete their program only to find the program cancelled.

- Selkirk, VCC, Douglas, Nanaimo Conservatory (tied to Camosun / Victoria Conservatory) offered assistance for students completing the program Requirements.

Discussion ensued.

BCTG (transfer guide) - online - BCTRANSFERGUIDE.CA

- students can use it to see where they can transfer / what courses are recognized.
- If unable to find it in the guide, they can request a review to transfer.
(Admissions review)
- Example shown: list of institutions / courses and where students can go from VIU
- Students will usually need to apply before requesting articulation transfer.
Chair finds a rep in the department to evaluate transfer requests.

Discussion ensued.

Discussion regarding assigning credits for student without a formal transfer agreement

- Doing this works within a comparable transfer - not tech to history for example.
- Can count credits towards electives
- Always better to directly assign a comparable course rather than unassigned credit

Discussion regarding receiving and sending institutions:

- Confirmed any institution can initiate a transfer: receiving or sending.
- Receiving institution could initiate a transfer confirmation - fast track the process

Discussion regarding potentially losing students due to transfer departments not speaking with music coordinators / a need to fill gaps in the transfer guide:

- Example given of a student from Camosun with 100 credits who was given 13 by CapU due to gaps in the BCCAT.
- Student then provided side by side comparison of courses to transfer over.
- Discussed importance of being up to date
- [How to Articulate Guide](#)
- VCC: Transfer department has a form that is sent to music
 - Music department completes the form to show the equivalent transfer courses.
- Then sent back to transfer department for review

Discussion of challenges of finding equivalents:

- Suggestion of looking at learning outcomes from each institution
- Suggestion of creating a series of tables that show where the courses transfer to
- Send information to BCCAT when you find something that transfers properly.
Reduces workload in the future.
- UBC: point of confusion in transfer guide: credits from private lessons transfer to UBC, but the year standing might not (determined by audition)
 - Example: Students transferring into 3rd year receive credits but often start in 2nd-year lessons because of audition expectations.

DISCUSSION SUMMARY:

“How to Articulate” 2023 pdf

- Receiving checklist important
- Page 26: Sending institutions only: “How to send”
- Page 28: Institutions receiving request: “How to receive”
- If you receive a transfer review request, don’t reject
 - If you cannot complete at the time, simply wait (rejecting ends the process completely)

N.B. “How to Articulate” can be found on the BCCAT website <https://www.bccat.ca/>, along with the [Music Articulation Committee \(BCPSMF\) site](#)

David Visentin suggested use of a repository of syllabi / course outlines

- For review to help create connections / equivalents
- Suggestion: Shared drive with password on BCCAT private to this group.
- Jim to follow up regarding this
- Further discussion of merits of using the same code for courses:
 - Agreement that it would be challenging due to differences in teaching

Many ways of deciding which courses to transfer and where (listed from most simultaneous requests to fewest):

- 1) Look at all courses and try to send - but huge amount of work
- 2) Break it down by subject:
 - Example: do all theory this year. History next year...
- 3) **BEST OPTION** (balances workload for institutions involved with need for currency in articulation agreements): Articulation completed any time there is a new or revised course
- 4) Student requesting to transfer specific course not found in guide:
 - Address that there is a gap and get those logged into the system transfer guide.

Focus on 1st and 2nd year

6. DISCUSSION 2: Student Demographics

Discussion regarding issues at Douglas with female identifying student in music tech:

- Share of female Music Technology Diploma applicants to Douglas College decreased to 12% this year
- UBC - Music Tech is a required course
- Douglas working on marketing to include female representation
- Douglas considering making Music Tech a required course

Response:

Yes, better to make it mandatory per other institutions’ results

VCC:

- added music tech to 1st year - Mandatory. 1 hour lecture / 1 hour lab.
- result: more women hired as student techs
more females joining optional 2nd year.

Selkirk:

- 1/4 female for music tech.
- 1st year computer applications to music - mandatory.
- Women taking the course are some of the strongest students
- Female grads doing well.
- Feedback from female grads:
 - Negativity from peers: assumed they don't understand

Camosun:

- Required course for students
- 40-50 % female.

VIU:

- Music Tech also required - 4th year

UVIC:

- Hired a female music tech assistant
- Focusing on changing culture but challenging to do so

7. DISCUSSION 3: Inter-Institutional Student Opportunities -

- Tabled / Moved to item 10
- Jim moved - Siri Seconded

12:30-1:30pm - LUNCH

Janette Tilley - Joined the meeting via Zoom - Douglas College

8. DISCUSSION 4: Core Courses / Learning Outcomes

- Jim noted: similarity in learning outcomes but changes in what core courses are required.
UVIC leading way changing history and theory: Decolonized, indigenized.

Questions for other institutions?

Question: How has UVic managed with the new textbook for History?

Response – Alexis Luko:

- History text not implemented yet - happening May 2025.
- Discussion of using part of new text in 2024 or wait for the real start in May 2025.
- Musicianship, theory, and musicology will be affected.
- Makes the most sense to implement all at once.
- Modules being tested to transfer into a new curriculum.
- Created hypothetical course outlines to test
- De-sequenced, No pre-req in theory, can be taken in any order.
- De-centered tonal and western -
 - Tonal and western focus placed into 3rd and 4th year levels instead
- No longer using placement test after the summer 2024:
 - Assuming no prior knowledge.
- Auditions remaining the same.
- “Writing about music” course with small writing assignments
 - Learning to critique and respond to
 - Writing program notes, writing about music
 - No paper until 2nd year.
- Observed we are behind in what students need
- Musicianship: More practical approach with more contact hours
 - Alexis Luko can share upon request

Discussion on non-sequential learning from each institution:

- Allows possibility of continuing even if one module is failed

David noted that Lethbridge has been using non-sequential theory for 2 years

- Peter Visentin - ULeth.ca
- contact with any questions about Lethbridge theory

VCC:

- Offering non-sequential history. But the majority is sequential.

Douglas:

- History: First term - writing and research. Other 3 completed in any order.

VIU:

- Offered 3 groups of History: North American, Classical, Jazz.

Discussion regarding theory:

-Douglas, VCC, and Camosun each has a prep year (Certificate) program.

Camosun:

-Offers 6 terms of theory and harmony. Presume the student has no knowledge

UBC:

-Students start in term 1 but can challenge to 2nd term if they have enough knowledge.

-Noted there is less music literacy across the board

-No remedial course offered (new for Fall 2024?)

Selkirk:

-Entrance tests are part of the audition.

-Less than 75 %: required to take online prep course for 2 weeks

-This year: can opt out of the test - enter straight into the prep course.

-Added rudiments of music into Fall term - but can test out of it.

-First year students have less stress as a result.

-Offers theory and aural skills prep

VIU:

-Didn't have to do 1st year if knowledgeable

VCC:

-Offers 6-week summer prep: Mix of theory and aural skills prep

-Online, but instructors are available all the time via zoom.

-Self-paced.

-More international.

-Suggestion of students taking the prep course and then attending institution of their choice

-Theory assessment test is still there.

Douglas:

-Offers 6-week summer prep theory course

-In person: July / August

-Must be fluent in music (notes, rhythm, meter, key signatures, scales, triads, intervals) to be admitted to Music Diploma.

- Very challenging assessment affects enrolment
- Douglas College Music programs under review this year

CapU:

- 2 sections of prep theory
 - offered online July / August

With respect to placement tests:

- Douglas is not allowed to share the placement theory test (uses UTheory).
- Jim suggested use of UTheory.com:
 - Build multiple tests
 - Responsive to adjusting requirements of testing.
 - Use of a question bank with categories.
 - Can select difficulty level, time limit, grade requirement.
 - Questions randomized.

Issue addressed regarding cheating problems with CapU prep theory courses:

- Suggestion of testing with limited time which allows less time to cheat.

David: Ok to share Camosun's mock assessment

***Not to be shared outside of the group

Discussion regarding VCC meeting with RCM:

-RCM building new "SAT of music": If a student answers correctly, the questions become harder; if Incorrect, the test stops

DISCUSSION SUMMARY:

Alexis at UVic: Happy to share draft documents with new program information.

Contact: Peter Visentin - ULeth.ca with any questions about non-sequential theory

Offering prep courses: Douglas, VCC, Camosun, CapU, Selkirk

Jim suggested use of UTheory.com

Time limits for tests to help limit cheating

9. DISCUSSION 5: AI in the Music Classroom

AI issues per Janette Tilley:

Case studies:

- AI can be used for papers, reflective and creative writing.
- Seems polished but superficial.
- Many times the sources are not real.
- Students can use AI for auto-harmonizing - given a bass line and it builds the rest.
- Students are using AI as a crutch. It is used constantly.
- Kathryn shared there was an application that was made by AI.

Solutions:

- Important to have clear AI statements in course outlines
- Suggestion: Set a benchmark at the beginning of the term to get an idea of the student's writing
- New ways of testing in class to avoid use of AI - in class oral / written assessments
 - Example from Camosun: AI generated response to an assignment question and had students read each response to select which should receive the highest mark.

Software to test for AI is not reliable

- Example of student accused of using AI when they had not
- Best to discuss with the teacher to determine the best way to test instead
- Privacy concerns regarding uploading student's content to AI checkers

Elle Ting provided BC Campus resource:

- [BC digital literacy](#): Repository of resources
- ["Teach it" \(Teachers\)](#) / ["Learn It" \(Students\)](#)
- Organized by theme.
- "Teach it" - provides a collection of resources.

10. Inter-Institutional Student Opportunities:

Opportunities for students:

May need a "letter of permission" from their home institution to attend these

- need to know restrictions
- letter of permission isn't a guarantee of transfer credits

DOUGLAS:

-Jazz ensemble, Concert Band, Chorus, and Chorale (New West)

- available in Fall and Winter - for credit - transfers – requires brief audition.

-Prep classes in the summer

- music theory / aural skills - in person beginning of July to mid-August

-Guest lectures/workshops

-Advanced certificate and applied audio:

-Summer music tech offerings

- Intro to Music Tech (MUSC 1182) – open enrolment

VCC:

-Indigenous music ensemble - 2 in the Fall

- Russel Wallace - students and also community. Contact Russell_wallace@hotmail.com

-Asynchronous: 6-week theory and aural skills prep

- July and August

CAMOSUN / CONSERVATORY:

-Camosun: Intro to music tech: online (also can offer in person)

-Most courses in person - Any course is open - Student success is the focus

CAPU:

-2 music theory foundations courses

-online

-Ensembles: Jazz and Choir

-open registration

-CapClassics throughout the term

-includes Alexander Technique workshop

SELKIRK:

-Clinics on zoom with a higher profile person

-could open to guests

UBC:

-Wind fest and Brass fest - group rates - early January

-Chan Centre: student events - ticketed through Chan Centre

-Clinic outreach program

-with or without a clinician

-send email to Kathryn Anderson (music.admissions@ubc.ca) to work in Chan /

-Group rates for all UBC Concerts

-choir, orchestra, bands (less than \$5 a person)

UVIC:**-Summer quartet fest**

- string students & visiting quartets

-Piano academy

- late summer

-Concert Band - Re-starting

- School of music / community: for credit or just to attend

-Livestream concerts - available online / saved there

Discussion ensued.

Request for number of upcoming applications into the music programs:

- Douglas: 105 Music Diploma and 66 Basic Musicianship Certificate (early May) - in report

- UBC: not able to disclose

- Camosun: 23

- CapU: 18 incoming first years (2023), don't have current numbers

- UVic: don't have numbers

- VCC: 27 incoming first years (2023).

- Selkirk: 49 applications started, but fewer auditions (expecting 30-33 coming in)

- VIU: 19

Tour of CapU Music Building - FIR**11. Other Business / 2025 Meeting (3:15 pm)****2025 Meeting:**

- Confirmed second week of May a good time to meet

- Host: supply meeting room, food, tech, someone to take minutes.

- Also nice to have a live performance over lunch if possible

- Emily advised VCC can explore hosting for next year.

- Jim to confirm date

- Associated professional development and indigenous learning - guest speaker

- PD ideas to explore for guest speakers or topics - send to Jim

12. Closing Remarks (3:31pm)

Jim to send a follow up in next couple weeks:

-Sending links and action items.

13. Next meeting:

Location: To be determined

Date: To be confirmed by Jim

Meeting adjourned at: 3:33pm

Thank you!