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**Articulation Committee Meeting MINUTES**

Committee Meeting Name	Meeting Location	Meeting Date
Psychology Articulation Committee	Room HA 206, Concordia University of Edmonton	Monday, May 16, 2016
Chair: Nancy Digdon, MacEwan University WebEx information: <b>WebEx:</b> (to access click on the 'Join WebEx Meeting' link below) <a href="#">Join WebEx meeting</a>  Meeting number: 669 606 199 Meeting password: 1234		Teleconference information: Toll-free dial-in: 1-866-792-1317 Conference ID: 7187343

Committee Members to Attend		Attended
1.	Alisa McArthur (Vice Chair), St. Mary's University	YES tele
2.	Kerry Ann Beresford, University of Alberta	YES
3.	Deanna Singhal, University of Alberta	YES
4.	Cheuk Ng, Athabasca University	
5.	Dr. Lynn Davis (Outgoing), Ambrose University	
6.	Priscilla McGilvery, Blue Quills University	
7.	John Connors, Burman University	
8.	Dorothy Steffler, Concordia University of Edmonton	YES
9.	Connie Korpan, Grande Prairie Regional College	YES tele
10.	Michael Smith, Keyano College	
11.	Dr. Leanne Willson, The King's University	YES
12.	Kelly Mutter, Lakeland College	
13.	Dr. Jennifer Davis, Lethbridge College	YES tele
14.	Evelyn Field, Mount Royal University	
15.	Judy Swift, Northern Lakes College	YES tele
16.	Gregory Wells, Red Deer College	YES tele
17.	Dr. Susan Boon, University of Calgary	YES tele
18.	Drew Rendall, University of Lethbridge	

Guests/Observers to Attend		Attended
1.	Dianne Crisp, BBCAT representative	
2.	Lynne Honey, MacEwan University	YES

ACAT Secretariat/Ministry Staff to Attend		Attended
1.	Eric Dohei, ACAT	YES
2.	Clare Ard, ACAT	YES
3.	Jim Samide, ACAT	YES
4.	Janis Irwin, Alberta Education	YES

AGENDA (* Indicates Sample "Standing" Agenda Items)	
1.	*Welcome and Introductions
2.	<p><u>Action items</u> from last year's minutes:</p> <p>1. Nancy communicated with the <u>College of Alberta Psychologists (CAP)</u> about using the Alberta Transfer Guide when deciding which undergraduate courses satisfy CAP requirements for foundational courses. CAP was receptive and is doing an internal review. They are committed to making their process more transparent. They expect to have changes in place by late 2017.</p> <p>2. Leanne's information about helping psychology students with <u>remedial math</u> needed for statistics is included in this years' The Kings U. update.</p>
3.	<p><u>Dr Lynne Honey (Chair of Psychology, MacEwan University): Presentation on Changes to the Delivery of Introductory Psychology</u></p> <p>MacEwan U is switching away from several sections of a predominately lecture-style intro psyc (each section taught by a single instructor) to a hybrid model that delivers online videotaped lectures (that expose students to several MacEwan full-time faculty) as well as demonstrations and regular online quizzes, which students can complete at their convenience. In addition to online components, students will attend a 1 hour class per week to participate in hands-on demonstrations, research simulations, and discussions and afterwards will do assignments related to them. These classes will be overseen by a faculty member, with assistance from paid senior undergraduate TAs. On a side note, all TAs will be trained by passing a 3 credit TA course (Psyc ??), will work in a new Psychology Drop-in Help Centre, and will grade assignments (under the supervision of faculty).</p> <p>Revisions to introductory psychology were motivated by a number of factors, including: 1) budget (it's cheaper); 2) better standardization of the course; 3) student exposure to numerous psych faculty in first year, and increasing students' awareness of potential research supervisors for later years; 4) pedagogical commitment to active and independent learning; 5) leadership opportunities for undergraduate TAs; 6) emulating novel approaches to intro psych proven to be effective at other institutions (notably at MacMaster); and 7) application of educational psychology and cognitive science research about increasing student engagement and learning by having frequent evaluation and several lower stakes evaluation measures to complement a limited number of</p>

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higher stakes ones.

The new delivery of Psych 104 will be piloted in Spring 2017, and both Psych 104 and 105 are expected to be in place for Fall 2017. On a side note, MacEwan is conducting program evaluation research to document the impact on student engagement, grades, critical thinking about research, among other outcomes.

Issues in Q and A with Dr. Honey

Q: How often will you (faculty) meet with students? - once a week for one hour

Q: How is it more cost effective than the status quo? - increase sections to 120 (current max. is 80) and so get rid of a third of sections - Because each instructor attends only 1 hour per week per section, each section will only count as 1/2 a course. This does mean a loss of jobs for term faculty but introductory students will be interacting with full time faculty - TAs will do marking (after students have taken the TA course the department can pay them), and after paying the full time coordinator and TAs, the department is still saving approximately \$120K pa. (Members can email Lynne for more specific numbers.) TAs are doing the work for course credit, they can do the TA class in third or fourth year and then TA for a term or two.

Q: Re: hands-on experience, how will you handle 120 students coming in and doing this? – already doing so with third years; have labs with in-class groups of 4 or 5 students; the students individually write up reports and submit them afterwards. For the intro psych courses, they will have 6 or 7 TAs in the room.

Q: Was it difficult in terms of teaching schedule? - The same theatre style room will be used all the time

Q: Will all 120 students come to the hands-on hour? – yes!

Q: Are you exploring a flipped materials classroom? – the textbook will be supplemented with video clips specific to individual faculty, plus additional info e.g., positive vs negative reinforcement and punishments, or sleep cycles - any lecture format material may be presented so students can watch them over and over and they can even be translated into other languages, so it will be like team teaching. The textbook used has a strong critical thinking focus, and some students working on guided reading advice e.g., here's what you need to know, here's what you might struggle with, etc.

\*Brief Highlights from Institutional Updates (see each Institutions update for more details)

- St Mary's U:

4. The capstone course formerly required for 3 year degrees in Psych, English, etc., was removed from all of them as it was an interdisciplinary course. An Honours stream has been added to Psych, which is now a 4 year degree. Psych 400 had 24 students this year with great variability in the quality of

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students, making it hard to manage.

There are many new courses, many at the 400 level, and a new full time faculty with a consumer psych background was hired.

- UAlberta

There were major changes to existing courses - Ψ341 and Ψ 343 were too similar so Ψ 341 was restructured and Ψ 343 de-activated. Re-activated Ψ 441 or Ψ 543 as a grad course (these courses are in the area of cultural psychology).

There was a change in fulfillment of 400 level psych requirements regarding research courses – now students can only use one of Ψ 496 or Ψ 496 to fulfill the required 6 credits at the 400 level.

There was a change in Y2 honours – 6 credits are required from approved courses from arts and social sciences.

Ψ 396 and Ψ 398 are new courses. Like Ψ 496 and Ψ 498 they are both arts and science courses but are offered earlier in the degree as they are designed to allow senior undergrads to have experience with supervised research projects outside the classroom. These course will be implemented in Fall 2016.

There is now an opportunity for students to become involved in research opportunities throughout their degrees. Upon completion of certain listed courses, students can receive a research certificate in science psyc.

Q: what is the goal of this? – it is for grad school. It will be parchmented with an emphasis on the research component. It is not necessarily just for honours students.

UAlberta only offers a stats course housed within the math department, which all students who need stats take. There is not one specific to psyc. There is a consensus that there may be a need for more stats courses. They will not develop a course within the program but will integrate this into currently existing courses, e.g., in intro psych they are creating online modules with emphasis on comprehension, not calculation, and usefulness of data. The pilot module will be run during Summer 2016, and they will get feedback from faculty and students.

There is new Chair (Chris Sturdy) and a new clinical faculty lecturer as well as a new faculty services officer.

- AthabascaU: see written report

- ConcordiaU of Edmonton:

Concordia offers a 3 year BA as well as two types of 4 year BAs, one with an applied emphasis and one basic. There is a new assistant professor in the department (science focused).

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- Grande Prairie RC:

Their collaborative degree-granting agreement with AthabascaU is ending by April 2017 because of cost, and Athabasca is exploring other arrangements. In the meantime, GPRC is trying to get current students to finish up their degrees, and they may have to take courses online to do so.

Psychology faculty are doing considerable applied research and encourage student involvement in it.

The Educational Psychology course required by UAlberta Faculty of Education, formerly ED 2000, has been dropped and replaced with Ψ 302 learning and development in childhood (elementary stream) and Ψ 304 adolescent development (secondary stream).

GPRC has a peer counselling program. To be eligible to be a peer counsellor, students take many courses:

[https://www.gprc.ab.ca/services/peer\\_counselling/howto.html](https://www.gprc.ab.ca/services/peer_counselling/howto.html)

GPRC is looking at developing a certificate for those who complete all of the courses.

- LethbridgeC:

Last year there was an issue with administration wanting to create modularized learning across the institution. This is now on hold. The College introduced a new curriculum alignment framework template that is very modularized, but the institution-wide kerfluffe has put everything else on hold. Other programs e.g., Policing and Agriculture, adopted `modularized learning, with mixed results. It is very labour intensive to do it right, because have to assess each individual outcome separately. They are developing new courses along this model and retro-fitting old courses to see how they will develop logical reasoning, critical thinking, etc

Psychology won't be modularized next year, but may be in the future because students in `modularized programs` (such as the Policing) take intro psych

- King'sU:

One staff replacement; Department remains very small.

Developed new qualitative methods course to support community-based research

Still working through challenges of senior research course because of increase in the number of students and logistics of providing them all with enrichment such as taking all of them to CPA.

Moving to asking students to apply to indep research - project of own choosing - e.g. manage surveys for faculty - help manage numbers vs faculty workloads

May have small groups of students collaborate on projects rather than have individual projects. Still fewer than 20 students

CUE: same concern as research is a component of the degree - so make them apply to research course if don;t make it go through capstone course

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- Northern Lakes C:  
v small school moving to asynchronous delivery of courses  
EDPY required for elem ed students will be offered in Fall 2016
  
- Red Deer C:  
Developing online courses  
Developing a different version of intro psych for non-Arts and Science students that would satisfy prerequisite for 2<sup>nd</sup> year courses  
Continued emphasis on faculty research and infrastructure for involving students in research  
Enrolments strong
  
- UCalgary:  
precipitous drop in tons students at time faculty complement increasing so re-calibrate GPA calculation  
Offered course in human sexuality for the first time.  
New course in Intergroup Relations (pending approval) as well as graduate level course in Clinical Neuropsychology -  
Curricula review from last year - will likely change foundation courses - will be going to a less structured set of course e.g. alls are brain and behaviour and all take social psych and beyond that courses from specific set  
adding 400 level method courses - changing current into psych stats - from full year course to two half year courses: much of the research stuff pulled out and put uno new 400 level courses  
new dept head (think so not yet confirmed)  
new social psychologist - new incoming in IO also a couple of failed searches  
aboriginal psych and neuropsych  
looking to upgrade website info and info given at open house - better sense of program planning and career opportunities - student satisfaction survey indicates falling far short on this
  
- MacEwanU:  
Developing new courses (PABA) for a new Certificate in Applied Behaviour Analysis new certificate in behavioural intervention i.e. work w/ kids w autism and other groups – Certificate is extra to the degree.
  

Psyc 104 no longer prereq for Psyc 105. Intro Psyc courses can be taken in either order

5. BCCAT Psychology report – see written report

6. \*Confirmation of Articulation Committee membership list

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7.	<p>*Alberta Education Update  working on curriculum q re outdated social sciences courses  dual credit interest still ongoing  AP psychology for admission purposes - not heard anything about that? - can check into it - U of A - was spotty - in psych dept will give credit for 104 and 105 if have AP credit get official transfer credit for psych 1XX but can go directly into second year courses - don;t like it but couldn't get around it -as content is closer to 105 - some institutions require 104 to 105 be taken in order but others don;t U of A does - managed on case by case looking at syllabus - agreement closer to 105  most students with AP come in from BC not alberta  all AB Eis offer two first year psych courses? no Lethbridge has one 3* course - probably one of only ones uLeth may do same thing - will get 6* transfer credit for it</p>
8.	Update from ACAT Articulation Chairs meeting
9.	<p>*ACAT Council/Secretariat and Innovation and Advanced Education Updates  q: re sharepoint - Connie not up to date - many people have not logged on lost password - to use a shared system once a year that we only upload one document not worth it to learn so email package works better - maybe ask Chairs to use Sharepoint but not require it of committee - but will serve as archive</p>
10.	<p>*Articulation Committee Question(s) for ACAT  uCalgary:  anyone else struggling with grade inflation - implemented grading policy to try and bring grades down - Q: U of C criteria based usu hit grade distribution but some people struggle with that - U of C removed tutorials from intro psych because they brought grades through the roof - was it the cause of higher post-sec grades more engagement or slackening of standards  how do people mark - always criteria based senior level courses limited to 40%  As some people over 200 and 300 level 30% As - wow. try to bring more in line with faculty - sometimes uCalgary grades got discounted because were so high compared to other departments -  McEwan A- starts at 86% not 80% others start A- at 90% and then 97% for an A+ - then don't have 40% As and above - or make A, A-, A+ ranges quite narrow  rumblings at uAlberta associated with this - assoc chair of undergrad talking of this - may be particular to certain courses -  high school admission averages may inflate post-secondary grades - but uCalgary hs admission average is now just above 80% not 85% as was a few years ago.  no longitudinal data now on diploma exam weighting so entrance makes may</p>

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	<p>be impacted go up.  RDC also seeing grade inflation - if have v small class students w/ low marks withdraw rather than get bad mark so sometimes proportion of As is not a true reflection -  uCalgary - upper level stats class for honours students so can skew grades - students will drop if not making the grades they want -  small classes in upper level St Mary's one classes e.g. neuropsych requires brain and behaviour as a prereq so that self-selects: don;t all use same groupings for letter grades only have 4 faculty - but then it na be argued that the distribution of letter grades is more important that the percentage ranges.  uff C may have 40 in 400 level class - but if drops down to 20 students the grade policy can be problem -  King's smaller EIs are big on student advising - so take students aside if not doing well and suggest they drop  withdrawal deadline - moved closer to end of term - some students may have withdrawn from course before officially withdrawing e.g. stop participating - problem was not enough info for students to make the decision earlier i.e. not enough stuff returned  open access textbooks? no</p>
11.	<p>*Identification of Next Meeting Date and Location and Potential New Agenda Items  Susan from UCalgary will check into hosting in 2017.  Date? keep mid-May before conferences, Monday to help with travelling.  Susan to email Nancy to confirm location and choose a date.  There was a suggestion to ask if some institutions have key advisors who could be a useful resource for the committee.</p>
12.	<p>*Adjournment  Mike Smith from Keyano is not here (their server was down) – Nancy will try to connect with him.  Adjourned at 2.35 pm.</p>