



8th Floor, Commerce Place, 10155 – 102 Street, Edmonton, AB T5J 4L5
 Phone: (780) 422-9021 Fax: (780) 422-3688 e-mail: acat@gov.ab.ca

Articulation Committee Meeting – Charlene's Notes

Committee Meeting Name	Meeting Location	Meeting Date
English Articulation Committee meeting	Zoom	Friday, June 5, 9:30 am-2:30 pm
Chair: Philip Mingay, King's U	Zoom Information: https://king'su.zoom.us/j/91020068934?pwd=UGtRTm1wWE5jSkxjQWFPTzJYTWlSdz09 password: 495281	

Committee Members		Accepted	Attended
1.	Rita Dirks, Ambrose U	Y	Y
2.	Paul Huebener, Athabasca U	N	N
3.	Matthew Kriz, Bow Valley College	Y	Y
4.	Julie Thompson, Burman University	Y	Y
5.	Conrad Van Dyk, Concordia University	Y	Y
6.	Kazem Mashkournia, GPRC	?	N
7.	Ryan Cox, Keyano College	Y	Y
8.	Philip Mingay, King's University	Y	Y
9.	Charlene Bonnar, Lakeland College (Vice Chair)	Y	Y
10.	Brent Cottle, Lethbridge College	?	N
11.	Rob Wiznura, MacEwan U	?	N
12.	David Hyttenrauch & Rob Boschman, Mount Royal U	Y	Y
13.	Kristine Kowalchuk, NAIT	Y	Y
14.	Leigh Dyrda, NorQuest	Y	Y
15.	James Onusko, Northern Lakes	Y	Y
16.	Mandy Batke-Lwanga, Portage	Y	Y
17.	Roger Davis, Red Deer College	Y	Y
18.	Marion Synnott, SAIT	Y	Y
19.	Katherine Binhammer, U of Alberta	Y	Y
20.	Jason Wiens, U of Calgary	Y	Y
21.	Adam Carter, U of Lethbridge	Y	Y

Guests/Observers to Attend		Accepted	Attended
1.			

ACAT Secretariat/Ministry Staff to Attend		Accepted	Attended
1.	Eric Dohei	Y	Y

AGENDA		Time Allotted
1	Welcome and Introductions <ul style="list-style-type: none"> - Philip called the meeting to order at 9:34 am - Welcomed new members and explained the purpose of the committee - Round circle introductions from each institution 	
2	Approval of Minutes from 2019 meeting <ul style="list-style-type: none"> - Moved to accept the minutes - Katherine Binhammer - Seconded – Marion Synnott 	
3	BCCAT update <ul style="list-style-type: none"> - Philip noted that we often watch what is happening in transfer credit in BC - However, there are no recent updates available 	
4	Government Updates <ul style="list-style-type: none"> - No official updates received - Discussion re: implications of pass/fail grades v.s. letter grades assigned due to COVID-19 closures - Document available from Registrar's Office re: practices at each institution for transfer credit consideration - Question re: K – 12 Alberta Learning grades and future impacts 	
5	Alberta Education update <ul style="list-style-type: none"> - Several members had spent 2 - 3 years with the K – 12 Curriculum Committee (under NDP gov 't) which was halted by the UCP gov 't - Concerns that the inclusion of Indigenous perspectives, expanded book list, and other progressive changes have been lost - Move seemed to be towards adding “entrepreneurship” or “innovation” - No updates have been received 	
6	Institutional Updates (notes from Minutes have been merged with institutional updates forwarded by members) <ul style="list-style-type: none"> • Please send Philip an update in Word so that I can post along with Minutes from this meeting. Thank you to those who have already done so. • Transfer credits and pass/fail grades • Loss/addition of courses • Class sizes • Support (tech and personal) • Grading Procedures (including exam formats) <p>- Rita – Ambrose</p>	

AGENDA		Time Allotted
<ul style="list-style-type: none"> Presently, Ambrose is in the restructuring phase of the English Literature program, due to lower enrolments and with the goal of sustainability of the program. Until now, this is what the core looked like: 		
3-Year Concentration (12 credits)	4-Year Major (18 credits)	
EN 115 Introduction to Literature and Language EN 220a Representative Literary Works: Medieval to Romanticism EN 220b Representative Literary Works: Romanticism to Present EN 390 Seminar in Modern Literary Theory	EN 115 Introduction to Literature and Language EN 220a Representative Literary Works: Medieval to Romanticism EN 220b Representative Literary Works: Romanticism to Present EN 390 Seminar in Modern Literary Theory EN 391 Seminar in Early Modern Literary Theory EN 485 Capstone Seminar	
Forthcoming changes, to be implemented as of Fall 2021:		
3-Year Concentration (12 credits)	4-Year Major (24 credits)	
HUM 101 Reading and Writing for University EN 120 Introduction to English Literature EN 220a Representative Literary Works: Medieval to Romanticism EN 220b Representative Literary Works: Romanticism to Present EN 390 Seminar in Modern Literary Theory	HUM 101 Reading and Writing for University EN 120 Introduction to English Literature EN 220a Representative Literary Works: Medieval to Romanticism EN 220b Representative Literary Works: Romanticism to Present EN 330 Poetry EN 390 Seminar in Modern Literary Theory EN 391 Seminar in Early Modern Literary Theory HUM 4xx Capstone Seminar	
<ul style="list-style-type: none"> The former EN 115 course has been split into two: HUM 101 and EN 120, in order to accommodate the writing needs of the university, and EN 120 is the introductory course required by non-English majors. Additionally, courses that are deemed duplicates or mostly upper-level unfillable courses are in the process of being eliminated. For example, EN 350 Shakespeare I and EN 451 Shakespeare II will become one course. EN 290 The Twentieth-Century Novel and EN 400 Modernism will become one course as well. Some of the courses that are in the process of being eliminated are EN 455 Russian Masters, EN 430 Eighteenth-Century Literature, EN 420 Ecocriticism, and EN 470 Postcolonialism. EN 295 Advanced Expository Prose has been changed to EN 295 Practical Writing, in order to offer something less academic and more technical, for students who wish to acquire practical job skills. 		

AGENDA	Time Allotted
<ul style="list-style-type: none"> - Matt – BVC - Moved to “competency-based education” but with a change in President, that may change - Literature course was required in Social Work program but has now become an elective - Had been working on a UT program but has been put on hold - Our main course is English Composition (Engl 1201) and it is taken by learners in all the career programs in Schools of Community Studies and Health and Wellness (we have somewhere between 25 and 35 classes for a Fall term) - We have a literature course (Engl 1301) that can be taken as an elective by students in the Justice Studies and Social Work programs - Class sizes have always been capped at 30, but that may be changing to 35 due to budget cuts - We rely overwhelmingly on sessionals (casuals, we call them here). We have one full-time English instructor - We have transfer agreements for Engl 1201 with U of L, Athabasca, Ambrose, U of C (for ACWR 203), U of A, Lethbridge College, U of R, Medicine Hat College, MacEwan U, and Norquest - There are transfer agreements for Engl 1301 with all of the above up until U of A. - Julie – Burman - New intakes for degree option suspended for 5 years but finishing up those who are in progress - Currently servicing Education dept - Some courses changed to facilitate transfer agreements - Program Suspension - Due to a decline in English program numbers, and budgetary restraints, the four and three year BA English programs have been suspended for five years - The program cannot currently accept new majors and therefore cannot recruit new students - The Dean of Arts is intent on building a case and designing a revised, viable, and sustainable program during the suspension period - Current English majors will be able to finish their degrees over the next few years - Faculty Terminations - Termination of 2.5 FTE English positions in the last month due to declining student numbers and budgetary restraints - Service Courses - Remaining faculty is providing service courses, such as ENGL 201, 202, and 203, across the institution - In particular, faculty is providing support for the B.Ed. English Secondary track 	

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<ul style="list-style-type: none"> - ENGL 201 and 202 (Literature and Composition I & II) were added to the 2020/21 academic calendar while 100-level topics courses (ENGL 107, 108, 109, 110) were deleted to facilitate transfer agreements with other institutions - Sufficient senior-level courses will be offered to facilitate the needs of remaining English majors and B.Ed. English Secondary students - Average class size is approximately 15-25 students in lower level courses and approximately 5-10 students in upper level courses - Conrad – Concordia - New course in Indigenous Literature has been added - New faculty member hired for 6 in total plus approx. 12 sessional positions - Comments re: synchronous vs. asynchronous teaching - Ryan – Keyano - Spike in first year enrolment in English - Normal cap has been 30 but moved to 40 last year - Flooding in downtown Fort MacMurray which reached the campus - Building may open to faculty and staff in the fall (but not students) - President has resigned - University Studies lost 2 instructors (art and design, history) - We have not altered our course offerings in English this year - The College will be delivering all courses in Fall 2020 via distance learning. - Exceptions to this would be lab courses in critical programs, this does not effect English - The model of online learning being pushed is Synchronous delivery of lectures via Zoom - Lectures are expected to be conducted roughly as they would under non-extraordinary circumstances - Teaching Plans for each course are being composed during Spring Semester, they include specific targeting continuance plans in the event of Instructor Illness - My plan, for instance, includes lesson framework and intended outcomes, where possible powerpoints and lesson notes, assignment rubrics, etc. - This planning should work reasonably well for First Year Courses, but senior level courses that require more specialized knowledge may prove more challenging. - English has been advocating for the “hyflex” model. - Synchronous delivery has been chosen as the standard as it is believed that this will aid in any potential resumption of face-to-face instruction mid-semester. - Despite some rather acute challenges—COVID-19, flooding in Fort McMurray, an abrupt transition in College leadership, layoffs—enrollment in the fall is looking reasonably strong - Flood Mitigation on our main campus is scheduled to be complete by mid-August - Faculty layoffs are being framed as targeting under-enrolled programs and those that may be inessential for the delivery of the current slate of programming. Thus far 	

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<p>this restructuring has not had a direct impact on English faculty or offerings, and as we are maximally deployed at present (we continue to require a contract position for one course of First Year English per semester). The University Studies department, where English is located, has, however, lost two faculty members in the latest round of lay offs</p> <ul style="list-style-type: none"> - One of the solutions that college administration has been seeking to implement is increasing class sizes in the first year English offerings. They have received pushback on these issues, and the COVID-19 situation has delayed or altered these plans. - We have, additionally, been undertaking regular course maintenance where possible while planning for the fall <ul style="list-style-type: none"> - Philip – King’s - Tuition is being reduced due to loss of services, such as athletics - Intro English to stay at 6 credits. However, class sizes will be increased from 25 to 27. - To ensure each receives the same assessment regardless of delivery methods, we are working towards a standardized syllabus for ENGL 214/215. This includes rethinking final exam—both format and percentage of grade—as well as the learning outcomes. - Introduction of creative writing for beginners a considerable success. - ENGL 326: Image and Word now a permanent course. - Concern re: role of music programming moving forward. King’s sees the value of Arts across all disciplines, but Music in particular is core to the identity of King’s. However, budget issues related to Covid-19 have affected certain disciplines in the Arts more than others. - In conjunction with the library, the pilot project of Information Literacy was successful in teaching new students necessary research skills. It will be resumed Fall 2020. - The English Professionalization Certificate may be put on hold for 2020/21. <ul style="list-style-type: none"> - Charlene – Lakeland – report submitted to Phil, expanded below - Program and position cuts have been announced but does not impact UT - Plan for the fall to be announced in mid-June but we are planning for three scenarios: (1) return to in person; (2) fully online; (3) blended model with some small classes and labs on campus - Support from peers, IT, two D2L staff, and one instructional support member, including three PD days online, focused on technology - 6 credit ENGL 112 continues to be offered - New Indigenous Storytelling course offered this spring and again in the fall - Most of our instructors teach 10 courses per year; I also have a 1 hour per week tutorial - Cap is supposed to be 30 in English courses but is generally pushed to 34/35 with the expectation that students will drop out in the first month 	

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<ul style="list-style-type: none"> - David – Mount Royal - 3 credit Indigenous component to be added to the degree and taking the lead on indigenizing content - Mentioned classroom changes with moveable desks and chairs to address different models of teaching - Stable enrolments - Rob Boschman published statement on behalf of the department re: racialization and provided the following link: https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/Arts/_pdfs/Dept-Statement.pdf - Kristine – NAIT - All fall 2020 courses will be online only, mostly using MS Teams, Panopto, and Moodle. - Winter term grades were assigned as Pass / Fail / Honours. In BTech, percentage grades were also given and are being kept by the Chair for transcript purposes. - The English and Communications department at NAIT offers a number of first- and second-year diploma courses. At the degree level, there are also two (separate) Critical Reading and Writing courses (in the Bachelor of Business Administration and the Bachelor of Technology programs). - <i>English and Communications Department Updates</i> - The English and Communications department had 12 full-time permanent instructors this past academic year, but two took the Voluntary Departure package, so there are now 10 with no prospects right now of replacing the two who left. There are also three instructors with sessional contracts (all three are close to a full-time teaching load), and three part-time instructors hired on a contract basis. - The upcoming year will be the last year that English and Communications delivers Academic Upgrading courses. In the following year (2021-22) all Upgrading courses will be taught by contract instructors through Continuing Ed. - This department has made Indigenous awareness an area of focus for this academic year. There has been coordination with NAIT's Aboriginal Centre. Many of the first-year courses have a critical reading component as well as an ethics component, and some instructors are using the TRC's calls to Action to continue to introduce Indigenous authors and perspectives. There is also a focus on Canadian Indigenous texts in the Upgrading course. - <i>Degree Program English Course Updates</i> - Workload is increasing to 9 courses for faculty in fall, and class size is increasing from 25 to 32 (although there is a rumour the Critical Reading + Writing course will be exempt from this increase). We are still uncertain of what kind of support there will be (both tech and personal). 	

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<ul style="list-style-type: none"> - No courses are being added or lost. - There are final essays rather than exams. - - I. Bachelor of Business Administration <ul style="list-style-type: none"> - There are 4 full-time faculty who teach Critical Reading + Writing and about 5 contractors. - Course curriculum review is currently underway. - No longer have 10-week courses, all are now 15 weeks long. - There is no specific commitment to decolonization as a topic, but it is included in many course syllabi. - II. Bachelor of Technology <ul style="list-style-type: none"> - There are two full-time faculty who teach Critical Reading + Writing among other courses, and 2-3 contractors. - Courses are normally offered in a 10-week online or 15-week face-to-face format; for fall both will be online, with the 15-week course expected to have more synchronous delivery. - The course outline has been revised to include the following outcomes: <ul style="list-style-type: none"> - Recognize and evaluate the dominant cultural story or epistemology, and explain and evaluate alternatives. - Address the TRC Calls to Action, including recognizing and evaluating the relationship between power, dominant cultural stories, and knowledge production. - Leigh – Norquest <ul style="list-style-type: none"> - 10 courses per year teaching load - Indigenous Studies program to be launched next year - James – Northern Lakes <ul style="list-style-type: none"> - Added 2 full-time permanent instructors in University Studies - Taught 10 courses in the past year (normal load is 8) - Cap of 35 students per course - Enrolment growth continues - Exciting to announce our partnership with the U of C in offering the Bachelor of Education - Community Pathways Program. Through this program, we have developed two streams- English and Social Studies. For the English stream, this involved developing more senior-level English courses and seeking transfer approval for these courses through the U of C. Courses are delivered online by NLC and University of Calgary faculty through distance, blended, or on-site delivery methods. Students must attend a two-week residency held each July at the University of Calgary - Our senior-level courses will be delivered on-line for the entire 2020-21 academic year. 	

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<ul style="list-style-type: none"> - We have added two FT Permanent US Instructors since last July and we are adding one more presently - The August hire taught 6 Senior-level English courses this past year along with other offerings - The other instructors will be teaching entry-level English courses in 2020-21 academic year - We are offering English courses (remotely) to both Medicine Hat College and U of C Education students moving forward. - Course offerings at the senior level that were (re)introduced in 2019-20 – Short Fiction (new), Pathology of the Bestseller, Children’s Literature, Women’s Literature, Intro to Indigenous Literature in North America, Shakespeare and Performance (new). - In the Fall semester, we will use Turnitin as a tool for both students and instructors. This is a Pilot Project in 2020-21 and used only in 3-4 sections of ENGL 1000 – one of our 2 foundational courses in English. - Mandy – Portage - 3 campuses with growth in St. Paul and Cold Lake but enrolment across the board is lower right now - Possibility of growth over the summer - Changes in intro English - Concerns re: online and poor internet access - UT courses currently capped at 40 - UT department has transfer packages out for the Fine Arts Certificate and Conversational Cree course - Our core English 102 Intro to Composition course (taught across diploma programs) underwent a significant content review, textbook update - Roger – Red Deer - Full-year theory course split in to two courses - First year creative writing course (with no pre-req, open to the community) has been developed → Roger would like to talk to others about what they offer in intro creative writing → please contact him - Some pre-reqs have been changed ex. 3 credit pre-req rather than 6 credits of intro English for 2nd year courses - Enrolment has declined in second intro English lit since it is no longer required - New President this year - Program closures and financial challenges - 35 – 40 class enrolment - - Marion – SAIT - Admin and Management positions abolished earlier in the year, suspended during the pandemic, but ongoing now with faculty abolishments coming up 	

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<ul style="list-style-type: none"> - Service courses to be increased in 2020-2021, so English will not be impacted by position cuts - Anticipating continued progress in delivery of online courses - Concern with creating relationships with new students in the fall but the institution is working on best practices for online delivery in the fall - Discussion re: support for faculty moving online - Katherine – U of A - Contract teaching positions impacted significantly - 50% of first year offerings cut in spring session (pandemic plus budget cut implications) - Concerns re: push to move online and stay there → need to affirm the value of small enrolments and in-person interactions - Some programs are still requiring 6 credits of English - Senior courses still require 6 credits of English as pre-req - likely that the department will endorse a new first-year "Introduction to English Studies" course to be taught in 2021-22; the course will not fulfill the university writing requirement and is targeted at recruiting English Majors. - Senior English curriculum course changes: focus on skills, maps, and concepts at 200-level and content-based courses at 300-level; use of variable content to highlight attractive themes within the online registration system. - All WRITE (creative writing) courses full. Senior English courses: 60% of registrations are from non-Majors (Education accounts for approx. 25%). - new Faculty administered B.A. in Media Studies beginning in Fall 2020; 3 faculty members from EFS seconded to teach in it. - Writing Studies which was a separate unit within Interdisciplinary Studies has now been moved into EFS. WRS first-year courses have approximately 1,000 registrations across WRS 101 & WRS 102. The total of first-year registrations in ENGL 102, 103, 125 & 199 is 5,600. - Jason – U of C - We are going to be undergoing a comprehensive curriculum review in the coming year - We have been told to teach the same number of students with fewer resources, i.e. sessionals. We are dealing with this request by upping the caps on first-year courses from 60 to 95, and assigning ¼ TAs to each section for marking support - The requirement that all sections of our first-year non-creative writing courses include on the syllabus at least one text by an Indigenous author came into effect in 2019-20 - We will be graduating our first BA student with an Embedded Certificate in Creative Writing. This certification appears on the graduating student's parchment and transcripts, and is earned by taking six HCEs of creative writing at the second-year level and up 	

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<ul style="list-style-type: none"> - We offered the most Spring courses in my memory this year, and all were fully enrolled by mid-April. However, enrolment in all courses had dropped by the time Spring semester began in May - We are participating for the second year in the dual credit program in which Calgary Board of Education students take a summer course in our department which serves as credit at both the high school and university level - All of our Fall courses, graduate and undergraduate, will be offered through remote delivery in Fall 2020. Our centre for teaching and learning will be hiring graduate students as “technology coaches” to support faculty who need assistance in this transition. Our department has also applied for targeted funding for recruiting graduate students to serve as TAs in several online courses that have been in development even before the pandemic. - Adam – U of L - Faculty changes discussed - Class sizes – 50 in first year, 60 cap in second year (Canadian Lit and Children's Lit remain popular and may hit the cap) - Indigenous Literature offered by First Nations Dept - 	
<p>ACAT Secretariat Updates Issues from May 2019</p> <ul style="list-style-type: none"> • Three main topics awaiting decision: new Articulation committee model with funding attached ; new six year research plan with funding attached; revitalized ACAT Council with broader representation • ACAT is working on the Transfer Credit Awarded initiative and also on coordinating PSI work to map which out of province high school course maps onto which Alberta high school core admissions course <p>Eric commented on the following:</p> <ul style="list-style-type: none"> - Powerpoint to be shared with committee - Awaiting direction from Alberta 2030 Post-Secondary Education review - English and Early Childhood Committees have met, Psychology may meet - New articulation committee focused on Student Advisors is under discussion - Resources available re: COVID-19 - Discussed non-ACAT member agreements (institutions outside of Alberta) - Transfer credit awarded pilot with 13 institutions - Provincial transition articulation committee re: out-of-province admissions from high school (BC in particular) to be available by the end of the month in transfer credit tool - Mobile app has been closed and is being redirected to the website - Looking for feedback – see questions in the Powerpoint from Eric - Question re: data and “evidence-based decisions” – hope to be reinforced by the 2030 review 	

AGENDA	Time Allotted
<ul style="list-style-type: none"> - Eric will follow up with English Articulation Committee in BC 	
<p>Topics of Interest</p> <ul style="list-style-type: none"> • Fall 2020 delivery methods • Student Recruitment Post-Covid • Class sizes online • Decolonizing the classroom • Secondary Sources and Plagiarism <ul style="list-style-type: none"> ○ https://plagiarism.iu.edu/choice.html (from Ryan Cox, Keyano) <p>Comments captured from ZOOM chat</p> <ul style="list-style-type: none"> - Athabasca offers a free MOOC called "Learning to Learn Online." The target audience is online learners; however, I think it offers a lot of valuable insights for faculty. It's not super demanding in terms of time to complete. - Katherine from the U of A shared the following resource: https://www.ualberta.ca/centre-for-teaching-and-learning/index.html - Funding for U of A's operating budget is now less than 50% from the provincial gov't. Can we still call it a public institution when the majority comes from tuition, research funding (including private money) and donors? - It was just announced: https://www.cbc.ca/news/canada/edmonton/pandemic-delays-university-funding-model-1.5595570 - For my online classes I make things a lot more tasked-based. I give very specific things for people to do and try to build that into larger assignments. I also do a lot of reading quizzes and use online discussion to go over those. That way I get to sort of lecture on a reading based on the responses to the quiz. This can help, but it's not likely to create that spark that really draws someone to an English course/degree. - <p>Discussion:</p> <ul style="list-style-type: none"> - Philip commented that faith-based institutions are not immune from the UCP cuts, in part because a significant part of their revenue is generated from tuition, donations, etc. - Question from Roger re: tuition, particularly with an increase in tuition despite going online - → Philip commented that King's has the highest tuition in Edmonton but will be lowering tuition due to fewer services with not being on campus - → Charlene commented that most people do not understand how institutions are funded which is part of the problem - → Kristine suggested writing an open letter to dispel myths about post-secondary education and funding - → concern that there is no "audience" for this type of letter 	

AGENDA		Time Allotted
	<ul style="list-style-type: none"> - → suggestion that perhaps the minutes can reflect our group concern about the direction in which we are headed and the value of what we do - Discussion re: moving online - → easier with students with whom we had a rapport during the year when we moved online but concerns re: meeting new students in the fall - → concern re: 3 hour lectures online, for example - → concern re: privacy in ZOOM meetings (ie. Sharing your private space → there is an option to choose a neutral background) - → suggestion re: using online chats, asynchronous chats, informal writing for pre-class work and then use the synchronous time for discussions - → concern re: engaging students enough that they are engaged in English and want to pursue further studies in English - 	
9	<p>Confirmation of Articulation Committee membership list</p> <ul style="list-style-type: none"> - If information changes, please notify Philip. 	
1	<p>Any additional business</p> <ul style="list-style-type: none"> - none 	
1	<p>Identification of next meeting date, host institution, and potential new agenda items</p> <ul style="list-style-type: none"> - Tentatively plan to meet in Red Deer in 2021 	
1	<p>Adjournment; plans for sharing minutes and institutional updates</p> <ul style="list-style-type: none"> - Please send notes to Philip to be included in the minutes - Motion to adjourn at 1:02 by Roger Davis - Seconded by Adam Carter 	