



MEDICINE HAT COLLEGE

General Academic Council

MINUTES

January 20, 2025
10:00am – 1:00pm

Courtyard

Teams link if needed:

[Join the meeting now](#)

Meeting ID: 286 374 090 409

Passcode: wD3Uj6eU

Lunch provided

CALL TO ORDER

- The Chair called the meeting to order at 10:11am.
- An additional hour has been added to today's meeting; lunch will be delivered at 11:45am.

APPROVAL OF AGENDA

- Hearing no additions to the agenda, the motion for approval was called.

Motion: (S. Henderson)

"That the agenda of the General Academic Council meeting of January 20, 2025, be adopted as presented."

CARRIED

APPROVAL OF MINUTES

November 25, 2024

- Hearing no changes to the minutes, the motion for approval was called.

Motion: (K. Lavoie)

"That the minutes of the General Academic Council meeting of November 25, 2024, be adopted as presented."

CARRIED

December 3, 2024

- Hearing no changes to the minutes, the motion for approval was called.

Motion: (M. Banks)

"That the minutes of the General Academic Council meeting of December 3, 2024, be adopted as presented."

CARRIED

UPDATES

Administration Update

Academic Staff Update

Student Update

- Updates provided in agenda package; no questions raised during the meeting.

OLD BUSINESS

Revised GAC Terms of Reference

- A notice of motion was presented at the November meeting; as Kevin received no additional feedback since that meeting, the motion for approval was called.

Motion: (M. Kaethler)

"That the revised GAC Terms of Reference tabled on November 25, 2024, are adopted as presented."

CARRIED

Revised Board Motion

- As no additional feedback has been received since the November 2024 meeting, the motion for approval was called.

Motion: (E. Pennefather-O'Brien)

"That the revised Board Motion tabled on November 25, 2024, is adopted as presented."

CARRIED

AP 1.3 Course Outline Procedure *(continue discussion from Dec.3 Special GAC Meeting)*

Motion: (C. Whidden)

"That General Academic Council approves AP 1.3 Course Outline Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed."

CARRIED

AP 1.4 Evaluation of Student Learning Procedure

Motion: (S. Henderson)

"That General Academic Council approves AP 1.4 Evaluation of Student Learning Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed."

CARRIED

AP 1.5 Work Integrated Learning Procedure

Motion: (J. Openo)

"That General Academic Council approves AP 1.5 Work Integrated Learning Procedure and refers it to the MHC Executive Committee."

CARRIED

AP 2.0 Program Quality Assurance Policy

Motion: (C. Bos)

"That General Academic Council approves AP 2.0 Program Quality Assurance Policy and refers it to the MHC Executive Committee with the recommended changes as discussed."

CARRIED

AP 2.1 Program Advisory Committee Procedure

Motion: (S. Hansen)

"That General Academic Council approves AP 2.1 Program Advisory Committee Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed."

CARRIED

AP 2.2 Program Review Procedure

Motion: (M. Blair)

"That General Academic Council approves AP 2.2 Program Review Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed."

CARRIED

NEW BUSINESS

Academic Standing Language: Proposed Changes

- The Registrar's Office has done extensive research and investigation into common language used at other institutions and is proposing changes to language in the MHC calendar in relation to academic standing, probation, etc.
- Main revisions:
 - "Academic probation" will be revised to "academic warning".
 - Students on practicum are now able to qualify for honor roll standing; previously they would not.*(All revisions highlighted in the attachment provided)*

Motion: (S. Henderson)

"That General Academic Council approves the proposed academic standing language changes as presented."

CARRIED

Academic Dismissal Appeal Process: Proposed Changes

- Main revision:
 - The responsibility for reviewing appeals will now shift from advisors to associate deans.
(All revisions highlighted in the attachment provided)

Motion: (S. Henderson)

“That General Academic Council approves the proposed academic dismissal and appeal process changes as presented.
CARRIED

Proposed Academic Schedule 2025-26

- The deadline for students to apply to graduate will be included in the schedule.

Motion: (S. Henderson)

“That General Academic Council approves the proposed academic schedule for 2025-26 with additions as discussed.
CARRIED

Proposed Academic Schedule 2026-27

- The deadline for students to apply to graduate will be included in the schedule.

Motion: (S. Henderson)

“That General Academic Council approves the proposed academic schedule for 2026-27 with additions as discussed.
CARRIED

DISCUSSION TOPIC: Flexible Learning

- Dr. Colleen Whidden presented on the work done in the past couple of years to define flexible teaching/learning at MHC. This is an evolving definition with various terms/definitions used at institutions to define the different delivery modalities.
- Work included reviewing various, different models of the learning spectrum; MHC’s current definition falls within a blended delivery modality/hybrid learning.
- Flexible learning is included in our Academic Plan but there are different interpretations of modalities across campus and there are a lot of inconsistencies.
- Over the past couple of years, Colleen has met with faculty to determine MHCs’ definition of flexible learning. Feedback was gathered and the group met again to draft definition 2.0. The Senior Academic Leadership Team (SALT) then discussed and tried to determine if it’s best to continue with the flexible modality and found that additional data is needed before making that decision. Colleen will also be presenting this to the Board of Governors at their next meeting.
(PowerPoint slides attached for information)

GAC Feedback:

- Difficult for a faculty member to teach in all 3 modalities.
- Student choice – not necessarily instructor choice.
- More beneficial to have students commit to one method at beginning of the year?
- Difficult for faculty to plan if they don’t know who will show up in person day to day.
- Students like having the option of coming in-person or online.
- International students: eligibility for post-grad work permit does specify **in-person** attendance.
- It takes the right faculty, as well as the right students for flexible learning to work well.
- Need to ensure consideration of the appropriate amount of flexible learning to offer to certain students (mature students vs. recent high-school graduates).
- Next steps (based on data/research):
Define MHC flexible modality as:
 - F2F & asynchronous with student choice of modality for class participation.
 - F2F for assessments, major projects, or residency requirements.
 - Anomalies = Communicate between instructor & student
- ❖ If multiple sections of one course, consider offering one F2F & one asynchronous.
- ❖ Communicate definition to instructors, student services, & recruiting.
- ❖ Implement for Year 1 programs starting Fall 2025.
- ❖ Continue to offer Year 2 of programs in current flex definition Fall 2025

ADJOURNMENT / NEXT MEETING

- Meeting adjourned at 11:49
- Next Meeting: March 31, 2024

Motion: (S. Henderson)

"That the January 20, 2025 meeting of General Academic Council, be adjourned."

CARRIED

Flexible Teaching & Learning at MHC

GAC

January 20, 2025

Dr. Colleen Whidden

Director, Teaching & Learning

Academic Plan (2023-2026)

Objective 2

Build Physical and Virtual Spaces that Support Learner Success

Priority:

Define our delivery modalities and clarify the parameters of each modality

Define Delivery Modalities

Evolving Definitions in Digital Learning:

A National Framework for Categorizing
Commonly Used Terms



Report Author:
Dr. Nicole Johnson
Research Director, Canadian Digital Learning Research Association

Canadian Digital Learning Research Association
Association canadienne de recherche sur la formation en ligne



Canadian Digital Learning
Research Association
Association canadienne de
recherche sur la formation en ligne

Other Institutions course and
program descriptions of
modalities



MacEwan

RDP

UofC

Bow Valley

Olds

McGill

blended

new delivery option

computer-facilitated
support

online learning
environment

web-based instruction

any-time

real-time

combined online

limited blended

enriched blended

hybrid

Modes of Learning Spectrum (2022)

Distance Learning (Remote Learning)

In-Person Learning (Face-to-Face Learning, On-Campus Learning)

Offline Distance Learning <u>All instruction is done by correspondence</u> that does not use Internet technologies (e.g, print resources sent by mail)			
Online Learning <u>All classes and/or instructional activities happen online</u> ; there is no on-campus requirement (synchronous, asynchronous, or a mix of synchronous/asynchronous)			
SYNCHRONOUS ONLINE	COMBINED SYNCHRONOUS/ASYNCHRONOUS	ASYNCHRONOUS ONLINE	
SELF-PACED ASYNCHRONOUS	EMERGENCY REMOTE LEARNING	MULTI-ACCESS ONLINE	
Hybrid Learning (Blended Learning) FLEXIBLE? <u>Any mix of online and in-person instruction</u> ; online elements may be synchronous or asynchronous) (structure of online/in-person mix may follow an <u>instructor prescribed or student-choice</u> model)			
FLIPPED CLASSROOM	CO-MODAL LEARNING	MULTI-ACCESS HYBRID	HYFLEX LEARNING
ONLINE INSTRUCTION WITH IN-PERSON PRACTICUM OR INTENSIVE			
In-Person Technology-Supported Learning <u>All classes take place on campus</u> (technology is used in teaching and learning; use of digital resources) A variety of technologies are used to support the learning experience that may include: LMS, office hours by video conference, OER, online homework, online student interaction, recorded lectures, and/or technology use during classroom sessions			
In-Person Non-Digital Learning <u>All classes take place on campus</u> (no technology or digital resources are required to complete coursework)			

MHC Definition Flexible Learning – *Cadillac Version*

FLEXIBLE LEARNING & DELIVERY

External description for students

Flexible learning provides options to fit your preferred form of participation. Classes are delivered in a way that allows you to take advantage of in-person and/or online learning and delivery methods, but they're also typically recorded to be available when you are. You choose the approach that works for you to achieve the learning outcomes. Support services are also available to help you succeed.

WHERE: At scheduled physical locations AND online from anywhere

WHEN: At specific times OR at student chosen times

What has happened

- Oct 2023 – looked at how flexible learning was being defined & implemented at MHC
 - Different interpretation & implementation of definition
- Feb 2024 – met with faculty and staff and created Flexible Learning & Delivery Draft 1.0 trying to define flexible
 - In-person, synchronous, & asynchronous every class with student choice
 - Gained further feedback on Teams
- May 2024 – met with faculty & staff on Draft 2.0
 - Conversation changed to why flex being offered & if it should be offered
- June 2024 – brought why and if questions to SALT
 - Request for data
- Sept 2024 – researched & brought data to SALT
 - Recommendations
- Jan 2025–GAC
- Feb 2025 – Board of Governors

Rationale for offering flexible

- Attract more students from outside the region to program
- Make program more financially viable
- Help compete with other CCC's
- Increase access to learning for students (links to strategic plans)

Data Sources

- IR – Two-year credit course enrolment data
- Year 1 & 2 SEMM (flexible) student survey
- Informal survey of AB & Canadian institutions
- SAIT, UofS & RDP conversations
- One-on-one conversations with MHC faculty
- Higher Ed Strategies Associates 2024 Research

MHC Institutional Research

Attracting students from outside region?

Statistical analysis of credit course enrolment data from 2022/23 and 2023/24 revealed a **relationship** (Chi-Square p-value < 0.05) **between course flexibility** (Delivery mode = FL) and **student origin** (*Location determined by student postal code at application*). Further examination indicates that while this **association may have been statistically significant, it was weak** (Cramer's $V = 0.18$).

The analysis showed:

1. Students from Brooks and outside Canada were slightly underrepresented in flexible courses.
2. Students from Medicine Hat and elsewhere in Canada were slightly overrepresented in flexible courses.

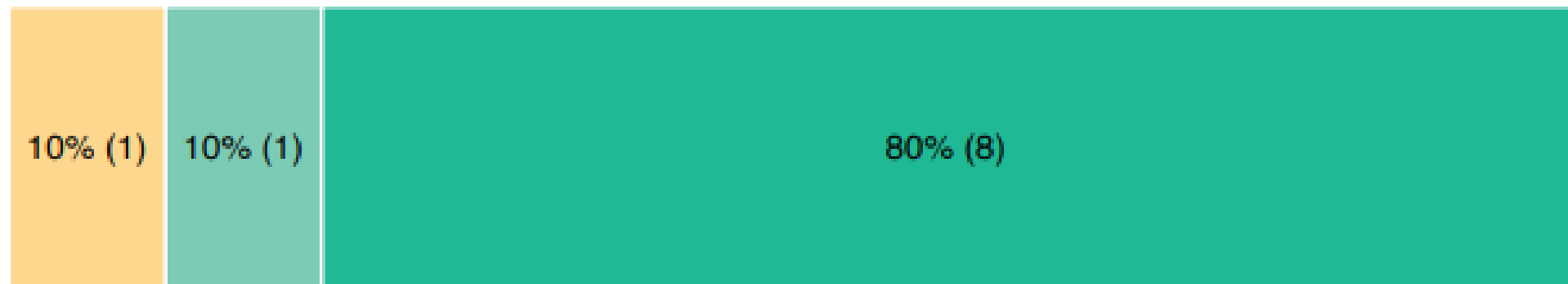
These findings suggest that the flexibility of our course offerings has a minor influence on our ability to attract students from various geographical locations. However, the weak association implies that other factors likely play more substantial roles in determining student enrolment patterns across different regions.

SEMM Year 1 Student Survey

- 10 students
- Postal codes
 - 1 in Calgary
 - 2 in Vancouver
 - 3 in Edmonton
 - 4 in Medicine Hat

SEMM Year 1 Students Survey

***Please rate your agreement with the following statement:
I took this program because of its flexibility in course format.***



Strongly disagree Somewhat disagree Neither agree nor disagree Somewhat agree Strongly agree

SEMM Year 1 Students Survey

***Please choose the option that describes how you plan to participate in this course.
I plan to:***

Decide how i will participate in the
course on a daily basis.

11% (1)

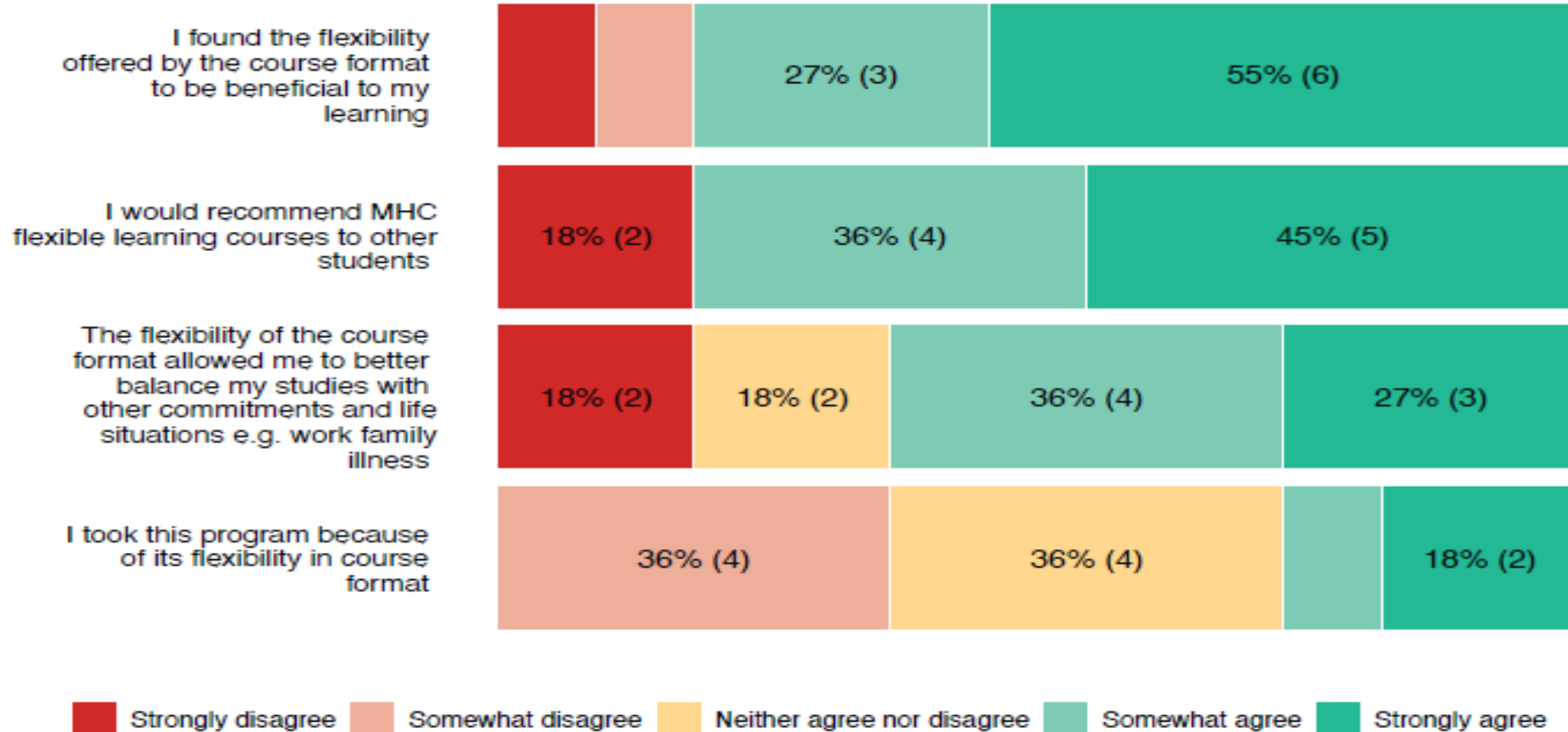
Attend this course mainly in-person
during the scheduled class times.

89% (8)

SEMM Year 2 Student Survey

- 11 students
- Postal codes
 - 3 in Vancouver
 - 1 in Edmonton
 - 1 in Calgary
 - 5 just outside of Medicine Hat

SEMM Year 2 Students Survey



SEMM Year 2 Students Survey

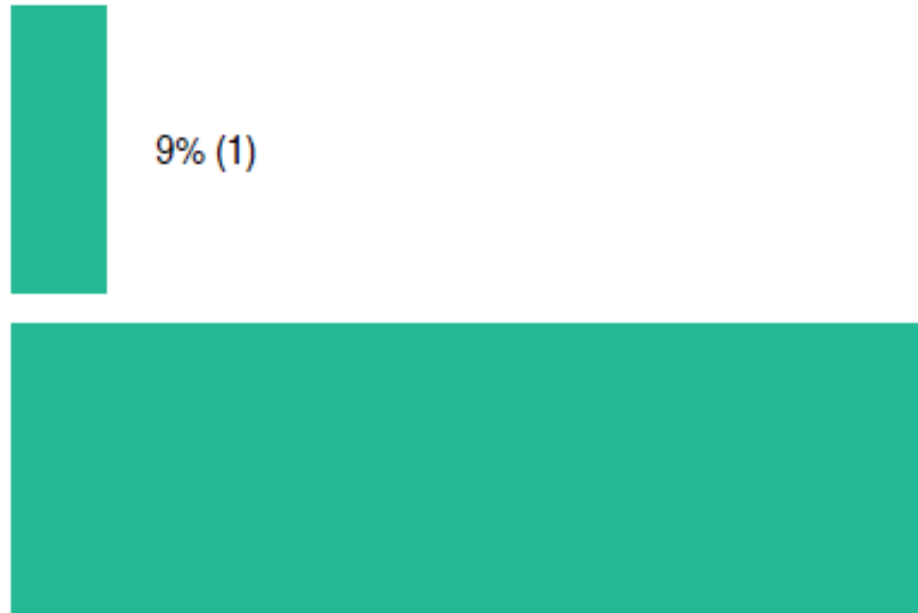
*Please choose the option that describes how you plan to participate in this course.
I plan to:*

Attend this course mainly online during
scheduled class times (synchronously
online.)

9% (1)

Attend this course mainly in-person
during the scheduled class times.

91% (10)



AB Institutions - One-on-One Conversations

SAIT

- It began with an arbitrary decision to offer hyflex with no research or parameters (like Wild West!)
- Students not participating or engaged in any mode
- Quality of teaching & learning negatively impacted.

No hyflex offered at SAIT anymore.

RDP

- “Some (faculty) doing well. Some (faculty) don’t like it.”
- Students out of high school struggled with so much flexibility
- How long does it run it to see if it works?

RDP pulling back from some flex offerings to F2F & asynchronous

Canadian Institutions - One-on-One Conversations

UofS

- Reduces the quality of learning and engagement because the pedagogy is passive.
- Added a TA to manage virtual space but expensive.
- Hyflex rooms expensive
- Small subset of students reported they would choose a program based on it being hyflex

UofM

- Not going forward as a delivery mode to Senate
- Cost prohibitive

Capilano U

- Excited about hyflex as access between campuses is expanded
- F2F/synchronous **or** asynchronous

Faculty – One-on-One Conversations

Pros

- Used to it now – have developed skills and making it work
- Supports Universal Design for Learning (UDL)
- Appreciate rooms, tech, and tech support
- Recordings can be a useful review tool
- Can be a wonderful teaching and learning scenario
- Some courses are a good fit for flex
- Cheaper for students
- Does allow some students to partake that would not otherwise

Faculty - Cons

Teaching Experience

- Crucial hands-on component missed with synchronous and asynchronous
- Discussion boards are ok
- Hard to engage students in all modes. One is sacrificed for the other.
- Hard to create standards and expectations.

Instructor Experience

- Always felt stretched to the limit
- Felt like fell short in all modes
- Doesn't fit the small college (knowing students, building relationships)
- Administrative nightmare

Faculty - Cons

Student Experience (from Instructor Perspective)

- ***Small*** percentage of students would not have been able to complete program without it.
- An educational disservice to students to give so much choice
- Accountability lessened
- Used flex options for travel, sports, illness not as an educational tool
- Grades dropped when students choose predominantly online instruction
- Disengaging for F2F students when focus on online students
- Little sense of class community
- Doing other things while watching online
- No skin in the game – if we make it too easy, no value.

Higher Education Strategies Associates

Future of Online/In-Person Learning: Impact on Campus Environment (October 2024)



- 67% prefer in-person
- 33% prefer online
- In-person
 - More focused on enhancing learning experience (interact with others and instructors, learn better, hands-on experiences)
- Online
 - More practical (less commute, establish own timeline, more comfortable)

Based on Data/Research:

Next steps for Flex Offering at MHC

- Define MHC flexible modality as:
 - F2F & asynchronous with student choice of modality for class participation.
 - F2F for assessments, major projects, or residency requirements.
 - Anomalies = Communicate between instructor & student
- If multiple sections of one course, consider offering one F2F & one asynchronous
- Communicate definition to instructors, student services, & recruiting
- Implement for Year 1 programs starting Fall 2025
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Thank You

