

## BCCAT

### English Articulation Meeting

**Location:** Okanagan College, Kelowna BC 1000 KLO Rd.

**Room:** E 310

**Date:** May 5, 2017

<b>Institution</b>	<b>Attendee</b>
Selkirk College	<b>Linda Harwood, Chair</b>
Alexander College	Kate O'Neill
Athabasca University	Regrets
BCCAT	Rob Fleming Sanja Garic- Komnenic
BCIT	Debbie Hlady
Camosun College	Charity Matthews
College of New Caledonia	Caley Ehnes
College of the Rockies	Gary Swanson
Columbia College	Mercedes Eng
Coquitlam College	Jamie Paris
Corpus Christi College	Dorritta Fong
Douglas College	James Gifford
Fairleigh Dickinson University	Robert Dearle
Kwantlen Polytechnic University	Kina Cavicchioli
Langara College	Tim Dueck
Nicola Valley Institute of Technology	Steve Roe
Northern Lights College	Erin McConomy
North Island College	Simon Thompson
Northwest Community College	Matt Kavanagh
Okanagan College	Terry Scarborough
Okanagan College	Maureen Curtain
Simon Fraser University	Michael Everton
Simon Fraser University	Sara Pearson
Trinity Western University	Rick Gooding
UBC-Vancouver	Paul Milton
UBC-Okanagan	Alexandra Pett
University Canada West	Erin Kelly
University of Victoria	Regrets
University of Northern BC	Jolene Loveday
Vancouver Community College	Larry Perras
Vancouver Community College	Elle Ting

Vancouver Island University  
Yukon College

Daniel Burgoyne  
Maureen Long

**Chair:** Linda Harwood (Selkirk College)

**Recorder:** Terry Scarborough, Okanagan College

**Welcome:** Wilfred “Grouse” Barnes.

1. **Approval of agenda:** moved by Simon Thompson; Seconded by Robert Dearle

*Motion carried unanimously*

2. **Approval of previous minutes:** moved by Simon Thompson; Seconded by Kate O’Neill

*Motion carried unanimously*

3. **Alterations / clarifications to previous minutes:**

1. **Sara Pearson, TWU:** We are not trying to create more CMNS courses; rather, we merely questioned the equivalency of CMNS and ENGL.
2. **Debbie Hlady, Camosun:** grade appeals are not common; students are simply questioning grades.
3. Faculty are requesting non-binding entrance tests.
4. **Erin Kelley, Uvic:** Teaching professors are faculty (not to be confused with teaching assistants)

4. **BCCAT Update:**

- Transfer credit system: there will be a new iteration this spring.
- There is a need to enhance the process for inter-provincial transfer.
- Transfer innovations.
- Dual admissions.
- Field school coordination.
- Interdisciplinary courses: there is a need to clarify transfers.
- Indigenous student persistence; is there a need to interview indigenous students directly? (paper forthcoming). BC Registrar Group will investigate gender and enrollment.
- Central Data Warehouse.
- International transfer data.

**Questions:** Dual credit policy (some political issues); advanced placement; research into student movement; indigenous persistence (definition of student challenges and opportunities to support students); update on last year’s motion to study international student impact on English classrooms?

**5. Ministry Report from Nancy Walt:** Changes to K-12 Curriculum Design: there is a move to loosen guidelines. The following topics are addressed:

1. Core competencies
2. Educated Citizen
3. BC's Know-Do-Understand Model
4. Interactive Website: BC's New Curriculum (continued updates); course codes and descriptions by June.
5. BC Curriculum Comparison Guide (Math and Science are up); all subjects posted by June.
6. English Language Arts 10-12 (one year out of date).
7. Common English Studies course (inclusive for grade 12).

**Questions:**

- First People's stream to replace CMNS? Aboriginal stream is academic equivalent.
- Who will teach them? (Aboriginal and non-aboriginal); there is concern over depth and expertise because of the variety and amount of courses: courses written by English teachers for English teachers.
- Concern about anyone teaching First People's courses rather than only those with specific qualifications.
- (Uvic) Will there be an English 12 provincial exam? no. It is replaced by the Literacy exam.
- When? January, June and August.
- Problems with communicating with post-secondary institutions.
- Who has access to courses? Answer: All students have access to all courses.
- (OC) Will all schools offer all courses? Answer: No. There is flexibility.
- Concern with teaching to an exam. Answer: do not teach to exam.
- Is writing in Spoken Language required or encouraged. Answer: required.
- Concern with nature of writing component (ie. creative vs composition). Answer: No answer.
- Last year's concern with "easier" courses with phasing out of CMNS.
- Are First Nations students being directed toward certain courses? Answer: there are no easy options. All courses involve academic rigor.
- Concern with narrow offerings. Answer: Attempts to provide "all the choice they possibly can." Student polling is an option.
- Can instructors expect experience with research skills? Answer: yes. Will these skills be appropriately tested? Perhaps. Will ethical use of information be tested (plagiarism)? Yes.
- Clarification on Lit. 12 and Literacy exam (loss of English exam): "Draws key learning standards." It is rooted in an interdisciplinary approach.
- Will students spend more time in an Engl. classroom? At least as much if not more.

*Break until 10:40 am.*

## 6. JAM Report from James Gifford (FDU)

1. Review of anxieties surrounding changes to K-12. What do these changes mean in practice?
2. There will be an extremely fast changeover. We heard from institutions with which we do not normally interact. There was a high degree of solidarity expressed by Trades and Math. Dealings with student mobility and articulation / transfer.
3. First Peoples: how can science curriculum be indigenized: Answer: it can't be.
4. We may need to focus more on solidarity with other faculties.
5. Brief discussion of list serves.
6. Questions about five-point scale. It is ambiguous (ambiguity in terminology).
7. SFU: Discussion of university prep. course.
8. In response: UBC's Arts 101 course has been running for ten years.
9. Students pay for these courses but do not get credit—there is a student movement for credit.

*Lunch break 12:00-12:50*

## 7. Presentation of Institutional Reports (see full reports as circulated by email)

Debbie Hlady, Camosun (submitted)

Sanja Garic-Komnenic, BCIT (report not submitted)

- Reduced caps to 18 students
- Prerequisite now C+, which is insufficient. Will introduce a test.

James Gifford, FDU (submitted)

Paul Milton (UBCO)

- external BA review.
- Undergoing review of English requirement. Changes will occur over next two years.

Kate O'Neill, Alexander College

- Chair has changed.
- In house checker for IELTS scores

Alexandra Pett, University West

- Have an EAP program (two writing coaches)
- Revising policies on free speech.

Gary Swanson, Columbia College (no written report):

- Renting a floor to expand and moving secondary and ESL program across the street

- About five sections of literature
- Hired new financial controller: found out that they are Not for Profit—they are a charity
- Ten Syrian refugees get free tuition. May expand to First Peoples.

Robert Dearle, Kwantlen

- High school grade change from B to C+. Enrollments rose significantly and it is consistent.
- Did not affect outcomes significantly.

Kina Cavicchioli, Langara

- Dealing with internationalization. Not just proportion of students, but also different origin countries. Students from India—problems are severe. Needing a passing grade. Many of them work and commute.
- Ethical questions arise. Problems with views of English as a service department rather than a discipline. Linguistic problems. Discussion of changing fees from international to domestic.

Steve Roe, NIC (submitted): New courses with Indigenous focus. Articulated at many institutions

Sara Pearson, Trinity Western (submitted): International enrollment increase.

Tim Dueck, NIT (submitted): From Social Work. Trying to link Social Work and writing. Potential communication problems in the industry.

Michael Everton, SFU (submitted): Articulating new courses Open to further articulation.

Charity Matthews, Caledonia (submitted)

Doritta Fong (Douglas) (Not submitted). Expanding well. Lowered entrance standard. High ESL failure rate in composition courses.

Larry Perras, VCC report:

- Humanities department. Three regular and three term faculty.
- Developing first and second-year courses
- Significant growth in enrollment
- Small international population.

Mercedes Eng, Coquitlam College (submitted)

Caley Ehnes, College of Rockies (submitted): Added first-year courses to detriment of second year; Struggling with international enrollment—100 percent international student on 100; Plagiarism software. Against Turnitin. Need other software.

Maureen Long, Yukon College (submitted): Discussing bridge course.

Erin Kelley, UVic (submitted): New dean of Humanities

Simon Thompson, NCC (submitted)

Steve Roe, NLC (not submitted):

- Trying to attract more domestic students.
- New programs.
- Promoting team teaching model. High school and college instructors collaborate.

Rick Gooding, UBC (not submitted):

- No major changes.
- Enrollment is stable with small increase.
- Growing number of 100 sections.
- 3-year major curriculum review.
- Courses will be re-numbered and twenty new courses.

Daniel Burgoyne, VIU (submitted):

- Province no longer funding dual-credit courses.
- 14 percent growth in program.
- Promoting English degree i.e. Advertising, Alumni career day, promotions in-class. Latter is most significant factor in growth.

Matt Kavanagh, OC submitted:

- First-year numbers are strong
- Second-year retention is not strong
- Recruiting efforts are focused on OC students
- Scheduling issues: Infosylum has been a problem.
- International student problems. We targeted Indian students. Lowered IELTS score has been a serious problem. Student difficulties with work and living conditions.
- Attempt to disperse population throughout sections.
- Plagiarism workshops.

Jamie Paris, Corpus Christie (submitted):

- Majority of faculty are continuing
- Second year needs work
- Offering three third-year courses.

Linda Harwood, Selkirk College (Chair submitted report):

- International students not buying textbooks
- Looking into open textbooks and library purchases

**8. Workshop:** groups discussed and listed aims for second-year courses for a future Second-Year Aims Document to be compiled and drafted by the Chair for future Committee revision.

**9. Discussion of indigenous teaching**

**10. Next meeting:** SFU, May 2018

**Motion to adjourn:** Terry Scarborough (OC)

**Seconded by:** Matt Kavanagh (OC)