

## 2018 Computer Studies Articulation Meeting Minutes

### Location:

Capilano University  
North Vancouver campus  
Cedar Building

### Date:

Thursday: March 1, 2018  
10:00 am - 4:30 pm, Room CE223  
Friday: March 2, 2018  
10:00 am - 4:30 pm, Room CE223

### **ATTENDANCE:**

- Julie Morris (Northwest Community College) - present
- Becky Wayte (Capilano University) - present
- Denise Regina (College of the Rockies) - present
- Holly Keutzer (Northern Lights College) - present
- Jan Oosterhof Contant (University of Fraser Valley) - present
- Carol Ramey (Vancouver Island University) – present

### **2<sup>nd</sup> Day all of the above with the addition of**

- Earl Einarson (Native Education Center) present

### **REMOTE ATTENDANCE through WebEx**

- Stefan Zabek (Nicola Valley Institute of Technology) present
- Alllison Alder (Selkirk College) present
- Brock Elliott (Vancouver Community College) present
- Earl Einarson (Native Education College) present
- Carolyn Bax (College of New Calendonia) present
  
- Camosun not present
- Okanagan not present

### **THURSDAY**

#### **1. Preliminaries (Introduction of meeting attendees)**

#### **2. Approval of the Agenda**

- Motion to approve, Holly moved to approve, Carol seconded, all agree.

#### **1. Approval of the Minutes from 2017**

- Motion to approve with changes to committee contacts, Jan moved to approve, Becky seconded, all approve

**3. Chair’s Report:**

This last year has been a major learning curve about the articulation process. I am honoured to have been elected chair for the 2017 & 2018 year and fully committed myself to learning all about articulation. With gratitude, I acknowledge borrowing the ‘Google Docs’ site from Don Bentley (last chair) in order to update and submit articles, minutes, and agenda for 2018. Without support from all committee members, steering committee members (Colin and Allison), Ruth Erskine, and my right-hand partner Becky Wayte (co-chair), I could not have fulfilled my duties as Chair. Thank you to all.

**4. Institutional Updates – Roundtable**

**Capilano University - Becky Wayte, Sunshine Coast Campus**

We have seen a really big increase in enrolments since the reinstatement of tuition free classes. See tables below:

<b>Seats Taken</b>	<b>Spring 2017</b>	<b>Spring 2018</b>	<b>% increase</b>
North Vancouver	534	756	42%
Sunshine Coast	124	208	68%
<b>Seats Taken</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>% increase</b>
North Vancouver	562	686	22%
Sunshine Coast	133	192	44%

Next fall we are teaching a two year funded program called Pathways to Higher Learning. It is for aboriginal students and the first year of the program is upgrading. We are teaching math, biology and English and trying to think of innovative ways of integrating some computer training into the curriculum. We are currently working on indigenizing the curriculum.

The North Vancouver campus is no longer offering ABE computers, but I am picking up those students who want or need the course in my course offering on the Sunshine Coast because it is available fully online.

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## **Articulation of 2018**

### **System-wide issues currently trending, are:**

The impact of international students at our college this last year has been overwhelming; however, I am proud to say that we have stepped up to the challenge of accommodating students for whom English is a second language. We have implemented a P.A.L. program (Peer-Assisted Learning) along with a personalized tutor office with extraordinarily flexible office and walk-in hours. Furthermore, we have an 'On Track' counselling resource where students who may be in a critical position, are assisted in a variety of ways according to their needs, and of course, this is for all students, not just international. On Feb. 26<sup>th</sup>, and 27<sup>th</sup>, 2018 we are holding a Pro-D event for a panel discussion on "Change as a Result of Internationalization" and "Intercultural Foundations" which should prove to be enlightening for all.

### **Issues surrounding our K-12 curriculum reform, are:**

We all agree that the students coming into post-secondary will be critical thinkers with more interactive and exploratory attributes; however, what we don't know is how proficient they will be in their foundational academic skills, such as reading, writing, and math. In our ABE UACE (Upgrading for Academic and Career Entry) program, we foresee a possible rush in skills upgrading for 2020, as students will be able to enter into their UT courses and still improve their possibly needed academic skills. Until then, it is a waiting game. Instructors are now rethinking their instructional designs from lecture to more co-operative and peer-led instruction. Some of our classrooms will be set up in a circle to encourage discussion and lessen the lecture trend.

### **Status Indigenization Initiatives:**

Our First Nations students have several supports in place on campus where they can receive help with their studies or just someone to talk to. We have a beautiful circle house which is aptly named, "The Gathering Place" (AGP). There are meeting rooms and presentation area upstairs. In the lower area is a welcoming spot for many activities such as weaving, beading, storytelling, and a kitchen where our Fry Bread Fridays take place with a local Ktunaxa elder. All are always welcome. We have a local liaison who works between the Ktunaxa peoples and the college to help pave the way for academic success for all aboriginal students. We are seeing more indigenous students coming to the college than in the past; however, their graduation rate is still not where we would like it to be.

### **Computer Studies at the College of the Rockies:**

We are now implementing COMP 80 as a pathway for our international students who need COMP 153/154 for their business courses and find these courses too difficult. Also, we are creating a 'Computer Skills' course which is not for credit but will be a boon for those without any computer experience whatsoever. There still seems to be quite a gap with basic skills for those adults returning to graduate. We will assess what is needed for each student and individualize their lessons. AUG will fund 'Skills' and students will still need to register. We are looking at online resources for this course.

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### **INSTITUTIONAL REPORT FOR 2018**

#### **BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)**

#### **Northwest Community College, Prince Rupert Campus**

**Julie Morris, Computer Studies and English Instructor at the Prince Rupert Campus  
Career and College Preparation (CCP)**

NWCC has four main campuses in northwest BC: Prince Rupert, Terrace, Hazelton, and Smithers. There has been an increase in enrollment due to the lift of ABE tuition, particularly at the fundamental level.

CCP computer courses currently offered at our Prince Rupert and Terrace campuses: Intermediate Computer Studies 030, Advanced Computer Studies 040, and Provincial Computer Studies 050.

All of our computer courses are self-paced (SP) continuous intake. This fall we had intended to offer instructor-led (IL) intermediate computer studies at our PR campus, but were ultimately unable to offer this course, as the enrollment numbers did not support doing so. In fact we have not had the enrollment numbers to support IL computer courses in almost a decade.

Fundamental Computer Studies 020 is not currently being offered but is a course we would like to update. At one time CPST 020 saw high enrollment numbers from students at all levels. We have developed our own materials but this is also a great example of the challenges that exist in finding a textbook at the perfect literacy level.

Presently NWCC is developing an online, free, open source, textbook for Intermediate English 030. It is anticipated that this textbook will be available by this coming summer. Moving to an open source platform means institutions will no longer be beholden to curriculum updates to match new textbook editions and future students would be free from the burden of being required to purchase expensive texts.

Would creating open source textbooks for our computer courses be something this committee would be interested in pursuing?

I am here today to re-articulate three of our courses.

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## **Institutional Report – for Vancouver Community College**

**March 2018**

### **Courses**

1. Provincial Publishing – COMP 0985
2. Provincial Advanced Spreadsheets – COMP 0984
3. Provincial Database Management – COMP 0985 (needs committee approval )
4. Non articulated Intro courses – Windows, Word, Excel, PowerPoint

I am working at .6 of fulltime. I supervise a self-paced classroom from 3:30-6:30 pm, Monday through Thursday.

Implemented new versions of all courses in September, 2017, based on a college wide move to Windows 10 and Microsoft Office 2016. 5 new textbooks.

Government move to free tuition for ABE has solidified registrations.

I am currently developing a Computer Studies: Intermediate Level course.

My courses belong to the College and Career Access department here at VCC. CCA is mainly high school upgrading, offered in self-paced mode. The college administration has announced that our department will be merged with the VCC ABE department (Instructor led) and University Transfer departments. This may happen as early as September 2018, although much Q&A, meetings and negotiations are going on. At least administration and clerical organization will change. We have an initial promise of no faculty layoffs. However there is also a philosophy and emphasis change, and the final landscape of the new department is unclear.

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**INSTITUTIONAL REPORT  
UNIVERSITY OF THE FRASER VALLEY  
MARCH 1 AND 2, 2018**

**REP: JAN OOSTERHOF-CONTANT** [jan.oosterhofcontant@ufv.ca](mailto:jan.oosterhofcontant@ufv.ca)

**INSTITUTION**

University of the Fraser Valley enrolls approximately 15,000 students per year and has campuses in Abbotsford, Chilliwack, Mission, Hope, and Agassiz. Approximately 1,300 International students were enrolled at UFV last year, and 270 students attended the UFV campus in Chandigarh, India. The main UFV campus is in Abbotsford.

**PROGRAM NAME**

Upgrading and University Preparation (UUP) in the Faculty of Access and Continuing Education (FACE).

**ENROLLMENT TRENDS OVERALL IN ABE COURSES**

In general, intermediate, advanced, and provincial level courses remain fully enrolled. Students were wait-listed in many advanced and provincial level math, science, and English courses. Although the enrollment number for courses is set at 25, instructors are encouraged, and tend to, accept additional students in classes due to expected student attrition throughout the term.

**ENROLLMENT TRENDS IN ABE COMPUTER COURSES**

Fundamental and intermediate computer courses (**Computers 061** and **Computers 071**) continue to be under-enrolled. Consequently, we have combined the Abbotsford and Chilliwack course each semester, rotating the course location between campuses. Students can travel between the Abbotsford and Chilliwack campus on the UFV shuttle bus.

Interest in the provincial-level computer courses (**Computers 091** and **Computers 092**) remains steady; **Computers 091** was offered as a cross-listed face-to-face and online course in the fall semester and is being offered as a hybrid course in Abbotsford this winter. We were excited to launch **Computers 092** as a cross-listed face-to-face and online course this winter. The face-to-face class meets in Hope where instructional support is provided in a computer learning center for students enrolled in **Computers 061**, **071**, and **092**.

**TOTAL HOURS PER COURSE PER SEMESTER**

UFV has three semesters: fall, winter, and summer. **Computers 061** and **Computers 071** are 45 hour per

half semester courses. **Computers 091** and **Computers 092** are 90 hour per full semester courses. Computer courses are typically offered in the fall and winter semesters.

#### **FULLY ONLINE AND HYBRID COMPUTER COURSES**

UUP typically offers a **fully online provincial level Computer course** in the fall and winter semesters that is cross-listed with a hybrid class. Offering these courses online with a hybrid course makes it possible for students in more remote regions to enroll in the course. **Computers 071** is also offered as a hybrid course.

UFV uses Blackboard as a learning management system, which is introduced to students in Computers 061 and is used extensively in Computers 071 and beyond.

**Computers 061** (Fundamental Computers) meets face-to-face twice a week. The textbook used for Computers 061 is *Microsoft Office Word 2016 – Basic Functions* by Stella Gardonio; published by Logitell Publishing. The cost of the text is \$38.00 for students.

**Computers 071** (Intermediate Computers) is taught as a hybrid course. Students tend to meet in a face-to-face setting and retrieve learning material from Blackboard. Because some students in the course expressed frustration with having to use online tutorials for learning support, a special textbook that includes *Introduction to PowerPoint, Excel, and Advanced Word* modules was created through Logitell Publishing. The cost of the textbook is \$51.00 for students.

All but 2 of the students enrolled in the Abbotsford **Computers 091** (Provincial Computers) have recently arrived from India. The initial challenge for these students was understanding computer terminology in English. However, most are catching on quickly, and we anticipate meeting all learning outcomes for the course by term's end. There is no text for this course; instead, online tutorials and videos are used for learning resources for students.

Creating two provincial level Computers courses from the ABE provincial level articulated Computer course is working well. One instructor writes, "*The **Computers 092** (Provincial Computers) class is absolutely outstanding... As I teach in the CIS department [at UFV] as well, the application route to feeding into CIS (CIS100 and 110) and a programming route feeding into COMP (COMP125 and COMP155) prepares students well.*" There is no text for this course; instead, online tutorials and videos are used for learning resources.

#### **FACULTY TRENDS**

Currently the UUP Department has 12 regular faculty who teach English, math, computers, ECP, TASK, biology, chemistry, or physics. This semester 9 sessional instructors also teach in UUP.

#### **FEES**

All ABE courses are free; however, additional ancillary fees are assessed at \$20.17 per credit to a maximum of \$60.51 per semester plus student fees of \$155.20 per semester regardless of the number of credits a student is taking in that semester. Students experiencing financial challenges can apply for financial assistance through the Adult Upgrading Grant.

#### **OTHER**

1. As a university and faculty, UFV has a deep commitment to reconciliation and the inclusion of Indigenous ways of knowing and learning in our programming and in the delivery of our services. Our faculty is working to ensure our attitudes, curriculum, teaching, and methods do, indeed, embody this core value within our institution. To this end, our Dean has created an endowment to create a scholarship for an Indigenous student, and UFV now has designated free parking spaces at UFV campus for Community Elders.

From September 13—November 8, UFV displayed the [Witness Blanket, Pieces of History](#), “inspired by a woven blanket...a large scale art installation, made out of hundreds of items reclaimed from Residential Schools, churches, government buildings and traditional and cultural structures including Friendship Centres, band offices, treatment centres and universities, from across Canada. The Witness Blanket stands as a national monument to recognise the atrocities of the Indian Residential School era, honour the children, and symbolise ongoing reconciliation.” UFV’s Teaching and Learning developed curriculum around the Witness Blanket for use by faculty and departments.

The display was accompanied by the [President's Leadership Lecture series](#)—presentations on personal and community journeys of reconciliation, with a focus on the action that we can all take. The community was invited to attend these lectures at which attendance was strong.

Students who were enrolled in IDS 400D: Residential School and Reconciliation learned about certain aspects of residential school and the sixty’s scoop. They also took part in the President’s Leadership Lecture series and learned Stó:lō roles and traditions in preparing meals for guest lecturers, honouring those who do work for the ceremonies, and honouring the speakers. This course was open to UFV faculty and staff.

For the past two years, funding from the government allowed the Indigenous Student Centre (ISC) to hire an Indigenous Student Transition Coordinator on a temporary basis. Due to the valuable support the Coordinator has given to potential and continuing Indigenous students, the Dean has asked the university to consider making the Coordinator position permanent. There are currently four resident Elders, one of whom is Métis.

1. The UUP Department is now responsible for all science, math and English upgrading courses. Those courses previously housed in the Faculty of Science showed a 50% year-over-year increase in enrollment when they were taken over by UUP.
2. Dr. Joanne MacLean, currently the Dean of the Faculty of Health Sciences at UFV, has been appointed to be the UFV president and vice-chancellor.
3. UFV’s Teaching and Learning Centre is sponsoring a PD day for all staff/faculty on April 26.

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## **Institutional Report for Northern Lights College 2017-18**

Representative: Holly Keutzer

Courses: CPST 020 – Fundamental

CPST 030 – Intermediate

CPST 040 – Advanced

CPST 050 – Provincial – elective for Adult Dogwood

Career and College Prep (CCP) has seen more students now that tuition has been waived again. Although, some campuses have seen a decrease in numbers due to the high number of jobs available. There was a payout to all Treaty 8 band members and that really affected attendance, as students have left to do home repairs or take a break from their schooling.

Enrollment has picked up in the lower-level computer courses now that there is no longer tuition fees. I am still the only campus teaching the provincial level in a face-to-face setting, but there was a lot of interest from other campuses to have access to it, so I designed an online version. It has seen strong numbers for a first-time offering.

The online instructor had not taught this level before, so she has had a few snags that she had to iron out, but now she says everything is going great in the second semester. She has seen enrollment increase for the second semester.

The makeup of my students is quite different this year, as I have a lot of students who are working, so I only see them occasionally to write tests. That means, my classroom has fewer students, but my workload is a lot higher meeting the working students' needs.

There is strong international interest at NLC, but mostly for the two larger campuses in the Business Management programs. The two smaller campuses do not offer programs that draw international interest.

Since Tumbler Ridge campus closed the CCP department, I am responsible for those students. It has had its own trials because I feel cannot always meet their needs. I have been asked to put some Fundamental math courses online for them to access, but I don't know how well that will work at that level.

Career and College Prep probably will never be offered face-to-face in Tumbler Ridge again, but the numbers continue to be adequate at the other campuses. With more online offerings, we are able to reach students in the other Northern Lights College areas, such as Dease Lake, Atlin, Tumbler Ridge, and Hudson's Hope.

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**Institutional Report for: Selkirk College**

**Institution description:** Selkirk College offers more than 70 certificate, diploma and degree programs. Since opening in 1966, we have served more than 36,000 graduates through a comprehensive range of programs in the academic, career technical, and trades areas. The programs which set Selkirk apart from other post-secondary institutions are an extension of the activities and interests of individuals and communities in the West Kootenay and Boundary regions.

**Institutional Representative:** Allison Alder, Upgrading Instructor, aalder@selkirk.ca, 250-354-3214, 2001 Silver King Road, Nelson BC V1N 1C8

**Program Name:** Upgrading (changing from ABE) in School of Academic Upgrading and Development

**Enrollment /Enrollment Trends: (2017-18)**

ABE has nearly a 22-30% increase in Headcount and FTE over 2016/17. Of this, Silver King is up 33% and Trail 47%! We experienced around 8% decline upon introduction of tuition, so this is increase, not recovery.

### **Total Hours Per Course Per Semester:**

All Intermediate, Advanced, and Provincial courses based on 120 hours student contact, divided between instruction and tutorial support. Fundamental courses are 96 hours.

### **Faculty Trends:**

This year we regularized 4 employees to bring us to a total of 20 permanent, 14 short term, and 5 temporary staff in the School. Some ABE courses are delivered as College Prep in Castlegar through another school – there's about 6 staff involved in that. Of this, only 7 permanent staff have over ten years teaching ABE for Selkirk, and 23 have between 1 week and 3 years with us! We are deep in transition as a school!

When tuition came along, we hired an Intake Assistant to provide program information and help students with intake process, including assessment, AUG or SAUB paperwork, course planning. Because this allowed us to provide better service to students and a more balanced workload for instructors, we have been able to keep (so far) one intake assistant and one assistant to that assistant.

### **Fees:**

Book rental \$10-50/course  
Student Activity Fee \$19.85-29.85 /term  
Learning Resource Fee \$61.60/course to a \$93 max  
Student Society Fee \$27.61/course

### **Type of Assessment Used:**

Typically, we use *Accuplacer* as a College Readiness Tool, currently being adapted to match our needs.

### **New Developments/Concerns**

Lots of new staff spread out across six centres spreading energy and expertise quite thin. We've had some success in hiring to better support instructors and sharing resources.

We are experimenting with remote course offerings of our less-subscribed courses by centres with lower enrolment, but not without growing pains!

### **Special Projects:**

Essential Skills Modularization Project - collaborating with Continuing Education to create 'plug and play' Essential Skills modules for employment agency and local industry clients. We anticipate this will spin off to increase enrolment in upgrading courses.

Commercial Kitchen Assistant Program – new program to train prep cooks for commercial kitchen/restaurant or preparation for Professional Cook program. Blend of ASE and ABE level students.

Carpentry in the Community – new program to develop basic carpentry and teamwork skills while completing service projects in the community. Blend of ASE and ABE level students.

Employment Conference – a one day conference for employees, employers and service provider on May 28 to connect people, bust myths around employing people with disabilities, share resources, explore universal design, share successes, and promote respect of all abilities in the workplace  
[www.selkirk.ca/talent-passion-participation](http://www.selkirk.ca/talent-passion-participation).

Upgrading programming – Ongoing focus within our school to offer consistent curriculum for each course in each of our centres by collaborating on curriculum, resources and methodology. We are piloting a remote delivery model for courses with lower per-centre enrolment, with one centre delivering to students throughout the region (Business/Tech Math, Essentials English, Advanced Biology, and Provincial Psychology). Also working to join together ABE offered throughout the region and “College Prep” in Castlegar (8 ABE courses) as one program called Upgrading (or Adult Upgrading).

### **Other News:**

Overall student FTE projections are down by 7%, much due to fewer Trades intakes during renovations, completion of a Pharmacy Tech bridging program and programming changes in Community Ed. We anticipate an increase next year due to new programming options and a return to previous numbers of Trades intakes. Our student body composition has shifted also, with international students contributing 24% of total FTEs this year as compared to 7% in 2013/14.

Our senior leadership has seen some significant changes this year: Kerry Clarke (NWCC) is our new Vice President of College Services/CFO and John Kincaid (U Regina) is our new Vice President Students and Advancement/Registrar. Our VP Education is retiring this summer.

We are replacing our HR, finance and student record systems with a unified solution. We are working on this in collaboration with VIU. The entire project will span 3 years.

We are undergoing major renovations as well as the construction of a new building at our Silver King campus in Nelson. Silver King is the home to our trades programming as well as to our largest centre for ABE. The campus is over 50 years old.

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## **Adult Basic Education Articulation Steering Committee (ABEASC) Educational Institutional Report 2018**

**Institution Name: Vancouver Island University**

**Institutional Representative: Carol Ramey**

**Program Name: Faculty of Academic and Career Preparation, Adult Basic Education, Computer Studies (COST)**

### **Departmental Changes/Updates**

Our Academic and Career Preparation Foundations for Success program, which was piloted a few years ago, has been successful and is growing, with more courses being developed. <https://acp.viu.ca/fnfs-foundations-success>

More ABE courses are being offered as hybrid or online courses. Online versions of Advanced Physics and Math have both been added in the past year.

### **Program/Course Update**

COST was not offered at VIU in the 2017-18 academic year. The recent tuition fees decreased our enrolment to a point where the courses were not viable. However, with the removal of tuition and in response to student demand, a

combined Advanced/Provincial COST course is timetabled for fall 2018 at VIU. If demand is there, we may have further offerings in the future.

### **Changes/Events at your institution**

VIU has implemented its Campus Master plan and is now building a new trades building, integrated sciences centre.

### **Steps to Indigenization at your institution:**

The Faculty of Adult and Continuing Education has had a Chair for Aboriginal ABE Programs for the past year. Our ABE Aboriginal Bridging Program continues to grow.

### **Dominant Issues of concern facing ABE at the institution:**

Enrolment is up since the cancellation of tuition. Regional campuses continue to be challenged. ABE is no longer offered at our Powell River campus, so any student there must do online courses.

### **Exciting news about the ABE at the institution:**

Tuition Fees:

Non Tuition fees: \$85

Application - \$0, but must pay an application fee of \$39.30 when transferring from ABE to post-secondary programs.

#### **5. Break-Out Session 11:30 am Library**

Computers, English, Math, ABE Indigenous Studies

I.A.B.E.

**Lunch: 12 – 1 (Library)**

#### **6. Break-Out Session 1:00 (Library)**

Computers, English, Math, ABE Indigenous Studies

BCCAT Report – Ruth Erskine Committee Coordinator

**Reconvene: 2:00 pm**

#### **7. Course Approval for the ABE Articulation Handbook Transfer Guide**

**N.V.I.T**

- Intermediate Computers,  
Jan Motioned to recommend this course be taken to Steering **and** that this course be placed on the Transfer Grid, Holly seconded, all approve.
- Advanced Computers,  
Jan Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Holly seconded, all approve.

#### **North-West Community College**

- Intermediate Computer Studies 030  
Holly Motioned that NWCC be in contact with Denise to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Becky seconded, all approve.

- Advanced Computer Studies 040,  
Jan Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Allison seconded, all approve.
- Provincial Computer Studies 050,  
Holly Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Jan seconded, all approve.
- The committee recommends that NWCC courses 030, 040, 050 are pending for EDCO approval and Julie will contact Denise once this is done and Denise will move from pending to approved. Jan Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Allison seconded, all approve.

#### **Selkirk College**

- Fundamental Computer Studies, CPST 02  
Julie Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Jan seconded, all approve.
- Intermediate Computer Studies, CPST
- Advanced Computer Studies, CPST
- Provincial Computer Studies, CPST 62/63  
Holly Motioned to recommend this course be taken to Steering that this course be placed on the Transfer Grid, Carol seconded, all approve.

#### **Discussion:**

Courses that come for articulation need to have gone through EDCO if learning outcomes have changed. If a course has not gone through EDCO for approval and is brought forward to CSWC for articulation it may be approved pending EDCO approval. The representative needs to provide documentation of EDCO approval to the Chair and the Chair will present to the Steering Committee.

What is the policy around course learning outcomes that have been changed one year, being re-articulated the next? Do Institutions change update their course outlines each year to reflect those changes. What is the seven year rule?

#### **8. Updates to the ABE Articulation Handbook, CSWC Membership List**

- Resubmit the changes to the Provincial Articulation Handbook for Provincial Computers 2017
- Julie motioned, Holly seconded, all approved.

#### **9. Review of 'Pending' courses from last year**

VCC – Brock

#### **10. Review of updated course outlines with the changes made last year to 'Provincial' outcomes ... Everyone needs to present their course/s.**

**11. Review:** of the following courses, if no course outline was received, then these courses were recommended to the S.C. for removal from 'Grid' in 2018:

NIC CPS 025 to be taken off as per Nadine Simpson's request on May 24, 2017  
Northwest CPST 020  
Selkirk CPST 02\*

Corrections to the Fundamental (ALF) Grid  
BCMP 021, CDCO 021 - these are correct  
BCMP 031, CDCO 031 - these are intermediate courses, they should be removed from the Fundamental Grid

Add: Okanagan College, COST 060

Add: Camosun College COMP 040

## 12. Review of 'Provincial' Level Courses on Grid

## 13. Updates to the ABE Articulation Handbook, 'Advanced' Outcomes

### Goal Statement

The goals of Computer Studies at the Advanced Level are:

- to provide students with a survey of the major applications of computers
- to develop an understanding of computers and concepts to aid the students' employment opportunities, personal productivity, and enjoyment;
- to enable the student to acquire skills to contribute to, and participate productively in society.

### Learning Outcomes

#### 1. Hardware

It is expected that learners will be able to:

- identify, name and describe basic components of a computer system unit:
  - motherboard
  - Central Processing Unit (CPU)
  - memory (RAM)
  - peripheral connections (e.g.USB, fire wire, HDMI...)
  - 
  - Memory and Secondary Storage
  - It is expected that learners will be able to:
- identify, name and describe Secondary Storage Devices, including:
  - hard disks drives (fixed and removable)
  - solid state drives
  - USB devices (e.g.flash drives and USB hard drives)
  - Memory cards (e.g.SD, SC)
  - Online storage (e.g.cloud storage)
  - Optical and magneto-optical storage devices (e.g.CD-ROM, DVD)
  - recognize and use capacity descriptors (KB, MB, GB, TB)
  - distinguish between and describe the function of RAM, ROM and BIOS/UEFI.
  - Input and Output
  - It is expected that learners will be able to:

- Identify, name, describe, and distinguish among input and output devices (and associated software):
- keyboard, pointing devices, scanners
- video adapters and displays (e.g. LCD, touch screen)
- printers (various types)
- voice
- describe how various input and output devices can be used to assist people with disabilities
- digital camera
- 

### 1. Operating a Computer

It is expected that learners will be able to:

- distinguish between System Software, Utility Software, and Application Software
- and describe the purpose of an operating system
- differentiate among various commonly used operating systems
- employ operating system(s) to perform basic operations of disk and file management.
- Assign meaningful file and folder names
- employ wildcard characters in file management
- organize files on storage devices and designate drives, folders, and files
- perform management functions to locate, list, display properties of, copy, rename, move, (un)delete folders, and files
- describe disc drive formatting (sectors, tracks, index) and defragment a disc drive
- recognize a variety of common program and data file types and their associated extension)
- describe the problem of computer malware, (viruses, and spyware), and methods to detect and remove them
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- demonstrate care, maintenance, and protection of computer equipment
- demonstrate the ability to back up data to a CD or other media
- option: identify workspace ergonomics conditions
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### 1. Computers in Society

It is expected that learners will be able to:

- identify the effect of computers on their everyday lives (e.g. databases-subscription lists, ATMs, the Internet, computer record systems, income tax)
- give examples of how computers are affecting career opportunities
- trace the history of computer technology and identify current trends
- state the purchasing considerations from the perspective of an informed consumer (e.g. warranty, service, licensing, needs assessment, market trends)
- provide examples of ethical issues involving computers in society, such as( protection of privacy, social networking sites, identity theft, phishing sites, spam, and copyright)
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### 1. Word Processing

2. It is expected that learners will be able to perform basic operations of word processing:

- create a word processing document and save it to a specified location and directory
  - select any amount of text and format the character attributes
  - format the indentation, the alignment, and the spacing of lines and paragraphs
  - identify non-printing characters (space, tab, new line, new paragraph) as displayed on the screen
  - move, copy, and delete text
  - insert a page break and section break into a document
  - insert, format, and manipulate a table
  - use bulleted and numbered lists
  - use footnotes/endnotes
  - apply lines, shading, and colour to a document
  - use the find and the replace functions
  - use the spell checker/thesaurus
  - insert a graphic into a document
  - set page margins
  - use headers and footers (including page numbering, filename, and date codes) with multiple sections
  - preview and print a document
  - recognize different document output devices (printers and faxes)
  - recognize that different file formats originating from different word processors and versions may be incompatible, requiring file conversion routines
  - save in a variety of appropriate formats (e.g..xls .pdf .htm)
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1. Spreadsheets

It is expected that learners will be able to:

perform basic spreadsheet operations:

- enter and format data (numbers, text, data series)
- create simple formulas (using basic operators and functions)
- copy or move data and/or formulas, utilizing absolute and relative cell addresses and ranges
- change cell characteristics (column widths, alignments, fonts, etc.)
- control modify page layout such as (orientation, scaling, grid lines)
- use a spreadsheet to predict outcomes based on specific parameters (e.g.mortgages,investments, financial forecasting and planning)
- create several kinds of charts based on spreadsheet data
- save in a variety of appropriate formats (e.g..xls .pdf .htm)
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1. Internet

It is expected that learners will be able to:

- describe the basic structure and functioning of the Internet and define current terminology such as (URL, ISP, WWWhttp, https)
- describe the implementation of online commerce, including ATM cards, online banking, online shopping, and online auctions

- **online shopping and online auctions** describe the various options for computer connectivity (e.g.cable modems, XDSL, routers, wireless, 3G, 4G, (LTE)
- send and receive e-Email (including attachments) using proper etiquette
- use a web browser to access and navigate through a web site
- use search engines to locate and bookmark information
- save text and graphical information from a web site
- describe how business is conducted on the Internet, including security issues
- recognize security problems associated with Internet use (e.g.spyware, viruses, spam, firewall)
- understanding how the **internetInternet** was developed and how it functions

## • Option

### 1. Databases

It is expected that learners will be able to:

- describe the structure of **relational** database: tables, records, fields, primary keys, and foreign keys
- perform simple database procedures:
  - design a form
  - enter, edit, and format data
  - examine, manipulate records in different views; delete and insert records; sort records in different ways
  - design database tables and fields
  - design, create, and print a report consisting of selected fields
- search and query a database for information based on specified parameters

### 1. Computer Programming

It is expected that learners will be able to:

- create simple programs in a programming language
- describe the purpose of compilers and/or interpreters
- create and make use of computer designs or algorithms
- write basic input, processing, and output instructions

### 1. Keyboarding

It is expected that learners will be able to:

- significantly increase their typing speed
- demonstrate proper keyboarding techniques

### 1. Presentation Software

It is expected that learners will be able to:

- create, manipulate, and deliver a presentation

### 1. Graphics Applications

It is expected that learners will be able to:

- create and manipulate a graphic image (e.g. Paintbrush, Draw)
- differentiate between various bit-mapped and vector-based graphic file formats (e.g. BMP, JPG and PNG)

**Friday, March 2<sup>nd</sup>, 2018 (8:30 start time)**

1. **Q. & A. - Discussion of Issues**
1. **2<sup>nd</sup> Chance Fundamental Courses**
1. **Break – out Session (All committees in Library)**  
Diana Jefferies (Trauma Informed Teaching)

#### **Lunch**

Tegan (Updated for CALP & ABE)  
Amanda (BCcampus – wants to develop curriculum for OER in ABE Prog.)

#### **Reconvene**

1. **Development & Exchange of Curriculum Materials:  
(What are people using?)**  
We would like to discuss what others are using in detail and perhaps look at more online resources
1. **Program Advocacy?**
1. **Last minute wrap-up bits**
1. **Election of the Chair for 2018-2019**  
Denise was elected for one more year.
1. **Meeting Location for 2019? Pending**
1. **Meeting Close**