

# 2018 ABE Mathematics Working Committee Meeting

## Minutes from Annual Meeting

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFER (BCCAT)

Thursday and Friday, 1 and 2 March 2018

Capilano University, North Vancouver Campus

2055 Purcell Way, North Vancouver, B.C.

Room AR 304 (Arbutus Building)

Co-Chairs: Robert Ferro, Yukon College  
Costa Karavas, Vancouver Community College  
Vice-Chair: Alison Bowe, Camosun College (not present)

Minutes: Michael Nelligan, Northwest Community College

### Attendees:

British Columbia Institute of Technology	BCIT	Winona Cordua-von Specht
Camosun College	CC	Pooja Gupta Catherine Frost
Capilano University	CU	Richard Brand (Friday only)
College of New Caledonia	CNC	Bradly Littler
College of the Rockies	COTR	Paul Brady
Douglas College	DC	Florica Alexandru
Kwantlen Polytechnic University	KPU	Alina Rapa
Native Education College	NEC	Manav Bhanot
Nicola Valley Institute of Technology	NVIT	No representative present
North Island College	NIC	Danita Schmidt
Northern Lights College	NLC	Marcie Lundin
Northwest Community College	NWCC	Michael Nelligan
Okanagan College	OC	Dan Chetner
Selkirk College	SC	Karen Schoniker
Thompson Rivers University	TRU TRU-OL	Izabela Mazur Derek Knox
University of the Fraser Valley	UFV	Judy Larsen (Friday only)
Vancouver Community College	VCC	Costa Karavas Michele McLeod
Vancouver Island University	VIU	Lisa Lewis
Yukon College	YC	Robert Ferro

## Thursday, 1 March 2018

### **1. Opening remarks and introductions**

- 9:03 - Costa Karavas (VCC) and Robert Ferro (YC) made opening remarks to welcome everyone to the 2018 Math Articulation Committee meeting
- Moodle site has textbook adoptions from each college. There is a separate folder entitled “Textbook and Hours Lists for Courses”.
  - Sign-in sheet passed around. Participants checked that contact information was correct on sheet

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

- **Motion to approve agenda as it reads – Danita Schmidt (NIC)**
- **Second – Dan Chetner (OC)**
- **Carried – unanimous**

### **3. Vice-chair appointment and/or minute-taker for meeting**

- Michael Nelligan (NWCC) volunteered to take minutes.

### **4. Review Purpose of Meeting**

- The purpose of this meeting is to articulate specifically the Advanced – Developmental courses as well as any other courses requiring articulation this year. The meeting is also a chance for members of the committee to network and learn from each other.

### **5. Approval of minutes of 2-3 March 2017, meeting at VCC**

- Danita Schmidt (NIC) – name misspelled – Robert Ferro (YC) fixed
- **Motion to accept the 2017 minutes – Derek Knox – TRU OL**
- **Second – Pooja Gupta – CC**
- **Carried – unanimous**

### **6. Action items resulting from minutes of 2017 meeting**

- John Salvatore report to be presented this meeting
- Costa Karavas (VCC) – data collection for hours and textbooks – update at this meeting

### **7. Updating members list and transfer guide**

- Members list was passed around to verify contact information
- Transfer guide details were circulated for each member to verify courses and specifically which textbooks were used for each course.

### **8. Reports/Updates**

#### **a) BCCUPMS Meeting Report—Costa Karavas (VCC)**

- See Appendix A

#### **b) Adult Literacy Fundamental Committee Report—Betsy Alkenbrack (Capilano)**

- See Appendix B

#### **c) Joint Annual Meeting of Institutional Contact Persons (ICPs), Chairs, and System Liaison Persons (SLPs) Report—Robert Ferro (Yukon)**

- See Appendix C

#### **d) ABE Provincial Foundations Report Feb 2018—John Salvatore**

- See Appendix D

e) **Other**

- No other reports were presented

**9. Comprehensive review of learning outcomes for Advanced—Foundations**

- Did not meet 80% match on first review
- John Salvatore worked on course with ministry – now does meet the 80% requirement
- Used mainly for Dogwood and also for pre-requisites for health science and business
- Some post-secondary institutions are beginning to accept Foundations 11 for entry (SFU, BCIT...)
- Likely will become more popular in future as an accepted Math 11 level course
- Winona Cordua-von Specht (BCIT) mentioned that some institutions accept it but only at a higher grade – It will be an important issue for councilors to be clear on how to advise
- Michele McLeod (VCC) mentioned that LPN programs accept Foundations
- Will students switch more to foundations? Is that an issue?
- Costa Karavas (VCC) suggested to leave as is since it is still so new.
- Danita Schmidt (NIC) spoke to the Project module
  - o Can incorporate into assessment piece
  - o Can do a statistical-based project – Michele McLeod (VCC)
  - o Can research an area of interest
  - o Can be a way to indigenize
- Catherine Frost (CC) mentioned that it was developed in response to curriculum changes – now with changes again – will it need to be revised again?
- **Motion to leave Advanced – Foundations Math as is – Danita Schmidt (NIC)**
  - i. Second – Catherine Frost (CC)**
  - ii. Carried – unanimous**

**10. Comprehensive review of learning outcomes for Advanced—Business/Technical**

- The Advanced-Business/Technical level math course is on the schedule to be re-articulated at the next math working committee meeting; therefore, the learning outcomes were discussed and reviewed during this meeting.
- A discussion was had as to which colleges offer the course and what the primary reasons were for students to take the course. In this discussion, there were only approximately six colleges that currently offer this particular course. The primary reasons were for students to get an Adult Dogwood certificate as it is considered a slightly lighter course than Advanced Algebraic and it also offers more flexibility to choose topics of interest. There was also a particular use related to a Hospitality program at VCC.
- Learning Outcomes Review:
  - o 3 core modules plus choice of 3 optional modules
  - o Used mainly for end of math stage (Business program, Dogwood...)
  - o Suggestions for other optional modules
    1. Indigenous Math
    2. Culinary Math
  - o It was agreed that the Data Analysis module is at a much higher level and is considered quite difficult for students. Marcie Lunden (NLC) suggested splitting it up into Data Analysis I and Data Analysis II. Lisa Lewis (VIU) and Michele McLeod (VCC) supported that idea.

- Costa Karavas (VCC) brought up the topic of coding and whether we should consider developing a course in the future as it seems that the secondary systems will be including coding courses with the new curriculum changes. Dan Chetner (OC) questioned whether this would be better suited to math or computer science.
- A question came up as to whether there was a concern with having too many optional modules. The overall consensus was that it is fine to have those options.
- **Motion to change the Data Analysis module into Data Analysis I (with LO a, b, and f) and Data Analysis II (with LO c, d, and e) – Marcie Lunden (NIC)**
  1. **Second – Lisa Lewis (VIU)**
  2. **Carried – unanimous**
- What texts were used was also discussed with most colleges stating that the Provincially Developed Modules (first three and then options) were currently being used. The MathWorks 11 text has also been used.

### **11. Joint meeting with English, IABE, and Computers articulation committees (in LB 321—Library Building). IABE led this discussion.**

- This began with a welcome to the territory by David Kirk (faculty advisor at Capilano University)
- There was then a presentation on the importance of protocol and the acknowledgment of territory, indigenous ways of being, and institutional government.

### **12. Continuation of joint meeting**

#### **a) ABE Steering Committee Report—Allison Alder, Co-Chair, ABE Steering Committee**

#### **b) BCCAT Update—Ruth Erskine, Committee Coordinator, BCCAT**

- Joint annual meeting summary
  - i. Indigenization discussion
    1. Details on BCCAT web site
    2. Next meeting Nov 16<sup>th</sup>, 2018
  - ii. Award winners
    1. Nominations can be made on the web site
  - iii. BC Transfer guide
    1. New TCS (transfer credit system)
    2. Transfer guide interface won't change significantly
  - iv. New director – Meg Stainsby
  - v. Secondary to post-secondary transitions
  - vi. Transfer innovation projects
    1. Adult ed learning outcomes and course transfer
    2. Tourism and hospitality common core
    3. Engineering first year common core implementation
    4. English for academic purposes (EAL)
  - vii. Publications
    1. Options for enhanced coordination of field courses in BC
    2. Indigenous education pathways
  - viii. Ongoing projects
    1. Inter-disciplinary course and program transfer

2. Trends in post-degree credentials
  3. Admissions practices for under-represented groups
  4. Understanding advanced placement grading
  5. International credit transfer processes
- ix. Marketing and communication
1. Ad campaign
    - a. Busses, sky trains, etc
  2. BCCAT website revamp
  3. Education and career fairs
- x. Importance of re-articulation – example of some English courses not being looked at since the 1980's. Push now to renew courses more often.

**13. Presentation on How to Use Desmos and TVM Solver in Class—Izabela Mazur, Instructor, Thompson Rivers University (30 - 45 min.)**

- Izabela Mazur (TRU) gave a wonderful presentation on the use of the Desmos app in the classroom.
  - o Desmos' mission is to help every student learn math and love learning math
  - o Reasons to use
    1. Easy to use and access – device or computer
    2. Interactive and engaging
    3. Makes graphing fun – more engaging
    4. Saves time
    5. All levels
    6. Free
  - o What it can do and how to use
    1. Can use projector mode
    2. Rad vs deg
    3. Graphing – altering
    4. Table of values
    5. Examples
      - a. Sliders to change slope and intercept
    6. Multiple inequalities
    7. Piecewise functions
    8. Table of values
  - o Not to use on tests
  - o Question by Marcie Lunden (NLC) – are there copyright issues to taking screen shots and using in PowerPoints? Izabela was not sure.
  - o Desmos activities can be created for students to use
    1. Only for computer – not phones
    2. <https://teacher.desmos.com/> for teacher
    3. <https://teacher.desmos.com/> for student
    4. Online support
- Izabela also spoke to her experience using the Exploring iWrite Math workbook for Math 12 Foundations
  - o Absolute Value Publications

- \$40
  - Online version for presentation \$20
  - Can email pages
  - Can write on screen
  - Students buy hard copy
  - Instructor can get online version
  - Based in Alberta
    1. Good exercises that may be more difficult than BC books
    2. Workbook – not a textbook
- One more tool that Isabela described was the app TVM Solver
- Interest calculator
  - EZ Calculator
  - WinPlot is another graphing calculator option – Catherine Frost (CC)

#### 14. Articulation/re-articulation of math courses and considerations of any possible revisions

##### a) Intermediate-developmental

- None submitted

##### b) Intermediate-algebraic

- **MATH 0301 and 0302—NWCC**
  - i. **Motion to recommend the approval to re-articulate NWCC’s Math 0301 and 0302 – Lisa Lewis (VIU)**
  - ii. **Second – Derek Knox (TRU-OL)**
  - iii. **Carried – unanimous**

##### c) Advanced-algebraic

- **MATH 072 and 073—CC**
  - i. **Motion to recommend the approval to re-articulate CC’s Math 072 and 073 – Karen Shoniker (SC)**
  - ii. **Second – Lisa Lewis (VIU)**
  - iii. **Carried – unanimous**
- **MATH 137—CC**
  - i. **Motion to recommend the approval to re-articulate CC’s Math 137 – Derek Knox (TRU-OL)**
  - ii. **Second – Michele McLeod (VCC)**
  - iii. **Carried – unanimous**
- **MATH 045—CNC**
  - i. This course was approved at the last meeting subject to EDCO approval
  - ii. EDCO approved in the fall of 2017
  - iii. Spelling – 8.b should read “discriminant” not “discriminate”
  - iv. Approved
- **MATH 0401 and 0402—NWCC**

- i. Motion to recommend the approval to re-articulate NWCC's Math 0401 and 0402 – Karen Shoniker (SC)**
- ii. Second – Lisa Lewis (VIU)**
- iii. Carried – unanimous**

- **MATH 052 and 053—Selkirk**

- i. Should read Math 52/53 – not Math 052/053**
- ii. Math 050 is also the same as Math 52/53**
- iii. It was decided that it was not necessary to re-articulate at this meeting as it went through EdCo**

- **MATH 0510—TRU**

- i. Motion to recommend the approval to re-articulate TRU's Math 0510 – Michael Nelligan (NWCC)**
- ii. Second – Paul Brady (COTR)**
- iii. Carried – unanimous**

- **MATH 084—UFV**

- i. No UFV representative present; therefore, tabled until tomorrow's session.**

- **MATH 050—Yukon**

- i. Motion to recommend the approval to re-articulate YC's Math 050 – Michele McLeod (VCC)**
- ii. Second – Pooja Gupta (CC)**
- iii. Carried – unanimous**

**d) Advanced-business / technical**

- **None submitted**

**e) Advanced-developmental**

- **MATH 044—CNC**

- i. Not accepted by EDCO yet**
- ii. There were some formatting issues that need to be resolved**
- iii. Motion to conditionally recommend the approval to re-articulate CNC's Math 044 subject to EDCO approval – Lisa Lewis (VIU)**
- iv. Second – Izabela Mazur (TRU)**
- v. Discussion – there was concern over the fact that this is too early in the process of internal committee approval; therefore, the motion was retracted by Lisa Lewis (VIU)**
- vi. Will need to bring to articulation again next year for approval**

- **MATH 082—COTR**

- i. Motion to recommend the approval to re-articulate COTR's Math 082 – Pooja Gupta (CC)**
- ii. Second – Karen Shoniker (SC)**
- iii. Carried – unanimous**

- **IALG 011—OC**
  - i. **Motion to recommend the approval to re-articulate OC’s IALG 011 – Catherine Frost (CC)**
  - ii. **Second – Paul Brady (COTR)**
  - iii. **Carried – unanimous**
  
- **MATH 084 and 085—OC**
  - i. **Motion to recommend the approval to re-articulate OC’s Math 084 and 085 – Derek Knox (TRU-OL)**
  - ii. **Second – Izabella Mazur (TRU)**
  - iii. **Carried – unanimous**

## Friday, 2 March 2018

Meeting called to order by Robert Ferro (YC) at 9:10 am

### f) **Advanced-foundations**

- **BMTH 047 and 048—Capilano**
  - i. Richard Brand (CU) initiated a discussion around Advanced Foundations learning outcomes in the ABE handbook and the level of matching with the Ministry outcomes and expressed concern around all of the optional outcomes in the Articulation Guide
  - ii. Catherine Frost (CC) mentioned the need to match all of the committee’s learning outcomes exactly
  - iii. Lisa Lewis (VIU) restated that there is a need to ensure that all courses clearly follow all stated learning outcomes in the articulation guide
  - iv. Richard Brand (CU) – stated that their course is lacking the factoring, trigonometry, and reasoning. He argued that his students aren’t served by those topics.
  - v. Lisa Lewis (VIU) said that the course could stay off the grid and CU can use it internally; however, if it’s on the grid it needs to match exactly.
  - vi. Michele McLeod (VCC) likes the advanced foundations course as is for a general advanced math course that is achievable for most students. If there is specific content for specific programs then there could be other courses such as Math for Health etc...
  - vii. Costa Karavas (VCC) suggested figuring out the percent difference and bringing it back to his department for amendments.
  - viii. Michele McLeod (VCC) suggested articulating as Bus/Tech math but Richard wants it as Foundations
  - ix. Richard Brand (CU) rescinded application to have this course re-articulated and will bring it back next year
  
- **MATH 055—NIC**
  - i. Danita Schmidt (NIC) spoke to adult students at a disadvantage since they currently only had an option to take advanced algebraic as opposed to secondary students having the option for advanced foundations. Therefore they have developed this as a new course.
  - ii. Curriculum committee felt that the optional module of a project could be used as an indigenization tool and is only stated in the assessment.
  - iii. **Motion to recommend the approval to re-articulate NIC’s Math 055 – Michael Nelligan (NWCC)**
  - iv. **Second – Danita Schmidt (NIC)**

**v. Carried – unanimous**

**• MATH 0862 and 0872—VCC**

- i.** These courses had already been approved at the last meeting subject to EDCO approval.
- ii.** EDCO approval has been achieved; therefore, all conditions have been removed for approval to be re-articulated.

**g) Advanced-algebraic**

**• Math 053 – NIC**

- i.** **Motion to recommend the approval to re-articulate NIC’s Math 053 – Michele McLeod (VCC)**
- ii.** **Second – Pooja Gupta (CC)**
- iii.** **Carried – unanimous**

**h) Advanced-developmental**

**• Math 084 – UFV (tabled from Day One)**

- i.** Statement on Page 2, the link is written that this course “will meet the Learning Outcomes of Advanced Algebraic”. This needs to be changed to “will meet the Learning Outcomes of Advanced Developmental”.
- ii.** This course also still needs EDCO approval
- iii.** **Motion to conditionally recommend the approval to re-articulate UFV’s Math 084 subject to the above revision and EDCO approval – Dan Chetner (OC)**
- iv.** **Second – Lisa Lewis (VIU)**
- v.** **Carried – unanimous**

**i) Advanced-business / technical**

**• Math 0550 – TRU**

- i.** **Motion to recommend the approval to re-articulate TRU’s Math 0550 – Dan Chetner (OC)**
- ii.** **Second – Catherine Frost (CC)**
- iii.** **Carried – unanimous**

**j) Provincial-algebra and trigonometry**

- None submitted**

**k) Provincial-calculus**

- None submitted**

**15. Any errors or omissions in current transfer guide to correct?**

Two changes were proposed.

- i)** Advanced Business and Technical Math - Pg 133 Learning Outcome 1.e. should change the words “decimal notation” to “standard notation”.
- ii)** Advanced Algebraic Math – Pg 126 Learning Outcome 8.b. should change the word “discriminate” to “discriminant”.
- iii)** **Motion to accept the two changes listed above – Costa Karavas (VCC)**
- iv)** **Second – Richard Brand (CU)**
- v)** **Carried – unanimous**

**16. Presentation: Trauma Informed Teaching—Diana Jeffries, Program Director, LINC, Surrey, BC (1.5 hours) (in LB 321—Library Building)**

- This presentation explored the concept of trauma and provided some tips on identification and strategies to manage a classroom with students dealing with the effects of trauma. It also touched on self-care for those involved in supporting students.

**17. Joint meeting with English, IABE, and Computers articulation committees (in LB 321—Library Building)**

**a) Ministry Update, Tegan Tang, Education Officer, Colleges and Skills Development Branch, Ministry of Advanced Education, Skills and Training**

Tegan Tang had three main messages to convey:

**1- Community Adult Literacy**

This is a funding opportunity for institutions that have partnerships with community literacy programs. In the past with a similar program, the Ministry funded 93 community literacy programs that were aimed at low literacy students that might not be ready for a more formal environment at a post-secondary institution. This year's funding program was launched on Feb 22<sup>nd</sup> and will have a deadline of March 30<sup>th</sup> to access up to \$40,000 for literacy programming. The preference will be for institutions that have well-developed relationships with partners and applications are best to be short and concise. This will be the final year of single year funding, as next year a multi-year funding cycle will begin.

There was concern from a participating instructor that the timeline was too short. Tegan Tang's response was that this will favor institutions that already have well established partnerships and she encouraged other institutions to start building those relationships in time for next year's funding cycle.

There was also concern about why low literacy students would be put into community programs when they should be left with the colleges who have the expertise. It was mentioned that VCC is considering cutting lower level courses and whether this was a response to programs such as this one described. Tegan Tang's response was that there is no connection between VCC's plans and the Ministry's program.

**2- Tuition-Free Policy**

The tuition-free policy for Adult Basic Education began on Sept 1, 2017. Tegan Tang thanked everyone involved for a relatively smooth implementation phase. The Ministry then conducted adult education engagement surveys and received 30 responses from institutions and over 200 responses from all sources including students. With the data from these surveys there will be new policies implemented in April that will focus on student enhancement, student success, and transitions. One request for the articulation committees is to **figure out how to identify and separate courses from the ABE articulation guide that are credit-based towards a post-secondary credential**. University degree credits do not qualify for tuition-free status; therefore, **the articulation guide should only include courses that are not for university credit**.

**3- AUG**

There will be policy changes in April. No details were provided.

**b) Amanda Coolidge, Senior Manager of Open Education, BCcampus**

**What are the priorities (which curriculum) for developing OER in ABE programs?**

Amanda Coolidge provided a brief presentation on the details of the Open Educational Resources (OER) program. It is funded through the Ministry of Advanced Education, Skills and Training with a mandate to increase student access to learning materials. She quoted statistics that show how students struggle financially and that the burden of purchasing textbooks and other resources is significant. Open source textbooks have a creative commons license which means that they are free to use with permissions. When accessing any of the 23 open source texts from their web site, anyone can “retain” copies, “reuse” copies, “revise” to modify in any way, “remix” and combine with other resources, and “redistribute” to share with others as desired. These resources can be found at [open.bccampus.ca](http://open.bccampus.ca). Studies have supported that 95% of students using open source texts perform the same or better than those using conventional texts. There are also grants available for institutions looking to develop open source resources.

**c) Colin Gilker (CU) provided some clarification on the overall articulation process.**

Each outline must have all learning outcomes listed or provide a link (including the date as articulation is relevant to the year of articulation). Courses are to be articulated on a seven-year cycle with all outcomes for a given course requiring review prior to the year of articulation. Working Committees make recommendations to approve courses; however, the steering committee makes the motions to actually approve the courses for articulation. If a course does not get brought forward for re-articulation when it is scheduled, then the chair will record and the course will get pulled from the grid. There was discussion about how an institution can remove a course from the grid. There was caution about this with the idea that once it is removed from the grid any student who took that course in the past will no longer have that course be transferable. This idea was questioned as it seems that if all courses are required to stay on the grid forever, then it would get quite congested on the grid. This issue needs clarification.

**18. Long-range plans (two to three years into the future)**

**a) Any items that need to be reviewed**

- None

**b) Recap schedule for re-articulation of courses**

- 2019 Re-articulation of Advanced (Bus/Tech) & Foundations courses
- 2019 Review of Learning Outcomes for Provincial (Algebra and Trigonometry)
- 2020 Re-articulation of Provincial (Algebra and Trigonometry) courses
- 2020 Review of Learning Outcomes for Provincial (Calculus)
- 2021 Re-articulation of Provincial (Calculus) courses
- 2021 Review of Learning Outcomes for Intermediate Advanced
- 2022 Re-articulation of Intermediate Advanced
- 2022 Review of Learning Outcomes for Intermediate Developmental
- 2023 Re-articulation of Intermediate Developmental courses
- 2023 Review of Learning Outcomes for Advanced Algebraic
- 2024 Re-articulation of Advanced Algebraic courses
- 2024 Review of Learning Outcomes for Advanced Developmental
- 2025 Re-articulation of Advanced Developmental courses
- 2025 Review of Learning Outcomes for Advanced (Bus/Tech) & Foundations

**Robert Ferro (YC) will add to this list so that the seven-year cycle is always presented at each meeting.**

**c) Possible training events or professional development opportunities for future meetings**

- It was noted that the joint meetings provide PD opportunities
- Danita Schmidt (NIC) will consider a presentation on “Math on the Land”.

**19. Elections for co-chairs of ABE Mathematics Working Group**

- Robert Ferro (YC) and Costa Karavas (VCC) were both willing to stand once again
- **Motion to nominate Robert Ferro (YC) and Costa Karavas (VCC) as co-chairs of the ABE Mathematics Working Group – Karen Shoniker (SC)**
- **Second – Richard Brand (CU)**
- **Carried – unanimous**

**20. Election for vice-chair of ABE Mathematics Working Group**

- Alison Bowe (CC) is the current vice-chair
- **Motion to nominate Michael Nelligan as vice-chair of the ABE Mathematics Working Group – Paul Brady (COTR)**
- **Second – Pooja Gupta (CC)**
- **Carried – unanimous**

**21. Selection of next meeting location for 2019**

- It was proposed that VCC’s downtown campus would make a good location for next year’s meeting; Costa Karavas (VCC) will look into the possibility.
- There was discussion on the timing; however, no decisions were made. March was noted to be a difficult time to travel from some parts of the province.

**22. Summary of new business, next year items, and wrap-up**

- The course to be re-articulated at next year’s meeting is the Advanced—Business/Technical Math.

**23. Adjournment 3:07 p.m.**

## Appendix A

# REPORT ON THE BRITISH COLUMBIA COMMITTEE ON THE UNDERGRADUATE PROGRAM IN MATHEMATICS AND STATISTICS MEETING

held at University of Calgary, Alberta

MAY 15 – 17, 2017

Presented at the ABE Mathematics Working Group meeting at Capilano University on March 1-2, 2018, by Costa Karavas (VCC)

### 1. Reports

Deanna Brajcich, British Columbia Association of Math Teachers (BCAMT) president, shared a slideshow presentation with an update on the Grade 10 - 12 math curriculum.

[http://www.bced.gov.bc.ca/irp/transforming\\_curriculum.php](http://www.bced.gov.bc.ca/irp/transforming_curriculum.php)

Continuing efforts are underway in aligning 'Big Ideas' and 'Curricular Competencies'. On the website, there is a 'before' and 'after' description of courses.

They are particularly in need of feedback for the Geometry, Computer Science, and History of Mathematics courses. Questions and comments that were addressed:

- Has the ministry ever looked at when students leave secondary school and go on to post-secondary, how do they do? We've had a big curriculum change with a focus on problem-solving at the elementary level, for example: has anyone looked to see whether these K-12 changes improve postsecondary results for the students involved?
- What is the expectation of offering the different branches of Math 12? A single school cannot possibly offer all eight.
- How would we as post-secondary institutions use the new courses for admissions?
- Statistics curriculum: We have the perception that teachers think the Statistics course will not be popular, which we think is very incorrect. We think that the teachers need help to teach this course, and we (BCCUPMS) would like to help.
- Final curriculum is coming out too late for post-secondary institutions to use as a reference when determining prerequisites and admissions. Registrars are already getting calls from Grade 10 parents asking what their children should take next year in order to prepare for college and university admissions. We have suggested they implement Grade 10 first and then 11 and 12 subsequently in order to mitigate this problem.
- We have students coming to us with Calculus 12 who never did Pre-calculus 12, which means they are unable to take Calculus 1 from us (Camosun). This is more of a comment on the lack of a prerequisite structure within the secondary system, which might be more extreme under the new curriculum.
- Has there been any attempt to solicit input from the students?

WNCP BC and Alberta.

Alberta has initiated a comprehensive review of K-12, started this year and expected to go through 2022. They've identified core competencies, and are using these across all subjects in order to redevelop courses under a common framework. Not currently anticipating significant content changes, just organizational. Still early in the process; for the time being Alberta will be staying with essentially the WNCP.

BCCAT, John FitzGibbon

The <sup>1</sup> BCCAT Update flier was distributed <http://www.bccat.ca/articulation/announcements/2017-spring-update>.

BCCAT will launch the Transfer Credit System (TCS) this spring, and is currently testing it with volunteer institutions. At the moment, BCCAT can only see what students have transferred but in the future will be able to see which transfers came with credit.

2. UBC Mathematics Department

The necessity of the topic "Series" in all Calculus II streams.

3. Making Mathematics Accessible to Visually Impaired Students.

College of the Rockies uses Kurzweil text-to-speech software, which requires a Firefox plugin. Jim Bailey (COTR) tried making MATHML versions of his midterms but was not able to get it to work satisfactorily. This may have something to do with how the IT department has the computers locked down.

4. Academic Dishonesty, Kevin Craib, Langara College

Growth in cheating among international students is on the rise at Langara College. Langara is actively looking for ways to alleviate this problem.

5. Introductory Linear Algebra Study

Jim Bailey (COTR) reported on results of the Linear Algebra Subcommittee. His analysis is based on a Barycentric Partition of the responses. Jim reported that there was a lot of agreement about what responding institutions considered to be "core". Recommendations, modelled after the core calculus report, are published in the subcommittee's report: available on the BCCUPMS website.

6. Course credits – Leo Neufeld.

Different institutions allocate credits to their courses in different ways and for different reasons; it is often linked to fee structures. What happens when a course is transferred? Some institutions are allocating credit as a measure of the value of a course in terms of learning and others are allocating credit as a measure of instruction hours (and therefore cost to provide), Leo suggested that these discrepancies are likely and posed the question to the committee: What is the appropriate thing to do when transferring a course that has a different credit value at the sending vs receiving institution? Leo's stance is that the credit granted to the student should be determined by the credit value assigned to the course at the receiving institution.

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<sup>1</sup> BCCUPMS Report presented at the ABE math Working Group meeting in March 1-2, 2018

## Appendix B

### Report on Adult Literacy Fundamental Articulation Meetings

#### Oct. 19 and 20, 2017 Capilano University

The meetings were busy but productive. We discussed the following topics related to fundamental English and math:

- **We had a workshop on writing clear learning outcomes** which was very educational. **The committee is applying for funds from BCCAT to rewrite the English learning outcomes for the Fundamental level**, as we have had long discussions this year and last about whether many of our “learning outcomes” in English are actually skills and should not be classed as learning outcomes.
- **Use of “in-progress” grades**—some institutions use them, some don’t. Discussion of how they fit in with the move towards indigenization, universal design for learning, flexible learning environments. A Camosun research paper, “Complex Pathways,” was circulated that supported the use of in-progress grades: it tracked ABE students over a period of several years and found that most students took more time to be successful in their courses but that most were also eventually successful in attaining their educational goals, usually within a five year period. I have sent a copy of this report to you separately.
- **Discussion of indigenization** was woven throughout our other discussions.
- there were concerns over cross-credentialing of community literacy programs with articulated fundamental courses; concerns stemmed from questions about whether community literacy providers really understood the differences
- **Whether it is appropriate for fundamental English courses to have a required computers component** (as opposed to an option)—concerns about fitting in the extra learning outcomes with already limited time, as well as difficulties getting lab time at several institutions
- **Tegan Tang, our Ministry rep, discussed the Ministry feedback request** she had sent out for us to complete. She outlined some of the future directions for ABE as envisioned by the Ministry and stated that they would be using feedback from students, faculty, and administrators to shape their policy.
- The committee will be **drafting a letter to send to the Ministry requesting funds for class sets of textbooks** (like our old ABESAP funding).

**Articulations:** three new math courses from Okanagan College; two new English courses from Native Education College; UFV submitted an English course for review but was asked to resubmit it after we have revisited our English learning outcomes.

A note: I am currently in my second year of my second two-year term as a co-chair for this committee.

Melinda

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## Appendix C

# REPORT FROM ABE ARTICULATION STEERING COMMITTEE 2017-18

## ABE STEERING COMMITTEE SPRING MEETING

The ABE Articulation Steering Committee met on April 27 and 28 at Kwantlen Polytechnic, Richmond, with 17 attendees present, representing all 8 ABE Working Committees and 15 institutions (out of 19). Round table introductions: *Don Bentley-Cap, Colin Gilker-Cap/Co-Chair ABEASC, Hilary Rourke-Douglas, Tanya Boboricken-KPU, Dan Chetner-OC, Janet Sinclair-VIU, Mary Shier-COTR, Stella Webster-NWCC, Ruth Erskine-BCCAT, Dennis Contois-NEC, Sue Brigden-SLP/UFV, Greg St Hilaire-UFV, Anna Wauthy-UFV, Nadine Simpson-NIC, Diane Gilliland-Camosun, Costa Karavas-VCC, Robert FerroYukon, Allison Alder-Selkirk/Co-Chair ABEASC (teleconference), Melinda Worfolk -CNC (teleconference)*

### *REPORT FROM BC COUNCIL ON ADMISSIONS AND TRANSFER*

Committee Coordinator, Ruth Erskine, reported that the articulation section of BCCAT's website has been redesigned. During discussion of what Ruth wants to see on the website, the ABE Steering Committee moved that Working Committee meeting summary reports – containing recommendations specific to articulation proper – are to be submitted to BCCAT and the ABEASC. Recommendations for motions contained therein are not in effect until the motion is made and approved by the ABEASC. Full working committee meeting minutes, on the other hand, are to be posted on the ABEASC Moodle website.

Ruth talked about the MOE's Learning Transformation Project and BCCAT's study of the possible effects secondary education's new curriculum may have for the postsecondary system. She also noted BCCAT's participation in the upcoming PCCAT (Pan Canadian Consortium on Admissions and Transfer) conference in Toronto.

### *REPORT FROM MINISTRY OF ADVANCED EDUCATION AND MINISTRY OF EDUCATION*

Tegan Tang and Louis Chen, AVED:EX ABE Education Officers, sent their regrets as they were unable to meet during the election.

### *TUITION ROUNDTABLE*

*At the time of our ABEASC meeting, tuition remained an issue with which all institutions were contending to some degree. We've left these notes in as they reflect the discussion that day, much of which is happily far less irrelevant now.*

- A number of institutions report that enrollments appear to have stabilized since the introduction of the tuition option with a 9-40% decrease in either enrolments or sections offered (or both) since its introduction (as high as 60% on some regional campuses). The full impact of tuition has not yet been realised as some institutions implemented tuition later or in a graduated manner.

- At the 2016 Steering meeting, ABE’s AVED:EX liaison, Tegan Tang, emphasised the discretion that Financial Aid Officers have on a case by case basis with Adult Upgrading Grant (AUG) disbursements – particularly for students with disabilities, changes to financial situations and other challenges that require latitude with the grant. However, institutions across the province report that flexibility with the grant varies. Inconsistency with how the timelines and requirements are adhered to vary from institution to institution (sometimes even within an institution). More concerning, however, institutions are receiving inconsistent messages from the Ministry about the ability of FAOs to exercise discretion.
- It is still the case that while the AUG grants increase taxable incomes, upgrading students are still unable to claim ABE tuition on tax returns. This requires advocacy at the Federal level.
- Adult Upgrading does not qualify for student loans, so students have no funding options available to them.
- It is still the case that when someone with a student loan takes less than a full load of post-secondary courses *and* takes ABE courses, they must pay for the ABE courses from their loan proceeds. They then have to pay back their ABE course tuition, even though they would have qualified for AUG.
- Many institutions continue to make efforts to mitigate the effects of tuition and difficulties with AUG: designated “navigators” to steer students through the complex application process, completion awards, and internal supplementary grants for those who don’t qualify for AUG, for example. This makes sense when many ABE students continue with postsecondary work at the same institution (30% at one school).
- Ensuring that catchment communities are well informed about the availability of AUG is important for ensuring maximum enrollment.
- There is still uncertainty about the future and nature of the AUG and uncertainty about the future of supplemental grants at some schools (particularly if transition money was used for an internal grant) – particularly post-election.

## ABEASC BUSINESS:

### LEARNING OUTCOMES ON COURSE OUTLINES – DATE, LINK OR NO LINK,

In order to be approved for the transfer grid, course outlines must demonstrate that they meet the learning outcomes in the ABE Articulation Handbook in the year they are articulated. Outcomes can be listed directly in the course outline or a link to the BC Transfer Guide website can be included, specifically referencing the ABE Articulation Handbook. If a link is included, the course outline needs to note the date (academic year) of Handbook to which it was articulated. Both BCCAT and Min Av Ed archive past handbooks, so matching the outcomes in an outline for any given year is straightforward. Courses are re-articulated in a 7-year cycle (required minimum as per ABEASC policy). The next time a course is up for rearticulation, the outcomes are to be

updated to match those in the Handbook for that year – it is not necessary or desirable to change outcomes in your outline each year unless the course is being re-articulated.

#### STEERING COMMITTEE POLICY MANUAL

A task group continues to update the ABE Steering Committee policy manual. Because of the number of BCCAT publications working committee chairs must reference, the task force is amending the policy resource as the go-to manual for working committee chairs.

Excerpt from **Policy-Related Motions and Procedures: ABE Articulation Steering Committee**, in short the ABEASC Policy Manual

Regarding re-articulating courses on a rotating cycle

- *When a course is scheduled for re-articulation, the articulation representative will present their institution's course at the Working Committee meeting. The Working Committee will record (recommendations for) approval in their minutes and on their WC Summary Report. At their spring meeting, the ABEASC will approve (recommended) motions in the WC minutes. Approved courses are added to the ABE Articulation Handbook.*
- *When a course is scheduled for re-articulation and the articulation representative doesn't present their institution's course at the Working Committee meeting, the Working Committee will notify the ABEASC on their WC Summary Report. Following their spring meeting, the ABEASC will notify the institution's articulation representative, the respective Dean and the SLP or DDDE Chair with a letter notifying them that the course is slated to be removed from grid at the next ABEASC meeting (one year later) if a rep doesn't present their institution's outline at the next WC meeting.*

**New Procedural FYI:** Wording in the policy manual will change to reflect the fact that Working Committees make *recommendations for motions* to Steering – they do not make the motions themselves. Steering makes the motions and moves them forward in the appropriate direction:

- Articulated courses are added to the transfer grid
- Courses are removed from the grid – either on request of the institution or because they have not been represented by the articulation representative within the time-frame in the above policy.

**Note** that this does not include Working Committee operational business, such as elections, approval of minutes, adjournments, etc. Motions are made and approved/not approved for regular business of that committee.

More highlights from Policy Manual regarding course approval for ABE Articulation:

- *A course must be approved by an institution before coming forward to a working group for approval, such as by an institutions Education Council or equivalent.*
- *Working Committees can approve a course outline pending a minor change (i.e. a word change, insert a link) with the change being sent to the institution's Chair when completed; a major change (content) would be returned to the WC for vote (vote could be by email)*
- *For the Working Committee to consider approving a course outline, the articulation representative must be available to present a course outline, answer questions, or clarify meaning regarding the course being presented. They may be present in any format – in person, via skype, telephone, etc.*

- *The course outline accepted from an institution represents all iterations of the course taught at that institution (for example: the same course taught by different instructors or in different locations or formats). The preceding processes were approved May 2014.*

Note that while robust discussion of course delivery is encouraged, courses approved for placement on the transfer grid (articulated) requires only that it has its institution's approval (eg. Education Council) and it includes the current learning outcomes, including number of labs delivered.

#### THE MINISTRY OF EDUCATION'S NEW CURRICULUM

Jan Unwin, Superintendent of Graduation and Student Transitions, gave a detailed look at the re-design of the K-12 curriculum. Called the *Know, Do and Understand* model of learning, the new curriculum focuses on student engagement in the acquisition of skills relevant to a changing world. Increased engagement equals greater achievement. The goal is to "reduce the prescriptive nature of curriculum" and learning that is student driven with teachers as mentors facilitating active student engagement. While the terminology is familiar – core competencies, creative thinking, critical thinking, and communications – the departure becomes evident when it comes to assessing core competencies: "created on a developmental continuum (not by grade level); descriptive not evaluative; communicate where the student is without a judgment; positive and strength-based, describe what students can do, not what they can't do; additive and progressive, profiles are joined by **and** not **or**, student assessment never goes backwards; formative assessment gives students feedback and has students use for self-reflection." Redesigning the curriculum requires a redesign of assessment. Provincial assessment (gr 12) will be in literacy and numeracy (no provincial exams for gr 10 and 11). The rest of assessment will happen locally.

Steering members are interested in the implications for our own student population and for ourselves as instructors. For example, it is expected that over time the type of student coming into upgrading programs will change, and a student's expectation of the relationship between teacher and student will change in the shift away from the traditional teacher model to a coach/mentor model (teachers will train in pre-service environments). Jan's powerpoint presentation is posted on the ABEASC Moodle site.

#### MEETING FORMAT

Working groups met individually for articulation business at VCC, but, in the interests of cost and efficiency, the Math, IABE, Computers, and English working committees met together for a one hour "super-meeting" for the Steering Chairs' report, Ruth's BCCAT update, and a seminar on learning outcomes (the Ministry's education officers were unable to attend but will likely present next year). Next year's meeting will repeat the super-meeting form at at Capilano University where the IABE group will give a presentation on indigenization.

## ABE ARTICULATION MEETING HISTORY

Year	Steering	Science	ALF	Math	English	EDCP	Comp	IABE	Socials
2018	VCC	CapU	CapU	CapU	CapU	BCCAT	CapU	CapU	CapU
2017	KPU	KPU	VCC	VCC	VCC,	BCCAT	VCC	VCC	BCCAT
2016	Dougl	VCC	VCC	KPU	VCC	BCCAT	VCC	KPU	Okanag
2015	CapU	CapU	Dougl	VCC	KPU	BCCAT	VCC	NEC	Cap U
2014	KPU	BCIT	Camos	VCC	Camos	BCCAT	CapU	CapU	VCC
2013	VCC	KPU	KPU	VCC	Dougl	BCCAT	UFV	VCC	VCC
2012	KPU	VCC	VCC	Dougl	VCC	Dougl	CapU	CapU	TRU
2011	Dougl	CapU	KPU	VCC	TRU	Dougl	TRU	TRU	
2010	Okanag	KPU	VCC	KPU	VIU	Camos		UFV	
2009	KPU	VCC	VCC	VCC	VIU	Dougl	Okanag	Camos	
2008	Okanag	CapU	VCC	Camos	VCC	NEC	Malasp	NVIT	

This year's meetings:

Science, ALF, Socials: Oct 19 & 20, 2017 (note this is still the 2018 meeting!)

English, IABE, Math, EDCP, Computers: Mar 2 & 3, 2018

Steering: April 26 & 27, 2018

*Suggested meeting dates for next year:*

Science, ALF, Socials: Oct 18 & 19, 2018 (note this is the 2019 meeting!)

English, IABE, Math, EDCP, Computers: Feb 28 & Mar 1, 2019

Steering: April 25 & 26, 2019

## SUMMARY OF WORKING COMMITTEE REPORTS

### MATH WORKING COMMITTEE

**Courses Reviewed:** MATH 070 (OC) MATU 0310 (DC) MATQ 1089 (KPU) MATH 0401 (TRU-OL) MATH 037 (VIU) MATH 044 (VIU) MATH 080 (OC) MATU 0410 (DC) MATH 0520 (TRU) MATH 0630 (TRU) MATH 044 (NLC) MATH 0862 & MATH 0872 (VCC) MATH 061 & MATH 071 (NEC) MATH 085 (UFV) MATH 040 (NLC) MATQ 1099 (KPU) MATH 011 (OC) MATH 045 & 046 & 047 (VIU) MATH 043 & MATH 044 (CU) MATH 080 (COTR) MATH 52 & 53 & 50 (SC) MATH 045 (CNC) MATH 0523 (TRU-OL) MATH 0861 & MATH 0871 (VCC) MATH 0401 & MATH 0402 (NCC) MATH 072 (CC) MATH 073 (CC) (Includes rearticulated courses, new courses, and courses approved with pending status)

### EDCP WORKING COMMITTEE

**New Courses Approved:** CUE 050; College of New Caledonia **Rearticulated Courses:** EDCP 050, Northern Lights.

**Changes to Learning Outcomes:** Education and Career Exploration Skills (details in minutes)

#### INDIGENOUS ABE WORKING COMMITTEE

**Courses approved:** Camosun, ENGL 091 and 093 Indigenous Provincial English Composition and Literature I & II

**Courses approved with pending status:** Camosun, ENGL 091 and 093 Indigenous Provincial English Composition and Literature I & II (\*\*Note: not in the IABE minutes)

**Courses not approved:** VIU FP English 068 as it did not meet the IABE goal statements

#### SOCIAL SCIENCE WORKING COMMITTEE

Courses sent back: HIST 050

**Changes to learning outcomes:** Geography and Psychology - Provincial level

#### COMPUTER STUDIES WORKING COMMITTEE

**New Courses Approved:** UFV COMP 091 (Provincial Level) (changed);

UFV COMP 092 (Provincial Level) New. Courses Rearticulated: *i.e. Name of course; name of institution (as above)*

**Rearticulated:** CapU BCMP 021, CapU CDCO 021; NLC CPST 020; Okanagan COST 060; UFV COMP 061 & COMP 062; Camosun COMP 030.

**Pending from last year:** Camosun COMP 040 Approved; UFV; COMP 071; Approved; Okanagan COST 070 Approved; NLC CPST 030; Approved; VCC COMP 0750 Approved.

**Pending:** Selkirk CPST 10/CPST 050; CNC COMP 030

**Changes to learning outcomes:** Computer Studies, Provincial Level – Computer Applications

#### ENGLISH WORKING COMMITTEE

**New Courses Approved:** Camosun, English 091 and English 093 Provincial level; Yukon College, English 050 Advanced English.

**Courses sent back:** VCC, ELSK 0930 Provincial level

#### FUNDAMENTAL ADULT LITERACY WORKING COMMITTEE

**New Courses Approved for the Handbook:** (Vancouver Community College): ENGL 0611, ENGL 0612, ENGL 0613, ENGL 0621, ENGL 0622, ENGL 0623, ENGL 0631, ENGL 0632, ENGL 0633, ENGL 0641, ENGL 0642, ENGL 0643, ENGL 0651, ENGL 0652, ENGL 0653, ENGL 0661, ENGL 0662, and ENGL 0663

#### SCIENCE WORKING COMMITTEE

**Rearticulated courses:** College of the Rockies, (PHYS 090) provincial; VCC, (PHYS

0983/0993) provincial; Northwest Community College, (PHYS 050); Thompson-Rivers University, (0600) provincial; University of the Fraser Valley, (PHYS 083) advanced; College of New Caledonia, (CHEM 050) provincial; North Island College, (CHE 060) provincial; Northern Lights College (CHEM 050) provincial; Northwest Community College (CHE 050) provincial; Vancouver Island University (CHEM 067) provincial;

Vancouver Community College, (BIO 098309/93) provincial; Northwest Community College, (BIOL 0501/0502) provincial; Capilano University (BBIO 053/054) provincial; Vancouver Island University (BIOI 067) provincial; Yukon College (BIOL 060) provincial; Okanagan College (BIO 012) provincial; Selkirk College (BIOL 62/63) provincial; College of the Rockies (BIO 090) provincial; North Island College (BIO 060) provincial; University of the Fraser Valley (BIO 093) provincial.

**Courses approved with Pending status:** Thompson-Rivers University, OL (PHYS 0601) provincial; Okanagan College, (CHEM 012) provincial; Selkirk College (CHEM 62/63) provincial; Thompson-Rivers University - Online Learning, (BIOL 0501/0601) provincial **Courses sent back for resubmission:** Capilano University, (BCHM 053 and 054) provincial; College of the Rockies, (CHEM 090) provincial; Thompson Rivers University, (CHEM 0600) provincial; Vancouver Community College, (CHEM 0983 and 0993) provincial; Yukon College (CHEM 060) provincial.

**Courses to be removed:** VCC, Bio 0996 at that institution's request; BCIT, CHEM 0001 course is no longer offered; VIU, PHYS 067 no rep for two years \*ABEASC will notify VIU and allow one more year.

➤ **Next ABEASC meeting** April 26, 27, 2018 at Vancouver Community College

- *Colin Gilker, ABEASC Co-chair* [cgilker@capilanou.ca](mailto:cgilker@capilanou.ca)
- *Allison Alder, ABEASC Co-chair* [aalder@selkirk.ca](mailto:aalder@selkirk.ca)

## Appendix D

# **ABE Provincial Foundations Report**

### **What's in this report?**

- Chronological Summary pages 2-4
  
  - ABE Provincial Foundations Proposal – Appendix A
  
  - Ministry of Education Comparison Chart – Appendix B
- by Lisa Marshall Curriculum and Assessment Coordinator – Learning Transformation at MoE
- Draft of New Curriculum (June 2016 version) – Appendix C

A newer version exists but has not been made available yet.

## Chronological Summary

### **March 2016**

At the March 2016 ABE math articulation meeting a committee was formed and given the task of developing an ABE Provincial Foundations course that would meet the Ministry of Education's "equivalent credit" requirements for Foundations of Mathematics 12 (FOM 12).

Committee members: John Salvatore – TRU, Deb Heal – COTR, Lisa Lewis – VIU

### **September 2016**

A document proposing the learning outcomes for an ABE Provincial Foundations course was created and submitted to the Ministry of Education (Nicole Arklie) on September 21, 2016.

### **December 2016**

A response from the Min. of Ed. (Nicole Arklie) regarding the proposal was received December 15, 2016 and reads as follows:

*Thank you for your patience with the process. With the recent announcement of postponing the implementation of the 10-12 curriculum, I cannot grant equivalency at this point because the documents are still in draft. However, the proposal you have sent to us is on track based on the present state of the draft. There are some documents in the works that will hopefully bring some clarity around the changes between the present curriculum and the new for post-secondary institutes. Please keep in touch though and we will continue to work together to get you to your goal when the curriculum has been mandated. Sincerely,  
Nicole*

### **March 2017**

A report of the activity as outlined above was presented at the March 2017 ABE math articulation meeting. After some discussion, a recommendation was made to continue to pursue "equivalency credit" status from the Min. of Ed.

### **April 2017**

As per the recommendation from the March 2017 ABE math articulation meeting, an email was sent to the Min. of Ed. (Nicole Arklie) dated April 18, 2017 requesting that ABE Provincial Foundations be considered for "equivalency credit" status approval from the Min. of Ed.

## February 2018

As of this time there has been no response from the Min. of Ed. A follow-up email, dated February 10, 2018, was sent to Nicole Arklie but has been redirected since she is now on maternity leave until Jan 2019.

## February 28, 2018

Lisa Marshall has taken over the Mathematics portfolio from Nicole Arklie. Lisa is the Curriculum and Assessment Coordinator – Learning Transformation at MoE.

A response from Lisa regarding the proposal was received February 14, 2018 and reads as follows:

*I have completed a review of the proposed curriculum, and provided a comparison chart to the DRAFT Foundations of Mathematics 12 curriculum (which will be implemented in 2019) with highlighted sections where there may be points of concern. At the end of the document I have also provided some brief notes, which may be of use to you. Please excuse these if I am communicating information you are already familiar with.*

*Of particular note is the current Ministry emphasis on Financial Literacy, K-12, and the philosophical shift from prescribed outcomes to learning standards, with the focus on curricular competencies (supported by content). Please feel free to contact me if you'd like to discuss in more detail.*

The comparison chart that Lisa refers to can be found in Appendix B.

In a telephone conversation with Lisa on Feb 23, 2018 the following was discussed:

1. The delayed implementation date for the new curriculum of September 2019 is to give school districts time to adjust to the new curriculum.
2. She will send the latest draft of the new curriculum since there have been some changes since the last draft of June 2016. Lisa is aware that the MoE website still shows the previous draft of June 2016.
3. I suggested that the ABE Provincial Foundations proposal could be revised to reflect her comments as provided in her comparison chart (Appendix B) and to the latest draft of the new curriculum. When asked if this revised version of the ABE proposal could then be re-considered for equivalency credit status approval, the following points were discussed:
  - a) I got a vague impression from Lisa that making these few revisions would not necessarily meet approval. She constantly referred to getting away from prescribed learning outcomes and focusing more on *learning standards, curricular competencies, big ideas*, etc. See the notes Lisa provided at the end of her comparison chart (Appendix B).

I would like to have asked what language should be included in the ABE proposal that would reflect this new MoE model but, not being familiar with the philosophy of this new learning model myself, I did not pursue this discussion.

Lisa indicated that some teachers were already beginning to adopt the new learning model while others were not. The BCAMT has been providing some professional development to help teachers adopt the new model.

- b) If the ABE proposal was rewritten and found to be satisfactory, it wasn't certain whether MoE would grant equivalency credit status now or delay the approval until the new MoE curriculum changes were official. **Lisa will follow up on this.**
- c) Given the complexity in rewriting the ABE proposal to the new curriculum and/or the delay in receiving MoE approval, I suggested that the ABE proposal could be rewritten to reflect the current (2008) learning outcomes instead and to seek temporary MoE approval for equivalency credit status on this basis, as was successfully done for ABE Advanced Foundations a few years ago.

**Lisa will follow up on this.**