

# ACAT English Articulation Committee

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Primary Contact Lee Easton, Chair

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Meeting Name	Location	Date
English Articulation Committee	Red Deer College Red Deer, AB	October 13, 2011
Chair/Facilitator: Lee Easton (Interim Chair)		Recorder: Eric Dohei, ACAT Manager
Meeting Time		
Start	Stop	Total Hrs.
1:00 p.m.	3:00 p.m.	2

Invitees: (name and institution)	Attended
1. Lee Easton, Mount Royal University	Yes
2. Tim Heath, Ambrose University College	Yes
3. Denise Herr, Canadian University College	Yes
4. Pamela Farvolden, Grant MacEwan University	Yes
5. Philip Mingay, The King's University College	Yes
6. Bryan Moon, Lakeland College	Regrets
7. Avril Torrence, Medicine Hat College	Yes
8. Lorraine Jenkins, NAIT	Yes
9. Elaine McPhee, NorQuest College	Yes
10. Helen Shawyer, Northern Lakes College	Yes
11. Nancy Batty, Red Deer College	Yes
12. Kathryn Pallister, Red Deer College	Yes
13. Samantha Lenci, SAIT Polytechnic	Yes
14. Paul Harland, University of Alberta	Regrets
15. Rob Appleford, University of Alberta	Yes
16. Aruna Srivastava, University of Calgary	Yes
17. Veronica Thompson, Athabasca University	Regrets
18. Kazem Mashkournia, Grande Prairie Regional College	Yes
19. Musabbir Chowdhuryl, Portage College	Yes
20. Craig Monk, University of Lethbridge	Yes
21. Marko Hilgerson, Lethbridge College	Regrets
22. Blair Hemstock, Keyano College	Yes
23. Ruth Glancy, Concordia University College of Alberta	Yes

Meeting Notes	
1.	<b>Welcome and Introductions</b> <ul style="list-style-type: none"> <li>Chair, Lee Easton, welcomed the committee to Red Deer College for the fourth meeting of the group.</li> </ul>

2.	<p><b>January 27, 2011 Meeting Minutes</b> – approved with the following amendments:</p> <ul style="list-style-type: none"> <li>• <b>Grant MacEwan University Update:</b> amendment to institution update “....is housed in the <i>registrars office...</i>”</li> <li>• <b>University of Calgary Update:</b> amendment to institution update replace “only” with “<i>mostly</i>”.</li> <li>• <b>Ambrose University College:</b> First year courses have been redefined and can now be discussed.</li> </ul>
3.	<p><b>Election of Vice-Chair</b></p> <ul style="list-style-type: none"> <li>• Due to changes in institution role/time commitments, Vice-Chair Elaine McPhee has resigned.</li> <li>• Helen Jane Shawyer is able to accommodate the requirements of the position and was acclaimed the new Vice-Chair.</li> </ul>
4.	<p><b>Terms of Reference (TOR)</b></p> <ul style="list-style-type: none"> <li>• As recommended by the ACAT Articulation Sub-committee, the TORs “Objective” statement reference to Advanced Education and Technology will be removed. Any requests made of any articulation committee will come via the ACAT Council.</li> <li>• The word “Council” will be revised to read “<i>Alberta Council on Admissions and Transfer</i>”.</li> <li>• Currently there are no additional professional/accrediting bodies that should be identified in the TORs.</li> <li>• TORs are approved with the noted amendments.</li> </ul>
5.	<p><b>Review Transfer Process Document Update</b></p> <ul style="list-style-type: none"> <li>• Those institutions who have not responded will be polled and given until month’s end to respond.</li> <li>• Chair Lee Easton will incorporate responses into final draft and circulate to Committee.</li> <li>• Recommended that the final document be easily accessible and allow institution to update their information. Tool options for this process: <ul style="list-style-type: none"> <li>i. Listserv to send updates to stakeholders</li> <li>ii. Google Doc’s - Aruna Srivastava is willing to set it up</li> <li>iii. Drop Box – free download for those who are less tech savvy</li> </ul> </li> <li>• <b>Ambrose Transfer Process Update</b> <ul style="list-style-type: none"> <li>i. Background: Ambrose moved away from a dedicated composition course to an integrated approach where a student learns to write through literature.</li> <li>ii. Required of all Ambrose students- no longer an enrollment cap.</li> <li>iii. Has been successful to date however, no transfer agreements are yet in place.</li> <li>iv. All composition classes now capped at 80. An assistant has been hired to support due to expanded class size.</li> <li>v. Three credit composition courses are “gateway” courses with the next step being 200 level.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>vi. Senior English demands six English credits. 100 level “gateway course” and 200 level course form the prerequisite for 300/400 level courses.</li> <li>vii. Transfer Process: handled chiefly through the Registrar’s Office. Associate Registrar handles the ACAT side of the business.</li> <li>viii. Consultative process that has a great deal of faculty involvement.</li> <li>ix. Generally, the institution tries to accommodate, however, fairly rigid where core courses are concerned.</li> </ul>
6.	<p><b>Document Requirements for Assessing Transfer (Nancy Batty)</b></p> <ul style="list-style-type: none"> <li>• Typically a transfer request goes with a core curriculum document and course outline (lists instructor qualifications, etc.). Concerns can arise on the receivers end as to whether the course is reflective of all courses at that institution and not just those of a particular instructor.</li> <li>• RDC Curriculum Committee has made good progress in documenting curriculum as RDC intellectual property.</li> <li>• The core curriculum document is used by RDC faculty. It is a useful tool that provides course learning outcomes, course topics and concepts, learning activities, etc. The core curriculum document doesn’t restrict instructors as they offer a range of potential activities to achieve the learning outcomes.</li> <li>• Provides confidence and consistency across multiple sessions of a particular course as all would have to abide by the core curriculum.</li> <li>• Curriculum for Credit Policy at RDC is to review programs/courses every five years.</li> <li>• Purpose would be to have the document accompany transfer requests, new agreements, or a change to an existing agreement. If there is a change to one or more of the core curricula elements it would be a substantial change – this document would offer more rationale to work from than a course outline.</li> <li>• Question as to how receiving institutions may accept this form – will it be useful?</li> <li>• <b>Comment:</b> Kathy Williams indicated that the document was a valuable tool as it outlines the topics covered in a course making them quantifiable. When looking for direct credit transfer there must to 60% overlap between courses and this tool assists you in measuring that overlap.</li> <li>• Committee representatives to review and assess their value in the transfer process from their institutions perspective. Next steps will be discussed at the next meeting (Spring 2012).</li> <li>• Documents to be shared with the ACAT Learning Pathways Committee which has been examining learning outcomes and assessment.</li> <li>• ACAT Learning Pathways Committee representative to be invited to attend the next meeting and present on ACAT’s work with learning outcomes and assessment.</li> </ul>
7.	<p><b>New Business – Role of First-Year Curriculum</b></p> <ul style="list-style-type: none"> <li>• Augustana: <ul style="list-style-type: none"> <li>○ English program moving to contain a broad/general background for their students.</li> <li>○ Two courses chronological (Beowulf to Virginia Woolfe).</li> </ul> </li> </ul>

- Generic requirements: poetry, short story, novels/Canadian/American/World Literature.
- Flexible amount of instruction is grammar and writing in the course delivery.
- Red Deer College:
  - Communication 150 – for those students without English 30 – remedial preparation for required first year course – Comm. 250 which is required for diploma.
  - Typically RDC will accept a first-year university English course for transfer.
- Athabasca University:
  - First-year courses stress critical thinking, reading and writing.
  - Intro Communication is a service course used by a number of majors. It focuses on academic writing with attention to grammar.
  - Two second-year courses teach a genre with emphasis on acquiring tools (reading, writing).
- NAIT:
  - A number of communication courses which historically have been developed for the program they serve.
  - Push from the liberal arts area to develop a “common” course (address basic grammar, business writing, job search documents).
  - All learning based education – finding common ground in liberal arts is difficult but areas are talking about things like “critical thinking”.
- University of Alberta:
  - Historically there have been two first-year six credit courses. There are now seven first-year courses.
  - The six credit courses have been broken into seven three credit offerings because of high service function. Students from different faculties should find it easier to find a course into their programs.
  - All courses focus on 30% writing instruction which unifies the courses.
  - Not a great deal of work done from the learning outcome perspective.
- The King’s University College
  - Is undertaking a program review.
  - Two Intro, genre based courses offered – English 201 (Short Story/Novel) and English 205 (Poetry/Drama). Both have writing (30%) and research components.
  - There is lots of discussion around what is fundamental about English and its role. Isn’t solely providing writing skills.
  - Examining interdisciplinary approaches – i.e. teach a course with a history component – giving students options to stream into certain areas.

- Canadian University College
  - First-year 2-3 credit courses – one is a prerequisite for the other offered first and second semester.
  - Focus on research skills, literary theory, writing (some grammar but not a focus of the program).
  
- Grant MacEwan University:
  - Had offered two six credit courses which have been split into four first-year University courses.
  - Courses are paired – 102/103 (writing/composition & literature) and 132/133 (preference of English and History majors).
  - Both pairings have 30% writing component and an emphasis on critical thinking.
  
- Northern Lakes College:
  - Three first-year courses 110/112- trying to get historical perspective forward from the 1700's.
  - Courses have 30% writing component, in great part, due to their transferability to the UofA.
  - English 1000 - Introduction to language and literature has 50% grammar and writing skills for English as a Second Language. Not all are newcomers to Canada. Many are English speaking Cree who apply a different syntax.
  
- University of Calgary (UofC):
  - Provided their first-year info through the Listserv.
  - Moving away from historical survey courses.
  - Eng 217 moves to more critical thinking and analysis.
  - Eng 220 Genre (drama, poetry, short fiction, novel).
  - UofC changed their foundational courses – three credit Topics and three credit Shakespeare courses.
  
- Red Deer College:
  - Has developed a collaborative degree with the UofC.
  - Offering service courses so they could accommodate the UofC changes. Splitting their six credit Shakespeare course. Students will take at least one three credit course.
  
- Medicine Hat College (MHC):
  - Fairly large compliment of first-year courses which serve a number of programs.
  - English acts as a service department and tried to align with a number of different institutions where there is transferability.
  - Eight credit course with transfer to the UofA, UofC and UofL.
  - Moving away from teaching literature to teaching writing.

	<ul style="list-style-type: none"> <li>○ Discussion has occurred regarding what the objectives are. At MHC every course outline looks the same and all must include learning outcomes (i.e. critical thinking, research etc).</li> <li>○ Starting to talk about what are the objectives of first-year courses. AT MHC each course outline looks the same and must include learning outcomes (i.e. critical thinking, research).</li> </ul> <ul style="list-style-type: none"> <li>● Mount Royal University (MRU): <ul style="list-style-type: none"> <li>○ Six first-year courses (two creative writing).</li> <li>○ General Education program has option of two other writing courses (one transfers to UofC for its technical writing course).</li> <li>○ New course 1404 – Writing about Images.</li> <li>○ The 1400 course series are all supposed to achieve the same outcomes (minimum level of correctness, research component, some essay).</li> <li>○ MRU moving more intensively to learning outcomes with a willingness to do some assessment.</li> </ul> </li> </ul>
8.	<b>Next Meeting:</b> Friday, March 9, 2012 at Grant MacEwan University, Edmonton
9.	<b>Meeting Adjourned:</b> 3:30 p.m.

	<b>Delegated Tasks</b>	<b>Person Responsible</b>	<b>Completion Date</b>
1.	Terms of Reference revisions are accepted and document will be amended.	Eric Dohei	Spring 2012 meeting
2.	Explore Google and Drop Box options. The first items to be mounted will be the Terms of Reference and the Transfer Process document.		Spring 2012 Meeting
3.	Add the RDC core curriculum and GMU Master course Syllabi documents to the Google/Drop Box site.		
4.	Transfer Process document to be revised and brought to next meeting for approval.	Lee Easton	Spring 2012 meeting
5.	Determine organizations/bodies who should be invited to participate with the Committee regarding learning outcomes and assessments.	All Committee Members	
6.	Agenda Items - Next Meeting <ul style="list-style-type: none"> <li>▪ Committee representatives to review and assess their value in the transfer process from their institutions perspective for discussion.</li> <li>▪ Discuss institution policies regarding the passing grade requirements to receive transfer credit.</li> </ul>	Chair	

	<ul style="list-style-type: none"><li>▪ Learning Outcomes:<ol style="list-style-type: none"><li>1. Look for and discuss commonalities.</li><li>2. NAIT to share with Committee their list of “verbs” for defining outcomes.</li><li>3. The RDC core curriculum and GMU Master Course Syllabi to be shared with the ACAT Learning Pathways Committee.</li><li>4. Invite ACAT Learning Pathways Committee representative to attend the next meeting and present on ACAT’s work with learning outcomes and assessment.</li></ol></li></ul>		
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