

# Alberta Council on Admissions and Transfer

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Meeting Name	Location	Date
Languages Articulation Committee Dialogue with Language Consortia	15G (15 <sup>th</sup> floor Commerce Place) 10155-102 Street, Edmonton, Alberta	November 29, 2013, 9:00 a.m. – 2:00 p.m.
Chair: Antoine Sassine, Mount Royal University	Teleconference:	Phone #: 1-866-792-1317 Conference ID:7187343

Committee Members to Attend		Attended
1.	Antoine Sassine (Chair) – Mount Royal University	Yes
2.	Monique Auguste (Vice Chair) – Canadian University College	Yes
3.	Audrey O'Brien - Athabasca University	Teleconference
4.	Anna Street – Concordia University College of Alberta	Regrets
5.	Lorna Perry – Grande Prairie Regional College (By Teleconference)	Teleconference
6.	Raoudha Kallel – Grande Prairie Regional College (By Teleconference)	Teleconference
7.	Connie Korpan - Grande Prairie Regional College	Regrets
8.	Maritza Mark – Grant MacEwan University	Regrets
9.	Len Vandervaart – Medicine Hat College	Regrets
10.	Amanda Coyne - Medicine Hat College-(By Teleconference)	Teleconference
11.	Clare Westcott – Red Deer College	Regrets
12.	Anna Hughes – St. Mary's University College	Regrets
13.	Samira Elatia – University of Alberta (Campus Saint-Jean)	Yes
14.	Dr. Xavier Gutiérrez – University of Alberta	Yes
15.	Sandra Hoenle – University of Calgary	Regrets
16.	Mathew Letts/Barbara Dickson – University of Lethbridge – (By Teleconference)	Yes
17.	Wayne Jackson - Indigenous Languages Consortia	Yes

Language Consortia Guests to Attend		Attended
18.	Alla Nedashkivska - Ukrainian Language Education Consortium	Yes
19.	Stuart Wachowicz - Alberta Chinese language Consortium	Yes
20.	Magda Tundak - Italian Language Education Consortium	Yes
21.	Norman Sieweke - Alberta German Language Education Consortium	Regrets
22.	Ruth Radetzky - Global Learning at CBE (By Teleconference)	Yes
23.	Perera Perez - Global Learning at CBE (By Teleconference)	?
24.	Carmen Fandino - Global Learning at CBE (By Teleconference)	?
25.	Michael Tryon - Alberta French Language Education Consortium	Yes
26.	Valérie Leclair- Alberta French Language Education Consortium	?
27.	Maria Plaza - Spanish Language Consortium (By Teleconference)	Teleconference
28.	Melody Kostiuk - Japanese Education Consortium	Yes
29.	Lesley Doell - French Language Consultant	Yes
30.		
31.		
32.		
33.		

Alberta Education Staff to Attend		Attended
1.	Lisa Caouette – Alberta Education	Yes
2.	Sylvie Carignan – Alberta Education	Yes
3.	Christina Bexte – Alberta Education	Regrets
4.	Cameron Archer – Alberta Education	Yes

ACAT Secretariat Staff to Attend		Attended
1.	Jim Samide – ACAT Secretariat	Yes
2.	Eric Dohei – ACAT Secretariat	Regrets
3.	Ann Marie Lyseng – ACAT Secretariat	Yes
4.	Wendy Pruden – ACAT Secretariat (Recorder)	Yes

AGENDA	
1.	<p><b>Welcome, Introductions, and Context for the Meeting</b></p> <ul style="list-style-type: none"> <li>Following addressing teleconference technical difficulties, the Chair welcomed participants and round table introductions were conducted.</li> <li>Following the Alberta Education presentation (see below), background information was introduced to set the context leading up to this meeting, including: <ul style="list-style-type: none"> <li>The original 2011 letter/request from the Alberta Chinese Language Consortium regarding tools and collaboration between K – 12 and post-secondary to address concerns about student success in languages programs as a result of challenges experienced during high school student transitions to post-secondary.</li> <li>Languages Articulation Committee dialogue and confirmation of Points of Reflection questions with Education between 2011 – 2013</li> <li>Nov. 29, 2013 setting of the inaugural meeting with the languages consortia from K – 12, post-secondary Languages Articulation Committee representatives, and Education representatives with a key focus on collaboration and dialogue regarding the identified questions for reflection.</li> </ul> </li> </ul>
2.	<p><b>Alberta Education Curriculum Redesign Presentation</b></p> <ul style="list-style-type: none"> <li>Lisa Caouette shared an update regarding Alberta Education <i>Curriculum Redesign</i> currently underway. Lisa will provide a copy of key web links and of her PowerPoint presentation to the ACAT Secretariat to share with the Languages Articulation Committee and the meeting participants. <ul style="list-style-type: none"> <li>Updates, timelines, targets and key deliverables are also available on the website at <a href="http://education.alberta.ca/department/ipr/curriculum.aspx">http://education.alberta.ca/department/ipr/curriculum.aspx</a> and <a href="http://education.alberta.ca/media/8282814/curriculum_redesign_update_february2014.pdf">http://education.alberta.ca/media/8282814/curriculum_redesign_update_february2014.pdf</a>.</li> <li>Key Curriculum Redesign context and highlights include Inspiring Education and related information (<a href="http://education.alberta.ca/department/ipr/curriculum/communication-toolkit.aspx">http://education.alberta.ca/department/ipr/curriculum/communication-toolkit.aspx</a> and <a href="http://education.alberta.ca/department/ipr/curriculum/whatsnew.aspx">http://education.alberta.ca/department/ipr/curriculum/whatsnew.aspx</a>), the new Ministerial Order on Student Learning (<a href="http://education.alberta.ca/media/6950988/mostudentlearning.pdf">http://education.alberta.ca/media/6950988/mostudentlearning.pdf</a>), draft components anchoring new curriculum development and prototyping, planned changes to diploma examinations, new Education Act (effective 2015) (<a href="http://education.alberta.ca/department/policy/education-act.aspx">http://education.alberta.ca/department/policy/education-act.aspx</a>), the provincial resources strategy, and review of high school credentialing.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Movement in revised provincial curriculum in <i>Curriculum Redesign</i> is towards cross-curricular competencies (as identified in the new Ministerial Order on Student Learning) with a foundation in literacy and numeracy benchmarks. Revisions are initially planned through curriculum prototyping with successful school authorities in six subject areas K – 12 (English, Mathematics, Science, Social Studies, Wellness, Arts Education).</li> <li>• <i>High School Redesign</i> is an additional example of program flexibility being piloted in high schools, including potential changes to number of hours/credit (Carnegie Unit), required hours of instruction time, and more student-centered, flexible learning environments.</li> <li>• Languages Articulation Committee members raised important questions and interest regarding ways that post-secondary and ACAT Articulation Committees need to be involved in Curriculum Redesign and prototyping dialogue and curriculum review/vetting as the process moves forward. Members highlighted the importance of continuing K – 12 and post-secondary collaboration in program areas such as this via ACAT and the larger system. Lisa/Education promised to look into this question further and get back to the Articulation Committee/ACAT Secretariat.</li> <li>• The Chair thanked Lisa for attending and providing this update.</li> </ul> <p><b>Enterprise and Advanced Education Dual Credit Update - Ann Marie Lyseng</b></p> <ul style="list-style-type: none"> <li>• Dual Credit is a tri-Ministry initiative between Alberta Education (lead), Enterprise and Advanced Education, and Human Services.</li> <li>• An historical background and update of current status was provided (see PowerPoint).</li> <li>• An eToolkit is available on the website (see link provided).</li> <li>• Next submission deadlines are as follows:             <ul style="list-style-type: none"> <li>○ A new application for proposals will be available by January 7, 2014.</li> <li>○ Information sessions and workshops are being scheduled in Calgary and Edmonton in early 2014 (Note: the last collaborative session available is on March 6, 2014 from 1:00 – 3:30 in Edmonton or via virtual participation (see attached email for details).</li> <li>○ Online application submissions will be open March 4, 2014.</li> <li>○ Final/remaining application deadline is April 8, 2014 at 5:00 p.m. MST</li> </ul> </li> <li>• Key web links (<a href="http://education.alberta.ca/department/ipr/dualcredit.aspx">http://education.alberta.ca/department/ipr/dualcredit.aspx</a> and <a href="http://www.albertadualcredit.ca">http://www.albertadualcredit.ca</a>) and a copy of the PowerPoint will be sent to all meeting participants.</li> </ul>
3.	Health Break
4.	<p><b>Identification/confirmation of Organizational Roles</b></p> <ul style="list-style-type: none"> <li>• The Chair further reviewed and discussed the May 6, 2011 letter to the ACAT Secretariat from the Alberta Chinese Language Consortium requesting discussion regarding developing tools and collaboration to address issues regarding language proficiencies from secondary to post-secondary systems.</li> <li>• The Chair also highlighted that in response to this letter, the ACAT Languages Articulation Committee (which supports the work of the ACAT Council) began discussing challenges in the system and developed the Points of Reflection document that was sent to the Consortia groups for their input and is being discussed in this meeting.</li> <li>• The focus of this meeting is to further dialogue about these points of reflection and stakeholder roles.</li> <li>• The ACAT Secretariat clarified its supporting role in this Articulation work, the Secretariat and the committee's role and relationship to Council, and the overall advisory/supporting role of Education/ministry representation on Articulation Committees.</li> <li>• The ACAT Languages Articulation Committee clarified their advisory role regarding the languages program area in post-secondary for admissions and transfer.</li> </ul>

	<ul style="list-style-type: none"><li>• The advisory and supporting role of secondary languages consortia in the K – 12 system was also highlighted. This role included: bringing together stakeholders to support language instruction in Alberta, meeting 2-3 times per year, providing resources and advice to teachers (who are responsible for curriculum implementation), advocacy for languages, and with each consortium’s mandate identified in its own Ministerial Order.</li></ul>
5.	<p><b>Discussion—Points of Reflection</b></p> <ul style="list-style-type: none"><li>• The Chair reviewed the main purpose of these discussions—to determine how we can help students meet the language competencies required when transitioning from high school to the post-secondary system.</li><li>• Some question specific and overall key points emerged from the discussion of the Points of Reflection regarding questions/concerns and potential responses; these are highlighted in the sets of bullets that follow.</li></ul> <p><b>Questions 1 and 2:</b></p> <ul style="list-style-type: none"><li>• Discussion regarding gaps in language proficiency and a need for a common language regarding language proficiency (see German Consortium diagrams – recommendation to extend this high school diagram into post-secondary)</li><li>• Recommendation by some regarding use of the European common language framework</li><li>• Discussion regarding a need for common understanding of functional proficiency</li></ul> <p><b>Question 3:</b></p> <ul style="list-style-type: none"><li>• See German Consortia diagram and European framework recommendations and other criteria to collaboratively agree regarding the meaning of proficiency</li><li>• Develop exemplars/illustrative examples for languages proficiency (e.g., DELF)</li><li>• Develop a mechanism for greater dialogue and understanding of different purposes for high school and post-secondary and understanding of differences in curriculum goals</li><li>• Share Common course outlines</li></ul> <p><b>Question 4:</b></p> <ul style="list-style-type: none"><li>• Institutions are using different placement tests to varying degrees (numerous examples were provided by post-secondary institutions that can be further collected from participants and summarized by the Languages Articulation Committee for all participants)</li><li>• Could there be a Campus Alberta common assessment? Common criteria for assessment?</li><li>• We need to identify ways for sharing awareness of secondary and post-secondary learning outcomes, course outlines, admissions requirements, etc. among instructors/institutions/schools, with the ACAT Languages Articulation Committee and K – 12 Languages Consortia (and other possible stakeholders) working together</li></ul> <p><b>Question 5:</b></p> <ul style="list-style-type: none"><li>• How will the levels of languages programs evolve in Curriculum Redesign? More discussion will be needed in the near future on this topic.</li><li>• We can identify student proficiency by identifying/doing an inventory of current levels of languages proficiency with shared clarity of criteria for this assessment</li><li>• While not necessarily feasible in the current system/structure/capacity, to what extent could a second language be mandated in the future for high school and post-secondary?</li></ul>

**Overall Key Points:**

- **Identified questions/concerns/topics** included:
  - The role of parents and perception of learner proficiency more so than levels
  - Effects of high decentralization of K – 12 and post-secondary on a potential lack of clear standards/shared expectations for languages programs and student proficiency
  - Varying use and roles of different language assessments and the need for potential consistency or at least awareness re: what is being used and consistency in discussing proficiency and levels (e.g., common European framework and its descriptors for competencies, DELF exam, **AILS** language proficiency exam, Canadian Language Benchmarks, etc.)
  - The role of Consortia directly in the classroom is potentially limited as teaching methods are individualized and school districts choose resources.
  - Post-secondary admissions standards and the extent to which they do/should better reflect greater distinction among different 30-level languages courses
  - Strong interest in clearly identifying post-secondary expectations for key skills/competencies and post-secondary involvement in Curriculum Redesign
  - Strong interest in greater communication among high schools and post-secondary re: learning outcomes and admissions requirements
  - Strong interest in continued yearly meetings among K – 12 and post-secondary languages stakeholders to reduce barriers for students and increase understanding regarding proficiency
  - Post-secondary has questions regarding student preparation and languages proficiency for 30-level students, identifying these students as usually more closely reflecting readiness for beginner’s courses than 2<sup>nd</sup> year courses
  - Potential lack of consistency in languages proficiency testing and admissions requirements among institutions creates additional challenges in the system
  - Information regarding languages program admissions requirements and expectations are on post-secondary websites/calendars, but need to be communicated more with high schools, including possibly via easy links to post-secondary institutions languages program admissions and language proficiency requirements, course outlines, and other key information from ACAT’s website.
- **Potential responses/considerations** suggested by participants included:
  - The placement process varies by institution and a common process would benefit all stakeholders.
  - Common language about programming would assist with placement evaluations.
  - Encouraging fluency and speech as priorities would benefit the learner with transitioning between systems.
  - Identify ways for the K – 12 Languages Consortia to continue collaboration with the ACAT Languages Articulation Committee to build stronger relationships and shared advocacy around common goals—the success of students.
  - Adopting a common reference framework and language would assist in developing proficiency outcomes. This would also aid in determining resource requirements.
  - Identify shared K – 12 and post-secondary mechanisms for students to become well informed of expectations when transitioning to the post-secondary system.
  - The ACAT public website could serve as a repository for information sharing and housing links to stakeholder websites. This could include course outcomes needed and competency required.
  - Identifying and communicating the current “uniqueness” and variations in K – 12 and post-

	<p>secondary standards for programming can raise awareness and begin to identify ways to reduce challenges for the learner.</p> <ul style="list-style-type: none"> <li>• Potential illustrative examples could be created/identified/linked to in order to demonstrate shared understandings of language proficiency. For example, a DVD showing examples of different proficiency level expectations of learners in both K-12 and post-secondary system is available on request. Please contact Stuart Wachowicz for further information.</li> </ul>
6.	<p><b>Lunch</b></p>
7.	<p><b>Continuation of Discussion and Discussion Summary</b></p> <ul style="list-style-type: none"> <li>• This Consortia dialogue is a starting point to gather information regarding the current situation in the K-12 and post-secondary system. Dialogue with the Consortia and other stakeholders will continue as we go forward.</li> <li>• ACATs role is as an advisory body working to support policy and advocacy re admissions and transfer in the system, particularly regarding admissions and mobility. It is not a legislated body. It has contact persons in member institutions to communicate awareness, share information and maintain the transfer system database.</li> </ul>
8.	<p><b>Next Steps and Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continued Consortia involvement in ACAT Languages Articulation Committee meetings</li> <li>• Continue dialogue with among the ACAT Languages Articulation Committee and K – 12 Languages Consortia a minimum of once a year, potentially twice a year. Maintain lines of communication and collaboration between meetings via ACAT’s website and other possible mechanisms, such as information sharing via email or via ACAT’s <i>Spotlight</i> communication.</li> <li>• Identify the language currently being used by your K – 12/post-secondary organization to describe language proficiency to begin to identify a common/shared language for proficiency.</li> <li>• Identify/complete an inventory of current levels of languages proficiency and criteria used for this assessment by your K – 12/post-secondary organization to begin to identify shared understandings of standards/expectations for student proficiency (e.g., fluency, grammar, etc.).</li> <li>• Have each Consortium complete a review, correlation, and calibration (e.g., levels, outcomes, and criteria) of their currently offered courses and placement tests to the European framework and involve post-secondary.</li> <li>• Have the ACAT Languages Articulation Committee follow up with Education and the <i>Curriculum Redesign</i> team regarding items from today's meeting, including recommendations for broad stakeholder participation to support selected schools for prototyping and <i>Curriculum Redesign</i>.</li> <li>• Identify other stakeholders who should be involved and begin to include them in the discussion. Recommend added involvement by the Alberta School Boards Association (ASBA) languages sub-committee, the College of Alberta School Superintendents (CASS), and possibly the ATA Specialist Council. Michael Tryon will provide additional contact information to ACAT (to the attention of Jim Samide) to share with all participants.</li> <li>• Use the ACAT Articulation Committee website section for Languages to share secondary and post-secondary links; all meeting participants to identify their key information and share with ACAT (to the attention of Jim Samide) for drafting, confirmation with the Chair, and posting on the website.</li> </ul>

	<ul style="list-style-type: none"><li>• The Chair and the Secretariat thanked all participants for attending and the remarkable input provided. Further dialogue is planned regarding the meeting minutes, next steps, and future communication. Consortia members thanked the committee for this opportunity and look forward to continued dialogue.</li></ul>
9.	Adjournment: 1:50 p.m.