

## ACAT MEETING – APRIL 25, 2017 – MINUTES

Meeting called to order at 12:59 pm.

Attendees:

Regrets:

Q=question C=comment

### Institutional updates:

- MacEwan University:
  - Consolidated a number of courses and moved them topics for greater flexibility
  - Survey course (ENGL 132) bumped to 2<sup>nd</sup> year (now ENGL 243)
  - One course from Group D in high school can now be used for admission
  - Trying to increase flexibility with degree; now have double majors and/or double minors
  - Hired one new person in English Department
- Alberta Education:
  - 3 phases in developing new K-12 curriculum – shaping, developing, implementing
  - Shaping almost done
  - Began in fall 2016 with working groups
  - Many stakeholders represented; representation is balanced and reflects Alberta demographics
  - Using K-12 doc to guide work
  - Fall 2017 – discussions planned re: provincial implementation model
  - Q: Was prior work scraped? C: No. Prototyping was done by outside school boards. Some of this has been used.
  - Q: Bit fuzzy on curriculum things. Are there any content things (e.g., key texts) that have been identified? C: Will be built on conceptual and procedural knowledge students need. Have identified “process” components that will be foundation of new curriculum – viewing, speaking, reading, representing, listening, writing.
  - Q: What will they be reading? C: Not yet talking about this.
  - Q: How will outcomes be assessed? C: Not yet determined. Will include classroom and provincial assessments. Grade levels for provincial assessments not yet determined. No plan to eliminate Grade 12 diploma exam.
  - Have developed subject introduction for each one and scope and sequence for K-12
  - Will start writing learning outcomes for K-4 this fall
  - Q: When for high school? C: K-4 – ministerial signoff (not implementation) Dec 2018; Grades 5-8 - ministerial signoff (not implementation) Dec 2019; Grades 9, 10 - ministerial signoff (not implementation) Dec 2020; ELA, Grades 11, 12 - ministerial signoff (not implementation) Dec 2020
  - Q: Will schools receive funding to support indigenization? C: Can't speak to that as funding comes from another department. Will work with school boards and use a systemic approach.
  - Q: Where will grammar/punctuation fall? C: All the way from K-12.

- David from MRU gives a lot of credit to ministry staff in the work they're doing in building the framework for K-12
- University of Alberta:
  - Faculty of Arts has approved a new BA; students will only need to take 3 credits in English and Film Studies; used to need 6; will likely impact the number of sections offered; also no longer require 6 credits in Science although Faculty of Science still requires 6 credits in English; Faculty of Science may change its requirements given changes Faculty of Arts has made
  - Rationale for changes to allow students to move into programs more easily and deal with student concerns related to taking of breadth courses
  - Just BA has changed; requirements for English majors have not changed
  - English and Film Studies currently doing curriculum review
  - 2 new courses – ENGL 102 Intro to Critical Analysis and ENGL 103 Case Studies in Research
  - In 1<sup>st</sup> stage of curriculum review
  - In 2<sup>nd</sup> stage want to develop a major program that will respond to new BA
  - English and Film Studies much smaller than in the past (now 40; down from about 60)
  - Department voting soon on motions re: English, Film Studies, creative writing being integrated and possibly changing structure to think more about thematic pathways for students
  - Q: Are senior-level courses tied to majors/minors? C: Senior courses are offered first on calculation of degree requirements. Other students allowed to enroll if space permits.
  - Have worked with Faculty of Engineering to change ENGL 199 in order to meet accreditation requirements; still includes writing, research, presentations; not creative writing, critical analysis (restricted to English students; is a junior English course)
  - Have been focusing on post-TRC call to action; brand new conversation for the U of A
  - C: Indigenization of pedagogy is a big part of the Alberta Education curriculum committee discussions.
  - Had heated discussions about reducing breadth requirements
  - Goal is to make it easier for students to move into their programs
  - C: King's College is becoming more rigorous about breadth and this may impede transfer pathways if students don't have basic entrance requirements.
  - U of A may move to make 200-level courses more foundational
  - Information on BA core available on U of A website
- Norquest College:
  - ENGL 2510 was redeveloped as a technical writing course; has been approved by the province; will be taught for 1<sup>st</sup> time soon
  - ENGL 1011 Literary Analysis will be updated
  - Have temporarily parked ENGL 1012
  - ENGL 1011 is a multi-forms, multiple-genre literary analysis class
  - Want to take on more open studies students
- Northern Lakes College:
  - Have parked ENGL 1012
  - Added ENGL 1000 with much heavier writing component

- Fewer faculty, bigger course loads, no caps on course enrolment (have many online classes)
- Athabasca University:
  - Looking at alignment of course and learning outcomes across faculties
  - New requirement for 6 senior credits in marginalized/diversity topics
  - Faculty of English wants to offer program different from traditional offerings
  - Looking to rejuvenate course content
- Portage College:
  - Focus on transferability to other institutions
  - Program English requirements haven't really changed
- Lethbridge College:
  - Trying to balance transfer courses with service courses to programs
  - No new courses
  - Would like to develop more 2<sup>nd</sup>-year transfer courses
  - English courses capped at 30; composition at 25
  - Q: How does cultural studies transfer? C: Direct to University of Calgary; to some others as ENGL XXX.
- NAIT:
  - Recovering from last re-org
  - English is a service department
  - Lost a lot of hours in re-org to 15-week semesters
  - Challenge to get hours for English in the program plans of study
  - Challenge is to teach a common course and convince programs it will meet needs of students and industry
  - 4 schools at NAIT – Business, Trades, Health Sciences, Applied Science and Technology
  - Have been able to hire more permanent faculty
- Ambrose University:
  - New courses – ENGL 371 Professional Editing (targeted at people starting own business) + 3 French courses (many language arts courses were cut)
  - New department name is English Literature and Modern Languages
  - ENGL 115 – core course for all programs; feedback that it doesn't serve student needs; hopes to be able to continue to introduce students to poetry, literature, etc.
  - Wants to bring in Women and Gender Studies minor
- The King's University:
  - English completed program review at the end of last year; implementation happening during next academic year
  - Sticking to Liberal Arts philosophical model (trying to make this King's niche)
  - Creating discussions re: What are foundations? How do we ensure transferability? Do we need to compromise to maintain transferability?
  - Alignment between provincial schools of business and block transfers will create additional challenges
  - Difficult to maintain identity while accommodating "everyone"
- Keyano College:
  - Had a weird year

- Last year evacuated due to fire
- Primary catchment in Fort McMurray left without finishing the year
- Still trying to assess ramifications
- Enrolment in English was down noticeably in 1<sup>st</sup> semester; had waitlists in 2<sup>nd</sup>
- Trying to bring 1<sup>st</sup> year courses in alignment with U of A; launching ENGL 102, ENGL 103
- ENGL 121, 122, 124, 126 all being put to bed
- Launched 2<sup>nd</sup>-year science fiction course
- Offer film studies but not happy with the course
- Have online collaboration with MRU for Environmental Science
- Red Deer College:
  - Communication Studies – provide certificate/diploma/degree courses to programs
  - New diploma in Communication and Media Studies in collaboration with Athabasca (can also go to U of C) where students can complete degree
  - Did 2 course articulations with U of C
  - TRC – faculty taking online courses; over next 5 years, specific curriculum implementation will take place during program reviews
- Lakeland College:
  - Numbers higher than normal
  - Still have full-year 6-credit English course and want to keep it; one of last in the province
  - C: King's has 214/215; 214 is a pre-req for 215
- Mount Royal University:
  - 2 course changes; introduced new editing course
  - Implementing Creative Writing minor primarily using existing courses; implementation in fall 2017 (C: MacEwan has done same)
- SAIT:
  - [Clare to provide these notes]

### **Results of budget constraints on member institutions:**

- MacEwan – 94% full in Faculty of Arts; have not increased class sizes
- King's – no sessionals; always talk of increasing caps; cuts to copy budgets, PD, travel expenses, etc.
- SAIT – had to prepare 2%-, 4%-, and 6%-cutback scenarios
- NAIT – programs full; huge cut in apprentice seats
- Portage – no permanent faculty except for 1
- Northern Lakes – all but 1 sessional; no caps; fighting to get more sessionals
- Ambrose – budget cuts to PD; cuts to support for sabbaticals
- Athabasca – high enrolment in intro-level ENGL 211, 212; filled 2 permanent positions 2 years ago; no new hires; no sessionals, use “tutors”
- Keyano – 1<sup>st</sup>-year classes (service courses) fairly budget proof and have good retention; no sessionals for 1<sup>st</sup> year; coming out of a period of budget uncertainty and administrative turmoil; ongoing uncertainty in local economy; tend to not retain students in 2<sup>nd</sup> year
- Lakeland – overall numbers higher than ever; think perhaps parents are keeping kids at home for 1<sup>st</sup> year

- Lethbridge College – 1<sup>st</sup>-year courses well subscribed; employ lots of sessionals; have lost many full-time faculty over last few years; courses capped so need to add sections which means hiring more sessionals
- MRU – in midst of budget uncertainty; courses running at 99% capacity; students can't get into required courses; pressure to raise caps
- Norquest – budget uncertainty; opening new building; faculty load approximately 120-130 students/semester; courses are consistently oversat which has created serious problems
- Red Deer – pretty much status quo; will be doing some hiring; anecdotally more students staying at home to go to school

#### **Indigenization:**

- No discussion took place due to time constraints
- Resources available from Alberta Education (Phillip to send links; University of Saskatchewan has been doing this work for some time; from MacEwan – starts by meeting with and listening to tribal elders and building a relationship)
- U of C – 12 new faculty in area of indigenization
- Must make policy changes at the institutional level to allow for indigenous practices (e.g., smudging, etc.)

#### **ACAT update:**

- Clare working on new websites
- Working on processes for committees
- Wants to provide overview of all “pies” that ACAT has involvement in
- On Transfer Alberta website there is Nursing page; went through many iterations; also Engineering page; will be working on AU page

#### **Next year's meeting:**

- Hosted by SAIT in May 2018
- Need ability to teleconference