

BCCAT EAL Articulation Committee

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

VCC - Broadway Campus & Zoom

May 11-12, 2023

Present:

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Post-Secondary Programs Branch, Ministry of Advanced Education and Skills Training (AEST) System Liaison Person (SLP)	Heather Collins	<a href="mailto:heather.collins@gov.bc.ca">heather.collins@gov.bc.ca</a>
	Brad Martin, Dean of Education, Health and Human Development, Capilano University	<a href="mailto:bradmartin@capilanou.ca">bradmartin@capilanou.ca</a>
Host – Territorial Acknowledgment	Elder John Sam, Wolf Clan of Tutchone/Tlingit (Dene Nation), Whitehorse, Yukon, VCC On-Campus Elder	<a href="https://www.vcc.ca/services/services-for-students/indigenous-services/about-us/on-campus-elders/">https://www.vcc.ca/services/services-for-students/indigenous-services/about-us/on-campus-elders/</a>
Host – Welcome to VCC (Day Two)	David Wells, Vice President, Academic and Applied Research Office, VCC	<a href="mailto:dwells@vcc.ca">dwells@vcc.ca</a>

Recorder: Geoff Taylor – Simon Fraser University

## Day One – May 11, 2023

Territorial Acknowledgement – Elder John Sam, Wolf Clan of Tutchone/Tlingit (Dene Nation), Whitehorse, Yukon, VCC On-Campus Elder

Land Acknowledgement: We acknowledge that the EAL Articulation Committee is presenting from Coast Salish Territory including the Musqueam, Squamish and Tsleil-Waututh Nations

Welcome to VCC – Ken McMorris

Welcome from Co-Chairs – Maggie Reagh (Capilano University), Marta Tejero (College of New Caledonia)

Meeting Called to Order at 9:45 AM

### 1. Introductions/welcome

- New Members/Guests: Cassidy Smids-Dyk (Northern Lights College), Paul Turner (Royal Roads)
- Regrets: UFV – EAL programming is closing; Gilmour Jope (UFV)

### 2. Approval of Agenda and Any Additional Items

- Amendment: typo in agenda #5 – business arising from the minutes

**Motion:** to adopt the Agenda with as amended

Moved: Cathy Ebert (UVic)

Seconded: Gerry Tillman (Alexander)

Carried <Yes-Unanimous>

### 3. Approval of minutes of the Articulation Committee meeting of May 12 & 13, 2022.

- Amendments: Addition for action plan item 16 – minor changes – Marta Tejero (CNC) recommends no formal voting process “for this meeting”

**Motion:** to accept the Minutes as presented/with amendments as noted:

Moved: Sherrie McKinnon (VIU)      Seconded: Kirsten Bunton (Camosun)      Carried <Yes - 2 abstentions, carried with majority>

#### 4. “Housekeeping”

- Election nominations: 1 Co-Chair 2023-2025
- Action:** Representatives to ensure their institution’s contact information is up to date on the EAL Committee Contact List:  
<https://docs.google.com/spreadsheets/d/1q3z8WVlnYVKKpooPIB0TsktFBFwsN-G4PtKdCbONWGA/edit#gid=0>
- Next year’s meeting: date and location (to be decided Day Two)
  - Date – 3 options
    - May 2 & 3; May 9 & 10; May 23 & 24
  - Location – reviewed history of BCCAT EAL hosting institutions.
- Optional dinner (Thursday) and lunch (Friday) plans

#### 5. Business Arising from 2022 Minutes (if any)

- Update on the CLB Ad Hoc Working Committee - Jennifer Cummins (VCC) - chair, Ray Rahimi (Acenda), Gordana Sokic (Douglas), Ken McMorris (VCC), Lisa Robertson (Camosun), Marta Tejero (CNC), Maggie Reagh (Capilano)
  - Proposal for BCCAT to realign BCCAT outcomes to CLBs – obtained \$15000 funding from BCCAT for CLB Realignment proposal.
- EAL Articulation CLB Realignment Project, BCCAT funded - Lisa Robertson (Camosun) Lead, and Gordana Sokic (Douglas) are working to align EAP outcomes to CLBs and publish online.
  - See Agenda addendum 5b (p.4) – details realignment project:
    - Environmental Scan on BCCAT Institutions
    - Direction from steering committee in coming months
    - Wrap up project by March 2024 – feedback from Articulation Committee Jan-Mar 2024.
- Duolingo - Corey Muench (Capilano) presenting:
  - Passed a resolution in 2022 to recommend the discontinuation of use of Duolingo. Recommend that institutions move away from Duolingo by August 2024. Production subscores tend to be much lower than other scores on test and raises validity questions about the test, as the total score is not an average of the components. Duolingo have claimed to recalibrated scores on website 110->125 for IELTS 6.5 equivalent. Capilano University was not willing to ditch Duolingo, moving forward. No subscore below 115. Capilano U Senate passed that 125 is Duolingo requirement for English Language Requirement on trial basis for one year, gathering clear data. Trial begins Spring 2024. KPU and Camosun have not modified their cut score for Duolingo, yet.
  - Janice Penner (Douglas) – Douglas administration likely to say “When UBC changes it to 125, we will gladly change it”, as UBC and SFU set the tone.

Corey Muench (Capilano) – I believe SFU and UBC have had a requirement of 125 for quite some time.

- Jane Steiger (TRU) - Asked registrar if can stop accepting Duolinguo and was met with resistance. Looked at scores and noticed that UBC and other schools raised scores to 125. TRU raised DET score to 125 in response. Jane Steiger is waiting for performance data on students admitted with Duolinguo.
- Sherri McKinnon (VIU) – Phased out Duolinguo for all countries except Syria and Iran who do not have other options. Minimum Score of 90 for Conditional Admission. Test Duolinguo students with in-house assessment on arrival.
- Geoff Taylor (SFU) English language requirement for Duolinguo has been increased to 125
- Nicola Maher (Columbia) – Phasing out the use of Duolinguo at Columbia College expect for students from Iran and Pakistan.
- Lesley Hemsworth (KPU) – Met Duolinguo rep in Halifax, Octavio Hidalgo. Duolinguo offered to help with research by providing 50 free access codes to DET to students that were admitted with IELTS and compare scores.
- Annette Aarts (CR) – Studying student success rates who did not meet requirements for English 100 through EAP IV but gained acceptance to the program through Duolinguo.

d. Presentation for BCCAT's JAM (11/3/2022): EAP for Credit Movement in BC: A Paradigm Shift in EAL <https://youtu.be/CENe10nsfrA>

- Maggie Reagh (Capilano) to call a committee meeting for EAP for Credit; TRU is working on this, UVic working on this.

e. HCA & ECE Pathways

- Check in – Maggie Reagh (Capilano) stumbling block – if you need an official HCA pathway, you need an audit, asking for funding to be delayed to next academic year, ECE pathway.
- Vivian Albrecht (Okanagan) – Applied for ECE and HCA grants; interior health; did not have registrations for ECE. Wanted to allow international students to take course. Ministry did not allow international students.
- Lisa Robertson (Camosun) – have HCA-ESL combined skills in program for international students. 100 hour rule for EAL.
- Maggie Reagh (Capilano) – Suggestion: create a discussion thread in Moodle to share HCA and ECE grant and process information; working group for meeting for institutions meeting on this.

**Action Item:** Creation of a working group for HCA and ECE in Moodle. <Lesley Hemsworth (KPU)>

f. Ukrainian Students (CUAET): #s, etc.

- Ken McMorris (VCC) – coming as domestic students; in both LINC and EAP in whatever level they are placed in. Ukrainian Students can come in with CUAET, but if they want to study for more than 6 months, they need to apply for a Visa.

- Marta Tejero (CNC) – 16-17 students at CNC; trauma informed practice, Visa allows study for 6 months; CNC is helping them with study permits.
- Maggie Reagh (Capilano) – not many Ukrainian students at Capilano.
- Jennifer Cummins (VCC) – Ukrainian students may need extra support, possible mental health issues, referrals to counselling. Application and Duolingo fees are being waived at VCC.
- Corey Muench (Capilano) – Question: are Ukrainian students being charged for classes, how is tuition removal occurring?
- Lisa Roberston (Camosun) - Students are coded as International students but are being charged domestic rates, tuition is waived. Ministry is requiring Ukrainian students to be reported as Domestic students.
- Nicola Maher (Columbia) – several Ukrainian students; students are adjusting well, challenging dynamics with both Ukrainian and Russian students in classes.

10:50 a.m. to 11:05 a.m. **BREAK** (Refreshments provided by Vancouver Community College)

#### 6. Roundtable discussions: (in breakout rooms)

- Introductions & roundtable to briefly summarize new initiatives at institutions: one rep per institution, 3 mins each. Breakout rooms/groups with recorder. (11:05-12:05)

Lunch 12:05-1:05

#### 7. Presentation of Institutional Reports *(to be summarized – no need to include copies)*

- Institution/Name: Annette Aarts (CR) presents discussion from ????**
  - Leadership Changes – challenges in hiring (Directors, Deans)
  - Lower international enrollment, higher dependency on Domestic students
  - Standardization with outlines and rubrics
  - Program changes – some programs lengthened; split level classes; 14 week intensive program at Camosun;
  - Digital support person at VIU.
  - Collaboration with other programs – healthcare, school of business, to provide embedded support in University / College programs (writing support) with a qualified EAL instructor.
  - Duolingo – concerns on alignment
  - Chat GPT discussion
- Institution/Name: Corey Muensch (Cap U) presents discussion from (Langara, Cap U, Northern Lights College, Columbia College, CNC):**
  - Langara – International enrollments down (200-300 students); all face to face, mainly Domestic students. Changes in leadership at Langara.
  - Northern Lights College – Overlap between EAL and English department. Instructors teaching both English 100 level courses and EAP courses.
  - Columbia College – English Language Centre closed and merged with English department; EAL offerings mainly aimed at EAP III and IV students. All face-to-face classes

- College of New Caledonia; New Director; recruiting in Korea, EAL for parents who bring students
    - International numbers somewhat increased due to number of Ukrainian students.
    - No longer offering May-August semester
  - Capilano University
    - Large number of international students for Summer and Fall 2023 in Full time academics, not at EAP levels
    - EAP department steady in numbers, down 70% from pre-pandemic.
    - One initiative – including 100 level courses, plan to make them a requirement for first year students who; program called academic literacy.
- c. Institution/Name: Jill Cummings (UCW) presents discussion from (Coquitlam College, VCC, UCW)
- Coquitlam College – ESL is recovering from COVID; do their own placement test;
  - VCC – beginning to recover with 750 students registered (mainly domestic); 60% of classes are online; indigenization of curriculum – new Elder at VCC, support for EDI, and changes to hiring practices; New Vice President of Academics.
  - UVic – Initiatives to Internationalize UVic; New President of UVic, goal to internationalize to 32% of student population, TEFL program for international students with asynchronous component; students in person at UVic for 3 weeks.
  - UCW – recovering since Covid; conducting a study how the National Business program, M.BA program, conducting study on University Access program alignment.
  - Common thread: Duolingo continues to be a problem
- d. Institution/Name: Linda Meegan (BCIT) presents discussion from (BCIT, UCW, Columbia, VCC, Alexander College)
- Domestic enrollments bouncing back for some of us, International slower return
    - VCC and UCW see above; BCIT International Student Entry Program enrollment down 70%; Columbia College enrollment is also low
  - Some International students tired or missing classes due to work commitments; effect of Federal government increasing allowable hours for international students to work
  - Program reviews at many institutions
  - Trend seems to be growth at many institutions.
  - Access to technology issues with MFA and barriers to quality of education
  - Many initiatives – pathway partnerships with China (Alexander College), English Language Support: post-entry services including post-entry testing and concurrent language support classes; (BCIT)
- e. Institution/Name: One missing online group did not report back
- f. Institution/Name: Geoff Taylor (SFU) presents discussion from SFU, Okanagan College, Alexander College, UVic:

- Many senior leadership changes including Deans, Directors, new positions,
- Increase in international registrations at some schools – cautiously optimistic, but concerns about September numbers dropping again particularly with the sluggish recovery of the Chinese market; increase in students from Japan and Korea
- Initiatives for staff retention and some challenges in hiring
- Program Development: Uvic – TEFL, ELI courses, English plus Business; Okanagan College ECE and HCA; English for the Trades in 2024; Alexander College – Essential transferrable skills program for graduate students, and Education 101 for credit; SFU – new conditional admission program starting January 2024.
- Discussion on EAP for Credit

**Action Item:** reminder for groups to email summaries of discussions to Maggie Reagh: [mreagh@capilanou.ca](mailto:mreagh@capilanou.ca) <All Members>

## 8. BC Transfer Guide (1:35-2:10)

- a. New: Adding hours to transfer guide
  - Checking the hours
  - If there is a discrepancy in hours, need to submit a minor or major change form depending on level of discrepancy on what was articulated previously.
  - Marta to inform BCCAT institutions once Transfer Data Guide excel is ready for review.
  - Hours refer to contact hours per term; No need to differentiate between online or face to face hours.
- b. New: Adding credit value
  - Review institution's equivalencies to ensure accuracy.
  - Any credit given by institution for courses, not necessarily at 100 level.
- c. Review of Hours and Credits for EAP:
  - Alexander College – 140 hours - correct
  - Acsenda – 168 hours – correct: Minor change proposal – course divided into two halves; same total hours and outcomes.
  - BCIT – COMM 0004 is 84 hours – correct; COMM 0029 and 0030 – should be at 45 hours. This does not match articulated 50 hours – needs review.
  - Camosun – one change to ELD 074 – combined with Pronunciation class – up to 120 hours – may be minor or major change with change in number of hours. Needs review; credits in guide showing different number online; ELD 092 and 094 were correct.
  - CapU – Hours and credits are correct.
  - CNC – Hours are correct.
  - College of the Rockies – hours are correct currently; will be changes in 2024; 3 credits for every course.
  - Douglas – ELLA 0010 - 72 hours includes 28 language lab hours; 54 base hours for all courses.
  - KPU – hours and credits are correct.
  - Langara – hours are correct.
  - Okanagan College – hours are correct.

- Selkirk College – Representative Absent (Shauna)
- SFU – Hours are correct.
- TRU – Hours and credits are correct.
- UCW – 240 hours is incorrect - Should be 165 hours; Likely a Major change – submit to Gordana
- UFV – program is phasing out; wait for official notice and then have end date for program.
- UVic – Hours are correct.
- VCC – Hours are correct.
- VIU – Error in hours. Amended from 120 to 140 hours.

**Question:** Janice Penner (Douglas) Is UBC off the articulation list? Co-Chairs: Yes, they are off the list. Haven't engaged with process.

2:15-2:30 Break

#### 9. Break into Working Groups: Hybrid (2:30—4:00)

- a. Access Working Group meeting: discussion of new articulations, changes, and confirmation of Access Grid: VIU courses (Review lead by Lisa Robertson, Jennifer Cummins, Brenda Marson)
  - i. VIU ESLF 011, 012, 021, 022
- b. EAP Working Group meeting: discussion of new articulations, changes, and confirmation of EAP Grid [Review lead by Gordana Sokic with Maggie Reagh]
  - i. VCC ELSK 0705, 0905, 0915, 0920
  - ii. VIU ESLF 031, 032, ELSU 041, 042 (to be articulated Friday, May 12)
  - iii. Camosun ELD 097 (to be articulated Friday, May 12)

#### EAP Working Group Minutes:

##### VCC - ELSK 0705 – Minor Change

- No language outcomes to be articulated; to be added as VCC ELSK 0815 and ELSK 0705; VCC ELSK 0820 and ELSK 0705; ELSK 0705 is a separate course at VCC for experiential learning; capstone course for curriculum.
- VCC 0800 courses are already articulated at EAP IV.
- At VCC all 3 course ELSK 0815, 0820 and 0705 are required for completion of pathway. ELSK was not previously articulated.

**Motion:** to approve that ELSK 0705 to be added to ELSK 0815 and ELSK 0820 as proposed by VCC (Ken McMorris)

Moved: < Marta Tejero (CNC)>      Seconded: < Gordana Sokic (Douglas)>      Carried < Yes - All in favour – unanimous, no abstentions or opposed >

##### VCC ELSK 0905, 0915, 0920 – Major Change Discussion:

- VCC ELSK 0800 level is already articulated at EAP IV. ELSK 0900 level is for students with a higher level with higher needs; generally, students who want to transfer to university English Literature. Exceeds EAP IV requirements. Wish to articulate so students can use ELSK 0900 to transfer to VCC or other institutions credit programs.



- Question: Concern raised about having two separate different number courses 0800 level and 0900 level both articulated at EAP IV level? Answer: Registrar at VCC does not see a problem.
- LINC 8 is not articulated to EAP IV, so need a 0900 level articulated to EAP IV at VCC
- Clarity needed on presentation of course in EAP IV for registrar. ELSK 0800 level OR ELSK 0900 level. Can we use an "OR" in transfer guide? Question for Mike Winsemann.

#### VCC ELSK 0915 (EAP IV Listening and Speaking)

- Gordana Sokic (Douglas): ELSK 0915: Outcomes are clearly met; concern raised that performance conditions are not specified. VCC course materials include standardized assessments from the College. Assessments are listed in course syllabi. Natural rate of speech, extended length, variety of situations are met, some topics are more work-related than academic. However, meets more than 70% of outcomes at EAP IV performance conditions.
- Held motion on 0915 until 0920 and 0905 reviewed.

#### VCC ELSK 0920 (EAP IV Reading and Writing)

- Met all EAP IV reading and writing outcomes except Reading I (literary writing). Well over 70% for Reading and Writing.
- Gordana Sokic (Douglas): performance conditions are not clear in the outcomes, but based on other documents submitted, clearly meeting conditions. Example: Write a 1500-word essay.

#### VCC ELSK 0905 (EAP IV Reading and Writing)

- ELSK 0905 has no outcomes to be articulated; to be added as VCC ELSK 0915 and ELSK 0905; VCC ELSK 0920 and ELSK 0905;
- At VCC all 3 course ELSK 0915, 0920 and 0905 are required for completion of pathway. ELSK 0905 was not previously articulated, it is higher level of ELSK 0705 and does not carry language outcomes.
- Question: Do they need to take 0905 twice? Answer: Only need to take one time.
- Question: ELSK has 0905 has 1.5 college credits. Marta (CNC): Uncertainty how to capture in BC Transfer Guide.

**Motion:** to approve that ELSK 0915, 0920 and 0905 are articulated to EAP IV as proposed by VCC (Ken McMorris)

Moved: < Gordana Sokic (Douglas)>      Seconded: <Geoff Taylor (SFU)>      Carried <Yes - All in favour – unanimous, no abstentions or opposed>

#### ACCESS Working Group Minutes:

Members: Lisa Robertson, Camosun, Chair; Brenda Marsden, Langara; Vivian Albrecht, Okanagan College; Jennifer Cummins, Vancouver Community College; Tony Vernon, Camosun

Sherri McKinnon, English for Access Rep for Vancouver Island University, proposed 4 English for Access courses for articulation on the Access equivalency grid. Each course is 140 hours.

ESLF 011 Language Foundations 1: Reading and Writing - Access 4  
 ESLF 012 Language Foundations 1: Speaking and Listening -Access 4  
 ESLF 021 Language Foundations 2: Reading and Writing -Access 5

## ESLF 022 Language Foundations 2: Speaking and Listening -Access 5

The Access Working Group approved the VIU courses as proposed for addition to the Access equivalency grid.

English for Access 4	ESLF 011 Reading/Writing	140 hr
English for Access 4	ESLF 012 Listening/Speaking	140 hr
English for Access 5	ESLF 021 Reading/Writing	140 hr
English for Access 5	ESLF 022 Listening/Speaking	140 hr

## 10. Any Other Business:

- Dinner tonight at JamJar – sign up sheet
- Meeting Resumes Friday, May 12 at 9:00 AM.

## 11. Post Meeting Notes:

- Lisa Robertson, ACCESS MAJOR Changes Cover Sheet
  - Under Articulated Skills can only choose one skill.
    - Add Integrated and then show where integration is happening.
  - Second recommendation, edition of the guide for matching performance conditions directions. “So please refer to the number of the indicator of proficiency or the letter of the contact. Please enter the page, number and use and edition of the guide that you are referring to.”

**Action Item:** Geoff to Edit ACCESS forms as above. <Geoff Taylor (SFU)>

Meeting adjourned at 3:48 pm.

## Day Two– May 12, 2023

8:30 a.m. to 9:00 a.m. Refreshments (provided by Vancouver Community College)

9:00 a.m. EAL Articulation Committee Meeting Resumes

Welcome and Traditional Land Acknowledgement – David Wells, Vice President - Academic and Applied Research Office, VCC [dwells@vcc.ca](mailto:dwells@vcc.ca)

## 1. Reports (9:00—10:00)

- a. Heather Collins, Senior Policy Analyst Post-Secondary Programs Branch, Ministry of Advanced Education and Skills Training
  - New Ministry name - Ministry of Post-Secondary Education and Future Skills
  - New Minister – Hon. Selina Robinson; Minister of Post-Secondary Education and Future Skills
  - New Acting Director – Nurie Aliperti, Acting Director – Adult Learning, Education and Human Services Education

- ABE and ELL Pathways Funding:
  - January 2024 - Call for proposal for Second round of ABE and ELL Pathways funding - goal increase Opportunities for success in high demand career programs; Concerted effort to spread messaging on funding this year.
  - Application process has concluded in March 2023. 26 Pathways being offered. Issue a formal announcement about successful proposals in Summer 2023. Final reports for 2022-2023 due in December. Template to be sent out in June 2023.
  - Depending on feedback from surveys we won't know until December or January whether funding will go forward for Pathways in 2024-2025.
- Community Adult Literacy Programming:
  - Funding allocated to community organization, indigenous organizations, and post-secondary institutions to offer literacy programming across BC. Currently there are 97 programs in 128 communities around BC. Two-year funding cycle (2023 – 2025). Applications opened March 2023 and closed at the end of April. The outcome of that process to be announced in late June.
- Policies around Ukrainian students:
  - No changes since October 2022. Institutions can use discretion and consider Ukrainian Students as qualifying for Domestic studies. These students cannot account for more than 10% of FTE. Ukrainian students are not eligible for Adult Upgrading grant.
  - **Question:** Why are Ukrainian students counted as international students. **Answer:** Because students are not coming with regular PR status, they don't have the Visa that allows them to get domestic status, come as an international student status, and then have International fees waived. So, they are effectively International students, but have a domestic fee structure.
- Adult upgrading grant 2021-22:
  - Supported 2,300 students. Funding model has changed. Funding is now allocated once a year based on each institution's actual expenditures from the previous 3 years.
  - 2023-24 OG manual has been updated to streamline process. Online information session for FAOs.
- Questions:
  - Lisa Robertson (Camosun) – Reviving ESL Outcomes study – Each institution had a report on the outcomes of their ESL students. Answer: Heather was not aware of study. Lisa Robertson to email Heather regarding outcome survey.
  - Annette Aarts (CR)– Funding schedule for Pathways clarification. Depending on assessment on first two years we won't know until December or January whether funding will go forward for Pathways in 2024-2025.

**Action Item:** Lisa Robertson to email Heather Collins regarding ESL Outcomes study. <Lisa Robertson (Camosun)>

b. Mike Winsemann, Director, Transfer & Technology, BCCAT

- BCCAT General Update:
  - Themes – Costs of travel to articulation; Ministry's position, travel to articulation included in base operating grants, any funding issues?
  - Budget allocated is very low, doesn't cover costs of travel.
  - Costs of accommodation in Vancouver is extremely high and costs of flights are prohibitive.
  - Hybrid option – makes it more accessible for those that are not able to travel.
  - Currently a review on funding for articulation.
- AI and Chat GPT – many concerns on the impact on education:
  - Potential for academic integrity issues
  - Potential for use as a tool
- On Technology Front:
  - New tools – Reciprocity tool – Applies to credit courses.
  - Course A transfer to Course B, not always bidirectional
  - Identifies inconsistent articulations – tool alerts institutions and allows them opportunity to reciprocate.
- Renewal of course to course agreements
  - 300,000 course to course agreements in BC. 29% of them have not been renewed in 20 years or more.
  - Need to review EAL consistently – build a practice of regular review and maintenance. Recommend a review date every five years. Added a review date with notification after 5 years.
- BC Transfer Guide Deployable Widget
  - For course-to-course transfer guide. Can become available for EAL needs to be modified.
- Future Ready Skills:
  - Future Ready Skills plan for ministry. Leverage course to course agreements to create more pathways for students. Help institutions to articulate at program level rather than by course to course.
- Report on the collection of student data on race, ethnicity, and ancestry
  - Examines data collection practices, identifies data which should and should not be collected.
- Report Impact of COVID-19 report:
  - Examines and summarizes 19 studies of COVID-19's impact on students. Dashboard of trends in provinces and institutions.
- Report on Stranded Credit:
  - Academic hold due to financial fees. Students are unable to get transcripts. Recommendation for institutions to assist students with this issue.
- Joint Annual Meeting 2022 – Nov. 3rd and 4th
  - Recording available on BCCAT Youtube channel
  - Maggie and Marta presented for EAL

- Sessions available on BCCAT
  - Joint Annual Meeting 2023 – November 2nd (only online) and 3rd (hybrid) 2023
    - At Paradox Hotel. Registration open in Summer 2023
  - Questions:
    - Lisa Robertson (Camosun) – Any policies on agreement renewal timeline? Answer: The five-year reminder is a suggestion and not a requirement at this point.
- c. Report from Brad Martin, Dean of Education, Health & Human Development, Capilano University, Systems Liaison Person (SLP) & Deans and Directors

Dean's Meeting – Thursday, May 11, 2023. Deans had following questions for BCCAT EAL:

- i. Institutions are experimenting with Language support specialists with other areas of university.
  - Supporting international student's well-being:
    - Examples KPU and Camosun:
      - KPU – Lesley Hemsworth - new initiative – ELS faculty embedded into the learning centre. Early alert system, faculty identify students they have concerns about. Someone from counselling or learning centre reaches out. Identify if student might benefit from language support.
      - Camosun – Kirsten Bunton – Launched 3 multilingual support specialists in Sept 2022. 3 dedicated full-time ELD faculty. Embedded in credit programs one with Faculty of Health, one with Faculty of Business, and one with Faculty of Arts and Sciences. Support students with one-on-one coaching (not tutors) but offer workshops (intercultural awareness), language skills, and also support faculty with large number of multilingual learners. Have an Instructional Material analysis. Review has been concluded and pilot has been renewed indefinitely.
      - CR – Annette Aarts – College of Rockies has piloted embedded support in winter of 2022 and continuing in the next academic school year.
    - Desire from Deans at institutions about learning about the success of this form of support
    - Suggested Action on collecting information from institutions experimenting with embedded language support specialists.
    - Maggie Reagh (Capilano) – Post Admissions committee can address Post Admission support.
    - Janice Penner (Douglas) offered to make chart of questions regarding support:
      - Pre vs Post Admissions support for ELL students
      - What supports are available for MLLs? Within Department; Campus-Wide? New Initiative

- Action: Report by September 2023 as next Deans and Directors Meeting

**Action Item:** Janice and Geoff to survey BCCAT EAL team and produce report on MLL supports by September 2023. <Janice Penner (Douglas) and Geoff Taylor (SFU)>

- ii. Questions about delivery mode and poll on capturing how each institution is handling delivery mode (F2F, hybrid, online) and what each institution is doing:
  - Suggestion to collect data – survey BCCAT members regarding delivery mode.
    - Include Comment box for extra information.

**Action Item:** Janice and Geoff to survey BCCAT EAL team and produce report on Delivery Mode by 30 June 2023. <Janice Penner (Douglas) and Geoff Taylor (SFU)>

- iii. Funding for Articulation:
  - Question: What is the budget for EAL Articulation at different institutions? Answer: No idea what each institution is budgeting, will vary from institution to institution.
  - Mike Winsemann (BCCAT) – BCCAT suggested that departments have a separate line item for BCCAT articulation travel funding. Position of BCCAT is that articulation funding is covered by Base funding.
  - Question: Is there funding for the hosting institution? – Answer: Process to request funds to attend or host, different for each institution
  - Question: Are we able to have institutions meet outside the lower mainland?
    - Deans are open to BCCAT EAL meeting outside Lower Mainland if costs in Vancouver are higher than other locations. Deans group often meet in Lower Mainland, but sometimes meet outside Lower Mainland.
    - No restriction from BCCAT on meeting outside Lower Mainland.

10:20 a.m. to 10:35 a.m. BREAK (Refreshments provided by Vancouver Community College)

## 2. Working Groups complete articulation work. (10:35—12:30)

- a. EAP Working Group meeting: discussion of new articulations, changes, and confirmation of EAP Grid [Gordana Sokic (Douglas) with Maggie Reagh (Cap U)]
  - i. Camosun ELD 097
  - ii. VIU ESLF 031, 032, 041, 042

**Camosun College ELD 097 (Reading and Writing IV) – Kirsten Bunton presents:**

- Description of Course – Kirsten Bunton (Camosun) - ELD is part of ACCESS program. ACCESS includes levels 1-6. EAP is levels 6, 7, 9. 072 and 074 courses are articulated to EAP III. ELD 092 and 094 are articulated to EAP IV. Bringing forward ELD 097 – Professional and Academic English. Alternate to English 12 to entrance to Camosun. Offered Face-to-Face or Online.
- Reading Conditions and Outcomes mapped to 75%

- Writing Conditions and Outcomes mapped to 89%
- Overall matched total percentage is 81%
- Gordana Sokic (Douglas) – Clearly presented proposal. No comments.
- Question: What is the process for determining high school equivalencies to BCCAT – EAP/EAL levels? Answer: Institutions may have internal equivalencies with ABE, but no formal process through BCCAT EAL Articulation committee.
- Question: Interest in Foundations in ABE for high school at Camosun.  
**Action Item:** Kirsten Bunton to send document on level equivalencies for Foundations. <Kirsten Bunton (Camosun)>

**Motion:** to approve that ELD 097 is articulated at the EAP IV as presented by Kirsten Bunton (Camosun).

Moved: < Gerrie Tillman (Alexander)>      Seconded: <Vivian Albrecht (Okanagan)>  
Carried <Yes - All in favour – unanimous, no abstentions or opposed>

#### Vancouver Island University (VIU) ESLF 031, 032, ESLU 041, 042 - Sherri McKinnon presents:

- Description of curriculum – Sherri McKinnon (VIU) – ESL Lower levels 1-3 (Language Foundations) and ESL Upper levels 4-5 (University Preparation 4-5). One 14 week course split into two x 7-week courses.
- In 2022, ESLU 051 and 052 were articulated to EAP IV.
- Proposing that ESLU 041 and 042 are articulated to EAP III; ESLF 031 and 032 are articulated to EAP II.

#### ESLU 041 (EAP III Reading and Writing)

- Overall matched total percentage is 100%
- Gordana Sokic (Douglas) – agrees that the course is matching BCCAT Outcomes 100%

**Motion:** to approve that **ESLU 041** is articulated to EAP III as presented by Sherrie McKinnon (VIU).

Moved: < Cathy Ebert (UVic)>      Seconded: <Ray Rahimi (Acsenda)>      Carried <Yes - All in favour – unanimous, no abstentions or opposed>

#### ESLU 042 (EAP III Listening and Speaking)

- Overall matched total percentage is 100%
- Gordana Sokic (Douglas) – Course outline is a model for other institutions as it includes both outcomes and performance conditions and it is easy to articulate. VIU used EAP Outcomes in revisions for outcomes in curriculum.

**Motion:** to approve that **ESLU 042** is articulated to EAP III as presented by Sherrie McKinnon (VIU).

Moved: < Cathy Ebert (UVic)>      Seconded: < Vivian Albrecht (Okanagan)>      Carried <Yes - All in favour – unanimous, no abstentions or opposed>

#### ESLF 031 (EAP II Reading and Writing)

- Reading Conditions and Outcomes mapped to 100%
- Writing Conditions and Outcomes mapped to 94%
- Overall matched total percentage is 97%

- Gordana Sokic (Douglas) – agrees that the course is matching BCCAT Outcomes; some question regarding specificity of length of multi-paragraph vs. 3-5 paragraph compositions, Up to 450 words long. Agreed it meets writing performance condition.

**Motion:** to approve that **ESLU 031** is articulated to EAP II as presented by Sherrie McKinnon (VIU).

Moved: < Cathy Ebert (UVic)>      Seconded: < Annette Aarts (CR)>      Carried <Yes - All in favour – unanimous, no abstentions or opposed>

### ESLU 032 (EAP II Listening and Speaking)

- Listening Conditions and Outcomes mapped to 100%
- Speaking Conditions and Outcomes mapped to 87.5%
- Overall matched total percentage is 94%
- Gordana Sokic (Douglas) – course is even more specific than EAP outcomes. VIU courses list number of turns and specify number of participants (3-4 participants).

**Motion:** to approve that **ESLU 032** is articulated to EAP II as presented by Sherrie McKinnon (VIU).

Moved: <Brenda Marson (Langara)>      Seconded: <Ray Rahimi (Acsenda)>      Carried <Yes - All in favour – unanimous, no abstentions or opposed>

### 3. New Articulation Forms:

- Feedback on Change Forms largely positive
- Tweaks needed – Access would like to have “Integrated” option on the Change Form;
- Recommend submission should collated into one PDF document for each course so it is easier to track.
  - 1st Cover Sheet; then 2nd Change Form;
  - Course Outline / Syllabi to be kept as separate documents.
  - Can print and scan or use Adobe to make one document.

### 4. Credit Values – Mike Winsemann (BCCAT):

- If you have credit value for your courses -please add into spreadsheet credit value column and Mike Winsemann (BCCAT) will populate into website.
- Regarding VCC ELSK 0815 and 0705; and VCC ELSK 0820 and 0705. ELSK 0815 and 0820 have 4 credits. ELSK 0705 has 1.5 credits. Similarly, ELSK 0915 and 0920 have 4 credits. ELSK 0905 has 1.5 credits.
- Question from Janice Penner (Douglas): Will students from other institutions transferring need to take ELSK 0705 before they transfer or are accepted to VCC? Answer: No. Articulated courses meet a minimum standard. For example, Douglas courses should meet the criteria for VCC and VCC. The 0705 course goes above and beyond that standard. However, Douglas students should not be required to take an experiential learning course to meet the EAP IV requirement to transfer.

### 5. What to do when an institution says that they are winding down:

- Wait until Institution stops offering the courses before removing from guide.
- Recommendation – Mike Winsemann (BCCAT) - May wish to ask Deans and Directors for guidance. Bring the issue back to next year's EAL meeting.



**Action Item:** Co-Chairs to ask Gilmore Jope (UFV) about date of end of offerings. <Marta Tejero (CNC) and Maggie Reagh (Capilano)>

11:50 to 1:00 p.m. LUNCH

## 6. Emerging Topics Discussion (1:45—3:00)

### a. AI presented by Jennifer Cummins (VCC)

- Chat GPT Presentation at BCTEAL 2023 – On uses for Instructors. Benefits to Instructors. Ongoing conversation
- Jennifer Cummins (VCC) shared Statement from Vancouver Community College. AI is included in Academic Integrity Policy. Encouraged ethical use of AI for teaching. Not requiring students to use AI technology.
- Question – Are there concrete examples of how to embrace AI? Answer: Discussions are just being started at VCC.
- Discussion:
  - Cathy Ebert (UVic) – UVic Library offers instructions on how to cite ChatGPT.
  - York University – has policies on AI.
  - Ray Rahimi (Acsenda)– both APA and MLA have guidelines regarding reference AI generated content; recommends starting from end. Ask students go to ChatGPT, then apply planning, checks and references. Need to revamp what is considered misconduct. Responsibility to have students prepared to ethically use this resource. Reliability of detection, nearly impossible. AI Box is often incomplete, in Turn-it-in not enough data. AI platforms, that edits Chat GPT content to prevent detection (ChatGPT-1).
  - Julie Lee (UCW) – conducting a study on students’ use of Chat GPT. The result was that the students who use chat, minimal or not, and all produce better on average than those who use chat for the majority of their assignments. For now, Chat GPT cannot do critical thinking, cannot compare and contrast between view points, cannot evaluate and cannot reference correctly. However, the technology will improve. Question: How do you go about avoiding plagiarism for discussion forums.
  - Cathy Ebert (UVic) – many false positives with Chat GPT detectors. First language speakers writing is coming up as a false positive. Creative not in the way we think of creative now.
  - Marina Chekunova (Coquitlam) – Turnitin has AI detector option. However, UBC has opted out of AI detector because of number of false positives.
  - Janice Penner (Douglas) – Decided that in-class writing would count more than homework. Added to course outline that the quality of in-class and out of class writing would be compared and analyzed. One strategy is that we work through two readings and the topic is the theme of the paper, requirement that the sources teacher is providing. Instructors can add own sources, but students cannot find an essay using the random articles I assign.

- Nicola Maher (Columbia) – Chat GPT, now able to start to emulate references for MLA and APA. Similar assignment for students.
- Gordana Sokic (Douglas) - If you create your own materials, avoid general topics, make it very specific to your course and your own class materials.
- Teresa Lacuna (BCIT) – Having a very specific audience can help as AI writing is often generic.
- Maggie Reagh (Capilano U) – Recommendation: Try feeding your assignments into Chat GPT to see what it is producing. Have students present on their papers, a spoken element regarding their work.

**Action Item:** Lesley to create AI Discussion Thread in Moodle. <Lesley Hemsworth (KPU)>

b. Indigenization of outcomes:

- Example Cap U and Experiential Learning: Example Cap U & VCC – Maggie Reagh (Capilano) presents:
- Student Learning Outcomes for Indigenization and Experiential Learning
- Differences between Knowledge-based vs. Experiential Based. Indigenous Advisor gave feedback on our plan. Recommend having Elder review prior to bringing outcomes to Senate.
- Developed SLOs approved by Senate. Purchased class sets of readers approved by library for indigenous content. Developed engagement activities for students in community (eg. Lilwat community centre)
- Experiential Learning – students wanted more contact with native-speakers. Added Community Engagement component to all Listening / Speaking courses at EAP I-IV. Expected students to have 12-18 hours for Community Engagement (includes volunteering; attending lectures/workshops at Cap U or in student's local communities). Formalized by creating Experiential Learning outcomes in 2022-2023. EL promotes Equity, Diversity and Inclusion.

**Action Item:** Lesley to create Working Group on Indigenization in Moodle and include ATESL Best Practices on Indigenization. <Lesley Hemsworth (KPU)>

**Action Item:** Maggie Reagh to share Indigenization of Outcomes presentation. <Maggie Reagh (Capilano)>

**Action Item:** Annette Aarts to share Aboriginal World Views & Perspectives resources to Moodle <Annette Aarts (CR)>

c. EAP for Credit/Post Admissions (TRU, UFV, BCIT, CAPU, etc.)

- Maggie and Marta shared in EAP for Credit presentation movement in BC in Moodle.
- Discussion:
  - Jane Steiger (TRU) – English Language for Graduate Studies – intended for students who already met requirements for direct entry into academic programs. Minimum IELTS 6.5 to enter these courses. Graduate studies courses would bear academic credit. Challenges on

getting academic credit for Highest level EAP courses. Currently students only receive developmental credit for these courses. Where we are getting stuck, there is a concern that students that are using a course for 2 purposes (admission requirement language proficiency and also credit for a degree). All of courses that are at first year level are currently articulated to EAP IV.

- o Maggie Reagh (Capilano)– At Cap U, students both receive their English Language Requirement by finishing AP 101 and can also use it as a breadth elective toward their degrees. There is only one institution CapU students can transfer that credit to which is Camosun because of a bilateral agreement. Important to note that as soon as once a student moves up to 100-level EAL, they are no longer eligible for tuition free courses. Once students start receiving 100 level credit, they cannot receive funding. 20 programs at Cap U now accept Cap EAL courses as 3 to 6 breadth elective credits. Currently working with the School of Business to embed EAP 101 as a required breadth elective for students receiving EAL support. Transfer piece is really key. How to make these courses mandatory in a soft way? If it counts as a breadth elective, that helps. If your institution succeeds in creating a for-credit EAP IV course, we can create a bilateral agreement with Cap U and Camosun. Currently only know of Camosun, Capilano and UBCO EAL course at 100 level. Transfer piece is key as Advising won't recommend a course unless it's easily transferrable. Other piece is trying to make post-admissions courses mandatory in some sort of soft way. For example, creation of an Academic Literacy requirement for students below IELTS 7.0.
- o ACTION: Maggie Reagh (Capilano) to connect with Ray Rahimi (Acsenda) to determine if credits received from Acsenda EAP IV are potentially eligible for a bilateral transfer agreement.

**Action Item:** Maggie Reagh to connect with Ray Rahimi (Acsenda) to determine if credits received from Acsenda EAP IV are potentially eligible for a bilateral transfer agreement. <Maggie Reagh (Capilano) and Ray Rahimi (Acsenda)>

- o Gordana (Douglas) – Douglas have developed a Post-admission course. This course builds on EAP IV and targets additional skills – 3 credit course at Douglas college which focuses on Reading and Writing. Potentially a need for a future Speaking, Listening and Pronunciation-based course. Prerequisite for course is general college admission: IELTS 6.5 with no band less than 6.0. Course is supposed to bridge the leap for students for first year English course. Support course that they will be advised to take. Currently an elective course. Do not intend to make course mandatory. Institutions may be more open to giving credit to EAP V.
- o Annette Aarts (CR) – Question: Some concerns around messiness. Most institutions have pre-admissions courses at EAP IV. Some Institutions like Camosun or VCC have their 100 level courses

articulated to EAP IV. What hoops are we going to have to jump through as we have articulated these courses at the highest level we have, but are in fact going to be EAP V?

- Maggie Reagh (Capilano) – What we are talking about with Gordana is a level beyond EAP IV. Where we would have to create a new set of learning outcomes and performance conditions.
- Gordana Sokic (Douglas) – Some of our newly developed courses that were articulated to EAP IV may need to be re-evaluated to see if they meet EAP V criteria.
- Geoff Taylor (SFU) – The EAP IV band brings you to a roughly IELTS 6.5. Why an EAP V would be useful at SFU would be for Graduate studies which require an IELTS 7.0.
- Gerrie Tillman and Simon Binder (Alexander) – Developed Education 101 for credit course to start in September 2023. Literacy Skills, Strategic and Cultural Competence development, Rights-based curriculum, Mental Health supports, many experiential opportunities and support systems.
- Jane Steiger (TRU) – Question around transfer of 100 level courses, that not all are bilaterally transferring?
- Maggie Reigh (Capilano) - UBCO is not articulating courses to EAP III or IV and have created their own articulation with UBC Vancouver. They have decided not to articulate with us, but they called their courses EAP 103 and 104. If you are successful in changing your EAP for credit course to the 100 level, you can apply to have it re-articulated as EAL and EAP for Credit. Courses can be on both the EAL Grid and the Post-Secondary Grid.
- Janice Penner (Douglas) – Institutions don't have to accept TOEFL Essentials or single skill retakes on IELTS exams. Alexander College's course sounds like Student Success course at Douglas, however not currently permitted to create an EAP section through ELLA.
- Marta (CNC) – would creation of EAP V cause issues for our grid, if EAP IV is no longer the highest level? Is it possible to expand without changing the grid, but maintain the standard, for example the English 100 level standards. If you bump off the grid what does that mean?
- Maggie Reigh (Capilano) – Courses could still be on our EAP grid and the other grid, for example Camosun and Capilano with EAP IV courses being on both grids.
- Gordana Sokic (Douglas) – Keeping courses at EAP IV and assigning credit can be extremely difficult at some institutions. We have to be strategic. It can become political. EAP IV is perceived developmental, while post admission courses (EAP V) are not perceived as developmental.

7. Action Plan for 2023-2024 (key items, research proposal potentials (TIFs), call for volunteers, etc.) (3:30)

- Spring meeting to discuss CLB Realignment Project:

**Action Item:** Lisa Robertson to send out meeting invitation for CLB Realignment Project. <Lisa Robertson (Camosun)>

- New Working Groups and Discussion threads on Moodle:
  - Working group on HCA & ECE Pathways Working Committee – to ask Vivian Albrecht (Okanagan) to Chair
  - Creating of Working group for Indigenization – (Chair – Ken McMorris, VCC; Co-chair Maggie Reagh (Capilano)
  - Creation of Discussion thread on AI (Discussion thread)

**Action Item:** Lesley to create Working Group on Indigenization; Working Group on HCA & ECE Pathways Working Committee; Discussion thread on AI. <Lesley Hemsworth (KPU)>

- Working group on EAP for Credit – (Chair – Maggie, Capilano) to meet in Summer 2023.

**Action Item:** Geoff to send out Doodle for EAP for Credit and Post Admissions Meeting <Geoff Taylor (SFU)>

## 8. Closing Items (3:45)

- a. Other Business/Motions -
- b. Election: for 1 Co-Chair 2023-2025
  - Call for Nominations: Maggie Reagh (Capilano) – only nominee; Renewed by uncontested acclamation. No motion.
- c. Date & location of next meeting:
  - Okanagan College in Kelowna with backup at UVic in Victoria

**Action Item:** Marta to send out Doodle about next meeting dates once the BCTEAL and Deans and Director Dates come out; Janice to send BCTEAL dates once they come out. <Marta Tejero (CNC) and Janice Penner (Douglas)>

- d. Action items for reps after this meeting
  - If you leave committee – please help next Rep to sign up to Moodle
  - Use articulation contacts to facilitate student transfer
  - Advocate for institution fund articulation
  - Distribute draft minutes and report meeting update to your department/program faculty and administrators after the meeting. Remember your ICP – institutional contact person.
  - Geoff Taylor (SFU) to complete minutes by first week of June.
  - Summaries of Institutional Reports sent to Maggie Reagh.

## 9. Next meeting:

- Location: Okanagan College in Kelowna with backup at UVic in Victoria
- Date: TBD

Meeting adjourned at 4:00 pm.