



## MINUTES

### BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Capilano University, North Vancouver, BC

Meeting Date: April 26, 2019

Present: Committee Member Name		Institution Name
Allison	Sean	Trinity Western University
Arrogliia-Piper	Teresa	University of the Fraser Valley
Bascou-Vallarino	Sylvia	University of British Columbia
Birker	Franziska	Okanagan College
Boulesteix	Fanny	Douglas College
Brynjolfson	Silvia	Trinity Western University
Budnikas	Marjorie	Thompson Rivers University
Canuto	Luisa	University of British Columbia, Vancouver campus
Carbonetti	Maria	University of British Columbia, Vancouver campus
Chhabra Iga	Sonia	Coquitlam College
Chow	Tong	Capilano University
Clarival	Olivier	Kwantlen Polytechnic University
Donat	Ana Maria	Vancouver Island University
Ehlert	Meilan	Douglas College
Farzaneh	Arash	Alexander College
Fei	Jia	Simon Fraser University
Furuta	Kimi	Vancouver Island University
Gauvreau	Laurence	Capilano University
Gillard	Yoriko	Capilano University
Gloor	Catherine	Capilano University
He	Frieda	Corpus Christi College
Hein	Claudia	Simon Fraser University
Huang	Sandra	Douglas College
Ibata	Rima	Douglas College
Iverson	Andrew	Langara College

<b>Present: Committee Member Name</b>		<b>Institution Name</b>
<b>Kolokatsis</b>	<b>Kosta</b>	Columbia College
<b>Langevin</b>	<b>Francis</b>	University of British Columbia, Okanagan campus
<b>Leith</b>	<b>Hope</b>	Vancouver Island University
<b>Lesage</b>	<b>Nathalie</b>	College of the Rockies
<b>Levera</b>	<b>Laura</b>	Corpus Christi College
<b>Li</b>	<b>Joan</b>	Capilano University
<b>Mandujano</b>	<b>Ruth</b>	Douglas College
<b>Mayo-Harp</b>	<b>Isabel</b>	Simon Fraser University
<b>Mito</b>	<b>Kazuko</b>	Capilano University
<b>Ng</b>	<b>Billie</b>	Simon Fraser University
<b>O'Brien</b>	<b>Adelheid</b>	University of British Columbia
<b>Ogata</b>	<b>Naho</b>	Langara College
<b>Padilla</b>	<b>Jose</b>	Selkirk College
<b>Pereira</b>	<b>Elizabeth</b>	Capilano University
<b>Perez Alfajarrin</b>	<b>Ana</b>	Douglas College
<b>Qu</b>	<b>Yanfeng</b>	Kwantlen Polytechnic University
<b>Roberts</b>	<b>Seiko</b>	Kwantlen Polytechnic University
<b>Sharon</b>	<b>Tucker</b>	Langara College
<b>Shewey</b>	<b>Janice</b>	Camosun College
<b>Shi</b>	<b>Fei</b>	Quest University
<b>Shinbo</b>	<b>Yayoi</b>	Langara College
<b>Spies</b>	<b>Alwyn</b>	University of British Columbia, Okanagan campus
<b>Tinio</b>	<b>Mirabelle</b>	Langara College
<b>Wu</b>	<b>Na</b>	Trinity Western University
<b>Zamorano</b>	<b>Josema</b>	Capilano University
<b>Guest Name</b>		<b>Institution/Agency</b>
<b>Harte</b>	<b>Kindra</b>	BCATML
<b>Lavrencic</b>	<b>Rome</b>	BCATML
<b>McQuarrie</b>	<b>Fiona</b>	BCCAT

**Recorder: Mirabelle Tinio, Co-Chair, Langara College**

1. Meeting Called to Order at 9:35

**Welcome and Call to Order from Fanny Boulesteix, Co-Chair**

Fanny thanked Catherine Gloor and her colleagues for hosting SCOLA this year.

2. Introductions/welcome

The Dean of the Faculty of Arts and Sciences, Dr. Pouyan Mahboubi, welcomed the membership to Capilano University.

3. Approval of Agenda

**Motion:** to adopt the Agenda

Moved: Maria Carbonetti

Seconded: Jia Fei

Carried.

4. Approval of minutes of the Articulation Committee meeting of April 29th, 2016

**Motion:** to accept the Minutes as presented.

Moved: Silvia Brynjolfson

Seconded: Francis Langevin

Carried.

5. Business Arising from Previous Minutes

None.

6. Co-Chair's Report on the Joint Annual Meeting – Fanny Boulesteix

Fanny thanked everyone for handing in their reports. A record number of institutions sent in their reports this year. In her presentation she shared information from BCCAT's Joint Annual Meeting, held in November, 2018:

- The opening address was given by the Minister of Advanced Education, Melanie Mark, who insisted on the power of education.
- The first presentation was about the support we could give to our multilingual and international students. The presenter reflected on how to embrace multilingualism and support efficiently the needs of these students.

Most of the language tests currently used in PSE are based on proficiency and do not indicate whether students are able to follow an academic course in English. The presenter recommended using Post-Entry Language Assessment which helps identify the strengths and weaknesses of students and guides them to the appropriate remediation course. It also shows faculty what students need. He also shared an example of a recently developed model at SFU where language and literacy are embedded. Key questions were: How can we support the students with English needs in our academic courses? Could we develop more efficient assessments? Could we integrate more language and literacy remediation in our courses?

- The second presentation was about the BC credit transfer system, which is no longer just for BC, but for all of Canada, and could be used by international institutions as well. There are many

equivalencies which were added, helping our students better plan their educational journeys. The goal of this extension is to create a national transfer system.

To update the BC Transfer Guide, for new courses, please communicate with institutional contacts and for discontinued courses, with the Registrar's Office. BCCAT is starting to see articulation based on learning outcomes but it is not common yet.

- The third presentation was about International Transfer Credit. There has been a big increase of international students in our post-secondary institutions since 2004. The main recommendation is that if there is no substantial difference between two courses, then credit should be granted.
- The next presentation was about Indigenous Student Pathways in which the presenter explored what was helpful through their education and what had a negative impact.
- Finally, the last presentation of the day was a workshop for Articulation Chairs and System Liaison Person. We talked a lot about the online platform Moodle that many articulation committees use.

Please click here to view [Fanny's presentation slides](#).

7. AWARD OF EXCELLENCE (Joint First Place) Modern Languages (SCOLA) Articulation Committee: "in recognition of exemplary 2018 meeting minutes submitted to BCCAT."

8. Co-Chair's Report on the Subcommittee's Work – Mirabelle Tinio

Mirabelle introduced the members of the subcommittee on learning outcomes and explained that the goal of this report was to update the membership on SCOLA's transfer innovation project, which the subcommittee has been working on over the last 8 months.

- She first explained the history of Transfer Innovations Funding (TIF), which originally started with a SCOLA 2017 survey. Through this survey, the subcommittee identified the need to develop common learning outcomes for SCOLA institutions.
  - A survey was sent to SCOLA members regarding learning outcomes, asking whether instructors used them or not, whether they followed the CEFR or ACTFL, etc. One of the major findings of this survey is that the **majority** of SCOLA instructors felt that they would need to **revise their learning objectives** due to the recent changes to BC's high school curriculum.
  - Given the changes in the high school curriculum and the influx of international students with varied language learning experiences, having common placement tests based on core learning outcomes would help us efficiently place them into appropriate courses.
  - At SCOLA 2018, the subcommittee presented a proposal to apply for Transfer Innovations Funding from BCCAT, which SCOLA approved. The subcommittee was granted funding in June 2018, and has been working on the creation of core competencies with SCOLA's feedback.
- SCOLA's Transfer Innovations Project objectives are: to improve transparency and uniformity of assessment; enable the transfer of language students; identify core competencies; and create a test bank of placement tests.
- The main deliverables of our Transfer Innovations Project are: to develop a set of core competencies for Beginner's Level I and II and the creation of a shared test bank The deadline for these deliverables is the end of December 2020

- The process of creating sample placement tests was explained. There was a back-and-forth exchange between the language leads and membership for nine months. Drafts were created, sent to the membership for input, and revised based on feedback for Beginner's I and II.
- **The most recent work we completed is the Creation** of a draft placement test which was shared during language group meetings.
- Concern: BCCAT Funding is ending soon, so there is a need for more funding.
- Mirabelle noted that, if the membership wished, work could be done to create online access to the test bank for the membership (e.g. on BCCampus' platform).
  - She said that there would be a need to apply for additional funding (BCCAT's funding ends January 2021, we will need funding and expertise to make test bank available online).
  - She also suggested that it would be a good idea to add a recurring agenda item to SCOLA's annual meeting and language group meetings to regularly update test databank in order to ensure that this work remains current and up-to-date, and recommended that a motion be passed to do so.

Please click here to view [Mirabelle's presentation slides](#).

#### 9. [Motion to support the subcommittee's Transfer Innovations Project – to formalize annual updates to the test bank and to apply for additional funding](#)

MOTION for SCOLA to support subcommittee's proposal for TI Funding.

Moved: Francis Langevin      Seconded: Catherine Gloor      Carried.

#### 10. [Election of Co-Chair](#)

Nominations for SCOLA's co-chair positions occur every two years. This year, Mirabelle's position was ending, so there was an election.

MOTION to re-elect Mirabelle Tinio as SCOLA co-chair for 2019-2021.

Moved: Ruth Mandujano-Lopez      Seconded: Luisa Canuto      Carried.

#### 11. [BCCAT Report: Fiona McQuarrie, Special Projects Coordinator, BCCAT](#)

Fiona introduced herself and explained the articulation process. BCCAT supports and facilitates articulation, but she specified that BCCAT does not determine what does and does not transfer. She also highlighted a few of the TIF projects that are in the Spring Update 2019.

##### [Transfer Innovations Funding Projects in the Spring Update 2019](#)

- Review of dual credit arrangements, arrangements between post-secondary institutions and BC high schools
- Respectful workplace policy developed by BCCAT. Some articulation committees have decided to sign off on this agreement before attending a meeting. No specific incident motivated this development.
- The Spring Update can be accessed: [here](#).

### Transfer Innovations Funding (TIF) Update

Fiona mentioned that she was impressed by the amount of work that the subcommittee has been doing, having seen the surveys that were created.

Other projects (unlike SCOLA's TIF project) are focussed on activities peripheral to transfers, taking too much BCCAT resources, and this is why the funding will be put on hold. It will be relaunched in 2020-2021, with a new mandate perhaps and different ideas. SCOLA's project is not affected.

### Learning opportunities from other articulation committees

Fiona attended Adult Basic Education's (ABE) articulation committee meetings. They are also working on core competencies, and when their report is finalized, BCCAT will publish it on the BCCAT website.

ABE maintains their learning outcomes by meeting twice per year to review core competencies and ensure that courses are articulated. They have a steering committee and subcommittees called Working Groups. ABE is slightly different in that it has a provincial transfer guide. ABE courses reflect the K-12 course curriculum, i.e., their content is linked to what is happening in K-12.

### ABE's Steps in Articulation Process

- ABE looks at requests to articulate, to delete, and at the end comes up with a summary report – particularly when dealing with changes.
- Summaries go to the steering committee, who approves the changes, then these are channelled to the provincial government for updating.
- Subject area discussions occur separately from articulation.
- ABE meets 3 times per year. This can be a concern because of the cost and time.
- Recent issue: it is not clear if articulation requests been approved by institutions – ABE is thinking of adding that proposed changes need to be approved first by each institution's EdCo/Senate approval process (internally).
- Document outlining ABE's articulation process is available on MOODLE so people who are new to the process can refer to this document
- ABE has also determined that they will have a regular cycle of reviewing each course, e.g., intro math one year, then next year calculus, etc. This means that all courses get regularly reviewed and no course is neglected.
- In ABE's Guideline, they included a policy that if there is no representation from an institution, this institution will be asked to speak to their transfer agreements. If no one responds, then the institution's agreements will be removed in about 2 years as they may become irrelevant and cause problems in the future.

### Usefulness of SCOLA's Core Competencies Project

Institutions who are thinking of creating a course can refer to the SCOLA's core competencies on BCCAT website.

## 12. MOODLE Sign-up in the language laboratory

Proposed by BCCAT as a tool to store data for articulation committees and to facilitate communication between its members, MOODLE is a centralized location where announcements and important documents can be stored and exchanged.

Please click [here to view presentation slides](#), which include sign-up instructions.

SCOLA's MOODLE site can be accessed [here](#).

## 13. Guest Report: Rome Lavrencic, President of BCATML and Kindra Harte, BCATML Executive Spanish Representative

### 1. Curriculum Updates

- The K-12 curriculum is completed and is now available on BCATML's website.
- CEFR Companion documents – There have been no changes, but the work on a companion document may be starting in March, 2020.
- A companion document has been created to help with the indigenization process.
- A languages template now exists to share guidelines for curriculum development in other languages.
- It was noted that English language learners (ELL) are often excluded from second language learning.

### 2. Need to improve visibility of language courses

- There is a lot of promotion of trades, but not so much for languages. These opportunities need to grow.
- Learners who are linguistically oriented should be encouraged to take different languages just as science students will often take different science courses.
- Kindra mentioned that she teaches a methodology course for second-language teachers. She explained that since many K-12 teachers are not receiving adequate training for teaching languages, it would be beneficial to make such a course mandatory.

### 3. How can BCATML promote languages in B.C.?

- Rome suggested that BCATML promote language learning through posters and “monumental calendars”.
- There are scholarship awards for students who are taking languages (\$500 awarded to four students).
- The student exchange mobility award is a one-week long language exchange opportunity (5 students minimum).

### 4. Action items:

- Rome offered to promote SCOLA members' courses and asked everyone to send him the languages their institutions teach and chair and coordinator information. BCATML will post this information on their website.

- There was some discussion about creating an information document which could easily direct students to steps they can follow if they want to continue their studies of languages at the post-secondary level.
- Rome suggested that if SCOLA members have an event, he would be happy to promote it on BCATML's website.

Please click here to view [BCATML's presentation slides](#).

#### 14. [Presentation: \*The Fundamentals of Assessing Language Performance\* – Luisa Canuto](#)

Due to time constraints, Luisa graciously gave up her presentation time. We hope that we will have the pleasure of seeing her presentation at a future SCOLA meeting.

#### 15. [Presentation: \*Core Competencies and Placement Tests\* – Jia Fei, Luisa Canuto, Grisel Garcia Perez and Mirabelle Tinio](#)

- The subcommittee listed their presentation objectives:
  - Inform the Membership of progress on the Transfer Innovations Funding Project
  - Verify that that SCOLA would like to continue this work
  - Check that the subcommittee is meeting the needs of the membership
  - Create opportunities for dialogue
  - Offer an opportunity for collaboration, greater involvement in the process
- Luisa explained how the Test Bank differs from the HSK, DELE and DELF, saying that placement tests are not meant to determine a students' level with regards to national standards but to facilitate credit transfers.
- Jia explained that the test bank is not an imposed standard to measure different institutions' teaching and learning, but a free resource and tools for language assessment.
  - Since instructors can take the sample placement set, or put together their own test from a list of sample exercises, it is convenient to use.
  - If there are parts not applicable to an institution's program, teachers can edit, revise, and/or replace it with one's own exercises.
  - Through contributions from many SCOLA members, the test bank will be enhanced with a wide diverse collection of test questions with annual updates. It would akin to having SCOLA's joint wisdom, creativity and expertise behind an assessment tool.
- Luisa explained that test questions were designed to align with SCOLA's core competencies and thus can help to identify learners' needs and goals for future studies. For example, if an instructor had someone with a few years of learning from high school or a student who has transferred in from another college outside of BC, would be useful to know what the student knows/doesn't know with respect to the institution's curriculum.
- Luisa explained that sustainability is an issue for this project and that the solution is to have greater involvement from the membership. Ultimately, this work is for SCOLA and will only be successful if completed with SCOLA's participation.
- Mirabelle explained that so far there has been one language lead or one representative for each language group working on the TIF project, but the subcommittee would like the expertise of various institutions to be represented in the project.



- Jia outlined opportunities for the membership to get involved, namely the chance to sign up for two work groups: 1) to create additional questions for the test bank (deadline June, 2019); 2) to pilot the draft placement tests (July – September, 2019).
- Two opportunities to contribute were outlined:
  1. The first working group will contribute additional questions to the test bank by June 1<sup>st</sup>. The language lead will organize the test questions and get the test bank ready for piloting.
  2. The second working group will pilot placement tests. The pilot group will receive electronic copies of the revised sample placement test by July 1st, and test them on their students from July to September. During this process, instructors are asked to note down their impressions, comments and suggestions. A survey will be sent out requesting feedback in September.
- Luisa encouraged the membership to share how placement tests can be improved during language group meetings and thanked SCOLA members for their continued support on this work.

Please click [here to view the subcommittee's slides](#).

16. Language Group Meetings followed by brief summary reports during the closing session.

17. Next meeting:

**Location: SFU**

**Date: Friday, May 1st, 2020**

Location in 2021: UBCO Date: TBD

Location in 2022: UBC Vancouver Date: TBD

**Meeting adjourned at 3:55 pm.**

**BCCAT Contact:** Ruth Erskine, Committee Coordinator

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## APPENDIX: Minutes from Language Groups

### Brief summary from each language group

Please click here to view the [Proposed language group meeting agenda](#).

#### CHINESE Language group meeting (Minute taker: Jia Fei)

**Present:** Fei Shi (Quest University), Frieda He (Corpus Christi College), Jia Fei (SFU), Tong Chow (Capilano University), Una Wu (TWU), Yanfeng Qu (KPU).

Our language group followed the given agenda. We had a new member this year from Quest university in Squamish. So the group started the meeting with getting to know the Chinese language program at Quest U., and the textbooks used in different post-secondary institutions in BC. Then, the group reviewed the draft placement test together, going over the exercises, and discussed how to make the placement test more useful. After reviewing the test, the teachers completed the online “Socrative” Survey to provide feedback. The language lead then invited members to sign up on the two working groups for contributing and piloting the placement tests. We had one volunteer for the pilot group, and three volunteers for contributing. There was one outstanding transfer request from Corpus Cristi college (UBC)—instead of getting transfer credits from UBC, it for some reason, received credits from UBC Okanagan. The instructor is waiting for further information on this.

Some important topics emerged from the discussions include:

- The language program at Quest University

It was eye-opening to see how different institutions organize their language programs very differently. Mr. Fei Shi from Quest U. introduced to the group that their Chinese language courses were intensive courses. Students focused on one course at a time. Other than language courses, they also offer students a wide selection of exchange programs.

- The security of the online placement

The group discussed the potential security issue of the test bank. There was a concern that once sample placement tests are revealed to the students and published online, will the test exercises leak out? What can we do to prevent or keep the test exercises safe? These issues need to be taken into consideration while moving to the next phase.

- The complexity of placement decisions: mixed background, fake performances, etc.

The group has discussed that placement is a very complex and complicated process, which involves consideration of multiple layers of factors. One of them is the ambiguity of some students’ family, cultural and linguistic background. Therefore, sometimes a test might not be sufficient for getting a comprehensive picture of the student. Additional measures, like an interview or requesting further supporting documents might be needed to make a fair decision.

In addition, some students might fake their performance (i.e., pretending to be beginners) so as to get into the lower level course for an easy credit. What can instructors do to identify the cheating cases and to get an accurate assessment of their proficiency.

- Efficiency

Based on the aforementioned discussions, instructors discussed whether interviewing a student for 5-10 minutes would be as effective as having them take a placement test.

- Ways to increase participations from different institutions across BC

The Chinese group felt there is a need for engaging Chinese representatives from more BC post-secondary institutions to participate in SCOLA. This year, there were six institutions that attended. UBC, who offers the largest TCSL (Teaching Chinese as a second language) program in North America has not participated for the past two years.

### FRENCH Language group meeting (Minute taker: Sylvia Bascou-Vallarino)

**Present:** Sean Allison (TWU), Fanny Boulesteix (Douglas College), Sylvia, Bascou Vallarino (UBC), Olivier Clarinval (KPU), Nicole Cudennec (UNBC), Arash Farzaneh (Alexander College), Catherine Gloor (CapU), Kosta Kolokatsis (Columbia College), Francis Langevin (UBCO), Hope Leith (VIU), Nathalie Lesage (College of the Rockies), Jose Padilla (Selkirk College), Mirabelle Tinio (Langara College)

- 1- French Competency test  
Work in pairs to fill out the competency test
- 2- Online survey on Socrative  
Answer the 11 questions to evaluate the competency test
- 3- Overview of answers  
The French group had a long discussion about the test and gave feedback on how to improve it
- 4- Sign up for working groups
  - Pilot placement test
  - Contribute to test bank
- 5- Discussion on test instructions in French or in English
- 6- Discussion on the culture of “tu” or “vous” in the class
- 7- Circulated list of textbooks to update if necessary  
The final document will be posted on SCOLA’s MOODLE.
- 8- Discussion on CEFR:
  - Report of Stephanie Palisse, on the adoption of CEFR based textbooks in UBC
  - Discussion of advantages and challenges of the CEFR based approach in post-secondary

## JAPANESE Language group meeting (Minute taker: Yoriko Gillard)

LB 302 (13:30 – 15:30pm) Present (12 people):

**Capilano University** (Kazuko Mito, Yoriko Gillard), **Coquitlam College** (Sonia Chhabra-Iga), **Douglas College** (Meilan Ehlert, Rima Ibata), **Kwantlen Polytechnic University** (Seiko Roberts), **Langara College** (Yayoi Shinbo, Naho Ogata), **Trinity Western University** (Isao Ebihara), **University of British Columbia** (Keiko Koizumi), **University of British Columbia Okanagan** (Alwyn Spies), **Vancouver Island University** (Kimi Furuta)

Chairperson: Kazuko Mito

Meeting started: 13:35pm

**Self-introduction:** Each person introduced his or her names and affiliations.

### 8 agenda items provided for this meeting:

#### 1. Placement Tests – Complete Test

- Kazuko Mito nominated Yoriko Gillard to be a member of the *Subcommittee on Learning Outcomes* for the Japanese Division (this position requires arranging an annual meeting).
- Keiko Koizumi volunteered to be a member upon consulting with the rest of UBC instructors for this matter.
- Several institutions shared their current trends in intercultural/culture courses. The content of those courses seems to vary.
- There was a discussion about the necessity of these tests (Do we need to create the placement tests? Who can get benefit from them? Are they going to help high school teachers/students? It is time-consuming to create and the effects of the tests are not clear so we need more discussion in the future.)

#### 2. Complete Survey (socrative.com) + Discuss Placement Test, Bring up questions, comments and suggestions -- The participants did not recall receiving the survey and were not able to comment. [Co-chair's note: The Japanese language group did not have a language lead in the subcommittee on learning outcomes, and therefore they did not yet draft core competencies at this time, so this point in the language group meeting agenda is not applicable to this group.]

#### 3. Suggest and sign up for working groups: 1) Pilot Placement Tests 2) Create additional questions for the Test Bank

- By July 10<sup>th</sup> each institution will send current placement tests to Yoriko.
- Yoriko will accumulate all received placement tests and store in the KPU Moodle.
- During CAJLE this year (Aug. 6 & 7), Alwyn Spies, Keiko Koizumi, Meilan Ehlert, Seiko Roberts, and Yayoi Shinbo volunteered to create pilot placement tests for Basic 1 & 2 (First Year Level).

#### 4. Pass around textbook list so members can update it.

- Capilano University changed the textbook from *Genki* to *Marugoto* in 2018.
- The other participating institutions retained the same textbooks.

#### 5. Outstanding Transfer requests---

- The participants were not sure about the requests.
- Note: The list of those outstanding transfer requests was made available by Mirabelle Tinio, Co-Chair, after the meeting.

- It was pointed out that the information given to some evaluating institutions was not sufficient for proper evaluation, particularly when coming from overseas institutions.

## 6. New courses/Questions about textbooks

- UBC Okanagan's Alwyn Spies explained their new course "World 382" in World Literature (Intercultural Communication) is under review now. Textbook: *The Culture Map Breaking Through the Invisible Boundaries of Global Business* by Erin Mayer (contents of the textbook are based on the multiple perspectives on business to examine culture).
- Trinity Western University's Isao Ebihara has been teaching intercultural courses.
  - One of the courses is online and he has been offering the course with a few students. The course contents include subjects such as Anime, Manga, and Japanese society.
  - These courses do not focus too much on differences in cultures as culture differs by individual perspectives.
- UBC's Keiko Koizumi shared some of the success she has had with courses she has been teaching. She taught things such as the difference in communication styles between Japan (context-dependent) and non-Japanese/people from different countries (non-context-dependent). She also shared her course description via email, which is pasted in the end of the minutes.
- Discussed/shared ideas about copyright problems/issues. Depending on the institution, copyright issues vary. Need to continue this conversation.

## 7. UFV Oral Test Survey

- The participants did not recall receiving the survey and consequently did not discuss it.
- [\[Co-chair's note: This document was circulated during SCOLA's AGM and is now available on MOODLE.\]](#)

## 8. Any other business

- All institutions shared the details of conversation/computer labs and other non-instructor led activities which are conducted by lab employees or teaching assistants
  - Suggested by KPU's Seiko Roberts (See the chart at the end).
- Overall, no two institutions have exactly the same length of time, style, contents, and schedules for both lecture and conversation classes/labs (and additional computer based lab time/assignments). Some institutions do not offer conversation classes/labs. Capilano University's language courses offer 4 credits not 3 credits. We require more time to exchange thoughts, effects, problems, and concerns in the future.
- We congratulated and thanked the instructor of Vancouver Island University's Kimi Furuta on her retirement. She has been a wonderful member of SCOLA and colleague to all and we all wished her a very enjoyable new journey.
- Kimi Furuta informed us that she would share a lot of her instructional materials that she has accumulated over many years of her Japanese instruction. We thanked her with our sincere gratitude.

Meeting was adjourned at 15:25pm

**[Weekly Activities]** This order is based on the list received at the meeting.

Institution	Lecture	Lab (Conversation)	Lab (Computer)
KPU	80 minutes x 2	40	9
Douglas College	100 minutes x 2	50	-----
TWU	85 minutes x 2	-----	-----
Langara College	110 minutes x 2	-----	-----
VIU	80 minutes x 2	-----	-----
CapU	80 minutes x 2 (+2hrs online)	50	45 (Learning Branch)
Coquitlam College	90 minutes x 2	-----	60 (Moodle)
UBC O	50 minutes x 4* One of 4 could be: --- f2f conversation --- online --- quizzes --- testing	-----	-----
UBC V	50 minutes x 4 1) Language Table (2 hrs/wk) 2) Tadoku: reading (2 hrs/wk) 3) Senpai Drill (15 min x 5-10/term) 1)-3) are student choices and each instructor decides how s/he grades.	-----	-----

**JAPN402 Advanced Modern Japanese: Conversation and Composition I** **Sections**

Improvement of speaking and writing skills through readings and discussions on a variety of social and cultural issues; emphasis on appropriate language use in formal situations. It is strongly recommended that students plan to complete both JAPN 402 and JAPN 403 within one year. Credit will be granted for only one of JAPN 402 or JAPN 302. ([UBC V: Keiko Koizumi taught this course.](#))

**JAPN456 Newspaper Japanese I** **Sections**

Developing fluency in reading contemporary Japanese newspapers; concentration on current and emerging vocabulary, evolving grammatical features, and style of presentation. Credit will be granted for only one of JAPN 456 or JAPN 416. \*This course is on “Media literacy.” ([UBC V offers other interesting courses that Keiko Koizumi discussed – she has not taught this course.](#))

## SPANISH Language group meeting (Minute taker: Ruth Mandujano, Douglas College)

Present: Camosun College (Janice Shewey), Capilano University (Elizabeth Pereira and Josema Zamorano), Corpus Christi College (Laura Levera), Douglas College (Ruth Mandujano López), Langara College (Tucker Sharon), Simon Fraser University (Isabel Mayo-Harp), Trinity Western University (Silvia Brynjolfson), University of British Columbia (María Carbonetti and María Adelaida Escobar Trujillo), University of British Columbia-Okanagan (Grisel García Pérez via skype), University of Victoria (Kindra Harte)

### 1. Basic I Placement test

We completed Grisel's (UBCO) proposed placement test for Basic I and discussed edits and questions with her via skype.

### 2. Working groups

The following instructors volunteered for Grisel's proposed working groups related to the Basic I placement test discussed in point 1:

- a) Pilot Placement Tests: Janice (Camosun), Josema (Capilano), Kindra (Uvic), Maria (UBC), Tucker (Langara)
- b) Create Additional Questions: Isabel (SFU) and Ruth (Douglas)

### 3. Textbook list

Camosun – Aula Internacional 1 and Lola Lagos reader  
Capilano – Tu mundo  
Columbia – Bitácora 1  
Corpus Christi – Vistas  
Douglas – Tu mundo  
Langara – Hola Amigos and Continuemos  
SFU – Vistas and Enlaces  
Trinity Western – Vistas  
UBC – Cómo se dice, Continuemos and Rumbos  
UBCO – Aula Internacional

From previous meetings (update in next meeting):

OC – Hola Amigos & UNBC – Arriba

### 4. Outstanding Transfer requests

List was circulated

### 5. UFV Oral Test Survey

Survey was circulated, edited and updated (additions in yellow)

Email sent: Jan 29, 2019

Survey completed Feb 09, 2019

Number of respondents: 13

5 languages represented: SPAN (6), FREN (3), JAP (2), ITAL (1), PUNJ (1)

7 responding institutions: UBC Vancouver, Douglas, Langara, Okanagan College, Kwantlen Polytechnic University (KPU), UVic, UFV

<b>Institution/ Language</b>	<b>Oral evaluation frequency</b>	<b>Oral evaluation weight</b>	<b>Oral evaluation length</b>	<b>Oral evaluation form</b>	<b>Oral evaluation structure</b>	<b>Oral evaluation administrator</b>
Camosun				Questions Presentation	One-on-one Pairs	Instructor
Capilano		15%	100 level 200 level	Conversation Presentation Role play	Groups	Instructional Associate
Corpus Christi	1-2 per term	20%	100 level 10 min 200 level 15 min	Role play Interview	One-on-one Groups	Instructor
Langara-JAPN	2 per term	15%	100 level 5-10 min 200 level 10-15 min	Questions Conversation Rubric	One-on-one	Instructor
Langara-FREN	2 per term	15%	100 level 5-10 min 200 level 10-15 min	Questions	One-on-one	Instructor
KPU-PUNJ	2 per term	10%	10 min	conversation	2-3 students	Instructor
Douglas-FREN	1 per term	15%	BASIC I-II 5-7 min IMD I-II 10 min ADV 15 min	Conversation Presentation Question period		Instructor
Douglas-SPAN	2 per term	20%	10 min for Basic 10-15 min for Intermediate	Conversation Presentation Question period Rubric	2-3 students	Instructor
Okanagan-SPAN	1 per term	10% 20%	100 level 5-10 min 200 level 10-20 min	Questions Interview dialogue	One-on-one One-on-two	Instructors
SFU-SPAN	2 per term	15%	1st year 8-10 min 2nd year 10-12 min	Questions Presentation Dialogue	One-on-one	Instructor TAs
UBC-ITAL	1-2 per term	10%	100 level 10 min 200 level 15 min	Questions Role play conversation	One-on-one One-on-two	Instructors
UBC-SPAN (Conversation classes)	2 per term	20% 25%	200 level 15 -20 minutes	Presentation Interview Rubric	2-3 students per group	Instructor
UBC-FREN	2 per term	10%	Beginner-10 min	Dialogue readings	One-on one On-on-two	Instructor
UFV-FREN	1 per term		101-102 5 min 201-202 10 min	questions	One-on-one	Lab Instructor
UFV-SPAN	1 per term	10%	101-102 10 min	Dialogue	One-on-one	Lab instructor



<b>Institution/ Language</b>	<b>Oral evaluation frequency</b>	<b>Oral evaluation weight</b>	<b>Oral evaluation length</b>	<b>Oral evaluation form</b>	<b>Oral evaluation structure</b>	<b>Oral evaluation administrator</b>
			201-201- 10 min	Conversation Presentation Rubric	One-on two	Class instructor
UVic	None					

## 6. Updated Syllabi

Silvia (TWU) proposed to have more uniform complete syllabi (where competencies and learning outcomes are explained) so that transferability becomes easier. She volunteered to send her most updated syllabus so that instructors could use as template for their own if desired.

## 7. Upcoming conferences, workshops and events

UBC Language Sciences Graduate Student Conference: <https://languagesciences.ubc.ca/news-events/events/jan-16-2019-led-graduate-student-conference>

The 2019 Congress of the Humanities and Social Sciences, held at UBC: <https://www.congress2019.ca> (check workshops on language learning and assessment practices on June 3 and 5 respectively)

Congreso de la Asociación Canadiense de Hispanistas held at UBC:

<http://www.hispanistas.ca/congresos/2019/index.html> (check discussions on language learning on June 5)

## 8. Formal and informal gatherings

Maria C. (UBC) proposed considering the creation of a colloquium or workshop to discuss topics related to language acquisition for Spanish instructors prior to SCOLA so that SCOLA attendees from outside Greater Vancouver can be present. She will send ideas by email.

Maria A. (UBC) and Ruth (Douglas) proposed informal gatherings to discuss topics related to our teaching practices. They will send ideas by email.

