



Vancouver Community College Education Council
 Meeting Agenda
 November 8, 2022
 3:30–5:30 p.m., Videoconference
<https://vcc.zoom.us/j/69111076607>

	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		N. Mandryk			
2.	ACKNOWLEDGEMENT		M. Ng			
3.	ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3-7
5.	ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6.	BUSINESS ARISING - PART 1					
	a. Micro-Credential Approval Process	Info	T. Rowlatt	15 min	✓	8-14
	b. Strategic Innovation Plan (SIP) Objectives Update	Info	K. Dickerson, J. Shin	15 min		
	c. RFQ Academic Process Overview – Part 2: Enrolment Risk Review	Info	D. Wells	30 min		
	d. Election: Interim Vice-Chair	Decision	D. McMullen	5 min		
	e. Notice of Elections	Info	N. Mandryk	2 min		
	f. EdCo Planning Day	Info	N. Mandryk	2 min		
7.	COMMITTEE REPORTS PART 1					
	a. Curriculum Committee					
	i. Course Updates: BIOL 0983 & 0993, CHEM 0861 & 0871	Approval	A. Woods	5 min	✓	15-35
	ii. Program Updates: ESL Pathways Standard Certificate	Approval	K. McMorris	5 min	✓	36-97
8.	BUSINESS ARISING CONT.					
	a. Brand and Web Project (BAWP) Update	Info	K. Wilson	20 min		
9.	COMMITTEE REPORTS CONT.					
	a. Policy Committee					
	i. C.1.3 Granting of Credentials	Info	S. Kay	10 min	✓	98-101
	b. Appeals Oversight Committee	Info	N. Mandryk	10 min		

	Topic	Action	Speaker	Time	Attachment	Page
	c. Education Quality Committee					
	i. 2022 Annual Program Reviews	Info	T. Rowlatt	5 min		
10.	RESEARCH REPORT	Info	D. Wells	2 min		
11.	CHAIR REPORT	Info	N. Mandryk	2 min		
12.	STUDENT REPORT	Info	M. Ng	2 min		
13.	NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		

EdCo Planning Day, November 25

EdCo Session:

9:00 a.m.–12:00 p.m.

Curriculum & Policy Committee

Planning Sessions:

1:00–3:00 p.m.

Next regular meeting:

December 6, 2022, 3:30-5:30 p.m.

**ATTENDANCE****Education Council Members**

Natasha Mandryk (Chair)
 Andy Sellwood
 Dave McMullen
 David Wells
 Heidi Parisotto
 Janita Schappert
 Jo-Ellen Zakoor
 John Demeulemeester
 Louise Dannhauer
 Lucy Griffith
 Marcus Ng
 Sarah Kay
 Todd Rowlatt
 Vivian Munroe

Guests

Aerin Hack
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Domingo Salviejo
 Ian Humphreys
 Mari Paz Vera
 Nahid Ghani
 Pervin Fahim
 Reza Nezami
 Shirley Lew
 Stefan Nielsen
 Susie Findlay
 Taryn Thomson

Regrets

Ali Oliver
 Shantel Ivits (Vice-Chair)

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- A. Sellwood acknowledged the College's location on the traditional and unceded territories of the x̱m̱əθḵ'əy̱ əm (Musqueam), Sḵw̱x̱ wú7mesh (Squamish), and səliłw̱ ətaʔṯ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the October 11, 2022 agenda as presented.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the September 13, 2022 minutes as amended. C. Little's title was corrected.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on correspondence received from S. Kay on behalf of EAL (English as an Additional Language) faculty. The EAL and LINC (Language Instruction for Newcomers) departments were informed that their spring term will change from April–June to May–July in 2023 to align with standard terms. S. Kay shared faculty concerns from an equity lens about the impact on EAL/LINC

students with school-aged children, and the potential impact on enrolment. The email was shared with EdCo members after the meeting.

6. BUSINESS ARISING

a) Campus Plan Update

- I. Humphreys provided an update on the Campus Plan. The overall goal is to redevelop VCC's properties at Broadway and downtown to create new campus facilities, as well as housing and commercial developments that will benefit the community and provide sustainable funding for the College.
- The first stage of the project is to build the Centre for Clean Energy & Automotive Innovation (CCEAI) on the parking lot at Great Northern Way (GNW). The business case has been submitted to the ministry for review and will subsequently move to the treasury board for consideration. No funding decision has been made at this time. While awaiting this decision, the design process is continuing.
- A Knowledge Keepers workshop was held in May to assist the architects in understanding the significance of the land to the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish), and səliłw̓ ətaʔt (Tsleil-Waututh) host nations and to honour its cultural history in the building design. The CCEAI was designed to resemble a canoe with its concrete, glass, and mass timber construction. The redesigned VCC campus will become part of a "cultural ribbon" along GNW.
- The sequence of the plan changed following the approval of the City of Vancouver's Broadway Plan in May 2022. Originally, the plan was to move operations from the Dunsmuir Tower at the Downtown Campus to the CCEAI, followed by redevelopment of the downtown site. Revenue raised by this development would have been used to build a second new building at GNW to house operations currently located in Building A at Broadway. Finally, affordable housing would have been developed at the Broadway site.
- Adoption of the Broadway Plan by City Council offers an opportunity to construct a second VCC building on Great Northern Way sooner than anticipated. If the College's development plan is approved, it will allow for housing development on the Broadway side of the campus earlier than originally planned. This is in line with the city's priority of increasing density around SkyTrain stations. The College is in discussions with BC Housing around options for affordable housing.

b) RFQ Academic Process Overview – Part 1: Program Cost Review

- D. Wells presented the RFQ Academic process (Operational Risk, Financial Sustainability, Educational Quality), a framework encompassing the entire lifecycle of programs, including new program development, program renewal, accreditation, etc. The three aspects of the framework will be discussed in dialogues at Education Council and Leaders' Forum over the next few months; meetings with different schools and departments will take place from November 2022 to March 2023.
- This first presentation focused on financial sustainability/program cost review, in the context of BC's public post-secondary funding review, for which submissions were made by [VCC](#), the VCC Faculty Association ([VCCFA](#)), and the Students' Union ([SUVCC](#)); VCC's Campus Plan; and the return to the requirement for a balanced budget (following more relaxed provincial rules during the pandemic).
- The first step is to accurately capture the cost of program delivery and communicate this information to the province. This data is also crucial for schools/departments considering changes (e.g., expanding delivery, program renewal). The process includes clear differentiation between new programs, program expansions, and contract delivery, as well as between direct and indirect costs. Enrolment planning will be linked more closely with financial planning.
- There were questions about the start of the cost review; while dialogues with departments will continue into spring 2023, some of this work is already underway or will happen sooner, e.g., in departments undergoing renewal. Regarding potential apprehension in program areas with a high cost of delivery, D. Wells noted that there will be conversations with departments. He reiterated the

purpose of the process to capture and provide information to the ministry; VCC's delivery costs will not be reviewed in isolation, but in comparison to other institutions offering similar programming.⁵

c) Research Advisory Council

- D. Wells reported that the Research Advisory Council (RAC) met on September 22 to review and revise its terms of reference. The draft document was presented; the revised version still needs to be approved by RAC. The committee is chaired by the VP, Academic & Research. The group's duties include establishment of research priorities for VCC, work on research-related policies and procedures, and adjudication of internal research funding.
- As applied research is becoming more of a priority for the ministry, the goal is to build foundational capacity at VCC and to pursue external research funding opportunities.

d) Memoranda of Understanding (MOUs): National Chung Cheng University, Shu-Te University, Hungkuang University and Atlantic Technological University

- D. Wells reported that VCC signed three Memoranda of Understanding (MOUs) with post-secondary institutions in Taiwan, following an international education conference earlier in the year. These MOUs are high-level agreements to explore opportunities for collaboration, such as exchange of faculty and students. For any more formal commitments, e.g., around transfer, an affiliation agreement would need to be developed in the future. VCC also signed an MOU with Atlantic Technological University (ATU) in Ireland; ATU is an amalgamation of three institutions VCC already had agreements with. Copies of the MOUs will be provided to Education Council for information (as per policy C.3.10 Educational Affiliations).

e) EdCo Planning Calendar

- N. Mandryk presented the 2023 Education Council Planning Calendar for information and invited feedback from members. Some items related to appeals and the Appeals Oversight Committee may need to be adjusted (see discussion under item 7c).

f) EdCo Planning Day

- EdCo Planning Day will be held on November 25 in a HyFlex format (online and in person at the Broadway Campus). The morning session will be followed by lunch with standing committee members and afternoon planning sessions for Education Policy and Curriculum Committees. Members were invited to suggest topics for discussion.

g) EdCo Elections

- Voting closed today, and results will be announced by the end of the week. N. Mandryk thanked departing EdCo members J. Demeulemeester and S. Ivits, EdCo Vice-Chair, for their work and contributions over the years.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Baking Foundation Certificate

MOTION: THAT Education Council approve, with amendments presented at this meeting, the significantly revised program content guide for the Baking Foundation Certificate and recommend the Board of Governors approve the implementation of the significantly revised program.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- S. Findlay presented the proposal. The 11-month Artisan Baking and Pastry Arts Certificate were recently revised, which included creation of new courses. The current proposal is to align the Baking Foundation Certificate with these changes so that it mirrors the first 6 months of the longer certificate programs.

- T. Rowlett added that one more change was made to the program content guide after distribution of the meeting package: the program learning outcomes were updated to align more closely with the language in the other two certificates.
- The tuition change proposal for the 11-month programs is currently under review by the ministry; the two significantly revised programs will then move forward to the Board of Governors for approval of tuition and implementation. As this will also apply to the Baking Foundation Certificate, the motion was amended to recommend approval to the Board of Governors.

b) Policy Committee

- No report; the committee did not meet this month.

c) Appeals Oversight Committee

- N. Mandryk re-opened the conversation about the Appeals Oversight Committee (AOC) and considerations to carry on the work of this EdCo standing committee in a different structure.
- The committee's duties were reviewed, which include recruitment and training of individuals to serve on appeals committees/panels; collection of anonymous data on appeals and outcomes; review and recommendations to the College on resources required to adequately respond to appeals; and providing feedback to Education Council on the overall functionality of VCC's appeals processes.
 - Training: The original (later abandoned) plan was to form an appeal hearing committee that would meet monthly; a significant number of individuals needed to be trained to serve on this committee. However, there are very few appeals to Education Council (two appeals in the last two years); most academic appeals are managed at the dean's level. An online [Moodle training course](#) has been developed, reducing the need for in-person training.
 - Data collection: Education Council keeps data only on appeals to EdCo. Some data on other academic appeals has been tracked in the School of Health Sciences. N. Mandryk plans to discuss a suitable process for data collection with Student Services and the Registrar's Office.
 - Review and recommendations on resources & feedback to EdCo on appeals processes: N. Mandryk suggested moving this aspect into a separate working group consisting initially of the EdCo Chair, the AVP Students & Enrolment Services, a Students' Union (SUVCC) representative, and the Arbiter of Student Issues.
- It was noted that Education Council's key responsibility related to appeals is to "set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals" (College and Institute Act, RSBC 1996, c 52, s 24(e)). In addition to this, N. Mandryk suggested EdCo retain the responsibility to maintain training materials and add this as an action item on the annual planning calendar. The next step will be to form the working group and continue conversations with Student Services and other areas around data collection, appeals practices, and feedback.
- There were questions about related policies. D.4.2 Student Grievance will be rescinded once a webpage for student complaints has been set up. Policy C.1.2 Appeal of Final Grade was last revised in 2016 and is up for review. N. Mandryk will follow up on this policy.
- During previous discussions of policy A.2.1 Appeal to Education Council on Educational Matters, the question of defining academic matters was raised. This will be discussed during the policy review. Currently, students can appeal matters to EdCo that pertain to two policies: C.1.2 Appeal of Final Grade and D.4.5 Academic Integrity.

d) Education Quality Committee

i) Annual Program Reviews – Summary Report

- T. Rowlatt presented the annual report summarizing conversations with all deans on annual program reviews. Themes included adjustments to COVID-19 and efforts around decolonization and Indigenization, as well as mental health and well-being. Areas identified for further exploration include the College's capacity for innovation; recruitment and retention of employees; and quality in online and blended delivery.

ii) Program Renewal/Accreditation Reports: CACE Computer Applications and CAD & BIM Technician

- Reports from the CACE Computer Applications renewal and CAD & BIM Technician accreditation were presented for information.

8. RESEARCH REPORT

- No report.

9. CHAIR REPORT

- N. Mandryk reiterated the invitation to members to share the land acknowledgement and thanked C. Little for his support in this area.
- Policy A.2.1 Appeal to Education Council on Educational Matters is up for review. N. Mandryk and S. Kay have started reviewing documents created by a previous working group that looked at the policy and appeals processes. The plan is to use an EDI assessment tool created by the EDI Committee in this policy review to ensure an equitable approach to final academic appeals.

10. STUDENT REPORT

- No report.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on November 8, 2022, 3:30-5:30 p.m., via Zoom.
- EdCo Planning Day is scheduled for November 25, 9 a.m. to 12 noon, followed by lunch and planning sessions for Curriculum Committee and Education Policy Committee in the afternoon (1-3 p.m.)
- The meeting was adjourned at 5:29 p.m.

Natasha Mandryk
Chair, VCC Education Council



MICRO-CREDENTIAL PROPOSAL FORM

Please complete all blank sections of this form (excluding last page). Email the completed form to your Dean for subsequent review. Deans, please forward this form to AVP.

Overview

Project Title	
Project Lead	
Date Submitted	
Purpose	

Structure

Credit Status	Choose an item.
Type of Micro-credential	Choose an item.
Number of Courses	
Number of Hours Per Course	
Total Hours	
Delivery Format	Choose an item.
Topic Area	Choose an item.
Expected # of Offerings Per Year	
Intended Start Term	Choose an item.

Initial Costing¹

Funding Source	Choose an item.
Estimated Tuition	
Minimum Enrolment	
Revenue From Tuition	
CS Instructor/Faculty Cost	
CS Admin Fee	
Operating Expenses	
Total Direct Cost	
Gross Margin	
Net Surplus	

Target Audience

Describe your target audience. Consider demographics, level of knowledge required for entry, previous education, etc. Is your programming geared towards professional development, general interest, access to careers?

Industry Needs

Describe how your micro-credential meets industry, professional or student demand. Outline any consultation that you have completed.

¹ Derived from costing form

Learning Pathways

Describe, if any, aspects of your micro-credential that facilitate student mobility (transferability, stackability into a larger program for credit programming, PLAR opportunities).

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Competitive Scan

Determine whether there are similar programs offered in the Lower Mainland/province. This will help determine a market acceptable tuition fee.

Institution	Micro-credential/Program Name	Program Length	Tuition

Facilities, Equipment or Other Support Needs

List any additional facilities, equipment, or other support (e.g., administrative, library, procurement, software, CTLR, disability services) needs and any related costs

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FOR DEAN'S GROUP USE ONLY

Criteria	Score (/5)	Notes
Complements existing CS/base offerings		
Meets industry/student need		
Is financially sustainable & able to be delivered at market acceptable rates		
Can be implemented with existing resources		
Includes PLAR pathways/stackability		
Total		

Microcredential Workflow – Pilot

Phase One: Proposal

Task	Responsibility	Related Docs	Timeline
Complete micro-credential proposal and submit for Dean approval	Department Leader	Micro-Credential Proposal Form ; Non-Credit Costing Form/Credit Costing Form	N/A
Review and approve micro-credential proposal	Micro-credential Working Group	Proposal Form	As needed
Approve micro-credential proposal for development	Dean's Group	Proposal Form	1 month

Phase Two: Curriculum Development & Approval

Task	Responsibility	Related Docs	Timeline
Develop PCG lite and submit for approval	Department Leader or Faculty Member	Courseleaf	N/A
Approve PCG lite	Associate Director & Dean, CS	Courseleaf	1-2 weeks
Develop course outlines and submit for approval	Department Leader or Faculty Member	Courseleaf	N/A
Approve course outlines	Associate Director & Dean, CS	Courseleaf	1-2 weeks
Bring finalized documentation forward for governance approval (credit only)	Department Leader or Faculty Member	PCG, course outline, etc.	1-2 months (?)

Phase 3: Costing Approval

Task	Responsibility	Related Docs	Timeline
Bring tuition fees forward for finance approval	Department Leader or Faculty Member	Non-Credit Costing Form; Credit Costing Form	1-2 weeks
Bring tuition fees forward for Finance and Audit/Board of Governors approval (credit only)	Department Leader or Faculty Member	Info Notes, Costing Forms	1-2 months

Phase 4: Implementation & Setup

Task	Responsibility	Related Docs	Timeline
Set up course and program infrastructure in Destiny One/Banner as needed	Associate Registrar, CS	PCG Lite; Course Outlines	1 week
Associate courses to org code (one per school, pending finance approval) and add fees to Master Fees List	Associate Registrar, CS/Finance	Costing Form; Master Fees List	1-2 days
Populate program/course page in Destiny One and VCC.ca; including fees	Associate Registrar, CS; Finance; Marketing	PCG Lite; Course Outlines; Master Fees List; Costing Form	1-2 days

Phase 5: Initial Delivery

Task	Responsibility	Related Docs	Timeline
Submit course section details (schedule, room, faculty appointment) to CSRO for input	Department Leader	Revised SAD (?)	3-4 months before start date
Complete faculty appointment forms (where applicable)	Department Leader		As needed
Input section details and request room from roombooking	Enrolment Services Supervisor, CS	Revised SAD (?)	3-4 months before start date

Conduct marketing and recruitment activities and liaise with MCO	Department Leader or Faculty Member		3-4 months before start date
Review enrolment prior to course start date	Department Leader or Faculty Member	Banner	1-2 weeks before course start date
Review and approve applications, where applicable	Department Leader or Faculty Member		As needed
Make go/no-go decision based on enrolment per costing form minimums	Department Leader or Faculty Member		3 days prior to course start date
Notify students of cancellations (where appropriate)	Department Leader or Faculty Member	Class list	3 days prior
Provide class list, grading and attendance sheet to instructor	Program Assistant, CS	Class list, grading sheet, attendance sheet	First day of class

Phase 6: Closing

Task	Responsibility	Related Docs	Timeline
Submit grades to designated Continuing Studies Program Assistant	Faculty Member	Grade sheet	One week following course end date
Enter grades in Destiny One (integrates with Banner)	Program Assistant, CS	Grade sheet	Two weeks following course end date
Issue Statements of Completion/Awards of Achievement to students upon successful completion (& award credential in Banner?)	Program Assistant, CS	Statement of Completion; Award of Achievement	Three weeks following course end date
Complete journal transfer or labour re-distribution forms as required	TBD (Ops Mgr? CS PC?)	Journal Voucher; Labour Re-distribution Form	TBD



DECISION NOTE

PREPARED FOR: Education Council

DATE: November 8, 2022

ISSUE: Revisions to four science courses to include self-paced options

BACKGROUND:

The College & Career Access (CCA) department is proposing revisions to four science courses: BIOL 0983 Biology 12 Part 1, BIOL 0993 Biology 12 Part 2, CHEM 0861 Chemistry 11 Part 1, and CHEM 0871 Chemistry 11 Part 2. CCA teaches using a self-paced model; all four courses are also taught in a class-based model by the College Foundations department.

For the Biology courses, the revisions relate primarily to the assessments. During COVID, the department made adjustments as they moved online, and these changes reflect an evaluation plan that requires much less invigilation. For the Chemistry courses, they have not been previously taught in a self-paced version; these are the last pre-requisite courses required to enter the nursing program that were not taught by CCA. Having an online self-paced model will increase accessibility for those students.

DISCUSSION:

Alison Woods from CCA and Jennifer Kelly from CF-Sciences presented the proposal. There were three significant points of discussion:

1. Clarifying and simplifying the wording in the pre-requisites
2. Revising the language describing the two options (self-paced and course-based) in the Instructional Strategies section
3. Clarifying how hours are listed. As our current practice is to include both modalities of these courses on one course outline, 96 hours are listed in both Category 1 (lecture) and Category 3 (self-paced) with Total Hours also stating 96 hours. This can be confusing but integrates well with Banner allowing both modalities to be easily scheduled.

All adjustments have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to four courses: BIOL 0983, BIOL 0993, CHEM 0861 and CHEM 0871.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: October 19, 2022

Course Change Request

Date Submitted: 10/03/22 12:51 pm

Viewing: **BIOL 0983 : Biology 12 Part 1**

Last approved: 06/30/22 6:34 am

Last edit: 10/20/22 3:49 pm

Changes proposed by: awoods

Programs
referencing this
course

[108: ABE Graduation Program Certificate](#)
[83: Renal Dialysis Technician Short Certificate](#)

Course Name:

Biology 12 - Part 1

Effective Date: December 2022

School/Centre: Arts & Sciences

Department: CF - Science (2008)

Contact(s)

In Workflow

1. 2008 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 10/04/22 1:44 pm
Jennifer Kelly
(jekelly): Approved
for 2008 Leader
2. 10/05/22 11:29 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 3:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair
4. 10/20/22 4:41 pm
Darija Rabadzija
(drabadzija):
Rollback to
Curriculum
Committee Chair for
Records
5. 10/20/22 4:42 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee Chair

History

1. Jul 27, 2018 by cdeans
2. Jul 30, 2019 by Nicole Degagne (ndegagne)
3. Oct 31, 2021 by Melinda Schram (mschram)
4. Feb 24, 2022 by Nicole Degagne (ndegagne)
5. Jun 30, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Biology 12 Part 1
 Name:
 Subject Code: BIOL - Biology
 Course Number 0983
 Year of Study Grade 12 Equivalency
 Credits: 4

Bridge College Code AB
 Bridge Billing Hours 0-3
 Bridge Course Level 11

Course Description:

This course introduces the student to the study of the cell. Students examine cell structure, metabolism and genetics. The course explores diets and family hereditary patterns, linking both to the blueprint of life itself, DNA. Topics addressed include basic chemistry, biochemistry, nutrition, immunology, cancer, the human genome, genetic engineering, and metabolic pathways.

Both Biology 0983 and Biology 0993 are required for completion of ABE Provincial level Biology.

Biology 0983 and Biology 0993 can be taken at the same time or in any order.

Course Pre-Requisites (if applicable):

Biology 11 (BIOL **0861 & BIOL 0871** ~~0861/0871~~ or equivalent); English 10 ~~or (ENGL 059, an equivalent listed at <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>; ELA score of 127, or equivalent)~~; Math 10 (**MATH 0750 & (Foundations of Mathematics & Precalculus 10**; MATH **0751** ~~0750/0751~~, or equivalent); Chemistry ~~0861/0871 is recommended~~; English 11 (**CHEM 0861 & CHEM 0871 or equivalent**) **is recommended**; English **11** is strongly recommended.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Provincial Level Biology as stated in the most recent ABE Articulation Handbook https://www.bctransferguide.ca/transfer-options/adult-basic-education/ Handbook .

Instructional

Strategies:

Option 1: Self-paced - one-to-one individualized instruction

Option 2: Class-based **delivery** - lecture and small group workshops

Evaluation and Grading

Grading System: Letter Grade (A-F)
D

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40	Class-based: 2 tests at 20% each

Type	Percentage	Brief description of assessment activity
Lab Work	30	Class-based: approximately 30% for various lab related activities including at least one formal lab write-up
Assignments	10	Class-based: approximately 10% for various assignments, which may include genetics and/or nutrition
Final Exam	20	Class-based
Assignments Other	55	Self-paced: 13 Labs and assignments totaling 55% Or Self-paced Option: Lab 30%, 4 Tests 70%
Quizzes/Tests	45	Self-paced: 3 Tests at 15% each

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Tutorial

Hours in Category 1: 96

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 96

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3:

96

Course Topics

Course Topics:

Basic Chemistry

Biochemistry - Carbohydrates, Proteins, Lipids, Nucleic Acids

Microscopy

Cell Biology

Histology

Nutrition

Enzymes

Bioenergetics - Cellular Respiration/Photosynthesis

Cell Division - Meiosis/Mitosis

Genetics

DNA/RNA Protein Synthesis

Biotechnology

Immunity and Disease

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale
for this proposal:

Self-paced bio 12 courses have been revised and updated to allow students to complete online.

Course Change Request

Date Submitted: 10/03/22 12:54 pm

Viewing: **BIOL 0993 : Biology 12 Part 2**

Last approved: 06/30/22 6:34 am

Last edit: 10/20/22 3:49 pm

Changes proposed by: awoods

Programs
referencing this
course

[108: ABE Graduation Program Certificate](#)
[83: Renal Dialysis Technician Short Certificate](#)

Course Name:
Biology 12 - Part 2

Effective Date: December 2022

School/Centre: Arts & Sciences

Department: CF - Science (2008)

Contact(s)

In Workflow

1. **2008 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/04/22 1:45 pm
Jennifer Kelly
(jekelly): Approved
for 2008 Leader
2. 10/05/22 11:29 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 3:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair
4. 10/20/22 4:41 pm
Darija Rabadzija
(drabadzija):
Rollback to
Curriculum
Committee Chair for
Records
5. 10/20/22 4:43 pm
Darija Rabadzija
(drabadzija):
Approved for
Curriculum
Committee Chair

History

1. Jun 30, 2018 by cdeans
2. Jul 30, 2019 by Nicole Degagne (ndegagne)
3. Feb 5, 2022 by Leszek Apouchtine (lapouchtine)
4. Feb 24, 2022 by Nicole Degagne (ndegagne)
5. Jun 30, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Biology 12 Part 2
 Subject Code: BIOL - Biology
 Course Number: 0993
 Year of Study: Grade 12 Equivalency
 Credits: 4

Bridge College Code: AB
 Bridge Billing Hours: 0-3
 Bridge Course Level: 11

Course Description:

This course includes human anatomy and physiology, with emphasis on application to our own bodies. Students become subjects of laboratory sessions will cover: the senses, cardiovascular systems, and kidneys. Other topics explored include reproduction, brain and mind, medical aspects of organ physiology, digestion, muscles and bones, and human development.

Both Biology 0983 and Biology 0993 are required for completion of ABE Provincial level Biology.

Biology 0983 and Biology 0993 can be taken at the same time or in any order.

Course Pre-Requisites (if applicable):

Biology 11 (BIOL **0861 & BIOL 0871** ~~0861/0871~~ or equivalent); English 10 or ~~(ENGL 059;~~ an **equivalent listed at <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>; ELA score of 127, or equivalent); Math 10 (**MATH 0750 &** ~~(Foundations of Mathematics and Precalculus 10;~~ MATH **0751** ~~0750/0751~~, or equivalent); Chemistry ~~0861/0871 is recommended;~~ English 11 (**CHEM 0861 & CHEM 0871 or equivalent**) **is recommended**; **English 11** is strongly recommended.**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Students will meet the learning outcomes for ABE Provincial Level Biology as stated in the most recent ABE Articulation Handbook https://www.bctransferguide.ca/transfer-options/adult-basic-education/ Handbook:

Instructional

Strategies:

Option 1: Self-paced - one-to-one individualized instruction

Option 2: Class-based **delivery** - lecture and small group workshops

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	40	Class-based: 2 tests at 20% each
Lab Work	30	Class-based: approximately 30% for various lab related activities, including at least one formal lab write-up
Assignments	10	Class-based: approximately 10% for various assignments
Final Exam	20	Class-based
Assignments Other	50	Self-paced: 11 Labs/ assignments totaling 50%, Or Self-paced option: Lab 30%, 4 Tests 70%
Quizzes/Tests	50	Self-paced: 3 Tests totaling 50%

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Tutorial

Hours in Category 1: 96

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 96

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Self-Paced

Hours in Category 3: 96

Course Topics

Course Topics:

Nervous System

The Human Brain

Senses

Locomotion (skeleton/muscle physiology)

Endocrine System

Circulatory System (heart, blood)

Respiratory System

Homeostasis

Excretion

Digestion

Reproduction

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Provide a rationale

for this proposal:

Self paced bio 12 courses updated to allow students to study online.

Course Change Request

Date Submitted: 10/04/22 1:33 pm

Viewing: **CHEM 0861 : Chemistry 11 Part 1**

Last approved: 06/30/22 6:34 am

Last edit: 10/20/22 3:49 pm

Changes proposed by: awoods

Other Courses
referencing this
course

As A Banner Equivalent:

Course Name:

Chemistry 11 Part 1

Effective Date:

January 2023

School/Centre:

Arts & Sciences

Department:

CF - Science (2008)

Contact(s)

In Workflow

1. **2008 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/04/22 1:42 pm
Jennifer Kelly
(jekelly): Approved
for 2008 Leader
2. 10/05/22 11:29 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 3:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 30, 2018 by
cdeans
2. Jul 11, 2020 by
Nicole Degagne
(ndegagne)
3. Jan 12, 2021 by
Darija Rabadzija
(drabadzija)
4. Feb 9, 2022 by
Leszek Apouchtine

27
(lapouchtine)

5. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

6. Mar 8, 2022 by
Nicole Degagne
(ndegagne)

7. Jun 30, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Chemistry 11 Part 1

Subject Code: CHEM - Chemistry

Course Number: 0861

Year of Study: Grade 11 Equivalency

Credits: 4

Bridge College Code: AB

Bridge Billing Hours: 0-3

Bridge Course Level: 11

Course Description:

This course introduces students to the basic concepts of chemistry, including the scientific method, measurement, safety measures in a laboratory environment, density, elements and compounds, properties of matter, early atomic theory, atomic mass, nomenclature, percent composition, mole and molar mass, balancing equations, stoichiometry, gases and heat in chemical reactions.

Both Chemistry 0861 and Chemistry 0871 are required for completion of ABE Advanced level Chemistry.

It is recommended that Chemistry 0861 be taken before or at the same time as Chemistry 0871.

Course Pre-Requisites (if applicable):

English 10 or **an equivalent as listed at <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>; and equivalent**; Precalculus 11 (successfully completed within the last 3 years), a minimum score of 72% on the Intermediate Algebra Math Assessment or equivalent; if the math prerequisite is not met, MATH 0861 must be taken **at at** the same time **as as** CHEM 0861.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Advanced Level Chemistry as stated in the most recent ABE Articulation Handbook. https://www.bctransferguide.ca/search/abe https://www.bctransferguide.ca/search/abe (2020 edition)

Instructional

Strategies:

Option 1: Class-based delivery. ~~Chemistry 0861 uses a lecture-based model.~~ A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Option 2: Self-paced - one-to-one individualized instruction. A minimum of four labs will be conducted and will relate to the core topics.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5	Class-based

Type	Percentage	Brief description of assessment activity
Lab Work	20	Class-based: including formal and informal lab reports
Exam	65	Class based: four tests at 15% to 20% each.
Quizzes/Tests	10	Class-based: 5 quizzes for a total of 10%
Quizzes/Tests	15	Self paced: 5 quizzes
Lab Work	25	Self-paced: 4 labs
Exam	60	Self-paced: 2 tests

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Seminar

Hours in Category 1: 96

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **96** ~~64~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

96

Course Topics

Course Topics:

Scientific Method

Measurements

Safety Measures in a Laboratory Environment

Density

Elements and Compounds

Properties of Matter

Early Atomic Theory

Atomic Mass

Nomenclature

Percent Composition

Mole and Molar Mass

Balancing Equations

Stoichiometry

Heat in Chemical Reactions

Gases - optional

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Is this the primary proposal?

Course Change Request

Date Submitted: 10/04/22 1:43 pm

Viewing: **CHEM 0871 : Chemistry 11 Part 2**

Last approved: 06/30/22 6:34 am

Last edit: 10/20/22 3:49 pm

Changes proposed by: awoods

Other Courses
referencing this
course

As A Banner Equivalent:

Course Name:

Chemistry 11 Part 2

Effective Date:

April 2023

School/Centre:

Arts & Sciences

Department:

CF - Science (2008)

Contact(s)

In Workflow

1. **2008 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/04/22 1:46 pm
Jennifer Kelly
(jekelly): Approved
for 2008 Leader
2. 10/05/22 11:30 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 3:50 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Jun 30, 2018 by
cdeans
2. Jul 30, 2019 by
Nicole Degagne
(ndegagne)
3. Sep 3, 2020 by
Jennifer Kelly
(jekelly)
4. Jan 12, 2021 by
Darija Rabadzija

32
(drabadzija)

5. Oct 31, 2021 by
Darija Rabadzija
(drabadzija)

6. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

7. Mar 8, 2022 by
Nicole Degagne
(ndegagne)

8. Jun 30, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
-	-	-

Banner Course Name: Chemistry 11 Part 2

Subject Code: CHEM - Chemistry

Course Number: 0871

Year of Study: Grade 11 Equivalency

Credits: 4

Bridge College Code: AB

Bridge Billing Hours: 0-3

Bridge Course Level: 11

Course Description:

This course introduces students to the basic concepts of chemistry, including the scientific method and measurement, safety measures in a laboratory environment, early atomic theory and structure, modern atomic theory, chemical bonds, organic chemistry, water and liquids, solutions, acids-bases and salts and nuclear chemistry.

Both Chemistry 0861 and Chemistry 0871 are required for completion of ABE Advanced level Chemistry.

It is recommended that Chemistry 0861 be taken before or at the same time as Chemistry 0871

Course Pre-Requisites (if applicable):

English 10 or **an equivalent as listed at <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>; and equivalent**; Precalculus 11 (successfully completed within the last 3 years), or a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent; if the math prerequisite is not met, MATH 0861 **and and** 0871 must be taken **at at** the same time **as as** CHEM 0861 **and and** 0871.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the learning outcomes for ABE Advanced Level Chemistry as stated in the most recent ABE Articulation Handbook. https://www.bctransferguide.ca/search/abe https://www.bctransferguide.ca/search/abe (2020 edition)

Instructional

Strategies:

Option 1: Class-based delivery. ~~Chemistry 0871 uses a lecture-based model.~~ A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

Option 2: Self-paced - one-to-one individualized instruction. A minimum of four labs will be conducted and will relate to the core topics.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5	Class-based

Type	Percentage	Brief description of assessment activity
Lab Work	20	Class-based: including formal and informal lab reports
Exam	65	Class-based: four tests at 15% to 20% each.
Quizzes/Tests	10	Class-based: 5 quizzes for a total of 10%
Quizzes/Tests	15	Self paced: 5 quizzes total
Lab Work	25	Self-paced: 4 labs total
Exam	60	Self-paced: 2 tests

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 96

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture
Online
Tutorial

Hours in Category 1: 96

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 96 ~~64~~

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

96

Course Topics

Course Topics:

Scientific Method and Measurements

Safety Measures in a Laboratory Environment

Early Atomic Theory and Structure

Modern Atomic Theory

Chemical Bonds

Organic Chemistry

Water and Liquids

Solutions

Acids, Bases and Salts

Nuclear Chemistry - optional

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale
for this proposal:

Developing self-paced version of chem 11. Would allow pre-nursing students to complete their upgrading online/self paced

Are there any
expected costs as a
result of this
proposal?



DECISION NOTE

PREPARED FOR: Education Council

DATE: November 8, 2022

ISSUE: Revisions to ESL Pathways Standard Certificate and 9 courses

BACKGROUND:

The EAL (English as an Additional Language) department is proposing a significant revision to their ESL Pathways Certificate. ESL Pathways went through a program renewal in 2021-22. These revisions were identified as action items in the renewal report. The department wishes to rename the program (slightly) from ESL Pathways to ESL Pathways Standard Certificate to distinguish it more clearly from the Advanced Certificate program. The most significant revision is moving the two Level 8 courses (ELSK 0815 and 0820) into the Standard Certificate.

There are no changes to the program learning outcomes overall, and only smaller adjustments to the courses, including descriptions, assessments, and topics.

DISCUSSION:

Ken McMorris, Department Head of EAL, presented the proposal. The committee requested small changes to one program learning outcome and to the pre-requisite language. Those changes have been made.

The department also brought forward the Advanced Certificate for governance review. However, as the Level 8 courses were moved out of that credential into the Standard Certificate, there were not enough credits to maintain the "Advanced Certificate" credential level. The department will take the Advanced Certificate proposal, including the revised Level 9 courses, back for review and discuss next steps.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the ESL Pathways Standard Certificate and nine revised course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: October 19, 2022

Program Change Request

Date Submitted: 10/05/22 5:09 pm

Viewing: **ESL Pathways Standard Certificate**

Last approved: 03/31/22 9:28 am

Last edit: 10/19/22 2:57 pm

Changes proposed by: kmcmorris

Catalog Pages Using
this Program

[ESL Pathways Certificate](#)

Program Name:

ESL Pathways **Standard** Certificate

Credential Level: Certificate

Effective Date: **May 2023** ~~August 2016~~

Effective Catalog
Edition: 2021-2022

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 10/05/22 5:19 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:31 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:04 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 18, 2017 by
clmig-jwehrheim
2. Aug 21, 2019 by
Nicole Degagne
(ndegagne)
3. Feb 28, 2020 by
Todd Rowlatt
(trowlatt)
4. Jan 24, 2022 by
Darija Rabadzija

Name	E-mail	Phone/Ext.
Ken McMorris Nadia Kawas	kmcmorris@vcc.ca -	604-871-7027 -

Program Content Guide

Purpose

The key purpose of the ESL Pathways **Standard** Certificate curriculum is to prepare students holistically for the academic, professional and social communities to which they aspire. ~~The ESL Pathways program supports and guides an immigrant's language and communication needs to integrate into mainstream Canadian society. In The program's intention is to help~~ the **ESL Pathways program, students learn student build** language and communication skills **to achieve their academic, workplace and community goals in Canadian society, through authentic a constant interaction with** real world tasks. **The curriculum uses a student-centred approach and aims to empower inquiry and exploration in a language-learning context.**

~~contexts and communities:~~

~~The key learning tools and approaches of the curriculum are in the hands of students as well as teachers. The curriculum vision is of rigorous language learning in an empowering context of inquiry and exploration. The program is designed to be flexible and adaptable. Each course focuses on language acquisition in two skill areas at the target CLB level and aligned with EAP levels in the BCCAT EAL Articulation, up to EAP IV, to enter post-secondary level academic, technology, career and vocational programs, including those requiring English 12 prerequisites. level. For further detail about how EAP levels are defined, please see the [BC Transfer Guide](#). All CLB learning outcomes are met in the 8 core activities and additional activities can be developed by the instructor to meet the students' needs. The ESL Pathways Certificate is designed to prepare students to become: a) students in English language post-secondary practical programs; b) employees in semi-skilled occupations in an English-speaking workplace context; and/or c) informed and engaged Canadian and/or global citizens. The minimum requirement for achievement of the a certificate is the the completion of the the following:~~

~~Certificate: ESL Listening and & Speaking 8 7~~

ESL Reading and Writing 8

~~ESL Experiential Learning 1 Reading & Writing 7~~

*Students who complete levels higher than ESL Listening **and & Speaking 8 7** or ESL Reading **and Writing 8 & Writing 7** at VCC, can use these in place of Level **8 7** courses to complete this credential. However, a student cannot use the same **ESL Pathways ESL-Pathways** course for both the Advanced **Certificate level certificate** and **the Standard Certificate. this certificate:**

~~ESL Experiential Learning 1~~

Knowledge of English demonstrated by *one* of the following:

English language proficiency as demonstrated by the ~~Completion of previous~~ CLB level or equivalent for the language skills of each course

or

~~the two language skill areas:~~

Department approval

Note:

~~(e.g. entry into ESL Listening & Speaking 7 requires completion of CLB 6 Listening and Speaking or assessment on a VCC approved CLB placement test indicating competency in CLB 6 Listening and Speaking.)~~ Students can be enrolled in ESL Reading **and** Writing at a different level than ESL Speaking **and Listening, & Listening** depending on their assessment. The gap between the two courses may not exceed more than one Benchmark level.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

Total number of contact hours for each **ESL Pathways language skill** course **is 120 hours.** ~~(i.e. Listening & Speaking 5, Reading & Writing 5, Listening & Speaking 6, Reading & Writing 6, Listening & Speaking 7, and Reading & Writing 7) is 120 hours.~~ The ESL Experiential Learning 1 **course, course is** to be completed **near or** at the end of the program as a requirement for **Certification, is Certification is** 48 hours. ~~The maximum number of hours required to receive the ESL Pathways Certificate is 768 hours.~~

Program Learning

Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Meet the Listening, Speaking, Reading and Writing outcomes at CLB 8 in the "Profiles of Ability" columns of the competency outcomes and standards listed in the most recent Canadian Language Benchmarks.
PLO #2	Meet the Listening, Speaking, Reading and Writing outcomes at the EAP IV level in the BC Transfer Guide.
PLO #3	Communicate effectively in multiple contexts including personal, academic and workplace contexts of moderate complexity.
PLO #4	Successfully engage in communicative interactions, using intercultural communication and soft skills to function effectively in community, study and work contexts of moderate complexity.

Upon successful completion of this program, graduates will be able to:

PLO #5	Utilize the following Skills for Success (thinking skills, working with others, computer use, and document use) for tasks of moderate complexity.
PLO #6	Differentiate and produce a variety of genre types used in personal, academic and workplace contexts.
PLO #7	Apply the Experiential Learning cycle to real world language tasks.

Additional PLO Information

Upon completion of the program, students will be able to: Meet the Listening, Speaking, Reading and Writing outcomes at CLB 7 in the "Profiles of Ability" columns of the competency outcomes and standards listed in the Canadian Language Benchmarks 2012. Communicate effectively in multiple contexts including personal, academic and workplace contexts of moderate complexity. Successfully engage in basic interactions, intercultural communication, and soft skills to function effectively in community, study and work contexts of moderate complexity. Utilize the following Essential Skills (thinking skills, working with others, computer use, and document use) for tasks of moderate complexity. Differentiate and produce a variety of genre types used in personal, academic and workplace contexts.

Instructional Strategies, Design, and Delivery Mode

Instructors use multiple strategies to achieve the learning outcomes that include the following: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, lectures, demonstrations, providing exemplars and texts, modeling, error analysis, peer review, role rehearsals, videos, and audio recordings.

Specific learner strategies for speaking are: conversation management skills, pronunciation, error correction, and feedback. Specific learner strategies for reading are: reading for gist, skimming, scanning, speed reading, vocabulary acquisition, etc. Specific learner strategies for writing are: brainstorming, outlining, genre analysis, tone, register, etc. ESL Pathways is a rigorous and demanding program. Students should expect to do significant self-study and experiential learning **tasks** in addition to **regular class hours**. ~~classroom based learning~~. There will be approximately 1 hour of homework per **2.5 two** in-class hours.

ESL Pathways uses ~~The assessment model design arises out of an extensive process of consultation with the project expert panels and research into needs assessment, formative assessment, and summative assessment, and resulted in the choice of a~~ **Portfolio-Based Portfolio-Based** Learning Assessment (PBLA) ~~model, model~~ which encompasses **needs assessment, formative assessment, and summative assessment.** ~~all three. The assessment model presented here supports an integrated design whereby student needs and a needs assessment cycle are embedded into ongoing assessment.~~ This model **also** supports instructors in using their own expertise, skills and knowledge in determining student performance.

Assessment rubrics are used to assess all learning outcomes throughout a course and provide ongoing feedback on the student's performance. The rubrics are inserted into the student's portfolio **for self-reflection and reference** ~~so that they can be referenced~~ during **one-on-one the three** consultation periods throughout the course. This gives both the instructor and the student an opportunity to chart performance and to identify areas of strengths and weaknesses.

The ESL Pathways **assessment Assessment** model emphasizes formative assessment, whereby: i) assessment is focused on providing feedback to both instructors and students to inform learning; and, thereby, ii) the instructor and student are active agents in assessment.

Language and communication skills are assessed in the context of the performance of tasks, which are selected to assess the **CLB** competencies that are to be demonstrated.

The assessed tasks embed other outcomes (CLB Knowledge and Strategies, **Skills for Success, intercultural Essential Skills, intercultural/soft** skills, and **genres) genres/EAP**) that are assessed implicitly in the performance of the task and explicitly in the formative assessment process.

~~CLB skills-based competencies are assessed discretely with one competency or sub-competency as the focus of a single assessed task. Students must demonstrate satisfactory proficiency in each of the four CLB competencies (e.g. Students must demonstrate satisfactory proficiency in interaction, instruction, getting things done, and information) for~~ each **CLB Competency Area (Interacting with Others, Comprehending or Giving Instructions, Getting Things Done, and Comprehending or Sharing Information) for each** skill covered ~~in in~~ order to move to the next course **level. EAP competencies, identified in the BCCAT EAL Articulation, are integrated and assessed within the CLB Competency Areas. level.**

The assessment model supports ongoing needs assessment throughout each course, and assessment directly links learning to identified student needs.

A student has the opportunity to demonstrate the achievement of each competency at various stages or points in the learning cycle

The student must retain all artifacts created in a course so that they are eligible for evaluation at course completion.

Performance on tasks that are not identified for assessment, and on competencies not listed for assessment, can be used to inform the instructor's (and student's) evaluation of a student.

EAL Pathways is a rigorous program designed to help students develop their language skills as well as a range of embedded skills, such as intercultural communication, that can contribute to their overall success in communication. Students need to be able to:

commit time to the courses to successfully participate in classes and complete assignments;

~~Students should be well-educated in their country/language of origin.~~ **respectfully engage with fellow Most students and members of the college, in teams and independently, in an environment that embraces justice, equity, diversity and inclusion;**

~~ESL Pathways program have completed high school and at least 2 years of post-secondary study.~~ **engage with and respect Indigenous ways of knowing and learning;**

~~The expectation is that students~~ seek to become autonomous **learners, set learning goals and plan ways to achieve them;**

~~learners.~~ **conduct self-reflection on their progress and goals with support from the instructor; and**

~~use In addition, student should be open and learn basic computer skills interested in learning about Canadian cultural norms and to participate in online learning activities. developing citizenship values of tolerance and multiculturalism.~~

Courses		
ELSK 0515	ESL Listening and Speaking 5	4
ELSK 0520	ESL Reading and Writing 5	4
ELSK 0615	ESL Listening and Speaking 6	4
ELSK 0620	ESL Reading and Writing 6	4
ELSK 0715	ESL Listening and Speaking 7	4
ELSK 0720	ESL Reading and Writing 7	4
ELSK 0815	ESL Listening and Speaking 8	4
ELSK 0820	ESL Reading and Writing 8	4
ELSK 0705	ESL Experiential Learning 1	1.5
Total Credits		33.5

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

Provide a rationale for this proposal.

ESL Pathways underwent a program renewal in 2021-22 to identify areas of improvement and create an action plan. The revisions made in this proposal are steps towards meeting the recommendations of the program renewal, specifically action item #7: Articulate ESL Pathways Experiential Courses. Please see attached report to the Education Council for more details. The ESL Experiential Learning courses have always been intended to serve as capstone courses for the ESL Pathways curriculum, to prepare students for success as they transition to using and learning English outside to the language classroom. Including the Experiential Learning course as part of the EAP IV articulation, instead of only requiring ELSK 0820 and ELSK 0815, is intended to support student success.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	(Sept. 13) Consulted with Francesco, who recommended consulting the RO and Advising and helped with dates. He also gave feedback during the Renewal and supports the changes.
Registrar's Office	(Sept. 16) Met Dawn C-H, who recommended 1) language for the admissions requirements, 2) May 2023 as the start, as well as plans to accept 8LS & 8RW as EAP IV equivalent for students starting level 8 before May 2023, 3) support for changes. We also discussed the risk of not introducing Experiential Learning 1 as a co-requisite for EAP IV.
Faculty/Department	Multiple meetings with the department about the proposed changes. The changes are based on the Program Renewal recommendations, which were also based on faculty and staff feedback.
Department Support Staff	Multiple meetings with support staff, who gave feedback on the administrative side to the changes.
Advising & Recruitment	(Sept. 28) Met Domingo, who asked about reasons for the changes, which students will need to take Experiential Learning 1, and how to communicate the proposed changes to students.

Consultated Area	Consultation Comments
Affiliation, Articulation, and/or Accreditation Bodies	The changes will be taken to the next BCCAT ESL Articulation Committee in May 2023. Two members supported the recommendations during the Program Renewal.

Additional Information

Provide any additional information if necessary.

As these changes do not affect the program learning outcomes, course learning outcomes, or course topics, a limited number of areas were consulted. Greater consultations have been and will be conducted for the other recommendations of the program renewal, such as Indigenization and EDI principles. Through the consultations, the need for an information sheet about the proposed changes came up, and the department will provide one to different service areas, including the RO and Advising.

Supporting
documentation:

[ESL Pathways Program Renewal - Action Plan Report to EdCo.pdf](#)

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for: Domestic
 International

Marketing Description

Learn the English skills you need to work, study, and participate in everyday life while attaining Canadian Language Benchmarks Levels **5-8**. ~~5-7~~.

What you will learn

What to expect

Reviewer
Comments

Course Change Request

Date Submitted: 10/05/22 5:11 pm

Viewing: **ELSK 0515 : ESL Listening and Speaking 5**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 2:58 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Listening **and** Speaking 5

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:19 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:36 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

- 47
4. Feb 1, 2022 by Darija Rabadzija (drabadzija)
 5. Feb 24, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris Tanis Sawkins	kmcmorris@vcc.ca tsawkins@vcc.ca	604-871-7027 =

Banner Course Name: ESL Listening and Speaking 5

Subject Code: ELSK - English Language Skills

Course Number: 0515

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Listening and Speaking 5 is on developing oral communication skills in **English**. ~~English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning~~. Classroom activities engage learners in developing listening and speaking strategies for community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning)**, and inter-cultural **skills**. ~~skills through activities such as: telephoning for information, understanding and giving instructions, giving a presentation, and undertaking a task with a partner.~~ By the end of this course, learners will be able to meet the Listening and Speaking outcomes at **CLB-5 in the Canadian Language Benchmarks (CLB) 5 level**. ~~Benchmarks:~~

Note: **Reading and Writing courses** ~~The topics in this course~~ are closely aligned with **Listening and Speaking courses**. ~~the topics in ESL Reading and Writing 5.~~

Course Pre-Requisites (if applicable):

LINC 4; or Assessment scores of CLB 4 Listening and ~~Listening~~, CLB 4 Speaking; or ~~Speaking or~~ equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or Department ~~assessment score; or department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify speakers, situations and language in common social situations Listening-ESL-Pathways-5 1) Identify speakers, situations and language in common social situations 2) Follow 7-8 step instructions or directions 3) Recognize and interpret everyday communication that gives advice, opinions or suggestions 4) Recognize, analyze and interpret information about familiar or relevant topics 5) Identify key words, facts and opinions in informal presentations up to 5 minutes long
CLO #2	Follow 7-8 steps in instructions or directions
CLO #3	Recognize and interpret everyday communication that gives advice, opinions or suggestions
CLO #4	Recognize, analyze and interpret information about familiar or relevant topics
CLO #5	Identify key words, facts and opinions in informal presentations up to 5 minutes long
CLO #6 #2	Participate in basic social conversations with a friend or classmate Speaking-ESL-Pathways-5 1) Participate in basic social conversations with a friend or classmate 2) Participate in very short phone calls. 3) Give instructions and directions for everyday activities 4) Make and respond to informal suggestions and advice 5) Ask for and give information related to routine daily activities in one-on-one interactions. 6) Agree, disagree and give opinions in small group discussions 7) Give presentations (up to 5 minutes) about events or daily routines
CLO #7	Participate in very short phone calls
CLO #8	Give instructions and directions for everyday activities

Upon successful completion of this course, students will be able to:

CLO #9	Make and respond to informal suggestions and advice
CLO #10	Ask for and give information related to routine daily activities in one-on-one interactions
CLO #11	Agree, disagree and give opinions in small group discussions
CLO #12	Give presentations (up to 5 minutes) about events or daily routines

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, using audio/computer labs, coaching, one-on-one consultations, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 5 in
both Listening and Speaking

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture**Online**

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Interviewing for a Job (**watch** ~~(watching~~ job interviews; **make** ~~making~~ interview **questions and interview questions, interviewing** a peer)

Phoning for Health Information (**listen** ~~(listening~~ to a conversation; **phone** ~~phoning~~ a friend; **phone** ~~phoning~~ for information)

Understanding & Giving Instructions on Workplace Safety

Asking for advice in a workplace ~~(role-play asking for advice)~~

Storytelling (listen to a **newcomer's** ~~newcomer describe their home country and immigration~~ experience; **present** ~~make a podcast or presentation~~ about **a personal** ~~your immigration~~ story)

Connecting with Others (**listen** ~~(listening~~ to a news report about a cultural event; **phone an organization to ask for information)** ~~phoning a museum, gallery or theatre)~~

Presenting in Groups (listen to a newscast about community services; create a newscast on a business or commercial service)

Discussing Current Events (listen to a newscast on a current issue; exchange opinions in groups)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Course packs

Course Change Request

Date Submitted: 10/05/22 5:11 pm

Viewing: **ELSK 0520 : ESL Reading and Writing 5**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 2:59 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Reading **and &** Writing 5

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:19 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlett
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

52
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris Tanis Sawkins	kmcmorris@vcc.ca tsawkins@vcc.ca	604-871-7027 -

Banner Course Name: ESL Reading and Writing 5

Subject Code: ELSK - English Language Skills

Course Number: 0520

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Reading **and** & Writing 5 is on developing reading **and** **and** writing communication skills in **English**. ~~English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.~~ Classroom activities engage students in developing reading and writing strategies using community, workplace and academic contexts. Learners integrate language skills, ~~Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and~~ intercultural **skills**. ~~skills through activities such as: reading reports and instructions, reflective writing, finding information, writing a workplace e-mail, reading diagrams, tables and charts, and completing research.~~ By the end of this course, students will be able to meet the Reading and Writing outcomes at ~~CLB 5 in~~ the Canadian Language **Benchmark (CLB) 5 level**. ~~Benchmarks-~~

Note: **Reading and Writing courses** ~~The topics in this course~~ are closely aligned with the topics in **ESL Listening and & Speaking courses**. ~~5-~~

Course Pre-Requisites (if applicable):

LINC 4; or Assessment scores of CLB 4 Reading and Reading, CLB 4 Writing; or Writing or equivalent
<https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or
Department assessment score; or department approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Reading ESL Pathways 5</p> <p>1) Find the main ideas and details of common personal and public social messages messages: For example, an email to a friend, a letter of advice, an e-mail to raise funds</p> <p>2) Follow 7-10 step-by-step instructions with pictures for everyday tasks:</p> <p>3) Scan charts, tables or websites to find and use 1-2 pieces of information:</p> <p>4) Find information in business texts</p> <p>5) Identify how descriptions and stories about common topics are organized and connected</p> <p>6) Interpret and use information in diagrams, tables, graphs, and website menus</p> <p>7) Get basic information from the internet or table of contents</p>
CLO #2	Follow 7-10 step-by-step written instructions with pictures for everyday tasks
CLO #3	Scan charts, tables or websites to find and use 1-2 pieces of information
CLO #4	Find information in business texts
CLO #5	Identify how descriptions and stories about common topics are organized and connected
CLO #6	Interpret and use information in diagrams, tables, graphs, and website menus
CLO #7	Get basic information from the internet or table of contents

Upon successful completion of this course, students will be able to:

CLO #8 #2	<p>Writing ESL Pathways 5</p> <p>1) Write 1-2 paragraph formal or informal personal messages for social purposes purposes: For example, an email to a friend, an invitation or a journal</p> <p>2) Take messages or notes with 5-7 details while listening to a recording</p> <p>3) Make a list of important points after reading something</p> <p>4) Write 1-paragraph for a business or service to take care of everyday personal needs. For example, asking for a refund, for writing a report</p> <p>5) Complete forms requiring 20-30 details of personal information</p> <p>6) Write one paragraph to describe a person, object, or usual event</p>
CLO #9	Take messages or notes with 5-7 details while listening to a recording
CLO #10	Make a list of important points after reading something
CLO #11	Write one paragraph for a business or service to take care of everyday personal needs
CLO #12	Complete forms requiring 20-30 details of personal information
CLO #13	Write one paragraph to describe a person, object, or usual event

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning **outcomes**, ~~outcomes~~ including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 5 in
both Reading and Writing

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Planning for Lifelong Learning (take notes on **and different learning styles**; write about **different learning styles, learning styles**; read a brochure, fill in a registration form)

Reading Instructions (read how to safely **perform prepare mussels**; read a **basic task, read food safety chart, write a chart, write a paragraph**) ~~paragraph on food safety~~)

Reporting Incidents (read **and write** about work-related **incidents**) ~~injuries, workplace safety, take notes on an incident report~~)

Writing Workplace **Emails E-mails** (read a **letter, letter from an advice columnist**; write **emails an e-mail** to ask for **advice and give a advice, write an e-mail** response)

Course Topics:

Responding to Texts (read and write about **Indigenous** ~~aboriginal~~ languages, search for **website** information, ; take notes)

Reading and Writing Paragraphs (read an e-mail, ~~read about Emily Carr~~, write a paragraph about a **note-worthy person**) ~~famous woman~~)

~~Researching (search St. Paul's website, search a an online directory, fill in a government an MSP form)~~
Researching (search a local Paul's website, search a an online directory, fill in a government an MSP form)

Finding Information (search a ~~the 211~~ website and take notes, write an **email** ~~e-mail~~ expressing interest)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Pro

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 10/05/22 5:12 pm

Viewing: **ELSK 0615 : ESL Listening and Speaking 6**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:00 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Listening **and** Speaking 6

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

58
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris Tanis Sawkins	kmcmorris@vcc.ca tsawkins@vcc.ca	604-871-7027 -

Banner Course Name: ESL Listening and Speaking 6

Subject Code: ELSK - English Language Skills

Course Number: 0615

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Listening and Speaking 6 is on developing oral communication skills in **English**. ~~English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.~~ Classroom activities engage learners in developing listening and speaking strategies for community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and inter-cultural skills.** ~~intercultural skills through activities such as: interacting in a community, discussing in a small group, negotiating and decision-making, giving a presentation, observing and describing workplace culture, etc.~~ By the end of this course, learners will be able to meet the Listening and Speaking outcomes at ~~CLB-6 in~~ the Canadian Language **Benchmarks (CLB) 6 level**. ~~Benchmarks:~~

Note: The topics in this course are closely aligned with the topics in ESL Reading and Writing 6.

Course Pre-Requisites (if applicable):

ESL Listening and ~~CLB-5 Listening, CLB-5 Speaking 5; or LINC 5; equivalent assessment score; or Assessment scores of CLB 5 Listening and CLB 5 Speaking; or equivalent~~ <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or Department ~~department~~ approval.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Identify details and implied meanings to comprehend common social conversations ESL-Listening-6</p> <p>1) Identify details, and implied meanings to comprehend common social conversations</p> <p>2) Recognize order and sequence of steps to comprehend 9 to 10 step directions and instructions</p> <p>3) Recognize and identify main ideas/intent and details as well as interpreting facts and opinions in communication meant to influence or persuade in everyday situations</p> <p>4) Recognize details, main ideas, implied meanings, and opinions in short group interactions and discussions on familiar topics.</p> <p>5) Follow informal 10-minute monologues or presentations that describes things or tells a story with the use of visuals</p>
CLO #2	Recognize order and sequence of steps to comprehend directions and instructions with 9 to 10 steps
CLO #3	Recognize and identify main ideas/intent and details, and interpret facts and opinions in communication meant to influence or persuade in everyday situations.
CLO #4	Recognize details, main ideas, implied meanings and opinions in short group interactions and discussions on familiar topics
CLO #5	Follow informal 10-minute monologues or presentations that describe things or tell a story with the use of visuals

Upon successful completion of this course, students will be able to:

CLO #6 #2	<p>Make arrangements and express opinions in everyday social conversations <i>ESL Speaking 6</i></p> <p>1) Make arrangements and express opinions in every day social conversations</p> <p>2) Participate in personal phone calls less than 5 minutes long</p> <p>3) Give step-by-step instructions or directions for everyday processes</p> <p>4) Give informal and formal suggestions and polite requests</p> <p>5) Ask for and give information that expresses opinions and feelings (in some detail in one-on-one and in small group discussions or meetings):</p> <p>6) Give presentations up to 7 minutes long about events, simple processes, or to describe or compare things</p>
CLO #7	Participate in personal phone calls less than 5 minutes long
CLO #8	Give step-by-step instructions or directions for everyday processes
CLO #9	Give informal and formal suggestions and polite requests
CLO #10	Ask for and give information that expresses opinions and feelings (in some detail in one-on-one and in small group discussions or meetings)
CLO #11	Give presentations up to 7 minutes long about events, simple processes, or to describe or compare things

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 6 in
both Listening and Speaking

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Planning Outings (**use telephone** (~~telephone~~ strategies, **role play telephone calls, make telephone role-play,** invitations)

Discussing Finances (**read about handling** (~~handling~~ money, **read about personal debt** ~~group discussion, readings on Candians in Canada~~ **debt**)

Giving Instructions (**apply** (~~applying~~ for a student loan, **give giving** financial planning instructions, **give giving** suggestions about financial planning)

Course Topics:

Negotiating and Decision Making (**watch** (~~watching~~ a video on human rights, **talk** ~~talking~~ on the phone about human rights, **negotiate in groups**) ~~group-negotiation~~)

Giving Presentations (**talk** (~~talking~~ about using visuals and presentations, **give a** ~~group-dynamics~~; human rights presentation)

Participating in Media (**lead** (~~leading~~ a conversation, **conduct** ~~conducting~~ a radio interview, **role-play** ~~role-playing~~ a radio talk show)

Discussing Culture (**listen to** (~~conversing with~~ a **conversation with a leader, evaluate** ~~department head, evaluating~~ websites, **present** ~~presenting~~ an issue and **a** ~~a~~ solution)

Adapting to Workplace Cultures (**listen to a discussion on** (~~workplace-appreciation, discuss~~ workplace **appreciation, discuss workplace** scenarios, give instructions for dealing with office issues or with **a** ~~a~~ bully at work)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 10/05/22 5:12 pm

Viewing: **ELSK 0620 : ESL Reading and Writing 6**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:00 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Reading **and** & Writing 6

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
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(ndegagne)
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3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

64
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris Tanis Sawkins	kmcmorris@vcc.ca tsawkins@vcc.ca	604-871-7027 -

Banner Course Name: ESL Reading and Writing 6

Subject Code: ELSK - English Language Skills

Course Number: 0620

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Reading **and &** Writing 6 is on developing reading **and and** writing communication skills in **English. English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.** Classroom activities engage students in developing reading and writing strategies using community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and** intercultural **skills. skills through activities such as: organizing a schedule, creating a budget, using financial records, expressing opinions, analyzing and designing organizational information, etc.** By the end of this course, students will be able to meet the Reading and Writing outcomes at **CLB-6 in** the Canadian Language **Benchmark (CLB) 6 level. Benchmarks:**

Note: **Reading and Writing courses** ~~The topics in this course~~ are closely aligned with ~~the topics in~~ ESL Listening **and &** Speaking **courses. 6:**

Course Pre-Requisites (if applicable):

ESL Reading and ~~CLB 5 Reading, CLB 5 Writing 5~~; or LINC 5; equivalent assessment score; or Assessment scores of CLB 5 Reading and CLB 5 Writing; or equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or Department ~~department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Identify the context, meaning, and mood of common social messages (such as emails) Reading-ESL Pathways 6</p> <p>1) Identify the context, meaning, and mood of common social messages (such as emails) 2) Follow instructions with 10 steps or more for everyday tasks with some visual clues, even when the steps aren't listed in order 3) Scan maps, calendars, directories and website menus to find and use 2-3 pieces of information. 4) Get key and detailed information from brochures, notices, flyers and form letters that contain advice or requests 5) Retell or summarize descriptions and stories about familiar topics 6) Compare facts and make choices from information in diagrams, tables, graphs, and website menus 7) Access, locate and compare 2 or 3 pieces of information from on-line reference sources</p>
CLO #2	Follow instructions with 10 steps or more for everyday tasks with some visual clues, even when the steps are not listed in order
CLO #3	Scan maps, calendars, directories and website menus to find and use 2-3 pieces of information
CLO #4	Get key and detailed information from brochures, notices, flyers and form letters that contain advice or requests
CLO #5	Retell or summarize descriptions and stories about familiar topics
CLO #6	Compare facts and make choices from information in diagrams, tables, graphs, and website menus
CLO #7	Access, locate and compare 2 or 3 pieces of information from on-line reference sources

Upon successful completion of this course, students will be able to:

CLO #8 #2	<p>Write two paragraphs or more in formal or informal personal, social messages Writing ESL Pathways 6</p> <p>1) Write 2-paragraphs or more (formal or informal personal, social messages such as a letter, email, text message or on-line post)</p> <p>2) Take messages or notes with 7-8 details while listening to a video or audio recording</p> <p>3) Make an outline or summary after reading a page of information</p> <p>4) Write 2 paragraphs for business or a service to get something done</p> <p>5) Complete forms requiring 30-40 details of personal information</p> <p>6) Write at least 2 connected paragraphs to describe a person, object, routine or sequence of events</p>
CLO #9	Take messages or notes with 7 to 8 details while listening to a video or audio recording
CLO #10	Make an outline or summary after reading a page of information
CLO #11	Write two paragraphs for business or a service to get something done
CLO #12	Complete forms requiring 30 to 40 details of personal information
CLO #13	Write at least 2 connected paragraphs to describe a person, object, routine or sequence of events

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 6 in
both Reading and Writing

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Organizing Schedules (**read about organizing** (~~Smart~~ principles, **research researching** goal setting, **write an email** ~~e-mail writing task~~)

Budgeting (**read about personal** (~~personal~~ debt **maps, create map, creating** a budget)

Using Financial Statements (**read financial** (~~reading credit card~~ brochures, **write writing** an **email e-mail** request/invitation, **send sending** a **thank-you email**) ~~thank you e-mail~~)

Applying Information (**use** (~~using~~ an **online on-line** dictionary, take notes while listening, make a **formal human** ~~rights~~ complaint, fill out a form)

Course Topics:

Participating in Public Issues (summarize an article, read trends on **a major public issue**, **foreign temporary workers**; write an **email e-mail** stating your opinion)

Writing & Reviewing Biographies (read a biography, **research create a notable person and zine**; write a biography)

Reading Legal Documents (take notes, use **online on-line** reference **tools**) **tools, take notes on the charter project**)

Designing Organizational Charts (read a congratulations **email, e-mail**; describe organizational positions, create an organizational chart)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 10/05/22 5:12 pm

Viewing: **ELSK 0705 : ESL Experiential Learning 1**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:02 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Experiential Learning 1

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:34 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Dec 15, 2021 by
Nicole Degagne
(ndegagne)

4. Jan 26, 2022 by
Nicole Degagne
(ndegagne)
5. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris =	kmcmorris@vcc.ca =	604-871-7027 =

Banner Course Name: ESL Experiential Learning 1

Subject Code: ELSK - English Language Skills

Course Number: 0705

Year of Study: English as an Additional language

Credits: 1.5

Bridge College Code: LT

Bridge Billing Hours: 0-1.5

Bridge Course Level: 11

Course Description:

ESL Experiential Learning 1 is the final requirement for students who have achieved ESL Reading **and** Writing **8 and 7** and ESL Listening **and** Speaking **8 7** to obtain the ESL **Standard Certificate**. ~~Certificate 1. This course requires independent learning involving seminars and one-on-one consultations with an instructor.~~ The focus of the ESL Experiential Learning 1 course **to bridge classroom learning is on language and real-world communication. communication skills development in real-world experiences (e.g. Students learn and practice language learning and communication strategies to** ~~With ESL instructor support, students identify a real-world goal, develop an action plan and carry out individual projects that will help them meet specific language learning goals related to a workplace, academic or personal setting and reflect and document on their language learning achieved in the pursuit~~ **of their choice. the real world goal: Projects are employment in a field related to real-world experiences, such as employment in a field related to a learner's career, career; volunteer work, work; community-based service learning projects, projects; or completion of an academic course. course, etc.).** ~~With ESL instructor support, students identify a real-world goal, develop an action plan and reflect and document on their language learning achieved in the pursuit of the real world goal.~~

Course Pre-Requisites (if applicable):

ESL Reading **and &** Writing **7 or 7**; ESL **Reading and Writing 8**; and ESL Listening **and &** Speaking **7 or ESL Listening and Speaking 8**; or Department **7, or department** approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use At the end of ESL Experiential Learning 1 course, students will be able to use learning and communication strategies to bridge their English language goals with their real-world goals goals . Students will be able to:
CLO #2	Meet ESL Certificate 1 CLB Benchmarks 7 level requirements;
CLO #2 #3	Create and use an Individualized Learning Plan (ILP) to carry out a project that addresses self-identified self-identified communication and language goals in order to meet real-world needs needs .
CLO #3 #4	Apply the Experiential Learning Cycle to an individualized project in a specific authentic context
CLO #4 #5	Identify, evaluate and use communication strategies and language to participate in a specific authentic context

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, seminars.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

Where "S" = the final requisite for completion of ESL Certificate 1

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	33	Based on individualized learning plan developed with instructor
Other	33	Oral Presentation
Other	34	Written Reflective Narrative

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 48

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

- Lecture**
- Online**
- Seminar**

Hours in Category 1: 48

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Planning to reach a goal (set goals and create an Individualized Learning Plan) ~~Experiential Learning 1 is structured around four real world activities, which are broken down into component tasks:~~

~~1) planning to reach a goal (tasks are goal-setting and creating an Individualized Learning Plan (ILP))~~

~~2) researching language and culture (tasks are doing ethnographic research and text analysis)~~

~~3) communicating in authentic contexts (tasks are cultural mapping, peer interviewing, and communicating about oneself)~~

~~4) using strategies for continuous learning (tasks are completing an experiential learning cycle, reflecting on and articulating learning, and creating future Individualized Learning Plans)~~

Researching language and culture (perform ethnographic research and text analysis)

Communicating in authentic contexts (create cultural maps, interview peers, and communicate about oneself)

Using strategies for continuous learning (complete an experiential learning cycle, reflect on and articulate learning, and create future Individualized Learning Plans)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 10/05/22 5:12 pm

Viewing: **ELSK 0715 : ESL Listening and Speaking 7**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:03 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Listening **and** Speaking 7

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris =	kmcmorris@vcc.ca =	604-871-7027 =

Banner Course Name: ESL Listening and Speaking 7

Subject Code: ELSK - English Language Skills

Course Number: 0715

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Listening **and** & Speaking 7 is on developing oral communication skills in **English**. **English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.** Classroom activities engage learners in developing listening and speaking strategies for community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and** inter-cultural **skills**. ~~skills through activities such as: communicating and responding to instructions, interviewing for a position, planning for professional development, negotiating conflict, responding to hierarchy, socializing and participating in a networking exchange.~~ By the end of this course, learners will be able to meet the Listening and Speaking outcomes at **CLB-7 in the Canadian Language Benchmarks (CLB) 7 level**. ~~Benchmarks:~~

Note: The topics in this course are closely aligned with the topics in ESL Reading **and** & Writing 7.

Course Pre-Requisites (if applicable):

ESL Listening and ~~CLB-6 Listening, CLB-6~~ Speaking **6**; or **LINC 6**; ~~equivalent assessment score~~; or **Assessment scores of CLB 6 Listening and CLB 6 Speaking**; or equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or **Department** ~~department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Listening-ESL-Pathways-7</p> <p>1) Identify mood, purpose and register in social interactions; identify and interpret information in the interaction the interaction</p> <p>2) Recognize clues to infer order of steps in 10- to 12-step directions and instructions.</p> <p>3) Identify purpose, details, and implied meanings to interpret communication intended to influence or persuade for personal or common experiences</p> <p>4) Identify register, mood, and purpose and follow short group interactions, discussions and meetings on familiar topics.</p> <p>5) Identify main ideas and details in informal presentations that describe something or tell a story up to 15 minutes</p>
CLO #2	Identify and infer order of steps in directions and instructions with 10 to 12 steps
CLO #3	Identify purpose, details, and implied meanings to interpret communication intended to influence or persuade for personal or common experiences
CLO #4	Identify register, mood and purpose, and follow short group interactions, discussions and meetings on familiar topics
CLO #5	Identify main ideas and details in informal presentations that describe something or tell a story of up to 15 minutes

Upon successful completion of this course, students will be able to:

CLO #6 #2	<p>Speaking ESL Pathways 7</p> <p>1) I-i. Participate in and maintain common social conversations for many everyday purposes purposes</p> <p>2) I-ii. Participate in routine phone calls about familiar matters</p> <p>3) II. Give instructions and directions for different procedures</p> <p>4) III. Give detailed suggestions and advice</p> <p>5) IV-i. Communicate detailed information expressing approval, disapproval, ideas and reservations (in one-on-one and in small group discussions or meetings)</p> <p>6) IV-ii. Give presentations up to 10 minutes to describe something in detail</p>
CLO #7	Participate in routine phone calls about familiar matters
CLO #8	Give instructions and directions for different procedures
CLO #9	Give detailed suggestions and advice
CLO #10	Communicate detailed information expressing approval, disapproval, ideas and reservations in one-on-one and in small group discussions or meetings
CLO #11	Give presentations up to 10 minutes to describe something in detail

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 7 in
both Listening and Speaking

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Empathizing (discuss a personal issue, ~~interpersonal communication~~, role-play a personal scenario)

Learning New Skills (**watch and participate in group** ~~group~~ discussion on technology challenges, comprehend instructions, demonstrate how to use a piece of software)

Interviewing (**watch disappointing** ~~disappointing~~ and successful job interviews, role-play a telephone conversation, participate in a mock job interview)

Planning for Professional Development (watch a video with **a successful entrepreneur**, ~~Steve Jobs, role-play giving suggestions and advice~~, give **suggestions and advice**, **give** instructions on **goal-planning**) ~~Smart goal planning~~

Course Topics:

Negotiating Conflict (**listen to news on** ~~(bike lanes, group presentations, negotiating~~ **a community issue, discuss group presentations, negotiate a** solution)

Negotiating Hierarchy (**watch a "water-cooler"** ~~(water-cooler~~ conversation, watch **a workplace a Norquest** video, role-play scenarios)

Presenting in Teams (**plan a** ~~(discuss~~ presentation **in a group, listen to planning,** presentation basics, give team presentations)

Networking (invite someone to a networking event, ~~get advice on making business cards,~~ give feedback on networking skills, participate in a networking event)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 10/05/22 5:12 pm

Viewing: **ELSK 0720 : ESL Reading and & Writing 7**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:03 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Reading **and** & Writing 7

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:34 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
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(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

81
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris =	kmcmorris@vcc.ca =	604-871-7027 =

Banner Course Name: ESL Reading **and &** Writing 7

Subject Code: ELSK - English Language Skills

Course Number: 0720

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Reading **and &** Writing 7 is on developing reading **and and** writing communication skills in **English. English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.** Classroom activities engage students in developing reading and writing strategies using community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and** intercultural **skills. skills through activities such as: using media to follow a current issue, using journals for reflective writing, applying for a position, using a professional portfolio, writing a report, reading and writing a brief case study, etc.** By the end of this course, students will be able to meet the Reading and Writing outcomes at **CLB-7 in** the Canadian Language **Benchmark (CLB) 7 level. Benchmarks.**

Note: The topics in this course are closely aligned with the topics in ESL Listening **and &** Speaking 7.

Course Pre-Requisites (if applicable):

ESL Reading and ~~CLB-6 Reading, CLB-6~~ Writing 6; or LINC 6; equivalent assessment score; or Assessment scores of CLB 6 Reading and CLB 6 Writing; or equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or Department ~~department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Analyze personal and public social messages for mood and purpose; identify details and implied meanings Reading-ESL-Pathways-7</p> <p>1) Analyze personal and public social messages for mood and purpose; identify details and implied meanings</p> <p>2) Interpret sequence and implied meaning of instructions for tasks with up to 13 steps or 5-10 paragraphs</p> <p>3) Identify layout and organization to find and use 3 or 4 pieces of information from formatted texts</p> <p>4) Identify main idea, details, and implied meanings to locate information in business texts</p> <p>5) Identify organization of text, interpret fact from opinion and comprehend descriptions and stories on familiar topics.</p> <p>6) Interpret information in charts, diagrams, tables and graphs</p> <p>7) Access, locate and integrate information from 3-4 on-line reference sources</p>
CLO #2	Interpret sequence and implied meaning of instructions for tasks with up to 13 steps or 5-10 paragraphs
CLO #3	Identify layout and organization to find and use 3 or 4 pieces of information from formatted texts
CLO #4	Identify main idea, details, and implied meanings to locate information in business texts
CLO #5	Identify organization of text, interpret fact from opinion and comprehend descriptions and stories on familiar topics
CLO #6	Interpret information in charts, diagrams, tables and graphs
CLO #7	Access, locate and integrate information from 3-4 on-line reference sources

Upon successful completion of this course, students will be able to:

CLO #8 #2	Writing ESL Pathways 7 1) Compose at least 3 paragraphs for a personal message for a range of social purposes purposes 2) Reduce oral information from audio material into notes: 3) Organize and construct a summary after reading up to about 2 pages of information: 4) Write business messages up to 3 paragraphs for several different purposes 5) Complete detailed forms with about 40 items and some short, written responses to questions: 6) Express ideas or descriptions in 2 or 3 connected paragraphs
CLO #9	Reduce oral information from audio material into notes
CLO #10	Organize and construct a summary after reading up to about 2 pages of information
CLO #11	Write business messages up to 3 paragraphs for several purposes
CLO #12	Complete detailed forms with about 40 items and some short, written responses to questions
CLO #13	Express ideas or descriptions in 2 or 3 connected paragraphs

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 7 in
both Reading and Writing

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Interacting Effectively (**read and write a narrative**, ~~(e-mail comprehension)~~, take notes on **an informal presentation**, ~~a TED talk~~, read a graph **and** interpret information)

Journalling (**read articles on sources** ~~Journalling~~ (sources of workplace stress, **take notes and** write a summary, write **a journal entries**) ~~entry on a stressful time of your life, read about seasonal affective disorder~~)

Applying for Positions (**read and prepare** ~~(reading~~ a **skills inventory**, ~~NOC~~, compare websites on resume writing, complete a job application form, write a cover letter)

Designing Portfolios (write a compare/contrast essay, **follow instructions to** create a personal portfolio, write a letter **to** ~~to~~ express thanks)

Course Topics:

Writing Essays (take notes on a video, read a chart about **a current issue, gambling in Canada**, write an essay about **a a** community issue)

Writing Formal E-mails (search for information on business email etiquette, analyze emails, write an email of request) ~~Writing Formal E-mails (research business e-mail do's and don'ts)~~

Engaging in Personal Interests (read ~~about~~ and summarize **an article, about sustainable happiness**, read **and interpret instructions**) ~~about how to make a YouTube account~~

Planning Professional Development (read **emails and websites** ~~different e-mails~~ about professional development, ~~read complete~~ a **vision plan and college application form**, write a **summary, complete a college application form letter** of **about 40 items, write a letter of** dissatisfaction)

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 10/05/22 5:18 pm

Viewing: **ELSK 0815 : ESL Listening and Speaking 8**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:04 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Listening **and Speaking** **&Speaking** 8

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:33 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

87
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris =	kmcmorris@vcc.ca =	604-871-7027 =

Banner Course Name: ESL Listening and Speaking 8

Subject Code: ELSK - English Language Skills

Course Number: 0815

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

ESL Listening **and Speaking 8** ~~The focus of ESL Listening and~~ **& Speaking 8** ~~The focus of ESL Listening and Speaking 8~~ is on developing oral communication skills in **English**. ~~English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.~~ Classroom activities engage learners in developing listening and speaking strategies for community, workplace and academic contexts. Learners integrate language skills, ~~Essential~~ **Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and** inter-cultural **skills**. ~~skills through activities such as: conducting a questionnaire and focus group, planning professional development, listening to a lecture, teaching a technological process, analyzing media, organizing meetings, and expanding your network.~~ By the end of this course, learners will be able to meet the Listening and Speaking outcomes at ~~CLB 8 in the~~ Canadian Language **Benchmarks (CLB) 8 level**. ~~Benchmarks:~~

Note: The topics in this course are closely aligned with the topics in ESL Reading and Writing 8.

Course Pre-Requisites (if applicable):

ESL Listening and ~~CLB 7 Listening, CLB 7 Speaking 7~~; or LINC 7; ~~equivalent assessment score~~; or Assessment scores of CLB 7 Listening and CLB 7 Speaking; or equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or Department ~~department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Listening-ESL Pathways 8 1) Identify implied meanings, feelings, attitude, purpose and intent in social exchanges exchanges 2) Follow long detailed instructions and directions (over 12 steps) for technical and non-technical tasks: 3) Interpret and evaluate communication intended to influence or persuade 4) Identify main ideas, facts, opinions and attitudes in group interactions about abstract and complex ideas on familiar topics: 5) Interpret facts, opinions and explanations in informal or semi-formal presentations up to about 20 minutes long minutes
CLO #2	Follow long, detailed instructions and directions of over 12 steps for technical and non-technical tasks
CLO #3	Interpret and evaluate communication intended to influence or persuade
CLO #4	Identify main ideas, facts, opinions and attitudes in group interactions about abstract and complex ideas on familiar topics
CLO #5	Interpret facts, opinions and explanations in informal or semi-formal presentations up to about 20 minutes

Upon successful completion of this course, students will be able to:

CLO #6 #2	Participate in focus groups and meetings Speaking-ESL Pathways-8 1) Participate in focus groups and meetings 2) Make and maintain short (4-5 minute) professional phone calls 3) Give instructions and directions for tasks, procedures, and processes. 4) Propose or recommend solutions to problems in familiar areas 5) Give detailed information that expresses and analyzes opinions (in one-on-one and in small group discussions or meetings). 6) Give presentations (up to about 20 minutes long) on familiar, concrete, or abstract topics based on research
CLO #7	Make and maintain short (4-5 minute) professional phone calls
CLO #8	Give instructions and directions for tasks, procedures and processes
CLO #9	Propose or recommend solutions to problems in familiar areas
CLO #10	Give detailed information that expresses and analyzes opinions (in one-on-one and in small group discussions or meetings)
CLO #11	Give presentations (up to about 20 minutes long) on familiar, concrete or abstract topics based on research

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 8 in
both Listening and Speaking

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Building Social Capital (**solve problems, listen to** ~~(problem-solving,~~ conversations at work, **initiate initiating** conversations with strangers)

Participating in Professional Development (**listen to** ~~(PD-plans, presenting~~ a **talk on a PD plan, present a PD plan, request requesting** and **give giving** information **on on** the telephone)

Listening to Lectures (**retell (retelling** the steps of a study method, **listen to a** lecture on **a scientific or technological topic, present on a** ~~biomedical engineering,~~ group concept **map) map presentation)**

Course Topics:

Conducting Questionnaires (**listen to a group discussion and lecture on an environmental topic, give (environmental topic questions, smart meter discussion, giving** suggestions for problems)

Conducting Focus Groups (**listen to steps (steps** for conducting focus groups, analyze a focus group discussion, **moderate moderating** a focus group)

Demonstrating Processes (**listen (how to instructional videos on make raisins, presenting a production processes, present a production** process, **arrange a site visit on making arrangements on** the telephone)

Analyzing Media (analyze and deconstruct a video ad, **listen to public service announcements) announcements on the radio)**

Participating in Meetings (**listen (steps to steps to** running an effective meeting, **problem-solve problem-solving** formal meeting questions, **role-play a formal meeting) meeting role-plays)**

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 10/05/22 5:15 pm

Viewing: **ELSK 0820 : ESL Reading and Writing 8**

Last approved: 02/24/22 5:24 am

Last edit: 10/19/22 3:04 pm

Changes proposed by: kmcmorris

Programs
referencing this
course

[18: ESL Pathways Standard Certificate](#)

Course Name:

ESL Reading **and** & Writing 8

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 10/05/22 5:20 pm
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 10/07/22 3:33 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 10/20/22 12:05 pm
Todd Rowlett
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 28, 2020 by
Nicole Degagne
(ndegagne)
2. May 1, 2021 by
Nicole Degagne
(ndegagne)
3. Jan 26, 2022 by
Nicole Degagne
(ndegagne)

93
4. Feb 24, 2022 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Ken McMorris =	kmcmorris@vcc.ca =	604-871-7027 =

Banner Course Name: ESL Reading and Writing 8

Subject Code: ELSK - English Language Skills

Course Number: 0820

Year of Study: English as an Additional language

Credits: 4

Bridge College Code: LT

Bridge Billing Hours: 0-4

Bridge Course Level: 11

Course Description:

The focus of ESL Reading **and** & Writing 8 is on developing reading **and** **and** writing communication skills in **English**. ~~English and improving the following Essential Skills: Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning.~~ Classroom activities engage students in developing reading and writing strategies using community, workplace and academic contexts. Learners integrate language skills, **Essential Skills for Success (Working with Others, Computer and Document Use, Thinking Skills, and Continuous Learning), and** intercultural **skills**. ~~skills through activities such as: reading a textbook, translating scientific writing for laypeople, planning your lifelong learning, using technical manuals and completing forms, notetaking, and organizing a promotional event.~~ By the end of this course, students will be able to meet the Reading and Writing outcomes at ~~CLB-8 in~~ the Canadian Language **Benchmark (CLB) 8 level**. ~~Benchmarks:~~

Note: The topics in this course are closely aligned with the topics in ESL Listening **and** & Speaking 8.

Course Pre-Requisites (if applicable):

ESL Reading and ~~CLB-7 Reading, CLB-7 Writing 7;~~ or **LINC 7;** ~~equivalent assessment score;~~ or **Assessment scores of CLB 7 Reading and CLB 7 Writing;** or equivalent <https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/> or **Department** ~~department~~ approval.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	<p>Locate details and identify structure in order to comprehend social messages in emails/letters Reading-ESL-Pathways-8 1) Locate details and identify structure in order to comprehend social messages in emails/letters; 2) Interpret and summarize instructions with up to about 13 steps or 8 to 15 paragraphs for specialized tasks; 3) Select, integrate and use 3 or 4 pieces of information from a table, chart, graph, form or list 4) Identify and summarize information from business/service/academic texts containing rules, regulations or policies; 5) Analyze and evaluate extended academic or workplace texts containing descriptions, explanations, narratives, and critiques; 6) Analyze and use information in charts, diagrams, tables, and graphs; 7) Access, locate and integrate several pieces of information from relevant on-line reference sources</p>
CLO #2	Interpret and summarize instructions with up to about 13 steps or 8 to 15 paragraphs for specialized tasks
CLO #3	Select, integrate and use 3 or 4 pieces of information from a table, chart, graph, form or list
CLO #4	Identify and summarize information from business/service/academic texts containing rules, regulations or policies
CLO #5	Analyze and evaluate extended academic or workplace texts containing descriptions, explanations, narratives, and critiques
CLO #6	Analyze and use information in charts, diagrams, tables, and graphs
CLO #7	Access, locate and integrate several pieces of information from relevant online reference sources

Upon successful completion of this course, students will be able to:

CLO #8 #2	<p>Write formal or informal messages for social purposes 3 or more paragraphs long Writing-EST Pathways-8</p> <p>1) Write formal or informal messages for social purposes 3 or more paragraphs long; 2) Take notes on a talk about an established procedure and write instructions in a workplace or academic setting; 3) Make an outline or summary of an extended academic or workplace text about 4-8 pages; 4) Write business, service, or academic correspondence of at least 4 paragraphs in length; 5) Complete detailed forms with over 40 items with short answers and some written responses of up to 1 paragraph each; 6) Write a 500-word descriptive, compare-contrast, or persuasive essay or report; 7) Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>
CLO #9	<p>Take notes on a talk about an established procedure and write instructions in a workplace or academic setting</p>
CLO #10	<p>Make an outline or summary of an extended academic or workplace text about 4-8 pages</p>
CLO #11	<p>Write business, service, or academic correspondence of at least 4 paragraphs in length</p>
CLO #12	<p>Complete detailed forms with over 40 items with short answers and some written responses of up to 1 paragraph each</p>
CLO #13	<p>Write a 500-word descriptive, compare-contrast, or persuasive essay or report</p>
CLO #14	<p>Write a paragraph to explain information in a table, graph, flow chart or diagram</p>

Instructional

Strategies:

The instructor uses multiple strategies to achieve the learning outcomes including: ongoing needs analysis, group work, coaching, one-on-one consultations, using audio/computer labs, case studies, videos, lectures, demonstrations, etc.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Where "S" = minimum CLB 8 in
both Reading and Writing

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Portfolio	100	Range of assignments (20-25) with rubrics and tools to formatively and summatively evaluate learning.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 120

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: **108** ~~120~~

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: **12**

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

Assessing Interests (Complete a personality and interest assessment, complete an online professional profile form, read and write emails to communicate with professional contacts) ~~Assessing Interests (Meyers-Briggs type indicator, on-line job search, on-line professional profile forms, e-mail case study)~~

Course Topics:

Planning Lifelong Learning (synthesize and summarize background information on lifelong learning, listen and take notes on how to prepare a lifelong learning plan, write a 500-word description of a learning plan) ~~Planning Lifelong Learning (composite learning index, exploring your career path, lifelong learning plan)~~

Note-taking from Lectures (take notes and synthesize information on an academic topic, write a descriptive essay, read and respond to emails requesting information and clarifying conflict) ~~Note-taking from Lectures (U.S. higher education, note-taking from an introductory lecture, how to write an essay outline, plagiarism, expository essay)~~

Reading Textbooks and Developing Scientific Literacy (summarize a chapter from an academic text, interpret, analyze and describe scientific charts, write a compare and contrast essay on popular science and scientific literature) ~~Reading Textbooks (summarizing from an academic text) 5.) Developing Scientific Literacy (compare/contrast essay)~~

Using Technical Manuals and Forms **(read about workplace safety, follow instructions (introduction to complete forms and file WHMIS, MSDS forms, filing a workplace workplace injury claim, write writing a persuasive business letter)**

Summarizing & Critiquing (read about Residential Schools in Canada, search for information about Indigenous peoples, write a research essay) ~~Summarizing & Critiquing (persuasive essay)~~

Organizing Events **(read and take notes on effective leadership and (effective leadership, event planning, write writing a promotional email for a workplace-related event) e-mail)**

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

ESL Pathways Standard Certificate

Pro:

Additional Information



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: November 8, 2022

ISSUE: Revision to Draft Policy C.1.3 Granting of Credentials

BACKGROUND:

Policy C.1.3 Granting of Credentials recently underwent a scheduled five-year review. The drafts of the policy and its procedures were reviewed by Education Policy Committee and Education Council, and recommended for approval by the Board of Governors at the September 13 Education Council meeting. The policy and procedures were reviewed by the Governance Committee in October and are slated to move forward for approval by the Board in November.

One proposed change was to count Prior Learning Assessment and Recognition (PLAR) towards the residency requirement.

The PLAR working group has recently identified that this proposed change is not considered best practice, and recommends maintaining the current model, in which neither PLAR nor transfer credit count towards the residency requirement.

The recommendation is to change the wording back before the policy moves forward for Board approval.

Policy principle #7e would be reworded to “Credits obtained through PLAR **or Transfer Credit** will **not** be counted towards the residency requirement.”

DISCUSSION:

Due to the tight timeline, the Chairs of Education Council and Education Policy Committee agreed to bring this change to the November 8 EdCo meeting for information and discussion.

Education Policy Committee will review the proposal at its November 9 meeting, after which it will provide its recommendation to Education Council.

Education Council will then vote on the proposal via consent resolution.

PREPARED BY: Natasha Mandryk, Chair, Education Council
Sarah Kay, Chair, Education Policy Committee

DATE: November 4, 2022



POLICY

Policy Name	Granting of Credentials
Policy Number	C.1.3
Approval Body	Board of Governors (Education Council advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	DRAFT November 4, 2022

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes student achievement by awarding credentials according to established program and course requirements.

This policy establishes the guidelines and definitions for awarding official VCC credentials to students.

DEFINITIONS

Course Exemption: The waiving of a course that is required to complete a credential.

Course Substitution: Formal recognition of course equivalency in a VCC approved course outside the program area.

Credential: A named qualification that is awarded upon completion of a program of study that has been approved by the Board of Governors of Vancouver Community College.

Cumulative Grade Point Average: A weighted average of grades earned in all courses taken at the institution.

Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs.

Statement of Completion: A document provided for the successful completion of a course or group of courses that do not lead to a credential.

Transfer Credit: The granting of credit for a credit-bearing course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment.

VCC Award of Achievement: A document provided for the successful completion of a course or group of courses that do not lead to a credential. The course or group of courses will include a minimum of 15 hours of instruction, and successful completion will be based on assessment criteria provided in the course outline(s), including but not limited to, participation or other subject-specific criteria as determined by the program area.

SCOPE AND LIMITS

This policy applies to all formal credentials issued by the College. The policy and procedures do not apply to non formal recognition, such as Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

POLICY PRINCIPLES

1. The College develops, approves and awards credentials under the authority of the College and Institute Act.
2. In order to maximize student mobility and success, credentials are also guided by:
 - a. provincial Ministry guidelines,
 - b. professional and industry association requirements,
 - c. accreditation bodies, and
 - d. postsecondary institutions with which course and programs articulate.
3. All credentials are approved by the Board of Governors on the recommendation of Education Council.
4. Credentials will only be awarded for programs that have been approved by Education Council.
5. The College has approved the following credentials and credit ranges for each credential type. Exceptions to these credit ranges require approval by Education Council:

Credential	Description	Credit Range
Short Certificate	Usually less than one year of study.	9 to 17
Advanced Certificate	Provides students with specialized knowledge that builds on a previous credential. Usually less than one year of study. A certificate, diploma or Bachelor's degree is required as a pre-requisite.	18 to 45
Certificate	Usually one year of study.	18 to 45
Post-Degree Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually two years. A Bachelor's degree is required as a pre-requisite.	40 to 75
Advanced Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually one or more years. A diploma or Bachelor's degree is required as a pre-requisite.	40 to 75
Diploma	Usually two years of study.	60 to 82
Associate Degree	Two years of university-level study with an Arts or Science focus. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the <i>BC Transfer Guide</i> for specific requirements.	60-65
Degree	Usually four years of study.	Diploma + minimum 60 or minimum 120 in total

6. The Registrar's Office documents and issues all credentials offered by the College, including the requirements for successful completion.
7. The Registrar's Office will assess a student's eligibility for a credential based on the following criteria for the program:
 - a. A minimum cumulative grade point average of 2.0 is achieved.
 - b. All program requirements, approved at the point the student entered the program, have been successfully completed.
 - c. Program requirements were met within the maximum program completion timeframe.
 - d. The student has no administrative holds, which may include outstanding financial debts to the College.
 - e. **The residency requirement is Thirty-five per cent (35%) of the prescribed program credits ~~were~~ completed at VCC within the last half of a program. Credits obtained through PLAR or transfer credit will not be counted towards the residency requirement.**

Exceptions to these minimum requirements, and/or additional criteria above the minimum established by the College, must be approved by the Registrar's Office in consultation with individual Departments.

8. The maximum duration timelines for completing approved program credentials are:
 - Advanced Certificate – three years
 - Certificate – three years
 - Post-Degree Diploma – five years
 - Advanced Diploma – five years
 - Diploma – five years
 - Associate Degree – five years
 - Degree – eight years

Shorter or longer maximum duration timelines must be approved by the Education Council.

9. The College reserves the right to deny credentials.
10. The College may issue honorary or posthumous credentials to eligible recipients.

RELATED RESOURCES

Legislation

College and Institute Act, RSBC 1996 c 52.

VCC Policies

Grading, Progression and Withdrawal C.1.1

Assignment of Credits to Courses C.1.4

Curriculum Development and Approval C.3.14

Prior Learning Assessment & Recognition D.3.5

Transfer Credit D.3.11

VCC Procedures

Granting of Credentials Procedures C.1.3