

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Gerontology - Interprofessional Practice

2019

GIP1 Curriculum Modification for 2019-20 (2)



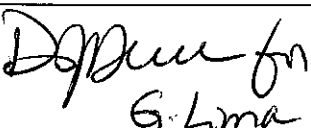
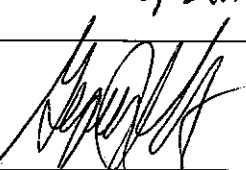
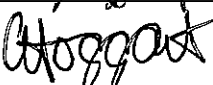
Fanshawe College

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CURRICULUM MODIFICATION REQUEST FORM

COURSE OR PROGRAM CURRICULUM "RATIONALE FOR CHANGE"

Program Requiring Changes

Program Title: Gerontology Interprofessional Practice		
Program Number: GIP2	Date Submitted: 5/30/2019	
Dean responsible for program:	Chair: Sandra Fieber	
Credential Provided: <input type="checkbox"/> Declaration of Academic Achievement <input type="checkbox"/> Local Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma <input checked="" type="checkbox"/> Grad Certificate <input type="checkbox"/> Degree <input type="checkbox"/> Apprenticeship		
Program Intakes: <input checked="" type="checkbox"/> F <input type="checkbox"/> W <input type="checkbox"/> S Other:	Catalogue Year(s) Impacted: 2019/2020	
Residency Requirement: <input checked="" type="checkbox"/> Met or <input type="checkbox"/> Not Met	Date of Last Program Review: Click here to enter a date.	
<i>I have read the reasons for the change and...</i>		<i>Signature and date</i>
Dean of Faculty (Lead program):	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	 June 12/2019
Dean of Faculty (Affiliate program-impacted by change):	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	 June 12/19
Dean of Faculty (Affiliate program-impacted by change):	<input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	
Senior Vice President Academic (required for major changes and late DAs):	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve	 June 20/19
Director, Centre for Academic Excellence:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	 June 12, 2019
Office of the Registrar:	<input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support	 12 Jun 2019
Notes:		

Please answer each of the questions below, if applicable. Missing or incomplete information may delay review of the proposed changes.

1.0 Describe proposed change(s). Complete Appendix A (if necessary) and amend SDAR (Refer to Appendix C).

Add EDUC-6039 Strategies for Communicative Success to the GIP2 curriculum.

There has been a recognized need by students, faculty and external agencies for improved communication skills in program-specific terminology, writing, spoken and critical thinking expertise. The addition of a communications course into the GIP2 curriculum would help to better support students in successfully completing the program and satisfying the needs of external agencies.

Most of the students in the GIP2 program are English as a Second Language International Students with varying degrees of skill with written and oral English. This course will help to prepare them for the expectations of the various professional agencies that will be hiring them upon graduation and assisting them during field placement.

This course will be delivered through the English Language Institute.

2.0 Reason/Rationale for Changes

2.1 The reason for the change is based on:

- A recent program review
- Program Advisory Committee feedback
- Student feedback
- KPI results
- Accreditation or other regulatory requirements
- Shared curriculum
- Trends in the field/industry
- Other (please describe):

Faculty and Agencies have recognized a need for improved communication in writing and oral skills.

2.2 Does the change support the College's Strategic Framework (mission, vision, values)?

- Yes

No (If no, please explain)

2.3 What strategic goal(s) does the proposed change support?

Goal 1 - Enhance innovative practices for exceptional student learning

Goal 2 - Manage enrolment growth

Goal 3 - Optimize use of resources

Goal 4 - Build sustainable sources of alternative revenue

3.0 Students

3.1 Will the change affect the cost of the program for students?

Yes

No

3.2 If yes, there will be an additional cost for:

Materials (Include details):

Equipment (Include details):

Other (Please describe):

4.0 Program Learning Outcomes

4.1 Will the proposed change meet the Program Vocational Learning Outcomes? (Complete Appendix B and mark the changes in the mapping [e.g. red font])

Yes

No

4.2 Are there any implications related to progression because of pre-requisite courses (and/or co-requisite courses)?

No

Yes (If yes, please explain)

5.0 Relationships with Other Programs

5.1 Are any of the courses impacted by the change provided by another School (e.g., SLLS, LKSB) and/or delivered at another campus?

No

Yes

5.2 What Schools/Campuses will be impacted by the proposed change?

Lawrence Kinlin School of Business

School of Information Technology

School of Tourism, Hospitality and Culinary Arts

School of Community Studies

- School of Health Sciences
- School of Nursing
- School of Public Safety
- School of Contemporary Media
- School of Design
- School Digital and Performing Arts
- School of Language and Liberal Studies
- Donald J. Smith School of Building Technology
- Norton Wolf School of Aviation Technology
- School of Applied Sciences and Technology
- School of Transportation Technology and Apprenticeship
- Continuing Education
- Simcoe/Norfolk Regional Campus
- St Thomas/Elgin Regional Campus
- Woodstock/Oxford Regional Campus
- Huron/Bruce Regional Sites
- English Language Institute

5.3 Will the change affect pathway agreements (e.g., bridging, articulations, laddering, advanced standing) with other Fanshawe program(s) and/or other institution(s)?
(Refer to the pathway agreements listed here: <http://transferagreements.fanshawec.ca/>)

- No
- Yes (If yes, indicate when you will notify the other Fanshawe program(s) and/or other institution(s) and the Pathways Coordinator in the Centre for Academic Excellence of the change)

5.4 If this program is a Co-Operative Education program, will the proposed change impact Co-op?

- No
- Yes (If yes, consult with the Co-op office prior to submission)

6.0 Resource Implications of Proposed Changes

6.1 Will the proposed change have staffing implications?

- No
- Yes (If yes, please explain)

Faculty will need to be assigned to teach EDUC-6039

6.2 Will the proposed change impact any of the Enabling areas?

- No
- Yes (If yes, please explain)

6.3 Will the proposed change affect space and/or technology requirements?

- No
- Yes (If yes, please explain)

Classroom space will be booked to deliver curriculum.

7.0 General College Requirements

7.1 Are changes consistent with Colleges policies?

- Yes
- No (If no, please explain)

7.2 Will the program meet the General Education requirements (Policy A126) as listed below?

- No
- Yes

Local Certificate, Ontario College Certificate and Graduate Certificate - none required)	Diploma - 3 required (minimum of 1 must be an elective)	Advanced Diploma - 4 required (minimum of 2 must be electives)
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7.3 Will the program have 25% distinct curriculum to meet the Residency Requirement of 25% credit units? Consider all pathway agreements (e.g., bridging, internal articulations, laddering, advanced standing) with other Fanshawe programs and/or other institutions.

- No
- Yes

Note: In accordance with POLICY NUMBER: A122 Graduation from Approved College Programs

...to be eligible for any College Credential a student must be enrolled and complete at least 25% of that program's credit units at Fanshawe College, unless stipulated differently by other approving bodies such as the Postsecondary Education Quality Assessment Board (PEQAB).

7.4 Indicate:

- i) Total program hours before proposed change: _____ 695 _____
- ii) Total program hours after proposed change: _____ 737 _____
- iii) Level(s) in which the proposed change(s) occurs: _____ 01 _____

7.4.1 Are the total program hours consistent with the requirements as listed below?

Yes

No (If no, please explain)

Local Certificate - 300 hours	Ontario College Certificate - 600 hours
Diploma - 1200 to 1400 hours	Advanced Diploma - 1800 to 2100 hours
Graduate Certificate - 600 hours	

Degree Audit Report

Catalog: 2019/2020

Program: GIP2 **Name:** Gerontology - Interprofessional Practice
Department: HUM - Community Studies
Academic Level: PS
CCD: 7 - 2AcadSem/600-700 hrs
Credential: Ontario College Graduate Cert

Grade Scheme: LG2
Major: GIP2 - Gerontology-Interprof. Pract. **Div:** FHS - Fclty of Hlth, Comm St, Public Sfty
Co-Op Indicator: N/A

Academic Program Requirement

Total Credits: 38.20 **Residency Reqmt:** 10.00
GPA Requirement: 2.00 **Residency Reqmt GPA:** 2.00
Minimum Grade: D

Academic Requirement: GIP2.19 Gerontology - Interprofessional Practice

Major: GIP1
Grade Scheme: LG2
Minimum GPA: 2.00
Minimum Grade:

Subrequirement: Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
GERI-6016	The Aging Population	45.00	3.00	
GERI-6017	Mental Health in Gerontology	45.00	3.00	
GERI-6018	Interprofessional Practice	45.00	3.00	
RECN-6003	Therapeutic Recreation Intervention	45.00	3.00	
HLTH-6044	Person, Family & Community Practice	45.00	3.00	
GERI-6019	Thanatology	45.00	3.00	
RSCH-6008	Research Literacy	30.00	2.00	
EDUC-6089	Strategies for Communication Success	42.00	3.00	

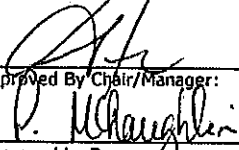
Subrequirement: Level 2

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
GERI-6020	Inclusive Practice	45.00	3.00	
GERI-6021	Field Seminar: Aging Population	45.00	3.00	
HLTH-6045	Observation, Documentation & Assessment	45.00	3.00	
FLDP-6017	Field Placement	200.00	5.20	
RSCH-6009	Research Literacy: Capstone Project	60.00	4.00	

Subrequirement: Program Residency

Students Must Complete a Minimum of 10 credits in this program at Fanshawe College to meet the Program Residency requirement and graduate from this program

Approved By Chair/Manager: _____

 Approved by Dean: _____

 General Education Approved By(as appropriate): _____

Department and Date: June 10/19
 Date: June 18/2019

 Date: _____



APPENDIX A: PROPOSED CURRICULUM MODIFICATION... for ECL 20167

Course Code	Existing DA Courses	Total Hours	Total Credits		Course Code	Proposed DA Courses	Total Hours	Total Credits
Level 1								
GERI-6016	The Aging Population	45	3		GERI-6016	The Aging Population	45	3
GERI-6017	Mental Health in Gerontology	45	3		GERI-6017	Mental Health in Gerontology	45	3
GERI-6018	Interprofessional Practice	45	3		GERI-6018	Interprofessional Practice	45	3
RECN-6003	Therapeutic Recreation Intervention	45	3		RECN-6003	Therapeutic Recreation Intervention	45	3
HLTH-6044	Person, Family & Community Practice	45	3		HLTH-6044	Person, Family & Community Practice	45	3
GERI-6019	Thanatology	45	3		GERI-6019	Thanatology	45	3
RSCH-6008	Research Literacy	30	2		RSCH-6008	Research Literacy	30	2
				Add Course	EDUC-6039	Strategies for Communication Success	42	3
TOTAL		300	20		TOTAL		342	23
Level 2								
GERI-6020	Inclusive Practice	45	3		GERI-6020	Inclusive Practice	45	3
GERI-6021	Field Seminar: Aging Population	45	3		GERI-6021	Field Seminar: Aging Population	45	3
HLTH-6045	Observation, Documentation & Assessment	45	3		HLTH-6045	Observation, Documentation & Assessment	45	3
FLDP-6017	Field Placement	200	5.2		FLDP-6017	Field Placement	200	5.2
RSCH-6009	Research Literacy: Capstone Project	60	4		RSCH-6009	Research Literacy: Capstone Project	60	4
TOTAL		395	18.2		TOTAL		395	18.2

PROGRAM TOTAL 695 38.2

PROGRAM TOTAL 737 41.2

COMMS - Essential Employability Skills by Program, Level and Course

Program Name: Gerontology - Interprofessional Practice

Program Code: GIP2 (GIP2-HUM-20189)

Academic Year: 2018-2019

Date Generated: 11/26/2018 12:31:50 PM

Level 1

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
GERI-6016	The Aging Population	X			X	X	X	X	X	X	X	X
GERI-6017	Mental Health in Gerontology	X		X	X	X	X	X	X	X	X	X
GERI-6018	Interprofessional Practice	X		X	X	X	X	X	X	X	X	X
GERI-6019	Thanatology	X			X	X	X	X	X	X	X	X
HLTH-6044	Person/Family/Community Pract.	X		X	X	X	X	X	X	X	X	X
REC-6003	Therapeutic Rec. Intervention	X		X	X	X	X	X	X	X	X	X
EDUC-6039	Strategies for Communicative Success	X		X	X	X	X	X	X	X	X	X

Level 2

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
FLDP-6017	Field Placement	X		X	X	X	X	X	X	X	X	X
GERI-6020	Inclusive Practice	X		X	X	X	X	X	X	X	X	X
GERI-6021	Field Seminar Aging Population	X		X	X	X	X	X	X	X	X	X
GERI-6022	Pedagogy & Practice Project	X		X	X	X	X	X	X	X	X	X
HLTH-6045	Observe/Document/Assess	X		X	X	X	X	X	X	X	X	X

Essential Employability Skills

- 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.
- 2 Respond to written, spoken or visual messages in a manner that ensures effective communication.
- 3 Execute mathematical operations accurately.
- 4 Apply a systematic approach to solve problems.
- 5 Use a variety of thinking skills to anticipate and solve problems.
- 6 Locate, select, organize and document information using appropriate technology and information systems.
- 7 Analyze, evaluate and apply relevant information from a variety of sources.
- 8 Show respect for diverse opinions, values, belief systems and contributions of others.
- 9 Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- 10 Manage the use of time and other resources to complete projects.

1.1 Take responsibility for one's own actions, decisions and consequences.

Legend

- I Introductory
- B Building
- C Culminating

COMMS - Vocational Learning Outcomes by Program, Level and Course

Program Name: Gerontology - Interprofessional Practice

Program Code: GIP2 (GIP2-HUM-20189)

Academic Year: 2018-2019

Date Generated: 11/26/2018 12:30:10 PM

Only Display Core Courses:

Level 1

Course Number	Course Name	1	2	3	4	5	6
GERI-6016	The Aging Population	I	I	I	I	I	
GERI-6017	Mental Health in Gerontology	I	IB	I	IB	I	
GERI-6018	Interprofessional Practice	IB	I	IB	IB	IB	
GERI-6019	Thanatology	I	B		I	I	
HLTH-6044	Person/Family/Community Pract.	I	IB	IB	IB	IB	
RECN-6003	Therapeutic Rec. Intervention	IB	IB	IB	IB	IB	
EDUC-6039	Strategies for Communicative Success	IB	IB	IB		IB	

Level 2

Course Number	Course Name	1	2	3	4	5	6
FLDP-6017	Field Placement	BC	BC	BC	BC	C	
GERI-6020	Inclusive Practice	BC	IB	IB	IB	IB	
GERI-6021	Field Seminar Aging Population		BC	BC	BC	BC	
GERI-6022	Pedagogy & Practice Project		BC	BC	BC	BC	
HLTH-6045	Observe/Document/Assess	IB	BC	B	BC	BC	

Vocational Learning Outcomes

- 1 Comply with legislation and regulations governing professional practice within the Canadian health care system.
- 2 Apply research in current issues and trends in gerontology to inform senior care plans and services.
- 3 Consider the availability and effectiveness of community resources and referrals to plan, navigate and advocate for senior care.
- 4 Analyze the strengths and needs of seniors independently or with an interprofessional team to plan, implement and evaluate programs.

- 5 Assess the communicative, mental, physical, emotional and social health of older adults to promote healthy aging.
- 6 Communicate effectively to promote person- and family-centred care and strengthen interprofessional collaborative practice.

Legend

- I Introductory
- B Building
- C Culminating

DA Revision
for GIP2.
Add Educ 6039

STUDENT COURSE INFORMATION

FANSHAW COLLEGE OF APPLIED ARTS AND TECHNOLOGY
ENGLISH LANGUAGE INSTITUTE

January 1, 2017

EDUC-6039 – STRATEGIES FOR COMMUNICATIVE SUCCESS

Duration: 42 total course hours

Credit Units: 3.00

This course is a prerequisite for: No Courses

Prerequisite(s) for this course: No Courses

Course Description:

This course is designed to support students' success in Level 2 of the Gerontology Interprofessional Practice graduate certificate program and their field placement. Emphasis will be placed on the acquisition and mastery of program-specific terminology, academic research skills, critical thinking, and effective interprofessional communication skills, both oral and written.

Vocational Course Learning Outcomes:

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

1. Extract critical information demonstrating understanding of the argument in a scholarly article.
2. Summarize and analyze, both orally and in writing, the arguments in a scholarly article.
3. Use APA formatting accurately including in-text citation and bibliography.
4. Demonstrate understanding of, and adherence to, principles of academic integrity.
5. Communicate effectively, appropriately and comprehensibly, both orally and in writing, when supporting the aging person.

Essential Employability Skills Learning Outcomes:

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	☑	☑	☑
2.	Respond to written, spoken or visual messages in a manner that ensures effective communication.	☑	☑	☑
3.	Execute mathematical operations accurately.	☐	☐	☐
4.	Apply a systematic approach to solving problems.	☐	☑	☐
5.	Use a variety of thinking skills to anticipate and solve problems.	☑	☑	☑
6.	Locate, select, organize and document information using appropriate technology and information systems.	☑	☑	☑
7.	Analyze, evaluate and apply relevant information from a variety of sources.	☑	☑	☑
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.	☐	☑	☑
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	☑	☑	☑
10.	Manage the use of time and other resources to complete projects.	☐	☑	☑
11.	Take responsibility for one's own actions, decisions and consequences.	☐	☑	☐

Detailed Content:

Please note that timelines for topics/content are subject to change.

SESSION	DESCRIPTION
1	<ul style="list-style-type: none"> • Introduction to Course – content, assignments, expectations • Academic Reading skills – theory and practice. • Discussion strategies and Language
2	<ul style="list-style-type: none"> • Sharing field experiences – successes/difficulties – reflection and discussion

	<ul style="list-style-type: none"> • Reading Practice – brief academic article • Group Discussion/analysis of brief academic article • Effective Summarizing – identifying arguments/key points and orally summarizing
3	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Reading Practice and analysis - Project Proposal • Language Focus – Vocabulary/Pronunciation/Grammar etc.
4	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Role Plays & Communications Skills • Effective summarizing – written summary exercise
5	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Critiquing articles - process and writing practice • Language Focus - Vocabulary/Pronunciation/Grammar etc.
6	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communications Skills • Written self-reflection – process and practice • Annotated Bibliography- In-class practice
7	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Presentation Skills – Theory and Practice – mini presentations • Language Focus - Vocabulary/Pronunciation/Grammar etc.
8	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communications Skills • Academic Integrity/Citation
9	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Powerpoint presentations (mini) – practise • Language Focus - Vocabulary/Pronunciation/Grammar etc.
10	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communication Skills • Capstone Powerpoint Preview presented to class and Feedback
11	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Professional Written Communication • Language Focus - Vocabulary/Pronunciation/Grammar etc.

12	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communication Skills • Poster Presentations – workperiod/instructor feedback
13	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Review of Project Proposal excerpts • Language Focus - Vocabulary/Pronunciation/Grammar etc.
14	<ul style="list-style-type: none"> • Course wind-up. Review • Role plays • Course Evaluation

Teaching Methodologies:

The course involves in-class workshop sessions where the students will have the opportunity to build the academic English skills needed for success in their core program through practice. Class materials will be provided by the instructor. Assessment will be based on in-class participation and performance.

Required Learning Resources:

All resources will be provided by the instructor.

Method of Evaluation:

This course is a Pass-Fail Course. Evaluation will be based on:

- Participation
- Completion of In-Class Assignments
- Performance in In-Class Activities and Projects

Consult the Program Division Policy for additional information on course evaluation and progression.

<u>Grade</u>	<u>Range</u>	<u>Comment</u>	<u>Grade Point</u>
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5

D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0
P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

CHEATING - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

PLAGIARISM - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

Turnitin.com

As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at www.Turnitin.com.

Prepared By:
Susan Meehan

The following applies for course offerings consistent with the Standard Academic Calendar:

Internal/External Course Credit Application Deadline

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

Course Add/Drop Deadline

You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

Academic Assistance

The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and english, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at <http://www.fanshawec.ca/EN/ssa/14317/advisors.asp>.

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for information about available support services.

Re-taking a Course:

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

Related Policies

Course Grade System - See College Policy 2-C-04

Prior Learning Assessment and Recognition - See College Policy 2-A-10

Evaluations - See College Policy 2-C-02

Academic Standing - See College Policy 2-C-05

Student Appeal of a Grade or Other Academic Decision - See College Policy 2-G-02

Academic Withdrawal and Termination - See College Policy 2-C-06

Academic Offences - See College Policy 2-G-04

Student Code of Conduct Policy - See College Policy 2-G-01

Respectful College Community Policy - See College Policy 1-B-46

Authorized By: _____

Date: January 1, 2017

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ENGLISH LANGUAGE INSTITUTE

January 1, 2017

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3. Use APA formatting accurately including in-text citation and bibliography.
4. Demonstrate understanding of, and adherence to, principles of academic integrity.
5. Communicate effectively, appropriately and comprehensibly, both orally and in writing, when supporting the aging person.

Essential Employability Skills Learning Outcomes:

Essential Employability Skills Learning Outcomes		Taught	Reinforced	Assessed or evaluated
1.	Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Respond to written, spoken or visual messages in a manner that ensures effective communication.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	Execute mathematical operations accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Apply a systematic approach to solving problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Use a variety of thinking skills to anticipate and solve problems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Locate, select, organize and document information using appropriate technology and information systems.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Analyze, evaluate and apply relevant information from a variety of sources.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Show respect for the diverse opinions, values, belief systems and contributions of others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Manage the use of time and other resources to complete projects.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Take responsibility for one's own actions, decisions and consequences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Detailed Content:

Please note that timelines for topics/content are subject to change.

SESSION	DESCRIPTION
1	<ul style="list-style-type: none"> • Introduction to Course – content, assignments, expectations • Academic Reading skills – theory and practice. • Discussion strategies and Language
2	<ul style="list-style-type: none"> • Sharing field experiences – successes/difficulties – reflection and discussion

	<ul style="list-style-type: none"> • Reading Practice – brief academic article • Group Discussion/analysis of brief academic article • Effective Summarizing – identifying arguments/key points and orally summarizing
3	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Reading Practice and analysis - Project Proposal • Language Focus – Vocabulary/Pronunciation/Grammar etc.
4	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Role Plays & Communications Skills • Effective summarizing – written summary exercise
5	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Critiquing articles - process and writing practice • Language Focus - Vocabulary/Pronunciation/Grammar etc.
6	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communications Skills • Written self-reflection – process and practice • Annotated Bibliography- In-class practice
7	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Presentation Skills – Theory and Practice – mini presentations • Language Focus - Vocabulary/Pronunciation/Grammar etc.
8	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communications Skills • Academic Integrity/Citation
9	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Powerpoint presentations (mini) – practise • Language Focus - Vocabulary/Pronunciation/Grammar etc.
10	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communication Skills • Capstone Powerpoint Preview presented to class and Feedback
11	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Professional Written Communication • Language Focus - Vocabulary/Pronunciation/Grammar etc.

12	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Workplace Roleplays & Communication Skills • Poster Presentations – workperiod/instructor feedback
13	<ul style="list-style-type: none"> • Sharing field experiences – reflection and discussion • Review of Project Proposal excerpts • Language Focus - Vocabulary/Pronunciation/Grammar etc.
14	<ul style="list-style-type: none"> • Course wind-up. Review • Role plays • Course Evaluation

Teaching Methodologies:

The course involves in-class workshop sessions where the students will have the opportunity to build the academic English skills needed for success in their core program through practice. Class materials will be provided by the instructor. Assessment will be based on in-class participation and performance.

Required Learning Resources:

All resources will be provided by the instructor.

Method of Evaluation:

This course is a Pass-Fail Course. Evaluation will be based on:

- Participation
- Completion of In-Class Assignments
- Performance in In-Class Activities and Projects

Consult the Program Division Policy for additional information on course evaluation and progression.

<u>Grade</u>	<u>Range</u>	<u>Comment</u>	<u>Grade Point</u>
A+	90-100	Distinguished	4.2
A	80-89		4.0
B+	75-79		3.5
B	70-74		3.0
C+	65-69		2.5
C	60-64		2.0
D+	55-59		1.5

D	50-54	Marginal	1.0
F	0-49	Unsatisfactory	0
P	greater than 50	Pass	N/A
I	N/A	Incomplete	N/A
N	N/A	No Credit Achieved	N/A
W	N/A	Withdrawn	N/A
X	N/A	Audit	N/A

CHEATING - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

PLAGIARISM - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating. Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

Turnitin.com

As part of Fanshawe College's commitment to fostering excellence in student assignments, this course may require students to submit their papers to Turnitin.com. This Web service is designed to help students understand the importance of identifying borrowed work in their essays, and how to correctly cite research sources. Instructions for how to use Turnitin.com will be provided by the professor, and additional information is available at www.Turnitin.com.

Prepared By:

Susan Meehan

The following applies for course offerings consistent with the Standard Academic Calendar:

Internal/External Course Credit Application Deadline

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

Course Add/Drop Deadline

You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

Academic Assistance

The primary resource for students experiencing difficulty with course material is the course professor. In addition, students who wish to attend study skills workshops or who require further assistance, can contact the Learning Centre in A2019 (519 452 4265) for one-to-one tutoring from staff in math, physics, chemistry and english, or they can contact Counselling and Student Life in F2010 (519 452 4282) for information about receiving peer tutoring.

Student Success Advisors are available to assist students with academic concerns or other problems they may face while at Fanshawe. They can either assist you directly, or refer you to the appropriate resource on campus to get the help you need. Contact information for your Student Success Advisor can be found on the Web at <http://www.fanshawec.ca/EN/ssa/14317/advisors.asp>.

Students who have been identified as having (or who wish to be assessed for) a specific learning disability, should contact Disability Services F2010 (519 452 4282) in Counselling and Student Life for information about available support services.

Re-taking a Course:

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

Related Policies

Course Grade System - See College Policy 2-C-04

Prior Learning Assessment and Recognition - See College Policy 2-A-10

Evaluations - See College Policy 2-C-02

Academic Standing - See College Policy 2-C-05

Student Appeal of a Grade or Other Academic Decision - See College Policy 2-G-02

Academic Withdrawal and Termination - See College Policy 2-C-06

Academic Offences - See College Policy 2-G-04

Student Code of Conduct Policy - See College Policy 2-G-01

Respectful College Community Policy - See College Policy 1-B-46

Authorized By: _____

Date: January 1, 2017