

CASE STUDY #1

Mai is a new Canadian who is hoping to start a new career in Canada as a Registered Nurse. She has a university degree in engineering from China, so her science and mathematics qualifications are very strong. However, she needs to meet the prerequisites for the B.Sc. N. program of a Grade 12 (U) English or equivalent, as well as pass an English language proficiency test.

Mai was assessed at the ACE level in English. Her knowledge of grammar rules is thorough, and her reading score is adequate for college entrance. She has had a little experience writing North American style essays, but is not familiar with our conventions of research and referencing. She also feels she would benefit from more exposure to the North American cultural background.

Group Task:

1. Select topics of study from the attached ACE-U English Training Plan to suit Mai's goals and needs.
2. Identify any challenges or concerns you may expect to encounter as teachers or administrators working with Mai at this level.
3. Briefly present your conclusions to the rest of the workshop.

CASE STUDY #2

Phyllis has an Honours High School diploma from 1992, with OAC's in English, Biology, and Chemistry. However, she quit Math after she received a grade of 58 percent in Grade 12. She now wants to change careers and enroll in the Collaborative Bachelor of Science in Nursing program with York University and Seneca College to qualify as a Registered Nurse. To be accepted, she needs Grade 11 (U or M) Mathematics with a minimum average of 72 percent.

Phyllis's Math upgrading assessment was fairly good, placing her at the LBS 4 level. She has been studying upgrading Math for 5 months, earning high grades, and is now entering the extended ACE Technical Mathematics that includes most of the topics covered in MCF3M or Grade 11 (M) Mathematics. She finds trigonometry and complex numbers difficult, but has made good progress in algebra. Her main concern is to meet the prerequisites of the B.Sc.N. program, where the only math-related course she has to take during her first two years is "Math for Medication Administration."

Group Task:

1. Select topics of study from the attached ACE-11M Mathematics Training Plan to suit Phyllis's goals and needs.
2. Identify any challenges or concerns you may expect to encounter as teachers or administrators working with Phyllis at this level.
3. Briefly present your conclusions to the rest of the workshop.

CSC Conference Workshop: Developing ACE Curriculum for College Degree Programs

CASE STUDY #3

Robert has a diploma from Humber College as a Landscape Technician. This program had required Grade 12 English and Math at a (C) level. Robert had completed Grade 11 (C) Biology, but had never studied a senior Chemistry.

After working several years in his field, Robert wishes to enter Seneca's Bachelor of Applied Technology degree program in Integrated Environmental Site Remediation. The program has a prerequisite of Grade 12 (U) Chemistry. Robert's upgrading Math assessment placed him at the LBS 5 level. Naturally, Robert is most concerned with environmental aspects of Chemistry.

Group Task:

1. Select topics of study from the attached ACE-12U Chemistry Course Outline to suit Robert's goals and needs.
2. Identify any challenges or concerns you may expect to encounter as teachers or administrators working with Robert at this level.
3. Briefly present your conclusions to the rest of the workshop.

CASE STUDY #4

Ali is a student from Iran. He had studied some engineering in his home country, but was obliged to leave before his degree was complete. He likes working with computers. After spending two semesters in a college Certificate program, where he completed College English, Ali has decided that Centennial College's Bachelor of Applied Information Science in Computer and Communication Networking would lead to an interesting career. This program's prerequisites include any one of the three Grade 12 (U) courses: Advanced Functions and Introductory Calculus, Geometry and Discrete Mathematics or Mathematics of Data Management.

Ali has completed equivalent high school mathematics courses in Iran. Unfortunately, he does not have access to his high school transcripts. Also, his mathematics is rusty. His upgrading Assessment placed him at the LBS 5 level. He is confident that he can quickly catch up and earn the necessary credit through Academic Upgrading.

Group Task:

1. Select topics of study from the attached ACE-12U Mathematics Training Plan to suit Ali's goals and needs.
2. Identify any challenges or concerns you may expect to encounter as teachers or administrators working with Ali at this level.
3. Briefly present your conclusions to the rest of the workshop.

CSC Conference Workshop: Developing ACE Curriculum for College Degree Programs

CASE STUDY #5

Amanda was a student who showed strong potential in her early years and dreamed of becoming a lawyer. Unfortunately, her high school career was interrupted when she dropped out of school to have a baby. Now her two children are in daycare and she wants to get her life back on course. She does not feel she can afford the time and money to go to Law School. She thinks Humber College's Bachelor of Applied Arts in Paralegal Studies would be the best program to meet her needs. Best of all, since she is a mature student, she only needs to meet its prerequisite of Grade 12 (U) English

Amanda's upgrading Assessment placed her at the LBS 5 level in writing and the ACE level in reading. She has been attending upgrading classes for three months, with excellent grades. She wishes to enter the ACE-U English and is keen to improve her knowledge of literature.

Group Task:

1. Select topics of study from the attached ACE-U English Training Plan to suit Amanda's goals and needs.
2. Identify any challenges or concerns you may expect to encounter as teachers or administrators working with Amanda at this level.
3. Briefly present your conclusions to the rest of the workshop.