

## HISTORY ARTICULATION MEETING

8 May 1998

University College of the Cariboo

In attendance: John Belshaw (UCC) (Chair); Gwyneth Lewis (Langara) (Secretary); James Hull (OUC), Towser Jones (Capilano), Hondo Arendt (NWCC), Simo Nurme (NIC), Michael Gorman (UCC), Gordon Martel (UNBC), Clarence Karr (Malaspina), Tracey Kinney (Kwantlen), Donna Lomas (COTR), Bill Sloan (Selkirk), Patricia Roy (U. Vic.), Diane Purvey (OU), Jaqueline Gresko (Douglas), Bruce Shelvey (TWU), John Fudge (UCC), George Davison (CNC), Edward Ingram (SFU), Andrew Yarmie (UCC), Eric Davis (UCFV).

Regrets: Tom Roulstone (NLC), Charles Humphries (UBC).

1. The agenda was adopted as circulated, except that the section on 'Writing and History' was removed, on the grounds that this was adequately discussed last year.
2. The minutes of the meeting of May 7, 1998 were adopted with one correction. For item #5 of those minutes, Eric Davis noted that UCFV had not experienced a decline in numbers in the previous years, and thus to say that their decline had been reversed was misleading. There was no business arising from the minutes.
3. John Belshaw reported that there had been no reply to his invitation to some institutions that might be considered part of BCCAT history section: Nicola Valley Institute of Technology, Yukon College, Columbia College, Coquitlam College. (All these institutions appear in the Transfer Guide as having history courses.) There was also no reply to his request for a representative from the School Board.
4. There was a brief discussion of alternatives to the essay format for students with disabilities. J. Gresko pointed out that there was funding available for students who needed to dictate their essays, for example.
5. Block transfer: John Belshaw reported on the BCCAT meeting, and the Ministry's encouragement of block transfer programs to ease student transfer between institutions. This is in fact what the Associate of Arts degrees are intended to address. Briefly, we are obliged to facilitate transfers between institutions. With block transfers, the credits must be used as a unit rather than having individual courses assessed for appropriateness in a program in the receiving institution. There are several articulation issues involved here, for example the spread of courses and the intensity of writing in the course. Within Social Sciences in general i.e. not just in history departments, there are some who are very opposed to block transfer, and prefer to continue articulation of individual courses as a way to prevent loss of quality.

Donna Lomas reported that students at COTR prefer to transfer to universities in Alberta, in part because block transfer is possible.

5. Prior Learning Assessment was discussed at some length. It was agreed that we should all find out what our institutions are up to, and collate the findings. This report, as well as a report on the discussions at the meeting, are included as an Appendix to these minutes.

6. There was a discussion of ITV, Web based courses, etc. There are positive things to be said about them. There is ministry funding for these initiatives, and it is clearly an area where exciting work could be done. These alternatives are valuable for students who have no other access to courses. Institutions are often enthusiastic about these courses and may go ahead with them even when numbers are low. Nevertheless, there are numerous areas for concern:

\*Faculty work load is much greater. Thus for example all responses have to be typed in, and the resulting workload was described as 'a nightmare.'

\*Students are usually unenthusiastic and enrolments are small.

\*Technology is often an issue. For example, the institution may have adequate technology, but the students may not. Donna Lomas reported that BC Tel had inadequate support for students in the East Kootenays, and some remote communities don't have access to the technology at all.

\*Library access is an issue.

\*The courses are expensive.

\*Teaching via the Web is not just the same as an ordinary course but needs to be approached with a totally different paradigm.

\*Where the course text is shown on screen as part of the course instruction, there are copyright issues.

7. Institutional reports: in general, history enrolments grew last year, with growth ranging from 'steady or slighty up' to 'straining at the seams.' Courses run at satellite campuses have smaller numbers than those at main campus sites. There are several courses run as partnerships e.g. Fraser River Studies as a cooperative venture between CNC and Langara.

During the institutional reports, the following issues were raised:

a. Funding for libraries. The level of funding, the timing of the funding (if funds are set for three years instead of one year, forward planning and large purchases can be planned for better)

b. Retirements in the near future: about 50% of current college instructors are due to retire by the year 2000.

c. High School issues:

-- falling History 12 enrolments: an issue for discussion at next meeting?

--Mission HS want to develop own History 12 course acceptable to UCFV

d. prerequisites for second year and upper level courses: to have or not to have them  
--if SFU increases these, then more important to have specific transfers for individual courses in place

e. weakness in second year courses at smaller institutions

--UT courses are not supported as much as career courses

## 8. Report on Applied Studies in History at UCFV

After lunch, Eric Davis reported on Applied Studies in History, a new initiative at UCFV. This program involves both seminars, and a practicum component of 8 hours per week (132 hours) from November to March. 23 students were matched with employers to carry out historical research projects of various types, from research into underground mine working locations, to preparing resource packages for teachers in the local schools.

The students were not paid for their work, but they did develop a mentor / tutor relationship outside the classroom, and gained experience in research and writing for practical purposes. At the end of the term, students made a display of their work for an Applied History Fair. They were granted four credits for history, and four credits for electives.

The rationale for the program is that it is useful to reflect upon the practice of history, its uses and abuses. The program should enhance students' employability, and their perception of their employability, by giving them practical experience, and by giving employers an experience of the skills of history students.

The programme will continue next year, and both students and employers are enthusiastic.

The college will continue to fund a coordinator for the programme.

Thanks to John Belshaw and U.C.C. for hosting the meeting, and thanks also to Eric Davis for his report on the new history programme at UCFV.

9. Next year's meeting will be held at Langara College. Tentative date: Thursday May 6.

# HISTORY DEPARTMENT REPORTS, 1998

Institutions:	Camosun	Capilano	COTR	Douglas
F/T faculty: continuing	3	3	1	4 7/8
:seasonal	0	0	0	0
P/T faculty: continuing	0	2	0	0
:seasonal	1	0	0	0
Normal Teaching Loads	15 hrs	8 sections/yr	5 sec., 3 prep/smstr	4 sctns/smstr, 2 smstrs
Student Limit per faculty	280/yr	36/class	160	35/sctn
# of Sections (semester/term)				
a)First Year	0	10/fall,11/spr, 2/smr	0	16/fall,11/spr,3/smr
b)Combined 1st/2nd	12 / smstr	0	5	0
c)2nd Year	(1 in summer)	1/fall. 2/spr	0	4/fall.4/spr
d)3rd & 4th Year	0	0	0	0
Total History Registration				
a)Fall 1997	395	417	93	644
b)Spring '98	430	374	72	n/a
c)Summer '98	40	72	--	105
d)Full Year Courses	--	--	--	0
e)Total	865	863	165	--
Maximum class size				
a)Lecture Courses	40	36	32	35
b)Seminars	20	--	--	--
Minimum class size	n/a:all full for 10 yrs	all full	don't know	12 exc. Maple Ridge
Markers	no	no	no	no
Release time for admin.	--	just for div. coord.	dept. chair 40%	--

## HISTORY DEPARTMENT REPORTS, 1998

Institutions:	Kwantlen	Langara	Malaspina	N. Island	N. Lights
F/T faculty: continuing	5	5	8	3	1
:sessional	0	0	0	0	0
P/T faculty: continuing	1	2	0	0	1
:sessional	2	0	2	0	0
Normal Teaching Loads	4 hrs x 4sctns/smstr 2 smstrs/yr	4hrs x 4sctns 2smtrs / yr	8 sections 7 if upper div.	4 courses	4/smstr
Student Limit per faculty	140/smstr	140	34 x8 (7)	100	30 x 4
# of Sections (semester/term)					
a)First Year	20 fall,spr; 2 smr	17	19	4	2
b)Combined 1st/2nd	0	0	0	0	0
c)2nd Year	3 fall, spr	3	20	3	2
d)3rd & 4th Year	0	0	12	0	0
Total History Registration					
a)Fall 1997	759	617	803	90	55
b)Spring '98	770?	625	824	90	40
c)Summer '98	70	160	26		n/a
d)Full Year Courses	0	0	0		
e)Total	1599	1402	1753	180	95
Maximum class size					
a)Lecture Courses	35	40 (1st), 32 (2nd)	34	30	30
b)Seminars	35	--	34	--	n/a
Minimum class size	approx. 15, exc. online	10?	?	10	10?
Markers	no	yes	no	no	no
Release time for admin.	1/8 for chair	1/4 for chair	1 section	n/a	1 for sr. instr/UT

## HISTORY DEPARTMENT REPORTS, 1998

<i>Institutions:</i>	<i>Northwest</i>	<i>Okanagan</i>	<i>OLA</i>	<i>Selkirk</i>	<i>SFU</i>
F/T faculty: continuing	2 (not all in hist.)	7	8	1	29
:seasonal	0	1		0	5
P/T faculty: continuing	0	0		0	0
:seasonal	1	2		0	0
Normal Teaching Loads	4 if 4 preps over 2 terms 5 if 2 -3 preps over 2 terms	3 or 4 sections		4 courses	16 contact hrs/wk
Student Limit per faculty	?	85/110/135			80 per smstr
# of Sections (semester/term)					
a)First Year	4	15		2	36
b)Combined 1st/2nd	0	0		0	0
c)2nd Year	2 or 3	5		2	21
d)3rd & 4th Year	0	7		0	59
Total History Registration					
a)Fall 1997	80 in 3 campuses	804		104	2291
b)Spring '98	97 in 3 campuses	789		95	2068
c)Summer '98	0	95		0	597
d)Full Year Courses	0	72		0	0
e)Total	177	1760	796	199	4956
Maximum class size					
a)Lecture Courses	36	45		50	328
b)Seminars	--	--		15	25
Minimum class size	sts less than 5	3		8	10
Markers	no	no	no	no	yes
Release time for admin.	not for dept.chair	1 section for chair.		yes	chair: 2 crses/yr grad & undergr chair: 1 crs/yr

# HISTORY DEPARTMENT REPORTS, 1998

<i>Institutions:</i>	<i>Trinity W.</i>	<i>UCC</i>	<i>UCFV</i>	<i>UNBC</i>	<i>U. Vic.</i>
F/T faculty: continuing	3	5	6	6	23
:seasonal	0	0	0	1	0
P/T faculty: continuing	2	0	3	3 incl. Dean, Pres.	4
:seasonal	2	1	2	0	7
Normal Teaching Loads	7 per year	3/term	8 scns/yr	2 + 3	3 + 2
Student Limit per faculty		120	140	none	150
# of Sections (semester/term)					
a)First Year	0	6	10	--	0
b)Combined 1st/2nd	6	--	--	--	18
c)2nd Year	0	2	6	--	0
d)3rd & 4th Year	7	6	7	--	31
Total History Registration					
a)Fall 1997	450	480	707	325	647
b)Spring '98	440	540	650	386	789
c)Summer '98	30	0	65	48	517
d)Full Year Courses	0	80	0	0	1452
e)Total	920	1100	1422	759	3405
Maximum class size					
a)Lecture Courses	40 (lower)	40	35	none	65-70
b)Seminars	30 (upper)	20	20	none	20
Minimum class size	8	15 lwr/10 upr	--	none	10-12?
Markers	yes	no	no	no	yes
Release time for admin.	1 crs/yr	30 %	1/2 time	2 crses/chair	1 1/2 crses: chair 1 crs:grad advsr

Report on Prior Learning Assessments  
especially as regards History Departments in BC  
Summer 1998

This report includes both the general comments made during the History Articulation Meeting of May 8, 1998 and in subsequent correspondence, answers to questions formulated and circulated by your secretary, Gwyneth Lewis, in an attempt to give some order to this situation, and results of a discussion with the Langara College PLA coordinator.

NOTE: 'Comment' at the end of any of these questions comes from my discussions with the Langara PLA coordinator. I have to say that different views, often very different views, have been overheard in assorted corridors, and often what my coordinator says your coordinator says does not match what you have told me, presumably in consultation with either a dept. chair or a coordinator of some sort. So make of these comments what you will. I am just the messenger.

Since not all institutions have a policy regarding PLAs, this report is necessarily incomplete. Since some are not at all familiar with them, I include here a rough definition of a PLA.

A student applying for a PLA hopes to get credit for a course which that student has not actually taken, i.e. hopes to have that course appear on a transcript, with a grade, to count as part of the credits towards a degree. (So it isn't the same as challenging a course in order to be allowed to take the next course up.) The department then has to decide, somehow, whether the student has in fact done the equivalent work, or learned the equivalent material.

#### General comments

George Davison: History departments are not inundated by requests for PLAs, and the system has not been abused. From the students' point of view, if they have done the equivalent amount of work, and have a portfolio to show this, then in justice they should be able to get PLAs. However, the issue needs to be part of a faculty contract and indeed the issue is part of the provincial bargaining table.

Diane Purvey: The issue needs to be seen in the larger context of students gaining credit for courses, without actually going to an institution.

#### Questionnaire answers

1. Can students get PLA credits? Most simply answered 'yes', or 'we're planning' for this. Just one specific response:

--Douglas: yes for courses offered by institution, e.g. for French but not Russian

^ How does the PLA course appear on the transcript?



--Douglas: PLAs are noted on transcript; this will continue for 3 years so institutions can get ready ... (for what? G. L.)

--Kwantlen: the course is labelled PLA on the transcript and is not assigned a grade, although the instructor assessing the PLA does come up with a letter grade. There is some pressure to start assigning a letter grade, and omitting all mention of PLA

--Malaspina: no indication on the transcript

--COTR: transcript says PLA, Ed. Council wants to include letter grade, but PLA reference will have to stay because the universities want it there.

--U. Vic.: the term PLA is not used, but the same sort of thing happens for regular students, and the grade is entered on the transcript. (Ed. comment: my PLA coordinator seems to think that U. Vic. does transcript it. Communication is an issue at all stages of this thing.)

--OUC: with or without a grade, at the discretion of the department

--NLC: PLA credits are not labelled at present, but the province may ask for this so that students can be tracked.

--NIC: does not appear on transcript

--Capilano: it shows up as PLA on transcript

--Camosun: becomes a resident credit, so no transcript note

--UBC: no formal policy

Comment: apparently BCCAT and college registrars in general do want the term 'PLA' on the transcript, and faculty coordinators don't.

## 2. How many PLAs can a student use for their degree?

--Kwantlen: 50% of a degree, but if in conjunction with block transfer, no more than 75% of the total degree from the two combined.

--U. Vic.: up to 15 credits of the 60 required for the degree

--SFU: students must take 60 credits at SFU, and the remaining 60 can be transferred in.

--Malaspina: there will be a residency requirement

--OUC: the student must be admitted to a program first, then can have 50% as PLA.

--NLC: 25%, same as residency

--COTR: 50%.

--NIC: not decided on or articulated with universities yet.

--Douglas: 50% residency requirement, but some exceptions made for strong students.

--Capilano: since not a degree granting institution, no policy on this. (Ed. comment: my PLA coordinator says the Cap. coordinator says 'half the programme can be PLA.')

--Langara: no resolution about this, but since PLAs to be recognised as a 'resident credit', in theory we should accept any number of the things.

## 3. Do the various institutions accept one another's PLAs when a student transfers?

--rumours continue to circulate that UBC will not accept PLAs.

--OUC: at the discretion of the department

--NIC: "PLA rep. says "UNBC and Royal Roads accept. Individual departments within the Universities (UBC, SFU, UVic) either do or will"; department chair said "not

decided or articulated with Universities.” “

--Douglas: done on an area by area basis, i.e. the 4 provincial universities are involved but there is no institution wide policy.

--Capilano: we've never been asked, in the history department

Comment: U. Vic. and SFU were leaders on this whole PLA thing, and UBC is now coming on board.

Comment: It has been strongly recommended by BCCAT that if colleges and institutions grant PLA credit, it would be recognised in articulating institutions.

4. Was the faculty consulted about PLA policy?

--Kwantlen: about how a PLA would be assigned, but not about what percentage could apply to a degree. Faculty are not yet convinced of the validity of a PLA.

--Langara: yes, but there is considerable resistance to PLAs in some areas because of workload, philosophical, and pedagogical issues.

--U. Vic: re: the local version, which is a sort of course challenge, yes.

--NWCC: the faculty is being consulted, and may have a lot of control over the issue.

--NLC: Yes

--COTR: yes and still is, at several levels (dept., ed. council, CIEA etc.)

--NIC: "Ed. Council agreed to accept"

--Capilano: consulted on how faculty should be paid, but not on how PLA should be done

5. Is assessing PLAs voluntary?

--Davison: yes

--OUC: the department decides if it is appropriate

--U. Vic: it rarely happens, and would probably be considered part of normal duties

--NLC: yes

--COTR: yes

--NIC: yes

--Douglas: yes

--Capilano: probably, for individuals; no department has refused en masse

--Langara: yes

6. Are faculty reimbursed for assessing PLAs, or is it part of normal workload?

--Kwantlen: rumoured to be \$100.00. Comment: my coordinator says Kwantlen has it become part of the normal workload, with some relief through substitute teaching??

--Capilano: \$150.00 per course

--U. Vic.: no

--Langara: no

--UCC: \$200.00 per assessment, max.

--Bill: no; the faculty absorbs the work

--Malaspina: maybe \$250 -300? Still at the feasibility stage. (Comment: \$100.00 for straight challenge, \$150.00 for comprehensive?)

--NLC: at the hourly rate of pay for the faculty doing the assessment

--COTR: no compensation; 'would like to see it recognised in our workload but no money.' A bargaining issue.

--NIC: not currently; a bargaining issue. PLA rep says "It is imperative there be some factoring into the workload estimates. Compensation over and above a full time load is not the route we want to follow."

--Douglas: some get honorarium of about \$100.00, some get workload removed. Up to each area and its dean to decide.

NOTE ----the PLA issue, especially the compensation for faculty, is part of provincial bargaining, and uniformity on how to compensate faculty may be coming soon.

Comment: this workload issue is not resolved. (Ed. comment: I'll say.) Sometimes there are funds available to start a pilot version of the PLAs. There is also the option of FTE payback for every 30 credits. (Ed. comment: don't ask me what this means. I only understood it for a little while.)

7. Other money stuff:

--Davison: there is money for developing PLAs

--Kwantlen: the department coordinator who interviews potential candidates for PLA is not reimbursed.

8. Do history departments have a policy about what a student must do for a PLA?

--COTR: each instructor determines own criteria. In History, this would mean a final exam, primary document evaluation, and a research paper that was content specific.

--Kwantlen: a written exam, an analytical paper and a lengthy interview to review the exam and the paper

--U. Vic.: it has only happened once in history at U. Vic., and an essay and exam were required.

--UCC: the student applies for a PLA, and the history department responds with criteria.

--OUC: the department and content specialist decide

--NLC: it would be up to the instructor to decide, but so far no one has applied.

--NIC: yes; all papers, exams, and pay full fees.

--Douglas: history department doesn't but other areas, especially applied areas, have done so. Psychology requires all major assignments and exams for a course.

--Capilano: no set policy; assess each case differently, but in all cases needs something written

--Langara: no set policy.

9. What do students pay for PLAs?

--Capilano: at Cap., they would pay the full course fee; this being so, there have been no applications at Cap. for a history PLA.

--Bill: \$20.00 administration fee

--OUC: based on the services to be performed

--NIC: pay full fees

--UCC: "Assessment fees are determined by the credit requested, not by the amount of credit awarded."

--Langara: 50% of tuition for a simple challenge; a more comprehensive assessment

costs more, based on service. There are no refunds for a student who fails.

--rumour: PLAs are cheap / free back east?

10. How often can a student ask for a PLA for a course?

--U. Vic.: once

--Bill: if they apply for and fail a PLA, they must wait a semester before trying again.

11. If a student applies for a PLA and is refused, does this get entered on the transcript as an F?

--Langara: yes, but 'Comment: most other institutions: this is not done'.

This concludes this very inconclusive report on PLAs.

1. The conflict between what my coordinator says she learned in discussions with your coordinators, and what you have told me, is a constant theme here. Lack of communication is obviously an issue.

2. From what I can see, the problem stems in part from unresolved issues in which the ideals of a PLA coordinator trying to come up with a one size fits all policy conflict with the specific needs or goals or ideals of individual departments.

3. Different departments within my institution at least seem to be working without much input from other departments so getting real, actual, tested information is close to impossible.

1998

APPENDIX A: REPORT ON NEW, REVISED, OR DELETED COURSES, etc.

The following colleges report no changes: Camosun College, CNC, College of the Rockies, Douglas College, North Island College, Northern Lights, Selkirk, UNBC

1. Capilano College: hoping to articulate an Asian Studies course during 98-99.

2. Kwantlen College:

NEW: History 2310: Germany 1870 - 1945: From Bismarck to Hitler (Sept. 98)

IN PREPARATION: History 2XXX: An Introduction to the History of India

3. Langara College:

RENEWED: History 119: American History (from early colonies to the Civil War)

4. Malaspina

NEW: History is now an official major, one of only 4 Arts majors

IN PREPARATION: Chinese History, History of Sports

5. Northwest Community College

NEW: 2nd year Russian History

IN PREPARATION: 1st year Art History (may fall under different department)

2nd yr Modern Chinese History

possibly a new Historical Methods course

6. Okanagan

RESTRUCTURED:

1. History 315: History of Science (6 credits) is now History 308: Scientific Revolution (3 credits) and History 309: Rise of Modern Science (3 credits)

2. History 405: History of Russia (6 credits) is now History 409 / 410, each 3 credits, split at 1796.

NEW: History 439 / 440 History of Russian Women, 3 credits each, split at 1881.

7. OLA

NEW: some course are being put online (pre- and post- Confed.) and on the Web (post - Confed.)

DELETED: pending (still being negotiated)

8. SFU

NEW:

Hist. 215: The Making of the British Isles

Hist. 453: The United States in the Depression and War (title change)

Hist. 382: African-American History, 1865 to present

Hist. 384: North American Urban History

Hist. 255: China since 1800 (title change)

Hist. 365: Self and Society in China

Hist. 308: A History of the Byzantine Empire

Hist. 309: Early Modern Greek History: from the fall of Byzantium to Independence  
Hist. 421: Modern Greek History, 1935 - 1944  
Hist. 422: War and Nationalism  
Hist. 409: Disease and Society  
DELETED:  
Hist. 381: American Presidency  
Hist. 340: United States Foreign Policy  
Hist. 380: Industrial Culture in Modern America  
Hist. 383: The American Dream in the 20th Century  
Hist. 408: Liberty and Authority in 19th Century Thought  
Hist. 314: England in the Later Middle Ages

9. Trinity Western

NEW: History 332: History of BC (spring 1998)

PLANNED: History 334 (?): US Government and Politics (spring 1999)

10. University College of the Cariboo

NEW: 1997/8: courses on European Hist. art and culture (2nd yr); Canadian women (2nd yr). History 202: Native History starts 1998 / 99. New 4th yr Labour History course.

NEW programme: Bachelor of Journalism to include a history component.

NOTE also: moving into 3 credit blocks instead of 6 credit.

DELETED: History 302: Native History of Canada

11. UCFV

NEW: History 301a, 301b: Applied Studies in History

History 320: The Holocaust, 1933 - 1945

12. UNBC: NEW: a plan to change 2nd year courses to theme-based courses, e.g.

Introduction to Gender History, etc. This would see a return to prerequisites

ON HOLD: a moratorium on graduate studies in history proposed

13. U. Vic

NEW:

History 245 (1 1/2): The Second World War

History 465 (1 1/2): Modern Colonial Empires and the Making of the 'Third World'

History 466 (1 1/2): 20th Century Decolonization in Global Perspective

History 467 (1 1/2): Western Visions of 'Other' Societies

## APPENDIX B: REPORT ON FACULTY CHANGES

1. No change at: Capilano, CNC, COTR, Douglas, Langara, Malaspina, NIC, Northern Lights, UCC
2. Camosun College, NEW Larry Hannant, Elain Fisher
3. Kwantlen: Bob Fuhr (American history) now has a regular p/t position
4. Northwest: a new instructor at Kitimat campus
5. Okanagan: NEW: tba; RETIRED A. Hibbert. OUC President K. Bindon given attached position in the dept.
6. OLA: LEAVING Diane Purvey (will teach in Education Dept at UCC)
7. Selkirk: RETIRED: Bill Sloan has not retired yet, but will within two years.
8. SFU: NEW: Karen Ferguson (20th Century US); Michael Prokopow (18th C. North America). RETIRED: Ronald Newton (Latin American specialty) as of summer 1998
9. Trinity Western NEW: Bruce Shelvey
10. UCFV: NEW: Chad Reimer (part time); Bob Rutherford, Myra Rutherford (sessional)
11. UNBC: NEW: Director of Prince George Art Gallery as adjunct
12. U. Vic: NEW: Dr. John Duder (senior instructor); Dr. Larry Hannant, Dr. Lorne Hammond (adjuncts)