

MINUTES

BCCAT History Articulation Meeting Friday, 4 May 2012 0900—1530 Langara College, C408

Present: (Chair) Denis Dubord, Capilano University; Tina Block, Thompson Rivers University; Clarence Bolt, Camosun College; Robert Campbell, SLP-BCCAT; Niall Christie, Corpus Christi College; Marcel Dirk, College of the Rockies; John Fitzgibbon, BCCAT; Jacqueline Holler (recording secretary), University of Northern British Columbia; John Hinde, Vancouver Island University; Tracey Kinney, Kwantlen; Marjory Lang, Langara College; Bob McDonald, University of British Columbia; Wayne Melvin, Alexander College; Chris Moon, BC Social Studies Teachers Association; Wendie Nelson, Langara College; Peter Russell, UBC-Okanagan; Tom Saunders, University of Victoria; Paul Sedre, Simon Fraser University; Andrea Smith, Langara College; Duff Sutherland, Selkirk College; Alisa Webb, University of the Fraser Valley; Robin Wylie, Douglas College

1. Call to Order

The committee received greetings from Martin Gerson, VPA and Provost (and Acting Dean), Langara College. Chair Denis Dubord then welcomed everyone. The meeting was called to order at 906 AM.

2. Adoption of the agenda

Addition of item 6G: funding for articulation representatives
Discussion of LAC added.

MOTION 20120504.1: to approve the agenda as amended: Moved Corpus, seconded Selkirk CARRIED

3. Adoption of 2011 minutes

MOTION 20120504.2: to adopt the 2011 minutes. Moved Camosun, seconded UVic. CARRIED

4. Committee reports

Introductions were made before the reports began.

Wendie Nelson, Langara

Langara is currently deanless--Martin Gerson is Acting Dean for the college as a whole. The department is doing well, and enrolments are good. Canadian history was down but is now doing well. The department had a medical leave among faculty and some term people coming in, including Niall. New course: HIST 2229. Rise and Fall of British Empire will be compressed into one term. This will be a good introduction to more focused courses, and will be launched in January. There will be shuffling in the next year or two as retirements unfold. One of the department members will be running for political office. Departmental assessment will take place next year to see which direction the department will take. This process is new to Langara.

Tom Saunders, UVic

Tom is currently acting for Lynne Marks for six months. The department is in a good position in terms of faculty complement: at a time when retirement replacements are not assured there are no immediate retirements on the horizon. Enrolments have softened, part of what appears to be a broader migration of students to the Social Sciences from the Humanities. (At UVic these are separate

faculties.) HIST has responded in part with gateway and team-taught courses at the lower level such as Sex and Violence and Ten Days that Shook the World. For next year it will introduce comparable upper-level courses targeting non-majors, including a course on the history of sport and Canadian identity (Hockey Night in Canada) that will not count for credit toward a major in History.

Chris Moon, BCSSTA

Chris is on the BCSSTA executive. Dale Martelli will also be on the BCCAT HIST listserv and so from this year forward we would like to have them attend annually. BCSSTA is a professional development org for public school teachers. It is open to other members but they must pay. The organization seeks to address issues in Social Studies and puts together an annual conferences. They have one 19 October 2012 at Van Tech High School; Romeo Dallaire is coming. (The BCSSTA website has the information: <http://bcssta.wordpress.com/10-2/>.) This is the first year in which courses other than HIST 12 will receive equal credit toward university admission: Law, Comparative Civilizations, and GEOG will receive equal credit. This will cause and already has caused decline in enrolments in HIST 12, since it is a rigorous course compared to other options. Law 12 and Comp Civ have historically been less demanding in terms of research, reading, and writing. There was discussion about how this might affect enrolment in HIST departments in the future. BCSSTA also some questions about AP. Dale Martelli would like to have his Philosophy course articulated to get it credit as a first-year university course.

Robin Wylie, Douglas

Robin expressed regrets on behalf of Gail Edwards, who is currently out of province. Douglas is going through a growth period in terms of offerings and enrolments. History has gone from 39 to 49 sections, and from 4 to 6 regulars. They have been hiring sessionals as well so things have improved considerably. There are a variety of new courses: world history offerings, ancient global history, and early modern/modern world history. The college is developing third-year courses. Douglas has a very aggressive strategic plan including degrees in all areas so may be able to develop a HIST minor. The program is developing a historiography class at that level too. Douglas will be hosting the BC Studies conference 2--5 May 2013. Finally, the program review cycle is five years, but has been increased to every three years as a result of the aforementioned strategic growth plan.

Paul Sedra, SFU

SFU is engaged in an accreditation process. As part of it all departments are going to be called upon to define learning outcomes of specific courses. This process is not welcome among faculty, who feel that learning outcomes are already quite clear. The focus within the uni seems to be shifting away from Arts and Social Sciences to faculties of Health Sciences and Environment. In trying to cope with these pressures SFU has had the difficulty of trying to fill positions that have remained vacant for quite some time. The Modern Britain position has been impossible to fill because of budgetary pressures. The department was hopeful that it would be able to fill the position this year but was disappointed late in the process. The position is critical to the program given the certificate in British Studies. Morale is not particularly high because of these pressures. The department has been hiring LT in African and modern European; it is now hiring new LTs in South Asian, Hellenic Studies, and modern Britain. The department is able to service courses this way. SFU has International Studies now and HIST may be losing students to that program, since enrolments have softened. Some of the folks who would have become HIST majors have been diverted. The department is undertaking curriculum review. The Hellenic Studies Centre has just received a multi-million-dollar gift; the Muslim Studies Centre is also doing very well. The department is quite concerned with offerings at the 100 level as a way to attract students, and is therefore offering a new 100 level course on the History of Sexuality. Mark Leier is

stepping down as chair, Hilmar Pabel stepping in.

Bob MacDonald, UBC

The department has a new Chair, Ann Gorsuch, who has been with the university 20 years and teaches Russian history. UBC did a curriculum review six or seven years ago. The department's first-year courses are world history and a few thematic courses such as Environmental World History course and Indigenous World History. These courses draw very well. Second year courses are regional and draw less well. Enrolments are down over two years. New HIST of science courses and courses at second-year level may address this. New courses include Science, Medicine, and Technology in the Medieval World; The Nuclear Century ; Darwin, Evolution, and Human History; and History of Human Rights. There are about 400 majors, which is a stable number. The department was able to hire three people this year: two Canadianists, Bradley Miller (international law and Canada) and Laura Ishiguru (imperial, has interest in BC history, replacing one retirement in HIST department); and Carla Nappi (hired as Chinese historian--has been appointed as a CRC in HIST department).

Clarence Bolt, Camosun

At Camosun the status quo is the thing. Enrolments and staffing are stable. The program continues to develop a student peer group, which helps students who want advice. They are offering workshops on studying for exams, paper writing, time management, etc. Students have a Facebook site. There is one new HIST course (Special Topics). Next year Larry Hammond will be teaching one on Canada-US relations. There are no associate degrees at Camosun; instead, there are diplomas in arts and diplomas in sciences. Other than that little has changed. Canadian enrolments have gone down even further.

Marcel Dirk, CoTR

Students are very nervous about moving from small-town Cranbrook to larger cities and institutions., so he appealed for understanding on the part of receiving institutions. There are some personnel shuffles. The dean is going on leave, the department head is returning to teaching, and another colleague has been seconded to replace the Dean. Concerns have been expressed about the diminishing importance of history and the humanities in the college's plans. Students may increasingly take HIST as a service course. Still, There was a good group of students this year. Administrators offered Women's History and Post-Confederation Canada in the second semester and the courses drew equal numbers. Marcel acknowledged Duff, who applied for a grant to bring Jack Nisbet for the Thompson centennial. COTR piggybacked on that and had a great presentation. This suggests that people in Cranbrook and surrounding communities do have an interest in and need for History.

Jacqueline Holler, UNBC

Enrolments have remained stable and are increasing lowly after a long period of decline (went down c. 2004—2005 and remained lower until 2009). The department has just completed a curriculum review and introduced new courses (Law and Society in Britain; Medieval Spain; Medieval Women's History; Witchhunts). Through the efforts of a HIST department faculty member who was a Fulbright fellow at King's College London, the university has attained several Fulbright fellowships, and HIST hopes to see historians win one or more. The department will have a l/t appointment this year. There will also be an external review this academic year.

Duff Sutherland, Selkirk College

HIST enrolment has been steady for the last couple of years. Peak enrolments occurred in 2009—but have softened since then. A night course offered in Nelson boosted enrolments somewhat. The financial problems of the college are serious. The college solved its deficit problem by suspending 25

courses in second-year science. 2.5 FTE positions were associated with these courses. When asked about UT, the President said that likely there would be first-year but not second-year courses by a few years from now. The response has been to try to create cohorts with first-year courses and keep them around for second year. Theming some of the first-year courses (globalization, aboriginal peoples, etc.) is also a way to respond to enrolments. The MIR Centre for Peace has been successful, and HIST has been supportive and celebratory. Now they are losing HIST students to peace studies, and will move into global history as a way of meeting student interests and needs.

Wayne Melvin, Alexander College

Wayne is Humanities coordinator (equiv. of department head). Alexander is a private college with 1100 or 1200 students on two campuses. One is in downtown Vancouver, kitty-corner to the Wosk centre. Another in Burnaby is being moved into new quarters this month. The college has added a few hundred students since last year, and is very active in recruiting overseas (Korea, India, China), inviting students to come and study in BC. These students will be transferring into other institutions. These are very good students. Wayne has been impressed with the preparation of Korean students in particular. These are, however, all international students with almost no background in History. Alexander has brought in an Asian Studies instructor who also teaches at Langara. Alexander offers four semesters during the year. These are first-year offerings only. Most students will go into BUS or Sciences. But some of them would like to do other HIST courses so may do some as electives. Alexander is working on some Learning Outcomes initiatives to help students transfer into US institutions.

Peter Russell--UBC-O

HIST is the largest discipline in the Barber School. Has more majors than anyone except English. Since 2005 enrolments have gone up substantially every year except one. Before the UBC takeover, HIST lost Canadian, American, Latin American faculty. Can and Am were replaced, but the Can replacement went to OK College. UBC-O replaced the LAM, but will not replace the Canadian history appointment. The department has eight faculty, 2 of whom are half-time, and is just hiring a modern Europeanist. Part of the takeover was Grad Studies though without resources. There is money for TAships but they are distributed by college so it would be possible to get a PSYC student as a TA in History. There is some small recognition of workload in supervising grad students. New faculty member Brigitte Le Normand is the third woman in the department and first woman Canadianist. She will also be part of the urban studies program.

Niall Christie, Corpus Christi

CC is coming to the end of its first year with a new president, who is also principal of St Mark's College. Administration is keen to emphasize the Catholic nature of institution, while faculty are also concerned about transferability. Enrolments are steady if not growing. There may have been a decline in student preparation.

Darren Provost, Trinity Western

TWU is in its fiftieth year and will be celebrating in September. Bob Wood, former Vice Provost, has become Provost. There is an upsurge in enrolments for the second year in a row. There was the largest cohort of incoming BC students in history last year, but HIST is not where it was five years ago because the US market has dried up. As a result, convocation saw the smallest number of graduating history majors ever. Like SFU, TWU is undergoing NWCC accreditation. The university is reexamining curriculum and especially first-year courses. The department wants to eliminate Western Civ and global history and come up with some sort of combo. Everyone in department is eager to do that. Canadian history remains very strong. Early modern European is also strong. There are no new courses, no new hires. Transfers are marginally down. More transfers from unis than from smaller

colleges. There will be an external review next spring. The graduate program has been growing rapidly, though without much funding.

Tracey Kinney, Kwantlen

HIST brought in two faculty sessionals for one semester. The program will hope to keep them for one more term at least. There is a pending retirement in Canadian history within next two years. The institution is trying to increase enrolments in Langley; losing students to UFV there. Guaranteeing certain number of courses to Langley students. Enrolments are up. HIST has 107 majors right now. The chair has just shifted from Thor Frohn-Nielsen to Tracey. There are new courses in the discussion stage: History of Food, History of the Automobile. There are also some Asian Studies courses with heavy History focus; other institutions may articulate them as HIST. There is a new President, new VPA, etc. Faculties have merged. Lost two senate seats. Cost-cutting, revenue generation, and Internationalization are key themes.

Alisa Webb, UFV

Enrolments continue to grow substantially. There is demand for summer and online courses. The Faculty of Arts has been divided into Social Sciences and Humanities. The department has done a self-study and will have external reviewers on site next week. Reviews take place on a five-year cycle. The department has generated its own learning outcomes. HIST has added two members, including a new Associate VP who is housed in the department. A part-time faculty member has been hired for a full-time position in Indigenous Studies. She teaches one course for the History department. UFV has gone through a huge round of hiring. Last year faculty moved from one-semester to one-year sabbaticals. HIST has twelve full-time members, so for the next five years there will be at least two people off per year. So there will be a minimum of two LT appointments per year. A new course has been added: History 440, Local History for the Web. UFV is shifting models to showing students how they can market their degrees and enhance their practical skills.

John Hinde, VIU

The recent strike has become history, and faculty are cautiously optimistic about the short-term future. Enrolments have been increasing slowly but steadily over the past three years, after having dropped by almost a third in 2004--2005. At peak HIST offered 63 or 64 sections--now something like 49 or 50. Good enrolments in first-year courses and Canadian surveys. HIST is the strongest program in Humanities, even more so than English. VIU is currently searching for a Dean of Arts and Humanities and a Dean of Social Sciences. There are no upcoming leaves and hirings, no sessionals, etc. HIST is contemplating a revision of curriculum. Inspired by UBC and by the idea of developing gateway courses. = Part of revamping curriculum comes in response to external review. HIST is developing an honours program as attempt to strengthen the BA by offering top students a chance to develop their skills in preparation for grad school. Initial excitement about developing a grad program has dampened somewhat, because it is impossible to develop a cost-recovery MA as EDUC has done.

Tina Block, TRU

Enrolments have been stable over the past year. HIST is hiring a new TT appointment in Hist/Pols with a PhD in History. This hiring will be in the area of conflict studies, emphasizing historians of modern Europe with military focus. The department had a retirement last year but will be back up to 6 with the new hire though the retirement hasn't been replaced. HIST did a program review last summer. The action plan was reviewing the curriculum. Tina will be offering HIST of Sexuality in the fall.

Denis Dubord, Capilano

Enrolment at Capilano is fairly steady. Maximum class size is 35 and virtually all classes have lengthy waitlists -- some have had up to up to 50 students waitlisted. A First World War history course is coming on track, building on the success of our existing Second World War course. Ancient history and European history courses remain very popular with our students as well. Some upper level history courses are being offered in conjunction with Capilano's relatively new Liberal Sciences Bachelor of Arts degree program. These include History 390 (Violence and the State) and History 380 (War and Society).

DISCUSSION arising from reports

1. Student preparation and decline of quality. Link to high school.

Concern was expressed about the "levelling" of HIST 12, no longer seen as the normal gateway to a broad range of courses. For example, while in the past there have usually been 5 Grade 12 HIST classes at one school, next year there will be two. UVic did a survey a few years ago to find out why students were coming to history. 80 percent were already committed to HIST when they came to uni--because of parents, high school, etc. UVic has begun to visit high schools and is running an annual on-campus History fair for high school students to provide information about and foster interest in History. What VIU is finding is that they continuously try to rethink what they're trying to do—it is imperative to demonstrate to students the value of a humanities degree. Key to that is to emphasize the myriad career opportunities that exist. Corpus runs a "Running Start" program in Catholic high schools. Students take a uni course and get credit when they get to uni. This is principally in English, very rarely in History. Top students are taking this. Corpus promotes the idea of educating the whole person, but within the academics students tend to take humanities courses that reinforce their eventual orientation (e.g., World Religions taken by Commerce majors). Alexander College has to sell idea of humanities and history. Selling the practicalities is part of it. But part of it is also ramping up the international elements of what students will be learning. One key may be selling History as one channel that opens up the world.

2. Accreditation and learning outcomes.

Quality assessment is another new term. It is happening independent of accreditation processes. Either you come up with metrics or the government will. VIU has been doing "summative assessments" in which each department has to demonstrate the value and quality of its programs. UFV--has overarching departmental outcomes with a template of fourteen that are developed in each course. UVic hasn't had them until now. There was discussion of the sport context to SFU's accreditation push. Alexander College: should we have a common source for these so we can learn from each other. TWU has suggested that ministry will be requiring learning outcomes and we therefore have to get on board. Chris Moon: Ministry has had prescribed outcomes for K-12 for many years, in the form of PLOs--add website link to minutes so that everyone can see. [<http://www.bced.gov.bc.ca/irp/plo.php>] One committee member said that we have a duty to the world to say we have heard it before. Being flexible about what we do and offering things in a new way is critical. We should state strongly what we believe in, but fads pass, administrators come and go. Kwantlen has Learning Outcomes, which were developed believing that faculty already do deliver these outcomes. But increasingly faculty are being asked "How do you *measure* that?" If there is anyone who's moved on to that step Kwantlen would like to hear from them. Alexander College: In the USA there is a legal issue around accountability--if you promise to deliver these skills, you must be able to measure/demonstrate that you have met them. Are

instructors/professors doing what they say they're going to do? SFU: is concerned with learning outcomes as a piece of a much broader quality assessment. Research/public engagement/student satisfaction/teaching and learning. Chris Moon (BCSSTA) brought reports on Teaching Critical Thinking in History. (See <http://www.tc2.ca/wp/publications/toolsforcriticalinquiry/>) A member noted that much of this conversation is tied to increasing corporatization and lack of funding for PSE. Fighting amongst ourselves for scarce resources.

3. Public History, Training, and Employment

Paul Sedra (SFU) opened with questions about public history, which led to a discussion of undergraduate training and employment. What role can it play in terms of providing employment opportunities for grad students and HIST majors. What sorts of opportunities can we put out there in terms of public history and coop programs etc. Clarence (Camosun) asked: Is it our purpose to produce historians or is it our purpose to teach history? Many students he teaches have no intention of becoming HIST majors. We have to look at whether this is a bigger philosophical issue rather than an outcome focusing on results and jobs. Bob noted that UBC's chair has been connecting at administrative level on Public History. There seems to be some revival of this; Jack Granatstein wrote on RMC in the *National Post*--making the case for a broad humanities education at the college. Concern was expressed over whether we are training students for minimum wage jobs at tourist booths. Paul noted that we should advocate for liberal education but very few students see themselves as seekers of knowledge. But SFU did a survey and asked students what things were involved in choice of major. The first answer to that question was "what sort of career can I develop out of my major?" Our challenge is to recognize knowledge of the world and citizenship as marketable skills. SFU has a person whose chief responsibility is to market History to students. Even within the humanities and social sciences themselves, HIST is under pressure. Even Political Science is seen as a more marketable discipline than History because of the "science" in the title. Tom suggested that another way of thinking about public history is to think of the undergrad degree as a research degree. John Lutz has been doing this for a long time with students in his Victoria's Victoria project. Currently, they're working with the journals of Fort Victoria. Colonial dispatches came out a couple of years ago. We should shift from "public history" to "undergraduate research". Andrea noted that the same issues were around a decade before. Why are students doing their BAs? And what makes them choose their majors? They tend to be quite practical and contingent about their majors. Many of them understand that this is a first degree, and actually prefer an open BA as their first degree. We should advertise the discipline to students in terms of rooting in a number of fields. Denis noted that few other disciplines could exist without a historical perspective. Therefore, a meaningful understanding of history is necessary. Tina will have two students working to develop a heritage interpretive centre out at Tranquille. These students will be doing oral history etc.

UFV just surveyed all of its students, and alumni said they were drawn to History because of the department. But they were disappointed about the fact that they hadn't been able to find jobs. We need to be clear that our discipline is not primarily job-driven. John commented that the business community values the skills that we provide. Undergraduate research is a central component of the work of the new special-purpose teaching universities. Increasingly VIU is getting students transferring from the big three unis. Students prefer the class sizes and like being taught by tenured faculty as opposed to sessionals. Paul noted that there is a boom in digitization and archives in corporate world--private-sector employment, and this may benefit our students.

6. Old, ongoing, and New Business

A. Listserv update (Niall Christie): Niall distributed a new list as of 2 May. Niall asked all member to

be aware that when one replies to the list serv, everyone receives one's reply. Please forward membership updates and corrections to Niall.

B. Discussion regarding the flexible History pre major. A member suggested that it would be helpful if UVic, SFU, and UBC did coordinate their geographic and field requirements. This led to a discussion of whether there is uniformity in the conception of second-year courses. Tom said that UVic doesn't distinguish between 100 and 200 level courses (both introductory) or 300 and 400 level courses (both advanced). UNBC has second-year courses that are quite distinct from first-year courses in their requirements and conception. UBC-O has a number of courses that are numbered 2 but they are really first-year courses. TWU has eliminated 200-level courses because of student confusion. At Kwantlen second-year courses cover a broader time span than do first-year courses. Langara has "twos" that do mean something. Courses are more focused and there is a greater expectation at the level. Camosun also maintains the 200 number—these courses require ENGL 150 as a prereq. At Corpus the 200 level course indicates that expectations are higher. At UBC, the breadth of courses is greater at the lower level.

Discussion of the flexible pre-major report followed. Marcel stated his opinion: after having done the research he believes that the historical discipline is not well suited to a flexible pre-major. The committee offered thanks to Marcel for writing this report, which is very useful. Duff commented that he has had almost no negative feedback about what happens in the transfer system. Are there data on where students transfer to and what their experience is? Is the flexible pre-major coming out of a bad experience experienced by a number of students? John Fitzgibbon commented that there haven't been massive problems, considering the numbers of students we have. In the future students will be tracked by PENs and therefore we'll be able to see how students transfer and what kind of issues they face. Marcel then asked whether we are perhaps trying to provide a solution for a problem we may not understand and that may not even exist.

Discussion was suspended for lunch and resumed at 120.

MOTION 20120504.3: To receive the report (with thanks to Marcel Dirk) on the History Flexible Pre-Major, but not to proceed with action at this time; and to forward the report and recommendation to BCCAT. Moved Corpus, seconded UFV. Carried unanimously.

A sheet was handed out describing the current articulation pre-major regime. The Chair asked that it be entered into the minutes. [Because these minutes are electronic, the data on the sheet were transcribed verbatim rather than having the sheet physically appended to the minutes. See below for the transcription.]

History Flexible Pre-Major [what we have now]

What the student at the end of second year needs to transfer to which majors program---

- (1) 12 credits of lower level History—UBC, UVic**
 - UBCO—must have 76% or better average**
 - Kwant—6 of the 12 must be second year courses**
 - TRU—requires only 9 History credits at lower level, but 6 must be in Canadian History**
- (2) 18 credits of lower level History plus one course in a specific geographic field**

-SFU, VIU

- (3) Other universities do not require more than 18 credits, but make particular demands about what geographic areas (UFV) must be covered or which specific courses must be taken (TWU, UNBC)

A point was raised regarding the report's representation of the 2009 meeting. Amendments to the report will be emailed.

ACTION {M. Dirk}: An amended report to be emailed to the committee and forwarded to BCCAT.

6C. Request for clarification on policy. re AP/IB. (Kwantlen)

Kwantlen has been granting credit for IB but not for AP. VIU gives credit for AP. Most institutions are listed as giving European history credit. Very few grant World History credit. UNBC gives 6 credits for European history, other institutions only give three. BCSSTA is also interested in finding out about this. There is confusion about AP and IB and whether credit is given. IB has PhDs teaching the program etc. AP is different and the people teaching it may not have PhDs. BC Transfer Guide.ca shows transferability of AP/IB. Most people seemed unclear on how their institutions treat IB and AP. The relevant sections of the guide are reproduced below for committee members' information.

For IB History:

Institution	Credit granted	Min. grade req.
CAMO	HIST 100 lev (6).	4
EC	HUMN 100 lev (6)	5
NIC	HIS 1XX (3)	4
SFU	HIST 225 (3) - B-Hum & HIST 1XX (3) - B-Hum	5
TRU	HIST 1XX0 (6)	5
TRU-OL	HIST 1XX1 (6).	4
UBC	HIST 1st (6)	5
UBCO	HIST 1st (6)	5
UNBC	HIST 290 (3) + HIST (3) 200 lev.	4
UVIC	HIST 100 lev (3).	

For AP World History :

CAMO	HIST 100 lev (3)	4
CAPU	HIST 100 lev (6)	4
EC	HUMN 100 lev (3)	4
NIC	HIS 1XX (3)	4
SFU	HIST 1XX (3) group 3	4
TRU	HIST 1XX0 (3)	4
TRU-OL	HIST 1XX1 (3)	4
TWU	HIST 100 lev (6)	4
UBC	HIST 1st (3)	4
UBCO	HIST 1st (3)	4
UFV	HIST 1XX (6)	4

UNBC	HIST 190 (3) + HIST 191 (3)	4
UVIC	HIST 100 lev (1.5)	4

For AP US History:

CAMO	HIST 230 (3) & HIST 232 (3)	4
CAPU	HIST 100 lev (6)	4
EC	HUMN 100 lev (3)	4
KWAN	HIST 1XXX (6)	4
LANG	HIST 1119 (3) & HIST 1129 (3)	4
NIC	HIS 231 & HIS 232	4
OC	HIST 211 (3) & HIST 221 (3)	4
SFU	HIST 1XX (3) group 2	4
TRU	HIST 2170 (3) & HIST 2270 (3)	4
TRU-OL	HIST 1XX1 (6)	4
TWU	HIST 251/252 (6)	4
UBC	HIST 1st (6)	4
UBCO	HIST 221 (3) & HIST 211 (3)	4
UFV	HIST 241 (3) & HIST 242 (3)	4
UNBC	HIST (6) 200 lev	4
UVIC	HIST 110 (3)	4
VIU	HIST 131 & HIST 132	

For European History:

CAMO	HIST 120 (3) & HIST 122 (3)	4
CAPU	HIST 102 (3) & HIST 103 (3)	4
CNC	HIST (3)	4
EC	HUMN 100 lev (3)	4
KWAN	HIST 1XXX (6)	4
LANG	HIST 1114 (3) & HIST 1124 (3)	4
NIC	HIS 1XX (3)	4
OC	HIST 116 (3) & HIST 126 (3)	4
SELK	HIST (6) 100 lev	4
SFU	HIST 106 (3) - B-Hum	4
TRU	HIST 1160 (3) & HIST 1260 (3)	4
TRU-OL	HIST 1161 (3) & HIST 1XX1 (3)	4
TWU	HIST 112 (3)	4
UBC	HIST 220 (6)	4
UBCO	HIST 116 (3) & HIST 126 (3)	4
UFV	HIST 208 (3) & HIST 2XX (3)	4
UNBC	HIST (6) 200 lev	4
UVIC	HIST 140 (3)	4
VIU	HIST 221 & HIST 222	

6D. Items from BCCAT (John Fitzgibbon)

- a. **Pending requests in the Transfer Credit Evaluation System (TCES).** A list was circulated, and members were asked to expedite any pending requests.
- b. **Enabling the BC Transfer System.** John discussed the breakdown of the sending/receiving system and the phenomenon of "swirling." 2 March 2012—a series of recommendations went to BCCAT council. In September 2012 the sender/receiver designations will be removed. But the amount of traffic institutions can do has been limited. Larger institutions feared that smaller institutions would seek articulation and use this as a marketing tactic. This is a significant change for system, as there are over 150K course-to-course requirements in database. The idea behind Transfer Innovations Fund was to look for opportunities that would line things up on a grid.
- c. **Articulation resources and related matters.** The **flexible pre-major** can be understood in this light. Computing Education has used Learning Outcomes to design a flexible pre-major. John discussed **block transfers**, which are common in Business but not in History. Since 2004, the number of **Associate Degrees** has been going down. SFU removed the incentive of .5% GPA for those with those degrees--once this was removed the number of such degrees declined dramatically. It is time to review to see if this is an appropriate credential for BC. Many of the new technical areas in the USA will have an associate degree. The ministry will be looking at a **credential framework**. This is a definition of what constitutes a certificate, a diploma, an associate degree, a baccalaureate, etc. It would form the basis for national conversation about equivalency. The process of review of associate degrees will probably take two years. **Student Services:** in the USA there's a great deal of attention paid to what students need in order to succeed as transfer students. The sending/receiving change will occasion changes in all publications and guides. **PEN** has enabled tracking of students and generated much data for planning. Average **BC degree completion time** is 6.5 years. About 60% of all students will complete within 6 years--among the highest in the OECD. Question re how many institutions the "average" student attends. Bcc at.ca offers a number of reports. **PEN** has only been for public institutions until this spring. Now it will be private institutions too. At any one time there are around 28000 international students in the public system. **Education Planner Website:** all public institutions and some private ones are there. John recommended that committee members all take a look at Education Planner and put in history and see what comes up.
- d. **Christi Garneau**, new articulation coordinator, is completing a Master's degree in History.

6E. BCSSTA (Chris Moon).

Chris introduced himself as a TOC in the VSB system and as an executive member at BCSSTA. There ensued a **discussion on the quality of incoming university students** and why it isn't what it was. Kwantlen suggested that in the past five years students have grown infinitely better at discussing and debating in class. But in terms of writing it gets worse and worse every year. High school departments are focusing on group discussion and debate, oral analysis. Are teachers reluctant to assign heavy writing assignments because they have to mark it all? Students are digital natives and don't want to turn off their devices. There are many students who are just lazy. Time management is a huge issue for high school students. In the high schools around Vancouver it may be possible for students not to learn how to write an essay. Camosun suggested that these concerns have been around for a long time. Clarence is enjoying his students more than ever before. A committee member asked about **the content of History 12**. Chris responded that the course covers world history from 1900 to the 1990s. It starts with the FWW, covers Weimar, Chinese Revolution, Indian Independence. Social Studies 11 is Canadian history—also taught in SS 9. SS 10 is Industrial Revolution with a big BC component. Indigenous content comes in Socials 9 and Socials 11. Social Justice was offered as a pilot

project but hasn't taken off. It has disappeared more or less, and was the object of protest in the valley. Question: **do the other three university entrance courses have essay writing?** No—but HIST 12 does require essay writing. Law 12 does not involve essays. Some teachers may choose to assign essays. But for ages HIST 12 has been an essay course because it was a gateway course into university and academic writing.

6F. Student expectations. Marcel Dirk

Marcel asked **whether people offer review classes before exams**, which is increasingly an expectation of students. Committee discussion suggested that most faculty do offer some form of review in the last day of class. Marcel also queried whether members believe that colleges are doing an adequate job of preparing students. The general consensus among “sending” institutions is that the course should be the same wherever it's taught. Students are judged by university standards. UVic suggested that grade inflation at unis is also part of this. HIST and ENGL are the only departments in Humanities that have held the line on grade inflation. This is a big challenge within enrolments. Corpus suggested that averages have remained about the same, but the curve is changing. There is no centre of the curve--it's hollowed out.

6G. Funding for articulation travel

Eva (Northern Lights) has been unfunded. Now NWCC is the same. The committee deplored that some people are unfunded. In the past BCCAT sent letters to the Ministry about Northern Lights. Colleges are required to attend, unis not. But in current funding environment this is challenging. It requires pressure on the Ministry, not on institutions. If MAVED believes that transfer is important they need to fund it. A letter should be sent to the Deputy Minister. Camosun said that in the past, letters have been sent to BCCAT, the minister, and the deputy minister. The funding that goes to an institution is in a block to be used for all the things that legislation requires.

ACTION: Committee chair (J. Holler) to contact Mia and Eva to ask what would be helpful; letter to be sent from committee to Ministry and non-attending institutions.

6H. Final questions

A committee member asked **whether anyone does PLA**. At TWU there is a protocol; Kwantlen has one too but has never had a request. At Camosun some disciplines use it and others don't. It's there but not used in History.

A committee member asked whether, at most institutions, it is possible for **students to change status from audit to credit**. UBC-O indicated yes. UFV--has firmed up its requirements for audit. Kwantlen: has also firmed up its policy on that.

Paul Saunders announced that next year (2013) Congress meets in Victoria.

7. Election of incoming secretary. Call for nominations.

Marcel Dirk is acclaimed as secretary from 2012--2013.

8. Date and place of next year's meeting: Douglas College

Date tbd when the venue is established. (Probably 2--5 May 2012)

ACTION: Committee chair (J. Holler) to coordinate dates with Douglas College and the

committee as soon as possible.

9. Motions of thanks and adjournment.

There was a motion of thanks to Wendy and her colleagues for the hosting.

There was a motion of thanks to Bob McDonald who has served as articulation rep since 1975.

There was a motion of thanks to Denis (Chair) and Jacqueline (Secretary) for their work over the past year.

Motion to adjourn: CARRIED.

The meeting was adjourned at 312 PM.

MOTIONS

MOTION 20120504.1: to approve the agenda as amended: Moved Corpus, seconded Selkirk CARRIED

MOTION 20120504.2: to adopt the 2011 minutes. Moved Camosun, seconded UVic. CARRIED

MOTION 20120504.3: To receive the report (with thanks to Marcel Dirk) on the History Flexible Pre-Major, but not to proceed with action at this time; and to forward the report and recommendation to BCCAT. Moved Corpus, seconded UFV. Carried unanimously.

ACTION ITEMS

{M. Dirk}: An amended report to be emailed to the committee and forwarded to BCCAT.

Committee chair (J. Holler) to contact Mia and Eva to ask what would be helpful; letter to be sent from committee to Ministry and non-attending institutions.

Committee chair (J. Holler) to coordinate dates with Douglas College and the committee as soon as possible.