



FINAL REPORT

**DIPLOMA DEGREE PATHWAY LAKEHEAD HISTORY DEGREES
(INCLUDING THE BA HISTORY ONLINE)**

ONCAT Project No: 2015-10

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EXECUTIVE SUMMARY

History is one of the most popular degrees sought in the Social Sciences and Humanities at Lakehead University and has the potential to be an attractive degree option for college transfer students. It is a discipline that combines content knowledge with the development and honing of analytical, critical thinking, writing, and communication skills that are highly sought after by employers. Many of these foundational skills are developed as part of college diploma programs and are articulated by the associated program learning outcomes. However, college diploma programs do not always offer the content-based or process learning in courses that facilitate transfer of credits. It is an issue further compounded by 3-year and 4-year University degree level expectations as well as course and program level learner outcome requirements.

This report covers the three phases of the project.

1) An analysis and evaluation of existing Ontario Council on Articulation and Transfer (ONCAT) projects, history specific and/or history related content offered by Ontario's colleges, and progress towards the identification of partners, negotiations, and planning for next steps in the larger college-university pathway project focused on aspects of discipline-specific process learning.

Method of analysis included survey of existing reports by College-University Consortium Council (CUCC) and ONCAT, including the assessment of more than 280 courses offered by 20 colleges in Ontario, the identification of colleges with a level of existing relevant course capacity and the gathering of secondary literature as well as telephone and in-person discussions.

2) The development of a skills/competencies based Modular Online Bridging Course that allows students who have completed college level history related courses to receive university level transfer credits at the first, second, and third year.

3) Implementation of the pathway bridging course.

INTRODUCTION

As Peter Stearns has eloquently stated, the study of history is based on two fundamental facts: “History Helps Us Understand Peoples and Societies” and “History Helps Us Understand Change and How the Society We Live in Came to Be.”¹ Historians have always been turned to for foundational information in legal cases, government policy creation, treaty rights negotiations, etc. Additionally, History plays an important role in all disciplines as each, directly or indirectly, requires some understanding of the past. History is by its very nature an applied discipline, resting on the idea, as Stearns and Tarr have argued, that “knowledge of the past can relate to and enlighten present and future policies.”²

History is one of the most popular degrees sought in the Social Sciences and Humanities which presents an attractive option for college transfer students. It is a discipline that combines content knowledge with the development of analytical thought, critical thinking, writing, and communication skills. In fact, graduates with degrees in history are much sought after and highly prized by employers.³ Many of these foundational skills are initially developed as part of college diploma programs and are articulated by the associated program learning outcomes.

However, college diploma programs do not always offer the content-based courses that facilitate transfer of credits. It is an issue further compounded by 3-year and 4-year University degree level expectations, as well as course and program level learner outcome requirements. This project examined existing college diploma programs and courses with the purpose of developing a bridging pathway into the Department of History’s 3-year and 4-year degree programs, including the new BA History (Online) degree.

¹ Peter N. Stearns, “Why Study History?,” *American Historical Association*, accessed 1 August 2016, <http://www.historians.org/pubs/free/WhyStudyHistory.htm>

² Peter N. Stearns and Joel A. Tarr, “Curriculum in Applied History: Toward the Future,” *The Public Historian* 9:3 (Summer 1987): 111.

³ See, for example, George Anders, “That ‘Useless’ Liberal Arts Degree Has Become Tech’s Hottest Ticket,” *Forbes*, 7 August 2015; Norm Augustine, “The Education Our Economy Needs: We lag in science, but students’ historical illiteracy hurts our politics and our businesses,” *The Wall Street Journal*, 21 September 2011; Zac Bissonnette, “Your College Major May Not Be As Important As You Think,” *The New York Times*, 3 November 2010; Robert Campbell, “Why the liberal arts are vital to our prosperity,” *Moncton Times and Telegraph Journal*, 8 August 2015; Benjamin Doda, “Why PR needs liberal arts majors,” *Ragan’s PR Daily*, 21 July 2015; James Grossman, “History isn’t a ‘useless’ major. It teaches critical thinking, something America needs plenty more of,” *Los Angeles Times*, 30 May 2016; Gianna May, “Press Start to Begin: How Historians Can Apply Their Work in a Non-Academic Setting,” *The AHA Today: Blog of the American Historical Association*, 2 July 2015; Adam Mayers, “Why an arts degree still gets you a great job,” *Toronto Star* (Business Section), 4 September 2015; Max Nisen, “11 Reasons to Ignore the Haters And Major In The Humanities,” *Business Insider*, 27 June 2013; Annett Gordon-Reed, “Critics of the Liberal Arts Are Wrong,” *Time Magazine*, 19 June 2013; and Alan Wildeman, “We ignore the liberal arts at our peril,” *The Globe and Mail*, 7 September 2015.

PROJECT OVERVIEW

This project represents the successive processes and evolution of curriculum and competency analysis in Ontario's postsecondary system. Building on work completed in an earlier ONCAT project (2014-37) this project was founded on the following objectives:

- 1) Examine the learning outcomes for the General Arts and Science (GAAS) Diploma programs delivered at a number of Ontario Colleges and to map these against the course requirements and program learner outcomes for Lakehead University's History degrees (3 year BA and 4 year HBA);
- 2) Through consultation with college program coordinators, determine the knowledge, skills and experiences necessary to ensure successful transfer into History degrees;
- 3) Based on the completion of a gap analysis, develop a pathway(s) into the BA and HBA degree programs including the BA History (Online) degree program;
- 4) Develop an online bridge, as necessary, to support the proposed pathway(s); and
- 5) Examine and propose pathways from the BA and HBA History degree programs to specific postgraduate diplomas.

To clearly highlight our efforts towards meeting these objectives, this report is), divided into three sequential phases which are summarized below

Phase One constituted continuation of the earlier project with the recruitment of both faculty and student researchers to begin the collection of data necessary for an in-depth analysis of existing literature on degree pathways and bridging programs with direct relevance to social sciences in general and History, in particular. Along with the collection of studies, articles, and literature on transfer programs, phase one ultimately resulted in the collection and extrapolation of aggregate data to form the conclusion that an online, remotely deliverable bridging course would form the culmination of the proposed project.

Phase Two consisted of the design and development of modular online bridging course that is focused on gaps between the skill sets and competencies between vocation based diplomas and knowledge generation based degrees. Development of the bridge was informed by the results of phase one to be delivered as an online bridging course. This phase was primarily focused on the technical development of the online bridge, course content, learning outcomes, and methods of assessment relating to the completion of a baccalaureate degree.

Phase Three represents the current and on-going phase of the project which includes testing of the now complete bridging course by both faculty and student volunteers as a diagnostic, and the implementation of the course for future transfer students.

METHODOLOGY

The project was completed by focusing on General Arts and Science programs and History-related post-graduate diploma programs and courses at 20 colleges in Ontario. While an analysis of courses at these colleges encompass the primary material for this report, the deliverables (i.e. pathway plans and bridge) can be adapted for applicability to other colleges offering the General Arts and Science Diploma programming and courses in the Social Sciences and Humanities.

The following steps were undertaken to meet the project objectives:

1. A Faculty and a Student Assistant was recruited to assist with the completion of the ONCAT project. □
2. The Project Lead and Assistant(s) completed a detailed curriculum analysis along with an examination of the learning outcomes for the General Arts and Science Diploma programs. □
3. The Assistants mapped the Diploma learner outcomes against the course requirements and program learner outcomes for Lakehead University's History BA and HBA degrees, and against the University's DLEs. □
4. The Project Lead developed a pathway(s) into the BA and HBA degree programs including the BA History (Online) degree program. □
5. Following the completion of revisions, the Project Lead submitted the proposed pathway for review and approval by the Department, Faculty Council, and other Committees/Offices as necessary. □
6. The Project Lead communicated the final pathway(s) to the College Contacts. □
7. The Project Lead and Assistants completed the preliminary design of the academic bridge necessary to ensure success for transfer students. The content development of online modules/courses necessary for the academic bridge was completed. □
8. The Project Lead recruited an individual, Mr. Andrew Heppner, to manage the process of creating the online bridge course. In addition, two members of faculty with special expertise in course design and content, one member of staff with extensive experience in student skills coaching

(writing assistance and student success) and a second with extensive experience in online course delivery and design contributed to the final product.

9. The Project Lead prepared and submitted the Status and Final reports as required. □
10. The Project Lead will promote and communicate as necessary including ensuring that all related information is posted on the Lakehead website. □

Key Milestones:

Id.	Title	Planned completion date	Forecast completion date as reported two months ago	Forecast completion date as reported last month	Current forecast completion date	Actual completion date
PHASE ONE						
1	Faculty and Students were recruited	30-MAR-2015	30-MAR-2015	30-MAR-2015	30-MAR-2015	30-MAR-2015
2	Beginning of detailed curriculum analysis and examination of the learning outcomes for the General Arts and Science Diploma programs.	30-APR-2015	30-APR-2015	30-APR-2015	30-APR-2015	30-APR-2015
3	Consultation with Colleges to discuss curriculum, and to help inform decisions related to knowledge, skills, and experiences necessary to ensure successful transfer into the History BA degrees.	30-SEP-2015	0-SEP-2015	30-SEP-2015	30-SEP-2015	30-SEP-2015
4	Mapping of Diploma learner outcomes against the course requirements, program learner outcomes, and DLEs for Lakehead University History BA degrees.	30-NOV-2015	30-NOV-2015	30-NOV-2015	30-NOV-2015	30-NOV-2015
5	Interim Report to ONCAT	01-DEC-2015	01-DEC-2015	01-DEC-2015	01-DEC-2015	01-DEC-2015
PHASE TWO						

Id.	Title	Planned completion date	Forecast completion date as reported two months ago	Forecast completion date as reported last month	Current forecast completion date	Actual completion date
6	Development of pathway into the BA degree programs including the BA history (online) degree program	31-JAN-2016	31-JAN-2016	31-JAN-2016	31-JAN-2016	31-JAN-2016
7	Communication of the proposed pathway to Ontario Colleges – Request for feedback	29-FEB-2016	29-FEB-2016	29-FEB-2016	29-FEB-2016	Not Applicable
8	Review and approval of Pathway(s) through Department, Faculty Council, and other Committees/Offices as necessary.	31-MAR-2016	31-MAR-2016	31-MAR-2016	31-MAR-2016	TBA
9	Report to ONCAT	31-MAR-2016	31-MAR-2016	31-MAR-2016	31-MAR-2016	31-AUG 2016
10	Further College communication regarding the approved pathway(s).	On going	On going	On going	On going	Not Applicable
11	Establishment and critical review of the academic bridge needed to ensure success for transfer students.	30-APR-2016	30-APR-2016	30-APR-2016	30-APR-2016	Ongoing
12	Creation of multi-modal delivery and archive of instructional resources required for the academic bridge.	31-MAY-2016	31-MAY-2016	31-MAY-2016	31-MAY-2016	31-AUG 2016
13	Communication confirming the pathways including posting on a Lakehead webpage, with updates sent to ONTtransfer.ca	30-JUN-2106	30-JUN-2106	30-JUN-2106	30-JUN-2106	Ongoing
PHASE THREE - NEXT STEPS						

Id.	Title	Planned completion date	Forecast completion date as reported two months ago	Forecast completion date as reported last month	Current forecast completion date	Actual completion date
14	Initial testing of proposed bridging course by faculty and student volunteers	Fall 2016	On-going	On-going	On-going	On-going
15	Implementation of the bridging program for incoming college transfer students	Fall 2017	Fall 2017	Fall 2018	Fall 2018	TBA

PHASE ONE: ANALYSIS

The first phase consisted of a preliminary analysis of Ontario Council on Articulation and Transfer (ONCAT) reports, relevant history specific and history related courses at Ontario's Colleges, potential partner identification, and planning for further interactions leading to the development of both pathway mechanisms to provide greater opportunities for college transfer students seeking to undertake 3 and 4 year history degree programs, and potentially other social sciences and humanities programs. The analysis was also expanded to include previous College-University Consortium Council (CUCC) studies.

Information was compiled (i.e. course descriptions, syllabi, instructor information) on over 280 history specific and history related courses from over 20 colleges in Ontario. Initial selection was based on calendared course descriptions and identified content. Course outlines were examined with particular attention made to content suitability, assessment methods, and the courses relevance to the attainment of a degree or diploma. The status of a course as a mandatory/required or elected class as an aspect of degree attainment often determined the level of instruction as well as basic methodology taught within the course, therefore affecting the first two examinations.

At the same time, a survey and analysis of relevant literature on the subject of post-secondary pathways programs was also undertaken, including the identification and attempted acquisition of relevant reports previously produced by the College-University Consortium Council (CUCC), the Ontario Council on Articulation and Transfer (ONCAT), and similar bodies elsewhere in Canada and the United States. Additionally, existing transfer agreements, particularly recent General Arts and Science pathways (GAAS), were examined.

What our analysis of history specific and history-related courses being offered revealed was that levels of post-secondary education (i.e. MA and PhD) of those teaching history-related courses in Ontario colleges has increased to the point that, with individual institutional exceptions, the gap between college and

university instructor competency (based on education levels) is narrowing and, in fact, should be viewed as a red-herring towards hesitancy in pathway building. The educational level of instruction does vary from institution to institution, but need not be a barrier.

While there does exist a wide variety of differences in the scope, nature, and structure of history specific and history-related courses being offered by colleges their consistent patterns are discernable. Typically, the structure and scope of survey-type courses at the colleges are consistent with those typically offered at the first and second year levels at universities. Based on an analysis of course outlines and available materials (time constraints did not allow for proposed discussions with course instructors), courses offered by colleges tend to consist of either traditional Western Civilization/European History and/or Canadian History based content.

These courses tend to utilize the same lecture topics and main textbooks used by comparable university courses at the first and second year level. Those learning outcomes that touch upon content mastery, when available, are also similar. Where these courses diverge significantly from those offered at the university level is the amount of expected reading (both within the assigned text and other materials) and in the scope, nature, and type of assessment related outcomes. As such, elements of process learning central to university degree level expectations are not being met to the depth and extent required to form the basis of a baccalaureate degree. It is a gap that, not unexpectedly, widens as courses are assessed through a first-year or a second-year equivalency lens.

Colleges also offer a variety of history specific or history related courses that, when delivered often in a lecture format, in terms of content and/or subject matter, would be classified as a third or even fourth year university course. However, these courses present significant differences in the scope and nature of assessment than those found at the upper undergraduate level. Again, elements of process learning central to university degree level expectations are not being met to the depth and extent required. In short, students taking those college-level courses are reading far less material and writing significantly less than students taking comparable content-subjects at the university level to the point that direct equivalencies are impossible. The corollary effect is the lack of development of key critical thinking, analysis, and synthesis skills necessary for success at the upper-year level and required in university degree level expectations.

It is important to note however that, in many cases, college-level courses appear to be doing an excellent job in introducing students to the content of the subject area being focused upon. They also tend to incorporate into their delivery an assessment of student discussion, direct participatory, and group-work assessment not often found at the first and second year university level.

The tight timelines and the preliminary project occurring in the fall (the busiest time of the academic year) versus the original winter/spring proved to be problematic for arranging meetings. As a result, a discussion with only one school, Humber College in Toronto, was possible. Humber was selected due to the readily available materials on its website, a representative variety of courses (i.e. capacity), education level and experience of its instructors, and the existence of existing transfer agreements. An initial teleconference was held and a physical meeting occurred to discuss the larger project as proposed and to develop a preliminary idea on the larger projects framework and team. While enthusiastic and interested in participating, discussions with course instructors was unable to be completed before the project's deadline. Therefore, more specific course content analysis (testing, exams, etc.) was unable to be completed. Due to unforeseen issues, the partnership with Humber College did not continue past the first phase. After consultation with ONCAT, the original project objectives were altered and further content and bridge analysis was based on accumulated literature and independent research.

PHASE TWO: THE PATHWAY BRIDGE

The analysis of existing courses and literature led to the development of a bridging program designed to clarify and improve the skills and competencies of students in order to create a seamless entry into the history program. Despite the best efforts of the project team, the development of the bridge lacked first-hand input from a designated college, therefore the modular based program was heavily informed by standards of best practice and existing secondary literature accumulated over the course of the project. Strengths and weaknesses were determined by an evaluation of aggregate data collected from both Canadian and North American universities and have been used as a model for what, and how, students should learn.

The Higher Education Quality Council of Ontario (HEQCO) in its 2014 report identified five specific areas critical to the attainment of a baccalaureate degree:

- knowledge;
- critical and creative thinking;
- research and scholarship;
- social responsibility; and
- communication.⁴

⁴ Higher Education Quality Council of Ontario, *Learning Outcomes Assessment: A Practitioner's Handbook*, (Toronto, ON: HECQO: 2015): 3.

Identifiable areas of strength designated to diploma graduates fell under two categories: oral communication and creative thinking.⁵ The Ontario Collegiate system was redesigned during the 1990s around a model where applicable skill and vocational pursuits were the primary goal of diploma programs. As Victoria Hurhiley discusses, technical ability and employment marketability were the primary degree outcomes in a majority of college diploma programs.⁶

Not surprisingly, the comparative examination of college level history-focused courses revealed that many of the programs offered focused on the development of oral communication and creative collaborative learning in order to reflect current North American workplace standards. With these strengths in mind it was determined that a comprehensive module for the facilitation of pathways students would need to focus on those areas in which student learning remained underdeveloped. Areas identified included:

- Knowledge of methodologies;
- Research and scholarship;
- Application of knowledge; and
- Awareness for academic limits.⁷

As the Council of Ontario Universities' *Ensuring the Value of University Degrees in Ontario* states, these areas specifically showcased degree mobility and university level educational attainment as a natural extension for college diploma programs, and students wishing to pursue additional academic programs.⁸ However, in order to best prepare students for entry into the program, a decision was made for the course to follow a singular thematic topic in order to better reflect the type of courses students would be enrolled in after the pathways completion. The decision for a modular pathway bridge was purposeful as, in part, future adaption for other Social Sciences and Humanities disciplines could occur and the topic could either change yearly or remain constant as content was not the outcome, rather the overall benefits derived from its consistency would be a determinant for its application in the pathway.⁹

Further, it was determined that the modules, contained within the bridge curriculum should focus on developing key skills both in technical ability and the

⁵ Arleen Morrin, "College to University Transfer: An Educational Pipeline in support of Social Equity," *College Quarterly* 14:4 (2011): 3.

⁶ Victoria Hurhiley, "College-University Transfer Programs in Ontario: A History and a Case Study," *College Quarterly* 15:4 (Fall 2012): 9.

⁷ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and Quality assurance Process in Ontario* (Toronto, ON: Council of Ontario Universities, 2015): 17.

⁸ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario*, 9.

⁹ Rebecca Klein-Collins, "Sharpening our Focus on Learning: The Rise of Competency Based Approaches to Degree Completion," in *National Institute for Learning Outcomes Assessment - Occasional Paper #20* (November 2013), 7.

development of competencies relating to history as an academic discipline. Student comprehension of written material at the college level significantly differed between diploma and degree level students. With degree level students reading a variety of sources each week in their first and second year, university, and specifically college level students must work to attain competency in research, reading and writing due to their lack of experience with source materials.¹⁰ The modules therefore are based on a combination of *Bloom's and Bigg's Taxonomy* of learning objectives and a reflection of the academic standards applicable to the attainment of a baccalaureate degree by the *Council of Ontario Universities (COU)*.

Bridge Structure:

The proposed modular bridge was developed as a four week intensive online course designed to allow students to maximize the number of transferable university-level courses (particularly upper-year) and prepare them to enter into the third year of history baccalaureate programs (refer to Appendix A for a complete breakdown of the proposal), The final bridging course was designed to accomplish the following:

- Catalyze the development of core university competencies;
- Establish a baseline academic competence to facilitate student success in transitioning from college diploma studies to university level degree studies in Social Science and Humanities based fields of study; and
- Introduce students to the social and academic culture of Lakehead University

Based on literature related to competency gaps between college and university¹¹ as well as discussion with relevant faculty and administration at Lakehead University gaps between college and university (specifically Social Sciences and Humanities) studies include:

- **Reading:** The ability to find, sustain focused reading, and critically analyze scholarly sources of literature related to their field of students.
- **Writing:** The ability to find meaning and engage in the process of translating academic reading and critical thinking on scholarly topics into essays, presentations, and reports with:
 - Appropriate prose, style, grammar, rhetoric, and academic formatting;

¹⁰ Valerie Thaler, *Teaching Historical Research Skills to Generation Y: One Instructor's Approach*, *The History Teacher*, 46:2 (2013), 271.

¹¹ See, for example, M. Lennon, et al. *Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education*. Toronto: Higher Education Quality Council of Ontario, 2014.

- Arguments that demonstrate comprehension, synthesis; and application of scholarly theories and approaches relevant to the field of study.
- **Critical Thought:** The ability to understand, apply, and evaluate scholarly documents and synthesize personalized responses to the learning process of reading, writing, and discussion

Acting as a gateway/gatekeeper to access upper years of degree studies, it was determined that the bridge needed to not only challenge and engage learners in a process of relevant academic discourse,¹² but also be accessible to Ontario's increasingly wide demographic of post secondary learners.¹³ The original modular proposal (Appendix A) was used as a starting point in the development and implementation of the online History bridging course.

Through the process of consultation with History faculty and student support services staff, the completed online History bridging course evolved into a uniquely skill based course which blends relevant content with competency based outcomes to bridge students into upper year studies in the History degree program. A detailed course outline containing learning outcomes and assignment descriptions is included as Appendix B.

PHASE THREE: IMPLEMENTATION

This project represents the evolution of pathway development in Ontario in that it focuses on areas of competency and skill instead of purely focusing on curriculum and gaps in content based learning outcomes. Instead of offering diploma graduates with a similar, content related degree, the intent is to offer any 2 year diploma graduate the opportunity to enter into advanced degree level studies by bridging their skill sets.

Challenging the status quo requires systematic implementation and documentation to justify our technique and pathway to the university quality assurance council and Senate committees. The next steps in implementing this pathway included:

1. Attempting a pilot of the online bridge in the Fall term using funds and resources from a variety of locations. Ideally, a full-time faculty member will oversee the pilot, however we hope to secure funding to support at least one qualified sessional lecturer and graduate student assistant(s) to

¹² Andrew Heppner and Nancy Luckai, *Transitioning to University: Best Practices for College Transfer Bridging Courses* (ONCAT Report 2015-01). Toronto, Ontario: Ontario Council for Articulation and Transfer, 2016.

¹³ See Ian D. Clark, Greg Moran, Michael L. Skolnik, and David Trick, *Academic Transformation: The Forces Reshaping Higher Education in Ontario* (Montreal and Kingston: Queen's Policy Study Series, McGill-Queen's University Press, 2009).

deliver, monitor and adapt the module as it is rolled out to an appropriate student cohort. The use of a faculty member, qualified sessional, graduate student(s) and student volunteers as a diagnostic will help to ensure that the bridge is both accessible to and useful for future students. There is the potential to also evaluate the pedagogical quality of the bridge in some form, possibly as part of a further participatory research project for graduate students studying educational attainment and academic transference in the pursuit of higher education.

2. Use the results of the pilot to develop and justify the implementation of the transfer pathway to appropriate approval bodies at the university - Fall 2017.
3. Set target date for the first cohort - Fall 2018.

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APPENDIX A: MODULAR PROPOSAL BREAKDOWN

Modular Proposal Breakdown

- 1) Disciplinary Approaches/ Introduction to Historical study.
 1. What do historians do?
 2. Historiography
 3. Different historical lenses
 - a. Feminist
 - b. Social
 - c. Political

The first module will focus on the introduction of historical study as an academic discipline within the university system. Students will be given an overview of what historians do, a brief historiography concerning important practices, methodologies and applications of the discipline as well as a look at the different expressions of historical study through the lenses they are likely to encounter during their coursework.

This approach utilizes the third tier of the Bloom's taxonomy of learning by having "students move from quantitative increases in learning to qualitative increases in learning (deepening understanding and creating meaning, rather than merely adding items to a disconnected set of what they know."¹⁴

Corresponding objective for the attainment of a baccalaureate degree from the Ontario Council of Universities under **depth and breadth of knowledge**:

"General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines"¹⁵

- 2) Technical Skills:
 1. Footnote/ Endnotes
 2. Language/ Grammar
 3. Parallel structures
 4. How to write a thesis
 5. Basic essay structure
 6. Citations

The second module will act as an extension of the general knowledge and understanding of the key concepts of history as an academic discipline attained during the first stage of the pathway. This will again follow Bloom's Taxonomy of learning outcomes in "the ability to compose their own arguments about what they are learning and may create meaning and purpose from course material, integrate parts to create a sense of the whole and elaborate connections between facts and theory, action and purpose."¹⁶

¹⁴ Higher Education Quality Council of Ontario, *Learning Outcomes Assessment: A Practitioner's Handbook*. (Toronto, ON: 2015, HECQO): 15.

¹⁵ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and Quality assurance Process in Ontario* (Toronto, ON: Council of Ontario Universities, 2015): 17.

¹⁶ Higher Education Quality Council of Ontario, *Learning Outcomes Assessment*, 15.

Corresponding objective for the attainment of a baccalaureate degree from the Ontario Council of universities under **knowledge of methodologies**:

“An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and devise and sustain arguments or solve problems using these methods.”¹⁷

3) Reading and Responding to Secondary Sources:

1. Journal articles - 3 (Read and Review)
2. Historical monograph - 1 per week starting on module 3 (3 total)
3. Assign a text and give a guided reading response
 - a. What is the thesis?
 - b. What are the Strengths?
 - c. What are the Weaknesses?
 - d. What are two arguments?

The third module will serve as an introduction to content and an extension of the knowledge acquired from the first two modules. Selected works will be used to develop student understanding for the analysis and implementation of source material through a combination of independent study and tangible performance outcomes. This will allow students to “to apply competently what they learn to familiar problems or experiences becomes evident.”¹⁸

Corresponding objective for the attainment of a baccalaureate degree from the Ontario Council of universities under **application of knowledge**:

“The ability to review, present, and interpret quantitative and qualitative information to develop lines of argument; make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and the ability to use a basic range of established techniques to: analyze information; evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; propose solutions; and make use of scholarly reviews and primary sources.”¹⁹

4) Reading and Responding to Secondary Sources

1. 3 different primary source materials
 - a. Photograph
 - b. Oral history
 - c. Statistical data (alongside a relevant article in order to compare and extrapolate data with current literature)

The fourth module will focus on developing students understanding when dealing with sources that require advanced levels of interpretation, analysis and comprehension. A selection of works will be chosen and used to increase student understanding concerning the value, critique and appraisal of a source. This module will help students

“abstract and generalize from course material, at the extended abstract level they abstract and generalize beyond the course material, transferring and applying ideas to new situations and new experiences, integrating them with ideas from other courses and other aspects of their lives, testing and hypothesizing beyond the confines of a course, and developing arguments and theories of their own”²⁰ (Bigg’s Taxonomy)

¹⁷ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario*, 18.

¹⁸ Higher Education Quality Council of Ontario, *Learning Outcomes Assessment*, 15.

¹⁹ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario*, 19.

²⁰ Higher Education Quality Council of Ontario, *Learning Outcomes Assessment*, 16.

Corresponding objective for the attainment of a baccalaureate degree from the Ontario Council of universities falls under **awareness of limits of knowledge**:

“An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.”²¹

²¹ Council of Ontario Universities, *Ensuring the Value of University Degrees in Ontario*, 20.

APPENDIX B: BRIDGING COURSE OUTLINE



HIST XXXX Competency Bridging

Spring/Summer 20xx

Instructor Information

Instructor:

Office Location:

Telephone:

E-mail:

Office Hours:

Course Identification

Course Location:

Class Times:

Course Description/Overview

Students will develop university level core competencies and overarching foundational content to support the transition from college diploma to university degrees studies in the Department of History. Focus on retrieving and interpreting scholarly literature, university level writing and academic argumentation will be supplemented by subject specific content on theory, research methods and knowledge generation.

Course Learning Objectives

1. Students will know the purpose of university and explore their personal purpose and intentions for engaging in scholarly activities
2. Students will have the ability to use Lakehead University resources to find, assess and retrieve appropriate academic literature in relation to their field of study
3. Students will be able to read, critically analyze and synthesize the contents of academic literature (primary and secondary sources) related to their field of study
4. Students will be able to apply subject specific academic formatting, grammar, style, and prose to their writing
5. Students will comprehend select foundations of Historical content related to time periods, particularly European Contact in multiple geographies.

6. Students will be able to synthesize arguments from academic literature and course content to communicate “what has been said” and also “what they think” through the process of writing.
7. Students will understand select processes of conducting research in their field of study as well as the ethical implications of conducting research.
8. Students will engage with each other to establish a community of learners
9. Students will learn to navigate the Desire to Learn online education environment

Course Resources

Course Website(s)

- Desire 2 Learn online platform @ <http://mycourselink.lakeheadu.ca>
- McGraw Hill Connect Composition

Required Course Readings

- All reading are accessed through the Desire 2 Learn online platform
- Please access readings (organized by date) online.

Assignments and Evaluations

Assignment/Test	Due Date	Value
Academic Self D2L Profile	Wednesday, Week 1	5%
Academic Self Profile Reviews	Monday, Week 2	5%
Critical Analysis Activities: Fall of the Aztec Empire	Friday, Week 2	20%
Research Paper Phase 1: Research Questions on Fall of Aztec Empire	Friday, Week 2	5%
Secondary Sources: Chicago Style Reference List (Completed In Class/Online)	Monday, Week 3	10%
Research Paper Phase 2: Creating an Outline	Friday, Week 3	15%
Writing Mechanics Activities	Wednesday, Week 4	15%
Research Paper Phase 3: Final Report	Friday Week, 4	30%

Tentative Course Schedule

Dates	Tentative Topic

<p>Week 1</p>	<p>Monday (Skills Lab)</p> <ul style="list-style-type: none"> ● Purpose of University ● Styles of Assessment ● Primary/Secondary Sources in History ● Course Outline Review <p>Wednesday (Lecture) - Reading Online</p> <ul style="list-style-type: none"> ● European Contact through Maritime Voyages ● Use of Primary Sources in Writing History ● Non-Eurocentric Approaches to World History <p>Friday (Lecture) - Reading Online</p> <ul style="list-style-type: none"> ● Contact in the Indian Ocean World and Africa ● Comparing and Contrasting Primary Sources
<p>Week 2</p>	<p>Monday (Skills Lab)</p> <ul style="list-style-type: none"> ● Developing a Research Question ● Establishing Timelines ● Critical Analysis of Documents <ul style="list-style-type: none"> ○ Access 3 primary source documents online <p>Wednesday (Lecture)</p> <ul style="list-style-type: none"> ● Contact in the Americas ● Critical analysis of images and writing <p>Friday (Lecture)</p> <ul style="list-style-type: none"> ● Fall of the Aztec Empire ● Discussion and Evaluation of Research Questions (Peer review)
<p>Week 3</p>	<p>Monday (Skills Lab)</p> <ul style="list-style-type: none"> ● Using the Library ● Retrieval of Secondary Sources ● Crediting Sources and Academic Formatting ● COMPLETE Chicago Style Reference list assignment <p>Wednesday (Skills Lab)</p> <ul style="list-style-type: none"> ● Evaluation/Speed Assessment of Secondary Sources <ul style="list-style-type: none"> ○ Academic Quality ○ Appropriateness of Content ● Starting to Write (then Read then Write then Read etc) <ul style="list-style-type: none"> ○ The Recursive Process ○ Synthesizing “What has Been Said” vs “What do you think” ● Composition of an Academic Paper

	<p>Friday (Lecture/Skills)</p> <ul style="list-style-type: none"> ● Research Methods in Social Sciences <ul style="list-style-type: none"> ○ Ethics ○ From Epistemology to Data Collection
Week 4	<p>Monday (Skills Lab)</p> <ul style="list-style-type: none"> ● Mechanics of Writing <ul style="list-style-type: none"> ○ Grammar ○ Style ○ Common Errors ○ Chicago Style Refresher <ul style="list-style-type: none"> ■ Footnotes/Endnotes ■ Quotations <p>Wednesday (Skills Lab)</p> <ul style="list-style-type: none"> ● Academic Argumentation ● Peer Review of Final Papers <ul style="list-style-type: none"> ○ Content ○ Grammar ○ Academic Formatting <p>Friday (Skills Lab)</p> <ul style="list-style-type: none"> ● Refine and Hand in Final Paper

Assignments

Academic Self

The purpose of this assignment is to construct an online profile that allows you and your peers to explore aspects of your personal and academic evolution leading to your goals and future hopes with regards to your studies in the History department. Within the field of History there is wide range of research and potential avenues for specialized learning. It can be easy to get lost in the details of university (scheduling, studying, marks) so this assignment is intended to ground you in your goals with relation to expanding your knowledge and perspective as well as introduce you to the knowledge and perspectives of your academic peers. Please follow these steps to complete the assignment:

1. Log onto the Desire2Learn (D2L) online course using your Lakehead University log in name and password.
2. Locate your name in the top right corner of the screen and click the drop down menu. Select the "Profile" button.
3. Fill in your profile with the following information in relation to your academic self by **Wednesday, August X (First week of class)**.

- a. Upload an appropriate picture that represents your academic self and select a nickname
 - b. Scroll down to the Personal Info section and complete:
 - i. Interests/Hobbies: What types of research and knowledge regarding Historical events/interpretations interests you? How have your past experiences and activities professional and personal influenced your interest in university, particularly History?
 - ii. Media: Which types of Music, Books, Television Shows, Movies and Web sites have inspired you and influenced your perspective with relation to your field of study.
 - iii. What are your post-secondary goals aside from completing your credential? What do you hope to understand and/or achieve?
 - iv. What is your “Most Memorable Learning Experience”?
 - c. It is **NOT NECESSARY** to fill in your Social Networks, Contact Information, Employment Information or Birth Date. Only fill in Social Network/Contact information you are willing to share publically as anyone in any of your classes can view your D2L profile.
4. Once the profiles have been completed begin reading through your peers profiles and identify Interests/Hobbies/Media/Goals that relate to yours. Write up a brief list of notes via the “Discussions” tab on D2L that address the following:
- a. Any themes you identified across people’s most memorable learning experiences.
 - b. Areas of research interests and hobbies that relate to yours or were unexpected
 - c. The top three media sources in people’s profiles you would like to follow up on.

Evaluation: This is a pass or fail assignment with two components. 0.5% will be deducted for any missing parts of either assignment. Complete your profile as per these instructions by the due date for 5%. Complete your “Discussions” Note by the due date for 5%.

Critical Analysis Activities: Fall of the Aztec Empire

The purpose of this assignment to develop and refine your critical analysis skills in relation to reviewing primary sources in History. You will be introduced to the

problems historians face when dealing with multiple historical narratives related to one particular event. Please follow these steps:

1. Log in to D2L and access the McGraw Hill Assignments “Critical Analysis: Fall of the Aztec Empire”
2. Three documents are uploaded and you will be prompted to respond to a series of questions before, during and after reading.
 - a. Complete all critical analysis questions for all three readings
3. Keep track of your ideas to aid in formulating research questions and areas of inquiry for your upcoming paper.

Evaluation: Your responses will be evaluated based on a rubric informed by taxonomies of learning discussed in class that is available on D2L.

Research Paper Phase 1: Research Questions on the Fall of the Aztec Empire

The purpose of this assignment is to formulate a research question or questions based on the recursive process of reading and reflection. Often you will be required to develop your own research questions for undergraduate assignments with minimal assistance from an instructor.

Please post your research questions to the “Research Questions” discussion board with a brief background that helps the reader understand what about the three “Fall of the Aztec Empire” led you to ask those questions

Students are expected to post their questions by Friday (Week 2) and provide a thoughtful content based comment on a minimum of 2 other students’ research questions by Monday (Week 3).

Evaluation: Research Questions w Rationale is worth 3%. Each peer response to a reading is worth 1%.

Chicago Style Reference List

The purpose of this assignment is to develop your ability to find, assess the relevance of and retrieve academic literature appropriate to your field of study and appropriately cite it in your writing. Using the various strategies and resources outlined in class, you are to:

1. Complete the Connect Composition chapter review (Chapter 3)
2. Review lecture on retrieving Secondary Sources
3. Use the library system to retrieve 5 peer reviewed journal articles and 5 academically oriented books that inform your research question related to the “Fall of the Aztec Empire”.
4. Create a Chicago Style reference list of your sources

5. A sample Chicago Style reference list is posted to D2L for your reference
6. Submit a Word format document with your research question and a Chicago Style reference list of your sources to the D2L Dropbox Folder.
7. Ensure you download at least one of your sources for the next assignment.

Evaluation: Rubric is available on D2L.

Critical Analysis Activities: Secondary Sources

The purpose of this assignment to develop and refine your critical analysis skills in relation to reviewing secondary sources in History. You will be introduced to an academic interpretation of historical events. Please follow these steps:

1. Log in to D2L and access the McGraw Hill Assignment “Critical Analysis: Secondary Sources”
2. You will be prompted to upload one of your secondary sources (peer reviewed article) from your Chicago Style Reference List
3. Keep track of your ideas to aid in formulating research questions and areas of inquiry for your upcoming paper.

Connect Composition Writing Modules

The purpose of this assignment is to strengthen your ability to write academically using appropriate grammar, punctuation and formatting. To complete this assignment:

1. Log on to McGraw Hill through the D2L site
2. Complete Chapter Reviews and associated LearnSmart Writing Quizzes related to the assigned chapters

Research Paper Phase 2: Creating an Outline

The purpose of this assignment is to initiate the recursive process of reading and writing. Sometimes the hardest part of writing a paper is starting! To complete the outline follow these steps using the outline template posted to D2L.:

1. Write a very short paragraph on what your paper is about (½ page max).
2. Write out a working title and a thesis statement.
3. Include in point form a list of main points to be included in the paper that includes paragraph headings put in sequential order.
4. Write a working conclusion.
5. Include a CSA reference list. Remember, you can use the reference list you already developed in class, only include sources you are actually using.

- You must use one of the primary sources
- You must use three journal articles and three books minimum
 - Can include encyclopedia entry or book chapter

Research Paper Phase 3: Final Paper

The purpose of this assignment is to complete your finished research paper which combines your skill sets in:

- Critical Analysis in Academic Reading
- Formulating a Research Question
- Synthesizing overarching themes throughout a variety of literature based sources
- Developing and defending a scholarly argument through writing that combines your personal thoughts on a historical topic and is supported by both primary and secondary sources

The paper must include an Introduction, Literature Review (What has been said), Discussion (What I think about it) and Conclusion. It must include headings, citations and a reference list in the Chicago Style of formatting.

Length: 5 page minimum

Minimum Sources: 1 primary source, 6 secondary sources (must include both journal articles and books)

Evaluation: See rubric uploaded to D2L

Course Policies

Students are referred to section IX of the Lakehead University Calendar concerning regulations on academic dishonesty. Late assignments or missed exams are excusable only in the event of **documented** extenuating circumstances, i.e., serious illness or death in the immediate family. **The PENALTY FOR LATE ASSIGNMENTS without appropriate documentation is 10% of the assignment's grade per day late. ELECTRONICALLY TRANSMITTED ASSIGNMENTS WILL NOT BE ACCEPTED.**

University Policies

All students are to be aware of and adhere to the following Lakehead University and School policies:

- Student Code of Conduct, Academic Misconduct, Accommodation for Students with Disabilities
- Ethics for doing research with humans – all student projects that include human participants requires ethics approval, following the Research Ethics process