

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

LETTER OF INTENT

Attach a copy of the Letter of Intent to this sheet as well as any new course or course revisions required as part of this new curriculum.

1. Name of Department: SOCIAL SCIENCE & HUMAN SERVICES
2. Name of new curriculum: SOCIOLOGY MAJOR
3. Degree to be granted: AA
4. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 70
5. Will this curriculum require special materials, equipment, or space?
 Yes No If yes, attach an explanation.
6. Are any old curricula being dropped? Yes No. If yes, please list.

Signatures

1. Emily Anderson 4/20/12
Department Chairperson or Program Director Date
2. Adrian Brown 4/25/12
Dean of Academic Affairs (Received Copy) Date
3. Helen Buff 11/19/12
Chairperson of Curriculum Committee Date
4. Tara Williams 4-20-12
Registrar Date

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

LETTER OF INTENT

For an A.A. Degree Program in Sociology

Sponsored by the

Department of Social Sciences and Human Services

Spring 2012

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

PROGRAM IDENTIFICATION

Department: Social Sciences and Human Services

Program Title: Sociology

Degree Awarded: Associate in Arts (A.A.)

Effective Date:

PROPOSAL

The Social Science and Human Services Department seeks to establish a program in Sociology for its students leading to an Associate's in Arts Degree. The Program will reinforce BMCC General Education Outcomes, and ultimately prepare and motivate our students for further study in Sociology.

PURPOSES AND GOALS

C. Wright Mills, author of *The Sociological Imagination* (1959), argued that to understand ongoing societal change, an individual needs to be able to do more than just gain new information, but needs a particular quality of mind to decide how to use that information. In a global, pluralist society, sociological thinking and an awareness of social and historical forces is an asset. Familiarity with sociological perspectives can engender analytical, methodical, creative, and reflexive thinking – all necessary in the 21st century.

The purpose of the sociology major falls within the context of BMCC's mission to offer a quality liberal education in a pluralistic urban environment. The major also responds to the BMCC General Education goals that students develop an understanding of, and be able to apply the concepts and methods of the social sciences; that they learn to write, read, listen and speak critically and effectively; and that students make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

In order to succeed within the global economy, many employers stress that students need a rigorous liberal education. In fact, Donna Randall, President of Albion College, attributes her success to a blended education that emphasized both business management and liberal arts. Randall earned a Ph.D. in sociology that led to a teaching career in business. She states, "There is no zero-sum game. We can and should commit ourselves more completely to providing students with education that encompasses both the timelessness of broad-based study in the arts and sciences, and the timeliness of practical preparation--leading to productive careers and satisfying lives."¹

¹ Randall, Donna, "A Career-Oriented Liberal Arts Education: Colleges Can Provide Both the Foundation for a Lucrative Career and a Well-Rounded Education," *Forbes*, August 2010, 11..

Sociology can also teach the skills to allow students to work collaboratively in diverse environments. The US Dept of Labor projects that people will encounter a "more racially and ethnically diverse labor force, and employment growth in service-providing industries..."² The courses offered in the sociology major will teach students to understand the dynamics of social relationships, the nature of power and influence in complex societies, and the role of age, class, ethnicity, gender, and other social characteristics in affecting people's life chances and perspectives. It will prepare students to "make a difference" in the quality of others' lives as well as the quality of their own, such as the ability to work collaboratively with others who do not always share their points of view. Students with a sociology major are capable of contributing and giving back to society. They are prepared to be participants in local and globally citizenry.

Providing well-educated workers or citizens is not the primary or singular concern of the Sociology major, however. It will also serve students by providing the beginnings of a college degree that will help them negotiate an increasingly competitive job market. Preparing students to successfully transfer to a four-year program is increasingly important, since "[o]ccupations that usually require a postsecondary degree or award are expected to account for nearly half of all new jobs from 2008 to 2018 and one-third of total job openings."³ As the College Board reported in September 2010, "Workers with a college degree earned much more and were much less likely to be unemployed than those with only a high school diploma."

The Proposed Major has five principal goals:

1. Familiarize students with the sociological perspective and thus the ability to:
 - analyze the dynamics of social relationships,
 - determine the roles of power and influence in complex societies,
 - discern how social characteristics such as age, class, ethnicity, race, gender, sexuality and others affect people's life chances and self-identity.
2. Equip students with the understanding of and the ability to apply the research methods of the social sciences including:
 - understanding of the scientific method,
 - familiarity with quantitative and qualitative research methods
 - awareness of the ASA Code of Research Ethics.
3. Empower students to develop their "sociological imagination" and therefore:
 - recognize the structures and patterns upon which everyday life rests and the interplay between individual choice and social influence,
 - interpret events from multiple sociological perspectives and to critically examine existing social arrangements,

² USBLS Employment Projections, 2008-2018 summary: <http://www.bls.gov/news.release/ecopro.nr0.htm>,

³ *ibid.*

- demonstrate the extent to which contemporary institutions, ideologies, and cultures are products of actions and initiatives by members of society, and therefore can be changed and improved through social action.
4. Educate students to write, read, listen, and speak critically and effectively so that they can formulate arguments and actively stake out positions concerning their place in the social world.
 - ability to conceptualize and complete a significant written project.
 5. Prepare students to "make a difference" in the quality of others' lives as well as the quality of their own:
 - develop the ability to work collaboratively with others who do not always share their points of view,
 - develop strong leadership skills, contribute to the improvement of their communities, and the world.

NEED FOR SOCIOLOGY DEGREE

In 1947, Martin Luther King Jr., who earned a Bachelor of Arts degree in Sociology from Morehouse, realized the vital importance of exactly such an education as outlined in the above five principles. He warned that a narrowly focused curriculum would not equip graduates with the skills to weigh evidence and develop effective solutions to problems. King stated,

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals...Intelligence plus character--that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.⁴

Given the incredible range of skills and knowledge sociology provides, majors in this field will be well equipped to realize this vision of education.

Recent studies indicate that Americans change jobs ten times in the two decades after they turn eighteen, with such fluctuation even more frequent for younger workers.⁵ Job descriptions may vary, but the skills and knowledge that come from a solid general education equip those with a Bachelor's degree with the flexibility to adapt to a changing market. Sociology majors have an advantage in this regard. Sociology equips students with communication, interpersonal, analytical, teamwork, and leadership skills as well as multi-cultural sensitivity and

⁴ King, Martin Luther, "The Purpose of Education," *The Maroon Tiger*, January-February 1947.

⁵ "Number of Jobs, Labor Market Experience, and Earnings Growth: Results from a Longitudinal Survey News Release," *Bureau of Labor Statistics, United States Department of Labor*, June 27, 2008.

understanding, all of which employers list as their most sought after skills.⁶ Sociology also prepares students with skills in research design, data, and policy analysis, necessary for a wide range of careers including, program evaluation, urban planning, community organizing, business, sales, marketing, customer relations, human resources, human services, and administrative positions. Sociology majors also go on to pursue advanced training in law, medicine, and public health.⁷

Furthermore, Sociology is a growing and lucrative field. The Bureau of Labor Statistics (BLS) Occupational Outlook Handbook projects that employment for sociologists will grow faster than average in the coming years. Employment is expected to grow 21% from 2008 to 2018, which is better than the average for all occupations. The BLS attributes this projected job growth to a greater incorporation of sociology into research and other fields as well as sociology's broad training in analytical, conceptual, methodological, quantitative, and qualitative research skills.⁸

Historically, one of the principal goals of community colleges has been to prepare students for transfer to four-year colleges. Unfortunately, community colleges have had limited success in this regard, for students who begin at a two-year college are less likely to complete a bachelor's and advanced degrees than students who begin at a four-year college.⁹ Students completing an associate's degree face numerous obstacles to the successful completion of a bachelor's degree, including an inadequate preparation in the disciplines in which they are expected to major in a four-year institution as well as insufficient academic and career counseling.

The proposed program aims to remedy these problems. It will provide students with a rigorous and diverse curriculum that will prepare them to begin and successfully complete a more advanced degree in Sociology. Since the program will enable students to receive greater attention, careful guidance, and sustained counseling from Sociology faculty both in and outside the classroom, it will allow for more self-critical and effective assessment as to whether teaching is truly leading to learning. Finally, students in the proposed program will develop the global perspective as well as the high level of critical thinking and communication skills integral to adapting to an ever-evolving world.

The implementation of a Sociology Major will:

- Enable more targeted academic and career counseling than the current system allows (liberal arts students receive advisement alphabetically according to their last names, not according to their special interests). Such advising will help students compose their programs and allow students to take full advantage of existing articulation agreements. As the Title V experience has shown, this style of longer term focused advisement promotes student engagement which can lead to better retention and graduation rates.

⁶ Hansen, Randall S., and Katharine Hansen, "What Do Employers Really Want? Top Skills and Values Employers Seek from Job-Seekers, *Quintessential Careers*, August 2008, 23.

⁷ American Sociological Association, "Careers in Sociology," January 2005, 9.

⁸ "Occupational Outlook Handbook, 2010-11," *Bureau of Labor Statistics, United States Department of Labor*.

⁹ Natalia Kolesnikova, "From Community College to a Bachelor's Degree and Beyond: How Smooth Is the Road?" *The Regional Economist*, July, 2009.

- Cultivate more skills in the use of the library and of computer technology (word processing, spread sheets, and the internet) than the average liberal arts student may have time to acquire.
- Steer students towards courses that will further their mastery of writing, speaking, oral, and computer skills.

All of these goals are attainable without narrowing the broad range of courses that liberal arts students now take. The accomplishment of these aims, however, will require intensive advisement and clearly defined curriculum objectives. Once the Social Science Department can identify a sizable but limited number of students who, by interest and ability, are more likely to pursue careers enhanced by the study of Sociology, it can more adequately prepare them to meet the demands of four-year colleges and the rapidly changing global world. Sociology faculty are already strongly committed to fostering passion for their discipline and the various critical, analytical, and communication skills of their students, but they presently lack the opportunity to cultivate, advise, and excite “their own” students the way discipline specific programs can and must do. Attaining these objectives would in the long run make these students more deeply engaged in achieving academic excellence, enhance their chances of gaining employment, and no doubt attract others to the program.

In the end, a firm grounding in the discipline of Sociology is necessary for far more than obtaining the prerequisites for career success and national competitiveness. Especially for many of our students here at BMCC, who often struggle with complex lives and formidable financial hurdles in order to obtain the skills necessary to pursue a profession, a firm grounding in Sociology is invaluable for opening their eyes to their own place and significance within a much wider world. At its core, Sociology engages “questions of ultimate meaning,” not only for our students as individuals, but for the societies within which they live.¹⁰

STUDENTS

A Sociology Major will ultimately provide students with a secure “home” within which they could cultivate the skills, knowledge, and outlook necessary for the achievement of career and professional goals early on in their academic studies. It will provide students with a more predictable and smoother transition to senior colleges, both within and outside of CUNY and facilitate the transfer of credits for individual Sociology courses.

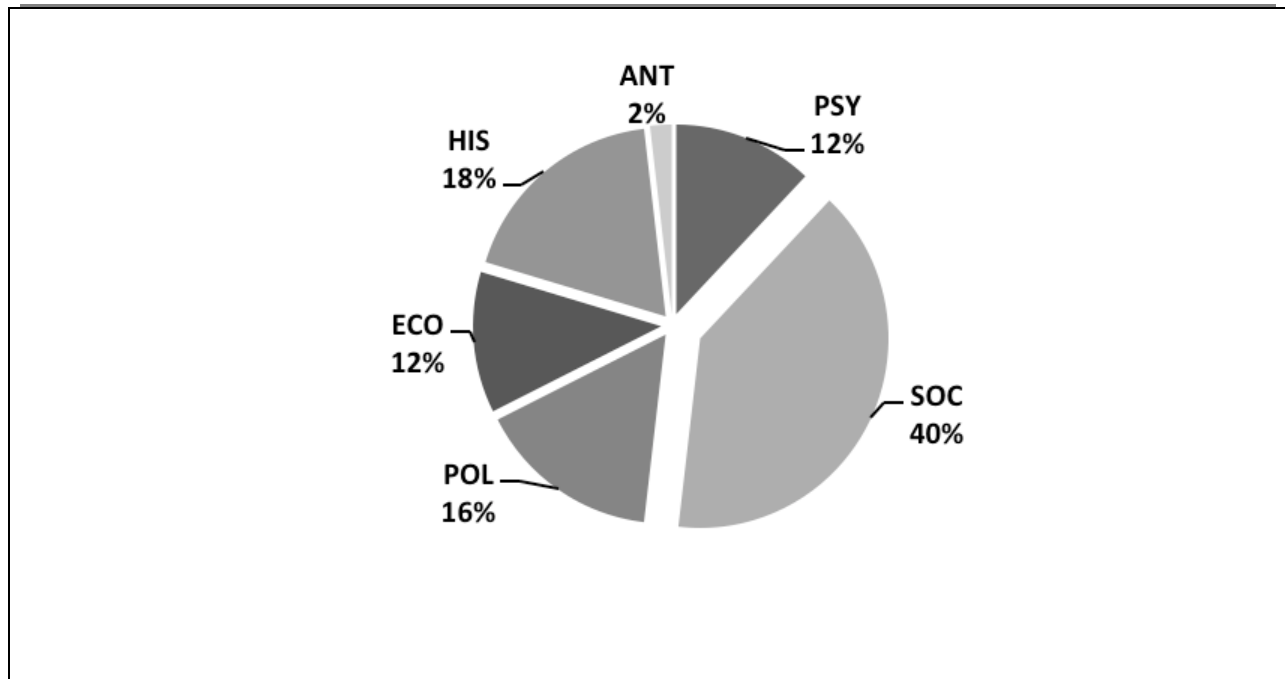
Participating in a major is also likely to increase students chance of graduating from BMCC. As the Title V program has shown, students who meet more regularly with a cohort and who are assigned a single advisor over the course of their studies are more likely to be successful in completing the Associate’s Degree. A major can play a similar role, in that students will take more courses with the same peers, and be assigned one advisor who directs their course plan. This more focused and cohesive environment will contribute to retention and graduation.

¹⁰ Anthony Kronman, *Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life* (New Haven: Yale University Press, 2007).

There is demonstrated interest in a Sociology major. A large number of students in the liberal arts program already take Sociology courses as part of their major requirement, over 2,000 students in the Fall of 2009, according to recent statistics. Between Fall 2004 and Fall 2009, while BMCC experienced a 13.6% increase in enrollment in general, there was a 15% increase in enrollment in Sociology courses. Between Fall of 1995 and Fall of 2009, there was a 67.1% overall increase in enrollment in Sociology courses. See Appendix C for student enrollment projections.

According to a survey developed within the Social Science & Human Services Department to assess students' interest in Social Science majors, Sociology was the second most popular choice of major of the over 500 students who responded. (see Appendix B for the survey instrument). The top discipline in which participants expressed their interest to major was Psychology (20%), followed by Sociology (14%), and History (11%), Economics (11%), and Political Science (11%). The data was also assessed according to the discipline in which the surveys were distributed to be clear on what role enrollment in that course played in shaping the data's outcome. Out of all students who chose the Sociology major, 40% of the time it was chosen by students in Sociology courses (See Figure 3). Among students in other disciplines, it was chosen 16% of the time by political science students, 12% by economics students, 12% by psychology students, and 2% by anthropology students as illustrated in the graph below:

Figure 3: Interest in Sociology Major by Courses/Disciplines



A Sociology major would help many of our students seamlessly move forward with their future plans, since an overwhelming majority of participants in the survey (507 out of 512) reported planning to get a Bachelor's Degree. A large number of participants demonstrated interest in continuing their education in one or more of the CUNY colleges, including John Jay and

Brooklyn College. Brooklyn College has sent a letter of support (see attached PDF), and one is in process at College of Staten Island College.

Admission to the Sociology major:

Students seeking admission to the major must meet the general admission requirements for BMCC. They must hold a High School Diploma or General Equivalency Diploma. When admitted to BMCC they must take the CUNY Placement Exams in reading, writing and mathematics.

CURRICULUM

The proposed program consists of 60 credits. Its purpose is both to offer a comprehensive general education preparation, as well as provide a solid foundation for continuing on to a four-year institution to pursue a Bachelor’s degree in Sociology. A large percentage of our students reside in Brooklyn, and the V.P. of Administration at Brooklyn College did a study that showed BMCC students have a good success rate there. The program is divided into General Education Requirements (30 credits), and Major Requirements (31 credits). The courses offered in both of these areas are modeled after BMCC guidelines that ensure students will develop a firm foundation in a range of competencies consistent with being prepared to graduate and move onto the career of their choice, or to transfer seamlessly into Sociology programs at the articulating senior colleges. The curriculum addresses the General Education goals set forth by BMCC and students upon completing the capstone course will meet the WI requirement for graduation. Upon completion of the associate’s degree in Sociology, in addition to the Sociology A.A. elaborated in the “Goals” section, our major will achieve the following general student learning outcomes:

Social and Behavioral Sciences – Students will develop an understanding of, and be able to apply the concepts and methods of the social sciences.

Communication Skills – Students will be able to write, read, speak and listen critically and effectively.

Values – Students will make informed choices based on an understanding of personal values, human diversity, multiculturalism, awareness and personal responsibility

At the campuses within CUNY and beyond which we have researched, the sociology major requires an introduction to the research process sometime in the first two years. Our capstone is intended to articulate with this first or second year research methods course commonly found in sociology majors at the senior college level. Therefore our capstone, although it has the same name, is not obviated by the senior capstone courses at the colleges with whom we are looking to articulate.

We are proposing a 4 credit 4 hour course to ease articulation, since both of our articulating colleges, as well as other campuses in the CUNY system and beyond, structure their corresponding course in this manner. Brooklyn College, for instance, has a SOCY 2111 4 credit 5 hour (3 lecture hours, 2 laboratory hours) course called Research Methods I which they plan to accept as an equivalent to our capstone. Similarly, at CSI, the SOC 201, Methods of Sociological Research, is a 4 credit, 4 hour, course, and majors are advised to take the course within the first 15 credits of their major. Our majors would take our equivalent at BMCC, but it will only articulate properly if our capstone is at least 4 credits and 4 hours. At City College, their equivalent course, SOC 23200, Methods and Techniques of Sociological Research, is 4 credits, and Columbia University's SOCI W3010 Methods for Social Research, is 4 points, or credits, as is NYU's Research Methods (*SOC-UA 301*) which is can be taken during the first 16 points/credits of the major.

Students who complete the Associates of Arts Degree in Sociology will arrive at a four-year university with strong communications skills, and be familiar with the basic foundations of the discipline of sociology. They will be well-prepared to enter a Bachelor's program in Sociology as a third-year student.

The following is the proposed Sociology curriculum leading to an Associates degree in Sociology at Borough of Manhattan Community College, CUNY:

General Education Requirements

English Composition 6
Mathematical and Quantitative Reasoning 3*
Life and Physical Sciences 3
World Cultures and Global Issues 3
Creative Expression 6¹¹
Scientific World 3*
Individual and Society 3
U.S. Experience in Its Diversity 3

30 Credits

Major Requirements

8 Credits of Electives

SOC 100 Introduction to Sociology 3

3 Sociology electives chosen from this list (9 credits)

SOC 111 Understanding Technological Society 3
SOC 200 Social Problems 3
SOC 230 Ethnic Groups in American Life 3
SOC 240 Urban Sociology 3
SOC 250 Sociology of the Family 3
XXXxxx Ethnic Studies 3

2 courses in the Social Sciences (disciplines other than Sociology) 6
(Anthropology, Economics, Geography, History, Human Services,
Philosophy, Political Science, Psychology)

SOC 300 Capstone Course 4 credits 4 hours

Major Requirement Credits: 30

60 TOTAL CREDITS REQUIRED FOR GRADUATION

¹¹ Second Creative Expression course to be fulfilled by SPE 100/102

*Credits above 60 may be accrued through a STEM variant course

Four Semester course program:

Students who pursue an A.A. in Sociology at BMCC will be able to complete the degree in two years, and then transfer to one of the articulating four-year CUNY Sociology programs. Following is a model of a two year program which meets both the Pathways general education and sociology program requirements.

Year One – Fall

English Composition
Creative Expression
World Cultures and Global Issues
Individual and Society
Elective(2cr)
14 credits

Year One – Spring

English Composition
Creative Expression
Mathematical and Quantitative Reasoning
Elective(3cr)
Intro Sociology
15 credits

Year Two – Fall

Life and Physical Sciences
U.S. Experience in its Diversity
Elective(3cr)
Social Science Elective
Sociology Elective
15 credits

Year Two – Spring

Scientific World
Social Science Elective
Sociology Elective
Sociology Elective
Sociology Capstone
16 credits

TOTAL CREDITS: 60

The completion of these requirements will allow students to earn an associate's degree at the end of two years and transfer to a Sociology program at an articulating CUNY senior college, such as Brooklyn College or College of Staten Island.

FACULTY

Currently the Department of Social Science and Human Services includes ten full-time, tenured and tenure-track sociologists, all of whom hold Ph.D.'s in Sociology. They have expertise in: Theories of Race, Ethnicity and Racism; Religion; Sociology of the Family; Urban Studies; Qualitative Research Methods; Medical Sociology; Visual Sociology; Labor Studies; Science & Technology Studies; Gender and Feminism.

Although the program would not require new faculty, its existence would certainly influence the department's hiring policies in the future. One of the benefits of the major will be to counter the effects of a large institution, where students mostly receive instruction from part-time faculty. As faculty receive tenure and expend their contractual reassigned time, they will be available to teach more courses. With the exception of senior, high-qualified adjuncts, sociology courses beyond Introduction to Sociology will be staffed by full-time professors. In keeping with this goal, fund should be allocated for hiring new full time faculty in years 3 and 5 to accommodate the projected increase in the number of students in the program.

All full-time sociology faculty will have the opportunity to serve as the Major Coordinator, a two-year rotating position. The Coordinator will supervise the program, coordinate advising for all sociology majors, and serve as liaison with college faculty and administrative departments. Release time for the Coordinator will be provided.

COST ASSESSMENT

The costs of the program will be minimal. Even though the existing resources of CUNY and the city of New York will greatly facilitate the research of advanced students in the proposed major, the BMCC library will indeed have to acquire additional select sociology journals (online) in order to assist the students with their course work.

For the projected budget of the program, please see **APPENDIX A**. For projected student enrollment see **APPENDIX C**.

EVALUATION

Institutionalized processes currently are in place at BMCC for evaluating the effectiveness of degree programs. These processes are appropriate for evaluating new degree programs as well. Like all other academic programs at BMCC, new degree programs will undergo self-study and external evaluation via the college's Academic Program and Review Process. In addition, the college distributes annual reports containing indicators of program effectiveness to departmental chairs that include, by degree program: enrollment by gender and race/ethnicity; number of graduates by gender and race/ethnicity; two-year graduation, transfer, program persistence and college attrition rates; three and six-year graduation rates by gender and by race/ethnicity; and among BMCC transferees, first term GPA and one year retention rate in CUNY BA programs by

gender and race/ethnicity. The enrollment data will be especially useful when evaluating the first few years in a program's existence.

Processes are also in place for direct and indirect assessment of student learning in new degree programs. At the course level, learning outcomes, or objectives, are clearly stated in each course syllabus. These objectives serve as the basis for college, departmental, program, course and section-level assessment of student learning. One way in which direct assessment of student learning is conducted is through the implementation of the college's General Education Assessment Plan. The plan directs each academic department to assess students' learning of the relevant stated general education outcomes. Specifically, this kind of assessment is conducted in courses in which the course learning outcomes align with the general education goals as such, assessment of general education in the new program will occur when course outcomes align with the assessment of the college's General Education goals. In addition, the college administers an annual Assessment of Student Learning survey of courses in which students are asked to rate their perceptions of what they have learned in the course. Instructors are provided results that allow them to compare their section results with the overall results of that course, and all courses taught in the program/department and the college. Faculty may then revise their courses based on the assessment results.

These previously institutionalized processes ensure the framework for a thorough evaluation of programs as they are newly instituted at BMCC.

Appendices

Appendix A Budget

APPENDIX A

The Five-Year Revenue Projections for Program
COMMUNITY COLLEGE WORKSHEET

Tuition & Fees:

Existing Students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of EXISTING FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

	Year One	Year Two	Year Three	Year Four	Year Five
	80	100	105	75	0
	\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
	\$264,000	\$336,600	\$360,499	\$262,649	\$0
	0	0	0	0	0
	\$264,000	\$336,600	\$360,499	\$262,649	\$0

Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING FULL TIME TUITION REVENUE

Tuition & Fees:

Number of Majors (Enter # of EXISTING PART-TIME In State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Instate Tuition & Fees

Tuition & Fees:

\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$0	\$0	\$0	\$0	\$0
\$264,000	\$336,600	\$360,499	\$262,649	\$0
Year One	Year Two	Year Three	Year Four	Year Five
20	30	25	25	0
\$140	\$143	\$146	\$149	\$152
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0

Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)

Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15

Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

Total Out of State Tuition & Fees

TOTAL EXISTING PART TIME REVENUE

TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

Tuition & Fees:

New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.

Number of Majors (Enter # of NEW FULL TIME In State Students)

Tuition Income (Specify Rate per credit) calculates 2% increase per year

Total Tuition

Student Fees (enter ANNUAL program fees other than standard CUNY fees)

Total Fees

\$220	\$224	\$229	\$233	\$238
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$264,000	\$336,600	\$360,499	\$262,649	\$0

Year One	Year Two	Year Three	Year Four	Year Five
15	45	110	185	325
\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
\$49,500	\$151,470	\$377,665	\$647,867	\$1,160,908
0	0	0	0	0

Total Instate Tuition & Fees	\$49,500	\$151,470	\$377,665	\$647,867	\$1,160,908
Tuition & Fees:					
Number of Majors (Enter # of NEW FULL TIME Out of State Students)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$6,600	\$6,732	\$6,867	\$7,004	\$7,144
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW FULL TIME TUITION REVENUE	\$49,500	\$151,470	\$377,665	\$647,867	\$1,160,908
	Year One	Year Two	Year Three	Year Four	Year Five
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME In State Students)	5	15	30	50	75
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$140	\$143	\$146	\$149	\$152
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0				

Total Instate Tuition & Fees	\$0	\$0	\$0	\$0	\$0
Tuition & Fees:					
Number of Majors (Enter # of NEW PART-TIME Out of State Students)					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15					
Tuition Income (Specify Rate per credit) calculates 2% increase per year	\$220	\$224	\$229	\$233	\$238
Total Tuition	\$0	\$0	\$0	\$0	\$0
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
Total Out of State Tuition & Fees	\$0	\$0	\$0	\$0	\$0
TOTAL NEW PART TIME REVENUE	\$0	\$0	\$0	\$0	\$0
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)	\$49,500	\$151,470	\$377,665	\$647,867	\$1,160,908
# CURRENT FTEs (use prorated FTEs for PT Students)					
Appropriation per FTE (FY10)	\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9	\$0	\$0	\$0	\$0	\$0
Year One					
Year Two					
Year Three					
Year Four					
Year Five					

NEW FTEs (use prorated FTE for PT Students)

Appropriation per FTE (FY10)

STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)

Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$0	\$0	\$0	\$0	\$0
Year One	Year Two	Year Three	Year Four	Year Five

Appendix B

Social Science Department Student Interest Survey Summary of Results By Yana Durmysheva, Ph.D.

A survey was developed in order to assess BMCC students' interest in various Social Science majors. Students were asked to indicate whether they were interested to major in several Social Science disciplines (e.g. Anthropology, Economics, etc.). Additional questions assessed potential interest in pursuing a Bachelor's Degree, as well as colleges/universities that the students would be interested in attending. The entire survey is reproduced following Tables 1 and 2.

A total of 520 BMCC undergraduates participated in the survey in the *Fall 2009* semester. The distribution of participants by course is summarized in *Table 1*.

Table 1: Distribution of Survey Participants by Course

Discipline	Course Abbreviation/ Number	Number of Students Participated
Anthropology	ANT 200	11
	ANT Total:	11
Economics	ECO 100	14
	ECO 201	50
	ECO202	27
	ECO Total:	91
History	HIS 101	67
	HIS 120	48
	HIS 125	19
	HIS Total:	134
Political Science	POL 100	55
	POL 210	31
	POL Total:	86
Psychology	PSY 100	58
	PSY 240	12
	PSY 250	20
	PSY Total:	90
Sociology	SOC 100	87
	SOC 111	21
	SOC Total:	108
Total Across Disciplines:		
520		

Overall results are summarized in Chart 1. Interest in each major was measured by how often it was chosen by participants. It is important to note that each participant was able to choose more than one major. As can be seen, the top discipline in which participants expressed their interest to major was Psychology (20%), followed by Sociology (14%), and History (11%), Economics (11%), and Political Science (11%). Finally, 6% of participants expressed interest to major in Philosophy, and another 6%, in Anthropology. A total of 14% of participants demonstrated no interest to major in any of the disciplines listed in the survey. The remaining 8% of participants (63 individuals) indicated interest in other disciplines, not listed in the survey. These participants were asked to specify, which other major they would choose. Although results varied greatly, the most common “other” major indicated was Nursing.

*Chart 1: Overall Interest in Social Science Majors**

*Participants were able to choose more than one major area.

In order to discover whether enrollment in the courses where the data were collected biased the students toward choosing the corresponding discipline (e.g. PSY 100 students predominantly indicating interest in psychology major), the results were analyzed by course disciplines. These results are presented in *Table 2*. Major disciplines of interest are listed in rows, while course disciplines are listed in columns.

Table 2: Interest in Social Science Majors by Course Discipline

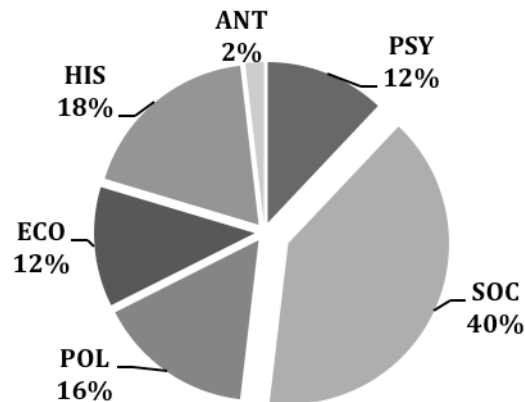
Major	*Course Discipline					
	PSY (%)	SOC (%)	HIS (%)	ECO (%)	POL (%)	ANT (%)
Psychology	32	26	17	11	16	32
Sociology	12	24	10	10	11	11
None	18	13	22	9	9	0
History	4	9	17	9	11	16
Economics	5	5	4	33	11	11
Political Science	4	4	9	13	23	11
Other	16	4	9	9	5	11
Philosophy	4	6	8	4	7	0
Anthropology	5	9	3	2	7	11
Total (%)	100	100	100	100	100	100

*Highlighted numbers represent interest within a course discipline in a corresponding major discipline.

The most popular major among psychology students was indeed Psychology, (32% of the time, students in psychology courses indicated interest in this major). Similarly, and the most popular major among economics students was Economics, (33%), and the most popular major among political science students was Political Science, (23%). However, Psychology major was also the most popular major among sociology students (26% of interest), and second most popular among political sciences students (16%), and history students (17%).

The other two popular majors were Sociology and History. The proportion of interest in Sociology major among students enrolled in sociology courses, vs. courses in other disciplines is presented in *Chart 3*. Out of all students who chose Sociology major, 40% of the time it was chosen by sociology students, 16% by political science students, 12% by economics students, 12% by psychology students, and 2% by anthropology students.

Chart 3: Interest in Sociology Major by Courses Disciplines



An overwhelming majority of participants (507 out of 512) reported planning to get a Bachelor's Degree. Most participants specified colleges/universities they would be interested in attending. A large number of participants demonstrated interest to continue their education in one or more CUNY colleges. *Table 3* demonstrates the distribution of students planning to attend CUNY colleges. Even though participants were allowed to list more than one institution, only their first choice was considered in the analyses.

Table 3: Distribution of Students Choosing CUNY by College

CUNY College	Number of Participants
Hunter College	112
Baruch College	69
City College	48
John Jay College	39
Brooklyn College	38
Lehman College	15
Queens College	13
New York City College of Technology	5
CUNY (did not specify college)	5
Total Number of Participants Who Chose CUNY:	348

The Survey of Student interest in Social Science Majors at BMCC was developed by Dr. Yana Durmysheva for the Department of Social Sciences and Human Services Curriculum Committee. The survey was edited by the members of the Departmental Curriculum Committee. The data were collected in the Fall 2009 semester, by the full-time faculty volunteers in the department. The results were analyzed and reported by Yana Durmysheva.

Survey Instrument of Student Interest in Social Science Majors

This survey was created by the Social Science Department Curriculum Committee in order to learn whether the BMCC students would be interested in majoring in different Social Science disciplines. Your responses would help us potentially create new majors on campus. Please take a few minutes to respond to the survey. The survey is anonymous so please do not write your name.

1. Course/semester) _____

(please just provide the course title, number and semester, for example PSY 100/Fall 09)

2. Would you be interested in majoring in any following Social Science disciplines at BMCC?

Anthropology

Economics

History

Philosophy

Political Science

Psychology

Sociology

None

Other (specify) _____

3. Upon graduating BMCC are you interested in pursuing a Bachelor degree? Yes No

If yes, what would be your major?

Which school do you think you might attend?

Thank you for your participation!

Appendix C

Projected Student Enrollment

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	SS.	New	SS.	New	SS.	New	SS.	New	SS.
F-T	15	80	45	100	110	105	185	75	325	0
P-T	5	20	15	30	30	25	50	25	75	0
Sub-totals	20	100	60	130	140	130	235	100	400	0
Totals	120		190		270		335		400	

APPENDIX D
SAMPLE CAPSTONE SYLLBUS

The Sociology capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class. This course will help students achieve BMCC's General Education outcomes by developing their understanding of the social sciences, strengthening their communication skills and information and technology literacy, deepening their appreciation for professional values and ethics, and encouraging and assessing critical thinking skills.

General Sociology Capstone Course Objectives:

- To develop knowledge of central concepts, historical foundations, and theoretical approaches of Sociology through the in-depth study of one area of the field.
- To describe the advantages and disadvantages of selected research design and to develop critical thinking skills in the selected area of research methodology.
- To conduct a literature review in Sociology and synthesize the research findings on the given topic.
- To communicate results of research by writing a research paper and delivering an oral presentation.

This course meets the Social & Behavioral Sciences General Education Goal:

The social and behavioral sciences enable you to analyze the world in which you live, understand human behavior, develop sensitivity to various cultures, and appreciate how societies change-skills that are particularly crucial as you are preparing for a career in education, business, or law. The concepts, methods, and theories learned in this area of study can be applied to your every day work and personal life. The Social Science Department and The Center for Ethnic Studies offer a wide range of courses and opportunities, including study abroad programs, that will help you acquire important knowledge and strengthen your perception of the world around you.

Sample of content for Capstone: Soc 359 Race & Ethnicity

Course Description

This course uses a variety of theoretical perspectives and methodological approaches to understand the phenomena of race and ethnicity, both of which are defined by their specific

historical moment and geographical location. Initially, we will discuss the differences between the two, how they are inter-related, and the social, political, and historical constructions of race and ethnicity in the U.S. To do this, we will look at two accounts of race/ethnicity by well-known American sociologists.

In doing this, we will see how these are not just neutral categories, but that they are enmeshed in racism and ethnic discrimination. We must then consider how power is implicated more broadly. Where does power come from? Is the power wielded within racism about government, economics, structures, individuals? What is the role of the state and institutions such as the judicial/legal system. How are human bodies impacted?

As social phenomena, though we might argue that each is a separate analytical category to be understood, race and ethnicity each also intersect with a variety of other social forms such as class, gender, sexuality and nation. A further goal of this course is to take a look at how theorists have addressed these intersections and the boundaries involved. As such, the dominant understanding of race in sociology tends to be quite U.S.-centric. Yet not only do racial and ethnic formations vary city by city within the U.S., but around the world. By keeping up to date with current world news we will explore what can be learned about race and ethnicity when we consider what is happening in the world today. For instance, what about ethnic genocides in other regions of the world? What is there to learn from the genocide in Bosnia, Rwanda, Sudan? Why is response to genocide so hesitant? How can we connect this to the theories of power we have previously discussed?

Finally, where do we find the potential for positive change, empowerment and anti-racist movements? One site of transformation we will explore is writing and poetics. In analyzing work that expresses the power (potentia) in racial and ethnic difference and records everyday resistance against racism and ethnic discrimination, it is my hope that you will also find sites in which to contribute to anti-racist action in your distinct way.

Required Texts:

Omi, Michael & Winant, Howard. 1990. *Racial Formation in the United States*.

Waters, Mary. 1990. *Ethnic Options: Choosing Identities in America*. University of California Press

Patterson, Orlando. 1997. *The Ordeal of Integration: Progress and Resentment in America's "Racial" Crisis*. Basic Books.

Anzaldúa, Gloria. 1983. *Borderlands=La Frontera*.

Foucault, Michel. Excerpts from *Society Must Be Defended*. Lectures at the College de France.

RESEARCH PAPER (Means of Assessment):

Every two weeks students will complete one component of the research paper, from selecting a topic, developing a thesis statement, doing a literature review, conducting a pilot study, to writing up the results. A draft of the final research paper will be due for peer review during the third to last week of the semester and then the final version will be due the last day of class.

Academic Honesty

The internet makes plagiarism both easier to attempt, and easier to “catch.” Plagiarism = using the original ideas, words, art, scientific or technical work of another person without giving them credit. Sometimes when people are nervous about completing an assignment, they look for shortcuts. If you have difficulty with an assignment, please contact me to discuss it, rather than looking for a short cut. The first offense of academic dishonesty will result in a failed assignment grade. The second offense results in failing the class.

Students with Disabilities

Students with disabilities who provide documentation will be accommodated. Please speak to me as early in the semester as possible if you think you will be helped by or need an accommodation.

Writing Center

BMCC has a place designated to assist and support students with each stage of the writing process. Please make use of this resource. It is located in Room S-500, or you can contact by phone at (212) 220-1384 or email writingcenter@bmcc.cuny.edu

Learning Resource Center

BMCC has a very comprehensive tutorial service with a dedicated staff. For those who have difficulty fitting in extra time on campus, there is also an e-tutoring service. The LRC is located in S-501 and information on e-tutoring may be found at the BMCC website under “Student Services”

Course Schedule

Race & Ethnicity: What’s the Difference?

Weeks 1 & 2

Introduction to the course
Hylland, *Ethnicity and Nationalism*
Omi & Winant, *Racial Formation*
Waters, *Ethnic Options*

**Submit your proposed topic

The State, Race & Power

Weeks 3, 4 & 5

Omi & Winant, *Racial Formation*
Foucault, *History of Sexuality*
Patterson, *The Ordeal of Integration*

** Submit First draft of Literature Review

Identities--Who Gets to Choose?

Weeks 6 & 7

Waters, *Ethnic Options*
Patterson, *The Ordeal of Integration*
Hylland, *Ethnicity and Nationalism*

**Submit a hypothesis

Borders and Boundaries

Weeks 8, 9 & 10

Anzaldua, *Borderlands=La Frontera*

Film: "Lone Star" by John Sayles

**Submit proposed pilot study

The Question of Genocide

Weeks 11, 12 & 13

Hylland, *Ethnicity and Nationalism*

Film "Hotel Rwanda"

Foucault, *Society Must Be Defended*

**Submit Second Draft of Literature Review & Field Notes

Class Presentations

Weeks 13 & 14

Finals Week

Complete Paper

Social Science and Human Services Department Meeting Minutes

March 14, 2012

Submitted by Erik Freas

In attendance: All members present except as noted –

Excused: Alice Lun

Absent: Sangeeta Bishop, Miriam Caceres-Dalmau, Jack Estes, Maram Hallak, Kenneth Levin, Peter Marcus, Steven McCloud, Lisa Rose, Rhea Parsons, and Joanne Rees

The Meeting was called to order at 2:10 pm.

Advisement and Transfer Center

Allana Burke, liaison from the Academic Advisement and Transfer Office, introduced Michael George from the Math Department to discuss changes in remedial math that we should be aware of when advising our students.

Michael George – noted certain changes made to the remedial curriculum—specifically, regarding Pre-Algebra (MAT 010 and MAT 011; also MAT 012, which combines 010 and 011) and Algebra (MAT 051). A new course was created, MAT 008, which combines MAT 010 and 011 (now 4 credit hours). Another new course, MAT 041: Quantitative Literacy, reflects developments within the field of math education; a recognition that not all students really need algebra. MAT 041 covers citizenship, medical literacy and personal finance. Students thus now have two options: if they are not going into a major that requires algebra (e.g., they need to prepare for calculus), they can take MAT 041, and then go on to MAT 100, 150 or 160.

Some concern was expressed as to whether MAT 041 will prepare students for courses in statistics, such as might be relevant to certain social sciences. Emily pointed out that the changes had already been made. The point of Michael George's visit was simply to make us cognizant of these changes for advisement purposes.

Allana Burke – referred to a memo from Dean Wong concerning the new procedure with respect to advisement and registration. When advising students (early advisement), make sure to send them to the information desk in the lobby to make an appointment; otherwise, they will not be able to register on Panther. Students may not be aware of this. This change is in anticipation of our switching over to CUNY-First. Some concern was expressed about the possible overload this might generate vis-à-vis advisement.

Allana concluded by noting that if a student does not have an accredited math (or English) class, they will not be accepted to senior colleges. It was suggested that

students be encouraged not to let it go until the last minute, as it might otherwise adversely affect their applications to senior colleges.

Announcements

Emily Anderson: The Minutes from February 17, 2011 were approved.

Congratulations were offered on Charles Post's marriage; it was also noted that today is Colleen Slater's birthday. Finally, welcome to Robin Isserles who is visiting.

Fall Schedules

Emily Anderson spoke on behalf of Sangeeta Bishop regarding fall schedules – In connection with the opening of Fiterman Hall; we will have an additional five classrooms. If a faculty member wishes to request space in Fiterman (or any special room request), they should indicate so on the fall proofs. Please note that there are no guarantees! The fall proofs will be distributed tomorrow, and should be returned to Sangeeta no later than next Monday. New faculty should arrange to meet with Sangeeta in person. Discussion turned to the renumbering of rooms in the main building (no more 'north' and 'south'); then to the question of new department space—any possibility for a conference room or kitchenette? At the very least, it was noted that there should be sufficient space to provide offices for new faculty. Most of Fiterman will be devoted to class space. It was also noted that Fiterman will have escalators.

Curriculum Committee

Rose Kim – Introduced Betsy and Deborah Gambs, who spoke about the new sociology major. Copies of the letter of intent for the major were passed out.

Deborah Gambs and Elizabeth Wissinger – Provided an overview, beginning with the purposes, goals, and the rationale for the degree. The section on the need for a sociology degree was written collaboratively. Projected enrollment is based on surveys of students' interest. There is apparently a strong interest in the major. Discussion then turned to the curriculum and related credits, likewise, possible changes pending Pathways.

It was noted that questions were being raised concerning the major's compatibility with Pathways. It was suggested that those speaking on behalf of the major be prepared to respond to that concern. Connected with this was whether the senior colleges will accept all of the sociology credits (5 courses) as is. The idea is to articulate the major (i.e., the associate degree) as a whole. It was noted that the senior colleges have some flexibility such as would allow them to accept the credits associated with the associate degree even while complying with Pathways. Finally, it was proposed that courses in Human Services be included as possibilities for meeting the requirement for three Social Science courses.

Discussion then turned to the question of whether or not the coordinator should get release time. The language currently states that release time is “provided”; it was suggested that the wording be changed to suggest only that release time “proposed.” In the end, it was decided to leave the wording as is. Discussion then turned to certain ambiguities in the language (to be cleared) and whether or not it was necessary that a rationale be explicitly given regarding the need for a coordinator. In the end, it was noted that this is only a letter of intent, and that additional information/details will be provided if and when it is approved.

Alex Derizans – Shared the history faculty experience developing a history major. Dean Wong expressed concerns regarding how the major will fit in with Pathways. The important thing at this stage is to ensure enthusiastic support for it among at least several of the senior colleges. In the meantime, the various majors should proceed as they are, even if anticipating having to address the above concerns at a later date.

The letter of intent was voted on as is, and approved unanimously, pending some minor language clarifications.

At this point, psychology faculty had to leave.

Academic Freedom Committee

Kenneth Levin – Introduced Leonid Khazanov of the Academic Freedom Committee (of the Academic Senate) and passed out a pamphlet about the Committee. Noted that a pdf version of the Academic Freedom manual is available on-line; the pamphlet features highlights from the manual. While it is the union contract that ultimately guarantees academic freedom at CUNY, the Committee can play an important role in educating faculty about their rights. More specifically, the manual identifies key issues related to academic freedom.

Leonid Khazanov – The purpose of the Academic Freedom Committee is to provide information, also as a venue for making an initial inquiry. Complaints may be made orally or in written form, and may reflect one’s own experience or the observation of a breach of academic freedom involving someone else. Please note that complaints made to the Committee are informal; it is not the appropriate venue for filing a formal complaint. One may contact the Committee via e-mail or in person, and confidentiality will be respected. Please note that once a complaint becomes formal, complete confidentiality is no longer possible. Finally, the Committee does not address issues concerning students.

Discussion ensued as to the proper procedure for filing a formal complaint, which should be done through the union. It was noted that it only becomes a union issue when Administration becomes involved—for instance, if a faculty member is called in by a supervisor for questioning that could lead to disciplinary action; he or she has the right to union representation. The question was then raised as to whether Pathways constituted a breach of academic freedom. It was noted that such issues would be discussed in greater detail at the next PSC Chapter Meeting. Discussion

concluded with a query as to whether the Committee has representation from the administration? The answer was no.

Fire Warden

Claudia Wells – Introduced herself as our fire warden, and proceeded to explain what we needed to know in the event of a fire. The closest exit to our Department is Stairwell No. 3; faculty should avoid using the elevator or escalator when evacuating. She referred us to the call box near the elevator, which might be used in the event of an emergency. Finally, please note that there are also phones on the elevators. Claudia's job is to make sure that everyone is properly evacuated. Discussion then turned to a consideration of the available facilities for evacuating people with disabilities. The bottom line: if Claudia tells us to evacuate the building, we should leave! One last note: Please make sure that back door to the Department, near N603, always remains closed.

Commencement

Emily Anderson – Noted that June 1st will be commencement, which will be held at the Jacob Javits Convention Center. Eight marshals are still required. More generally speaking, everyone is encouraged to attend. A memorandum was sent out regarding how to acquire caps and gowns where needed.

Elections

Emily Anderson – Those interested in running for the University Faculty Senate, please note that elections will shortly be underway. Nomination petitions are due by Friday, March 23rd. Petitions require 25 signatures. BMCC is represented by four full-time senators and two alternate senators.

Assessment

Fabian Balardini – Indicated that he will be stepping down as the Department representative. He noted that he has served in this position for four years. Please let Emily know if you are interested in assuming this position.

Faculty Salon

Matthew Ally – Noted that Colleen Slater and Jamie Warren will be presenting at the next Faculty Salon, scheduled for Thursday, April 26th, 3-5 pm, in the Hudson Room. Please note that, even though Colleen and Jamie are both historians, the topics being addressed should be of interest to non-historians as well. Happy hour will commence following the salon. We are still working on presenters for the next Salon event.

Colleen Slater – Encouraged faculty to attend, especially as both of them will be looking for feedback, and would like to get as many perspectives as possible, not only those of historians.

Observations

Gail Mansouri – Noted that we still have four to five adjuncts that need to be observed. Any volunteers? Also, please remember to sign your observation reports.

Pathways

It was noted that a brochure is currently being circulated promoting Pathways—the subtitle is “rigor and reform.” It was asserted that the brochure is misleading, inasmuch as it suggests that everything is moving along without a hitch. Reference was then made to the Town Hall meeting on Pathways, where the pending lawsuit and petition were discussed. It was suggested that, if opposed to Pathways, faculty should be prepared to present an alternative to it, perhaps through an *ad hoc* committee vis-à-vis the University Faculty Senate. Faculty were encouraged to attend the PSC Chapter meeting next Wednesday, which will discuss Pathways, as well as the Teach CUNY initiative.

The meeting adjourned at approximately 3:40.

April 3, 2012

Elizabeth Wissinger, Ph.D.
Associate Professor of Sociology
Department of Social Sciences
BMCC/CUNY
199 Chambers Street
New York, NY 10007

Dear Dr. Wissinger:

The Brooklyn College Sociology Department can enthusiastically endorse an articulation agreement with BMCC regarding the Sociology major. We think it is an important connection to make for our prospective students, and wholeheartedly support the efforts of the BMCC faculty who are seeking to make this major possible.

Sincerely,



Dr. Kenneth A. Gould

Professor and Chair of Sociology
Brooklyn College-CUNY
Professor of Sociology,
Professor of Earth and Environmental Sciences
CUNY Graduate Center



COLLEGE OF STATEN ISLAND
The City University of New York
www.csi.cuny.edu

Department of Sociology, Anthropology, and Social Work

April 29, 2012


Dr. Elizabeth Wissinger and Dr. Deborah Gambs
Department of Sociology
Borough of Manhattan Community College

Dear Drs. Wissinger and Gambs,

The Sociology, Anthropology and Social Work Department, and particularly the Sociology-Anthropology Program within SASW, would be most pleased to enter into an articulation agreement with BMCC as regards transferring credits earned by students in the new sociology major that the BMCC Department of Sociology has proposed. I presented the proposal for the sociology major to the faculty at the April faculty meeting and it was unanimously endorsed by those in attendance. Based on the results of a 2010-2011 self study of our program, we have proposed a number of changes designed to improve both the rigor and scope of the major, and we believe that sociology students transferring from BMCC to CSI after having completed a sociology major at the former institution would be very well positioned to take advantage of what we have to offer. Whereas a few minor problems remain to be worked out—specifically regarding the transfer of classes that differ in hours and credits from one institution to the other (3 hours and credits at BMCC compared to 4 at CSI)—we regard these as minor issues that can easily be resolved.

A chronic problem confronted by our department and program involves the low level of preparation of many students electing the sociology-anthropology major, in particular their limited acquaintance with basic concepts, social science methodologies and forms of reasoning. We are confident that those students majoring in sociology at BMCC will receive the training and acquire the knowledge necessary to take full advantage of what we have to offer. For this reason and many others, we support the BMCC faculty's proposal for a sociology major and would be pleased to enter into an articulation agreement.

Sincerely,


Leigh Binford
Chair, SASW