

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 Sciences and Human Services
 2. Name of new curriculum: History Major
 3. Degree to be granted: Associate in Arts
 4. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 200
 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 9/8/11
Department Chairperson or Program Director Date
2. Andre Drey 9/26/11
Dean of Academic Affairs (Received Copy) Date
3. _____ Date
4. West 9/22/11

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

LETTER OF INTENT

For an A.A. Degree Program in History

Sponsored by the

Department of Social Sciences and Human Services

Fall 2011

PROGRAM IDENTIFICATION

Department: Social Sciences and Human Services

Program Title: History

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

PROPOSAL

The Social Sciences and Human Services Department recommends that Borough of Manhattan Community College (BMCC) adopt a History Major for its Liberal Arts Students. The Program will cohere with the Liberal Arts Program, reinforce BMCC General Education Outcomes, and ultimately prepare and motivate our students for further study in History.

PURPOSE AND NEED

The chief purpose of the proposed program in History is to provide students with the knowledge and tools vital for thriving in an increasingly competitive and complex global world. Emerging historically from an energetic and optimistic enlightened worldview determined to wrestle with the myriad of challenges that modern society has posed for humankind, History is a part of us all, continuously shaping our views, mentalities, and actions. It is an ever-evolving, personal act, rather than a static study of past facts and dates. History is an ongoing engagement with individuals across a range of cultures, traditions, and ways of seeing. It compels each and every one of us to experience peoples, places, and views that are often different from those of his/her family or home community. At the same time, the study of History reveals to students that the questions and concerns of the past are often strikingly similar to those with which we wrestle today. As a result of the sheer breadth of human experiences it explores across time and space, History recognizes the fervent need to present course material as a mirror through which a diverse body of students can view current issues, confront present challenges, and ultimately better their world. Through its insistence on considering the past, of examining our accomplishments and failures, and of teaching the patience and knowledge required to move beyond our insular selves, it emphasizes that individuals could and should ultimately strive for improved societies and people.¹

Harnessing a wide array of learning approaches and styles, the teaching of History sharpens students' analytical, written, and oral skills, critical General Education Outcome Goals of BMCC. Speaking, reading, and writing have traditionally stood at the heart of education because the arts of language and the tools of literacy are key qualifications for full participation in social, political, economic, and cultural life.² Recent research, however, has indicated the extent to which college students lack these abilities.

¹ "Report to the Teagle Foundation on the Undergraduate Major in Languages and Literature," *The Modern Language Association of America*, 2009, 4.

² *Ibid.*, 2.

According to a study by the National Center for Education Statistics, for example, only 31% of college graduates can read and understand a complex book.³ The National Endowment for the Arts recently indicated that rates of leisure reading have “taken a nosedive.”⁴

Rigorous preparation in History will enable students to pursue careers in a variety of fields: teaching, journalism, business administration, economic and social analysis, social work, law, and public service.⁵ In a wider and more important sense, it provides students with a sound grounding in the past, enabling them to understand who they are, while providing meaning to the world around them. History enables students to compete within today’s constantly changing global market place and empowers them with the knowledge that they can influence the world in lasting ways as humane, imaginative, and confident global citizens.⁶

In recent years, the terrain has shifted for Americans in virtually every important sphere of life. Scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power are all developments dramatically reshaping the world. Globalization is not just some passing phenomenon or fad, but rather, a definitive world system profoundly shaping the 21st century.⁷ Time and again, leading politicians, educators, and business elites point out that individual Americans “will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively.”⁸ The world in which today’s students will have to grapple with the multiplicity of choices before them, make their voices heard, stake out claims, and ultimately compose productive lives is one of disruption rather than certainty, of interdependence rather than insularity.⁹ More than ever, students will have to “make themselves secure within the dangerous zones of a constantly changing world.”¹⁰

The rise of such global volatility especially applies to careers, for recent studies indicate that Americans already change jobs ten times in the two decades after they turn eighteen, with such fluctuation even more frequent for younger workers.¹¹ Job descriptions may

³ Lois Romano, “Literacy of College Graduates Is on Decline,” *The Washington Post*, December 2005, 1.

⁴ “National Endowment for the Arts Announces New Reading Study,” *National Endowment for the Arts*, November 19, 2007, 4.

⁵ Barbara Howe, *Careers for Students of History* (Washington DC: American Historical Association and the Council on Public History, 1989).

⁶ Stephane Levesque, *Thinking Historically: Educating Students for the 21st Century* (Toronto: University of Toronto Press, 2009); Paul Gagnon, ed., *Historical Literacy* (New York: MacMillan, 1989).

⁷ “Expanding the International Scope of Universities: A Strategic Vision Statement for Learning, Scholarship and Engagement in the New Century,” *National Association of State Universities and Land-Grant Colleges*, 2000, 5.

⁸ --“College Learning for the New Global Century,” *National Leadership Council for Liberal Education and America’s Promise*, 2008, 2.

⁹ *Ibid*; *Global Trends 2025: A Transformed World*, National Intelligence Council, 2008, 6, 10, 12.

¹⁰ Marshall Berman, *All that is Solid Melts Into Air: The Experience of Modernity* (New York, NY: Simon and Shuster, 1981), 5

¹¹ “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.

vary, but the skills and knowledge that come from a solid general education equip graduates with the flexibility to adapt to a changing world market. Business elites, however, are quite concerned with the preparedness of youthful job seekers. Fully 63% of employers believe that too many recent college graduates do not have the abilities they need to succeed in the global economy. A majority of business leaders believe that only half or fewer recent graduates have the skills and knowledge needed to advance or be promoted in their companies.¹²

In order to maneuver within a fast-paced and ever-changing world, employers are increasingly rejecting any educational trend towards narrow, technical training at the college level. In order to succeed within economies increasingly without borders, business elites stress that students need a more rigorous liberal education, not less. From writing to global knowledge to ethical judgment, however, few employers are confident of recent graduates. Only 18% of employers, for example, rate college graduates as “very well prepared” concerning awareness of the world around them. More than 45% rate them as “not well prepared” at all in this area. A mastery of international knowledge and skills will not only impact the fates of individuals, however, for it will also ultimately determine the viability of US competitiveness on the world stage.¹³ Recent research seems to confirm such concerns. U.S. students currently possess an alarmingly scant knowledge of the past. College seniors, for example, consistently fail examinations testing their mastery of civics and history.¹⁴

In the end, however, a firm grounding in the discipline of History 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 struggle with often hectic lives and formidable financial hurdles in order to obtain the skills necessary to pursue a profession, a firm grounding in History is invaluable for opening their eyes to their own significance within a much wider world. Bridging different communities, our students are often quite reflective themselves of where the world is heading. An even greater awareness of their own place within the global community will encourage our students to see the diversity of their respective backgrounds as constituting formidable strengths in wrestling with their own futures.

At its core, History engages such “questions of ultimate meaning,” not only for our students as individuals, but for the societies within which they live.¹⁵ It stresses the vital importance of always “learning to feel different emotions, rehearsing different passions,

¹² “College Learning for the New Global Century,” *National Leadership Council for Liberal Education and America’s Promise*, 2008, 10.

¹³ *Ibid.*

¹⁴ “Our Founding Heritage: Americans Fail a Basic Test on Their History and Institutions,” *Intercollegiate Studies Institute American Civic Literacy Program*; “Losing America’s Memory: Historical Illiteracy in the 21st Century,” *American Council of Trustees and Alumni*, 2000; Civic/history tests for 12th graders from The Nation’s Report Card, *National Assessment of Educational Progress (NAEP)*, 2009; Civic Literacy Test for 2009, *Intercollegiate Studies Institute (ISI)*.

¹⁵ Anthony Kronman, *Education’s End: Why Our Colleges and Universities Have Given Up on the Meaning of Life* (New Haven: Yale University Press, 2007).

experiencing different sacred rituals and learning to see in different ways.”¹⁶ A century ago, W.E.B. Du Bois realized the vital importance of exactly such an education for blacks emerging from slavery, for he wrote that “the function of the university is not simply to teach breadwinning, or to furnish teachers for the public schools or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, an adjustment which forms the secret of civilization.”¹⁷ Above all, students must truly “develop” themselves by seeking the “higher aims of life.”¹⁸ As the largest and fastest growing sector of American higher education, community colleges, such as BMCC, must spearhead the cultivation of such a perspective.¹⁹

GOALS

The Proposed Major has seven principal goals:

1. It will familiarize students with developments in politics, society, thought, and culture of the past.
2. It will reveal to students that historical change results from a complex interplay between the actions of “great” and pivotal individuals, and the struggles, hopes and aspirations of less-privileged groups attempting to grapple with and shape the often traumatic changes in everyday life.
3. It will demonstrate to students the extent to which contemporary institutions, ideologies, and cultures are the products of actions and initiatives undertaken in the past.
4. It will compel students to formulate arguments and actively stake out positions concerning the past.
5. It will reveal to students that history is an ever-changing and evolving discipline, instead of a mere chronology of facts and dates. Students will learn that history challenges past methodologies and devises new strategies for investigating the past.
6. It will educate students to write, read, listen, and speak critically and effectively.
7. It will equip students with an understanding of, and the ability to apply, the concepts and methods of the social sciences.

¹⁶ David Brookes, “History for Dollars,” Op-Ed, *The New York Times*, June 7, 2010.

¹⁷ W.E.B. Du Bois, *The Souls of Black Folk* (Chicago: A.C. McClurg and Co., 1903), 84.

¹⁸ *Ibid.*, 50.

¹⁹ *Winning the Skills Race and Strengthening America's Middle Class; An Action Agenda for Community College*, Report of the National Commission on Community Colleges, January 2008, 5-7.

8. It will enable students to collect, evaluate and interpret information, and effectively use information technologies.

Historically, one of the principal aims 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.²⁰ 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 the vigorous and diverse curriculum that will ultimately prepare them to more effectively begin and successfully complete a more advanced degree in History. Since the program will enable students to receive greater attention, careful guidance, and sustained counseling from History 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 purpose of this program, then, is not to narrow the range of courses currently required of students in the liberal arts program, but to create a means to identify students who have a special interest in History and provide them with a more intensive curriculum suited to their needs. After all, at its best, education "is about the unity of knowledge, not about distributed knowledge. Not about spreading courses around, but about making connections between different ideas."²¹ A History Major will ultimately provide students with a singular learning experience. It will establish 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, for without a cohesive and robust program within which to take courses, liberal arts students will continue to face obstacles in seeking to transfer credits for individual History courses. In so doing, it will considerably enhance the appreciation of our students for the Liberal Arts Associates Degree they receive from BMCC as constructing a firm foundation for future academic success.

Among the senior institutions at CUNY, York and John Jay Colleges have already expressed a keen interest to design a workable articulation agreement with BMCC concerning the History Major. For their letters of support, please see **APPENDIX A**.

²⁰ Natalia Kolesnikova, "From Community College to a Bachelor's Degree and Beyond: How Smooth Is the Road?" *The Regional Economist*, July, 2009.

²¹ "What will they learn? A report on General Education Requirements at 100 of the Nation's Leading Colleges and Universities," *American Council of Trustees and Alumni*, 2009, 5.

The implementation of a History Major will necessitate more focused goals than the current liberal arts curriculum can achieve. In this regard, it will:

- require more ongoing instruction in History at the intermediate and advanced level for which the current minimum in the liberal arts program fails to provide.
- enable more academic and career assistance according to the particular interests of a cohort of students, the type of developmental advising to which the college is already transitioning as it implements the Title V model. Such advising will help students compose their programs and allow students to take full advantage of existing articulation agreements.
- cultivate 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 Sciences and Human Services 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 History, it can more adequately prepare them to meet the demands of four-year colleges and the rapidly changing global world. History faculty are already strongly committed to developing passions for their discipline and the various critical, analytical, and communication skills of their students, but they currently lack the opportunity to cultivate, advise, and excite "their own" students the way vocational programs can and must do. Attaining these objectives would in the long run make these students much more energetically engaged in achieving academic excellence, enhance their chances of gaining employment, and no doubt attract others to the program.

STUDENTS

Students seeking admission to the History Major Program must first satisfy the general requirements for entry to BMCC: completion of either a high school diploma or a New York State Equivalency Diploma. Upon acceptance, students must take the CUNY Placement Exams, which measure proficiency in reading, writing, and mathematics. Every course in the History curriculum has a predetermined set of competencies, which must be satisfied before enrollment in a course is granted. The definition of these levels appears in the college bulletin under the heading, Basic Skills Guide.

The program satisfies a diverse group of students of varying cultural backgrounds and nationalities. It will foster diversity (minorities/females) currently lacking in such fields as law and education. The proposed major reflects the genuine interest many students enrolled in history courses have in the discipline. In a Fall '09 poll of students enrolled in seven sections of Western Civilization (both I and II) courses, 51% (70 of 138) of

respondents to the question indicated that they chose to take History because of genuine interest and enthusiasm concerning learning about the past.²² The major also addresses the energetic response to student requests for higher-level courses in History. In the same poll, 41% of respondents stated that they were “extremely interested” in taking additional history courses, 45% commented that they were “somewhat interested,” while 14% indicated that they were “not interested.” A sizeable portion of respondents demonstrated interest in taking advantage of a History Major Program, if so offered: 16% of students stated that they would be “extremely interested” in enrolling, 38% indicated that they were “somewhat interested,” while 46% commented that they were “not interested.” An overwhelming majority of these students indicated their intention to continue their studies after completing their associate’s degree at BMCC, many of whom plan to remain within the CUNY system: 95% stated that they were “definitely” planning on continuing their academic studies at a 4-year college/university, while 54% plan to stay within CUNY.

In recent years, the number of students enrolled in history courses at BMCC suggests increasing enrollment. The Fall 2004-2010 enrollment numbers, as well as the percentage of BMCC students enrolled in HIS courses²³, are as follows:

	FALL 2004	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010*
HIS Course Enrollment	729	841	1,076	1,077	1,140	1,250	1,130
BMCC Enrollment	18,854	18,776	18,457	19,259	21,858	21,424	22,228
% of BMCC enrolled in HIS courses	3.9	4.5	5.8	5.6	5.2	5.8	5.1

*Fall enrollment data is not final

²² BMCC Assistant Professors of History Alex d’Erizans and Erik Freas distributed the anonymous questionnaire to their students within their HIS101 and 102 classes at the conclusion of the Fall ’09 semester.

²³ Office of Institutional Research and Assessment, BMCC.

Based upon the data above (surveys as well as numbers of students enrolled in history courses), the program anticipates the following approximate student enrollment projections over the course of five years, with a 10% annual increase:

	YEAR I		YEAR II		YEAR III		YEAR IV		YEAR V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F-T	34	100	73	73	81	81	134	44	196	0
P-T	17	49	37	37	40	40	66	22	97	0
Sub-totals	51	149	110	110	121	121	200	66	293	0
Totals	200		220		242		266		293	

CURRICULUM

The proposed History Major Program envisions a curriculum consisting of General Requirements as well as Program Requirements. The General Requirements are composed of courses in Health Education, English, Speech, Math, Modern Foreign Languages, Art/Music, and Science. The Program Requirements comprise courses that will provide a sound foundation in the study of history by enabling students to explore a variety of topics across multiple time periods and encompassing diverse geographical areas. Following a two-course sequence of American, Western, or World history, students will delve deeper into particular topics of interest to them by selecting from a variety of History electives. The Program will culminate in a Capstone Course, which will require students to energetically engage with and reflect upon particular debates within a specific topic area, culminating in a term paper as well as an oral presentation.

The scope of courses in the General Requirements and Program Requirements is in line with BMCC's mission to provide its students with a firm foundation of knowledge and skills that will enable them to graduate, continue their education, and obtain employment. The curriculum addresses all areas that BMCC identifies as needed to obtain an integral General Education. These specific areas are Communication Skills, Quantitative Reasoning, Scientific Reasoning, Social and Behavioral Sciences, Arts and Humanities, Information and Technology Literacy, and Values.

GENERAL REQUIREMENTS	CREDITS
Health Education (HED 100)	2
English Composition (ENG 101, 201)	6
English Elective (ENG 3xx) ²⁴	3
Fundamentals of Speech (SPE 100) ²⁵	3
Math for Liberal Arts (MAT 100, 125, 150, 160, 206, 214, 301) ²⁶	4
Modern Foreign Languages ²⁷	6-8
Art/Music ²⁸	2
XXXxxx Science ²⁹	8
Total General Requirements	34-36 credits

PROGRAM REQUIREMENTS

--One of the following “sequence” of courses

HIS 120: Early American History: Colonial Period to Civil War and HIS 125: Modern American History: Civil War to Present	6
OR	
HIS 101: Western Civilization: From Ancient to Early Modern Times and HIS 102 Western Civilization: Emergence of the Modern World	6
OR	
HIS 1XX: Global History: I and HIS 1XX: Global History: II	6

--Three History electives, one of which needs to be non-Western (Asia, Africa, Middle East, Latin America)³⁰ 9

²⁴ Choose from any English (ENG) 300 level courses, or any ASN or AFN 300 level literature courses.

²⁵ For students whose first language is not English, SPE 102 will also satisfy this requirement.

²⁶ Please note that MAT 012 or MAT 051 or exemption from Elementary Algebra is a prerequisite for MAT 100, MAT 125 and MAT 150. Intermediate Algebra (MAT 056) is a prerequisite for MAT 200, MAT 206 and MAT 214. MAT 104 and MAT 109 do not meet the liberal arts math requirement.

²⁷ A two-semester sequence in the same language is required. For students who are native speakers of Chinese, French, Italian, or Spanish, testing and placement by the Modern Language Department is required. Spanish language literature courses offered by the Center for Ethnic Studies may also be used to satisfy the liberal arts foreign language requirement.

²⁸ Note: Some Music courses are one credit. A total of two credits is required.

²⁹ Choose from two semesters of AST 110, BIO 110, CHE 110, PHY 110; or two consecutive semesters of BIO 210 and BIO 220, CHE 210 and CHE 220, or PHY 210 and PHY 220. Please note that BIO 420, BIO 425, BIO 426, CHE 118, CHE 120, CHE 230, and CHE 240 do not satisfy the liberal arts science requirement. Depending upon the articulation agreements reached with CUNY 4-year institutions, students may have to complete only one course to fulfill their science requirements, which would subsequently enable majors to take another history elective.

³⁰ Choose from the following 200-level courses: The History of Women, Europe Since 1915, History of Science and Technology, History of the Middle East, History of African Civilization, Africa 1500 to Present, Caribbean History, History of Latin America, History of the Dominican Republic, History of Puerto Rico: Discovery through 19th Century, and History of Puerto Rico: 19th Century to Present

--Social Sciences electives (other than History) ³¹	6-9
--Capstone Course (HIS 2XX: History Research and Writing Methods) ³²	3
Total Curriculum Requirements	24-27 credits
TOTAL PROGRAM CREDITS	60

HISTORY MAJOR FOUR-SEMESTER SEQUENCE

Students enrolled in the proposed History Major will be able to complete all requirements in two years. The following sequence is a sample:

	CREDITS
First Semester	
HIS 101: Western Civilization: From Ancient to Early Modern Times	3
HIS 1XX: History of the Middle East	3
ENG 101: English Composition I	3
SPE 100: Fundamentals of Speech	3
SOC 100: Introduction to Sociology	3
Subtotal:	15
Second Semester	
HIS 102: Western Civilization: Emergence of the Modern World	3
HIS 1XX: History of Women	3
ENG 201: English Composition II	3
HED 100: Health Education	2
ART 110: Art Survey I	2
Subtotal	13
Third Semester	
HIS 111: History of Science and Technology	3
POL 110: Introduction to Politics	3
SPN 101: Spanish I	4
MAT 100: Fundamentals of Mathematics I	4
BIO 110: General Biology	4
Subtotal	18
Fourth Semester	
HIS 2XX: History Research and Writing Methods	3
SPN 102: Spanish II	4

³¹ Choose courses in anthropology, economics, geography, philosophy, political science, psychology, sociology, or any Ethnic Studies social science course in one of the above categories. The credits required will vary, depending upon the those earned in Modern Foreign Languages

³² Depending upon the particular articulation agreements reached with CUNY 4-year institutions, the Capstone Course may become a 4 credit, 3 hour class.

ENG 333: The Short Story	3
AST 110: General Astronomy	4
Subtotal	14
TOTAL	60

FACULTY

The history faculty, as well as the faculty the Center for Ethnic Studies (housed in the Department of Social Sciences and Human Services), are fully qualified to teach the variety of courses the History Major Program offers. Their research interests and publications betray expertise in a multiplicity of Western and non-Western fields from diverse eras. Even though the program would not require new faculty, its existence would certainly influence the department's hiring policies in the future. The program would, however, not necessarily need additional full-time faculty. It would generally limit adjunct involvement to teaching introductory courses. One of the chief goals of the program, after all, is to counter the effect of a large impersonal institution, where students mostly receive instruction from part-time faculty. The Department, however, would certainly make an attempt to involve senior, highly-qualified adjuncts in the program as well.

All full-time history 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 history 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 history journals (online) in order to assist the students with their course work.

For the projected budget of the program, please see **APPENDIX B**.

EVALUATION

As noted above, the History Major will house a Capstone Course. Such a course will prove an excellent means of assessing the extent to which the major has served to enhance reading, writing, speaking, and research skills as they particularly relate to the historian's craft.

Institutional processes currently are also in place at BMCC for evaluating the effectiveness of majors. These processes are appropriate for evaluating new major programs as well. Like all other academic programs at BMCC, the new History Major 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: enrollment by gender and race/ethnicity; number of graduates by gender and race/ethnicity; two-year graduation, transfer, program persistence and college attrition rate; three and six-year graduation rates by gender by race/ethnicity; and, among BMCC transferees, first-term GPA, and one-year retention rate in CUNY B.A. programs by gender and race/ethnicity. The enrollment data will be especially useful when evaluating the first few years of the program's existence.

Processes are also in place for direct and indirect assessment of student learning in new programs, such as the History Major. 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. 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 with the results that allow them to compare their section results with the overall results for that course, all courses taught in the program/departments, and those offered at the rest of the College. Faculty may then revise their courses based on the assessment results.

The previously institutionalized processes above ensure the framework for a thorough evaluation of programs as they are newly instituted at Borough of Manhattan Community College.

APPENDIX A

REACTIONS TO HISTORY MAJOR FROM CUNY SENIOR COLLEGES

YORK COLLEGE

Dear Alex,

Congratulations on this important accomplishment. Yes, I remember that we corresponded last year about this project. It will clearly help your students define their goals and provide focus for their studies, as well as facilitate transfer to senior college. The History major at York will certainly be happy to work out an articulation agreement with BMCC. I am sending a copy of this correspondence to the Dean of our School of Arts and Sciences since he will be happy to hear about this and should be supportive. BMCC's History 120 should be equivalent to York's History 201, and BMCC's History 125 seems equivalent to York's History 202. Our History major requires that all courses be at the 200-level or above, so BMCC's History 101 and 102 cannot be applied. The course on History of the Middle East should equate to York's History 262, and The History of Science and Technology should be equivalent to our History 373. It would be helpful if there was a more detailed description of the Women's History course since York has two Women's History courses---205(History of Women in the US) and History 206 (Women and the Family in World History). We cannot determine equivalency without more information. Your proposed capstone course on History Research and Writing Methods is very impressive and I believe can equate to History 400 at York. Please remember that one half of the credits in a student's major must be taken at York, so transfer students from BMCC will still need to take 18 of 36 credits at our campus. Also, all transfer students must take our upper level Writing 301 course. We do require History majors to take at least 6 credits in US History, 6 in European, and 6 in "non-Western" regions.

I hope that this information is helpful and I'm sure that we'll continue to stay in touch as this worthwhile project moves forward.

Best wishes,

Laura F.

Laura Fishman, Ph.D.

Chair, Department of History and Philosophy

School of Arts and Sciences

York College of the City University of New York

94-20 Guy R. Brewer Blvd.

Jamaica, NY 11451

(718)262-2635/45

JOHN JAY COLLEGE

Dear Alex,

I am the advising coordinator for the John Jay History Department—Allison Kavey asked me to look over the Letter of Intent for your proposed major and to respond on how it might articulate with our program. First, let me say that your major looks very interesting (especially the capstone)—best of luck with the approval process!

So the John Jay history degree is a BA in Global History. The requirements are:

Part One: Introduction (9 credits)

HIS 203 Global History Survey (Prehistory to 500 CE)

HIS 204 Global History Survey (500 CE to 1650 CE)

HIS 205 Global History Survey (1650 CE to Present)

Part Two: Research and Methodology (6 credits)

HIS 240 Historiography

HIS 300 Research Methods

Part Three: Chronological Tracks (18 credits)

Six electives from a single Chronological Track (at least two courses must be at the 300 level)

Track A = Prehistory to 500 CE

Track B = 500 CE to 1650 CE

Track C = 1650 CE to Present

Part Four: Capstone Seminar (3 credits)

HIS 425 Senior Seminar in History

As you can see, rather than focusing on a particular area, a John Jay student chooses a “chronological track,” from which he/she must choose six electives. Each of our electives is assigned to a chronological track—or multiple tracks if warranted. For example, our course of the history of premodern slavery would count as either a Track A or a Track B elective.

So working backward from your planned major:

The HIS 2xx capstone would give credit for HIS 240 (Historiography).

The three elective courses would give credit for three 200-level electives. Each course would be evaluated to determine which chronological track(s) it fulfills.

As for the sequence courses:

HIS 120 and 125 would give credit for HIS 201 (American Civilization to the Civil War) and HIS 202 (American Civilization from the Civil War), a track B/C and track C elective.

HIS 1XX and 1XX (Global History) would give credit for HIS 203 (Global History, prehistory to 500 CE) and 205 (Global History, 1650 CE to present). Furthermore, the requirement for HIS 204 (Global History, 500-1650 CE) would be waived and the student would take one additional elective.

The trickiest option (articulation-wise) would be HIS 101 and 102. Right now our inclination would be to give the student credit for two of our Global History survey course (HIS 203/204/205)—the student would be expected to take the Global History survey course from his/her chosen chronological track.

So from our perspective, the best option for BMCC students who want to “hit the ground running” at John Jay would be to take the Global History sequence and to take three electives from roughly the same chronological period.

Hopefully this gives you all the information you need. If there is anything else I can provide, please don't hesitate to ask.

Best wishes,

Matt

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APPENDIX B
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:

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

	Year One	Year Two	Year Three	Year Four	Year Five
	100	73	81	44	0
	\$3,300	\$3,366	\$3,433	\$3,502	\$3,572
	\$330,000	\$245,718	\$278,099	\$154,087	\$0
	0	0	0	0	0
	\$330,000	\$245,718	\$278,099	\$154,087	\$0
	\$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
	\$330,000	\$245,718	\$278,099	\$154,087	\$0

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:
 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

Year One	Year Two	Year Three	Year Four	Year Five
49	37	40	22	0
\$140	\$143	\$146	\$149	\$152
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
\$220	\$224	\$229	\$233	\$238
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0

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

Total Instate Tuition & Fees

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

Total Tuition

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

Total Fees

Total Out of State Tuition & Fees

TOTAL NEW FULL TIME TUITION REVENUE

	Year One	Year Two	Year Three	Year Four	Year Five
\$330,000	\$245,718	\$278,099	\$154,087	\$0	\$0
34	73	81	134	196	
\$3,300	\$3,366	\$3,433	\$3,502	\$3,572	
\$112,200	\$245,718	\$278,099	\$469,266	\$700,117	
0	0	0	0	0	0
\$112,200	\$245,718	\$278,099	\$469,266	\$700,117	
\$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	\$0	\$0	\$0
\$112,200	\$245,718	\$278,099	\$469,266	\$700,117	

Tuition & Fees:
 Number of Majors (Enter # of NEW 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:
 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
 Total Tuition
 Student Fees (enter ANNUAL program fees other than standard CUNY fees)
 Total Fees
 Total Out of State Tuition & Fees

TOTAL NEW PART TIME REVENUE

Year One	Year Two	Year Three	Year Four	Year Five
17	37	40	66	97
\$140	\$143	\$146	\$149	\$152
\$0	\$0	\$0	\$0	\$0
0				
\$0	\$0	\$0	\$0	\$0
\$220	\$224	\$229	\$233	\$238
\$0	\$0	\$0	\$0	\$0
0	0	0	0	0
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

\$112,200	\$245,718	\$278,099	\$469,266	\$700,117
Year One	Year Two	Year Three	Year Four	Year Five
\$2,675	\$2,675	\$2,675	\$2,675	\$2,675
\$0	\$0	\$0	\$0	\$0
\$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

CURRENT FTEs (use prorated FTEs for PT Students)
 Appropriation per FTE (FY10)
STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

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)