

History Session Notes

Disciplinary Sector Leaders

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Morning Session

Small Group Discussions

Participants split into three small groups. A session leader sat at each table to facilitate conversation. Each small group had both two- and four-year institution representatives. Each Small Group Reported Out at the beginning of the afternoon session.

Group 1

- Foundational courses:
 - 6 credits of western or world history depending on date break out (pre 1500 and post 1500). Schools can take either western or world.

- 6 credits of US history which every school has
- 200 level courses are difficult areas. There is no way that institutions will have them in common. Possible solution: can have up to two(2) 200 level courses that could be accepted for transfer as electives not course to course
- Summary: 4 foundation courses, and recommendation that students take a couple 200 levels before transferring that can be accepted as transfer electives

Group 2:

- Foundational Courses:
 - 2 semesters western, 2 semesters world, 2 semesters US
- We need to consider as a group what we mean by 100-level or 200-level – should we define those?
- Concern if students would be prepared to go into 300-level courses as part of the major. This is where 200 level discussions could go – some elements would be enough so that students are ready research & writing of 300-level courses

Group 3:

- 6 foundational courses: western, world, US
 - Note problem: one or more of institutions not transferring western civilization. This is a conversation to bring back to our campuses.
- What do we do with electives that are taught at two-year Institutions, but not transferred in by four-years. Looked at SUNY site: Allow for transfer of single course in European topical area. We could say they could transfer at least 1 elective from US, western or world
- Kept going back to historical methods. Some four-year institutions have very specific courses with specific philosophies/methodologies, while others may be open to accepting historical methods courses as transfers. Another issue with historical methods courses is that for some four-year institutions, historical methods is a point of assessment. If they want good longitudinal data, then they will want to teach this class themselves.
- Licensure students - SUNY said Natl. Council of Social Sciences economics courses, government course. So many students become licensure students.
- Talked about methods issue – historical methods courses are not really taught at two-year school and we really want it at the four-year school

AFTERNOON SESSION

Large Group Discussion

Participants had a large group discussion during the afternoon session. The following topics/issues were discussed:

- If you can transfer 18 credits and are moving forward on 36-credit major, then half of your major is done upon transfer. Is that the right number we are looking for? What is the real number of transfer credits? How many credits are students truly bringing with them? We want to increase the number that their transferring in.
- Focusing on the 4 survey [foundational] courses and saying that elective credits are recommended may be helpful to students.
- Some institutions require that you take half of your courses in residency.
- Being able to transfer an elective course would be helpful. For example, if a community college student really wants to be a history teacher, then it is important that they take an elective (200-level) course to experience it.
- Realistically, community college students should be focusing on their gen-eds. However, simply taking gen-eds will not prepare them for junior level courses.

- Four-year institutions should take up to 2 courses if students choose to take them at CC. Rather than – we don't offer that class so you can't transfer them.
- If students take an elective at 200 level at community college and then we are asking four-year institutions to take it when they only have 300/400 electives. Should we expect push back from four-years?
- What are prerequisites for 400-level course? Usually historical methods. Would like to see CC have historical methods, but four-years often use these courses for assessment.
- Don't accept 200-level courses to meet a 300-level's requirements. Some institutions have set criteria for each level – page numbers, use of primary sources, etc – there would need to be method, skills and content comparability to transfer.
- As discipline, need to think more creatively. By studying history, students learn how to read, think, and write. This is info/skills all people need. We need to focus on outcomes.
- World is lowest number on popular foundational courses list. Why? Some institutions are still working on adding it. It is a staffing issue at others.
- Half schools offer western, half teach world. The only way to have a smooth transfer path is to say both are equally valid but have different perspectives. Can't think of another way to make that pathway. Faculty members may have issue with this; there is a whole host of content that the student would be missing.
- CHANGE TO DOCS: North Shore and MCC have dropped Western Civ. Only teach world now.
- Should we as a discipline define what different levels mean in terms of skills, methods, content?
 - Some institutions already have this. Are they consistent?
- Realistically, are students are spending more than two-years at CCs then more than two-years at four-year institutions. BUT, if we are talking about the fictional student, the two- year would work. People think it is a perfect little package.
- History is backloaded major at a lot of institutions: 7 out of 10 classes you take are 300 level or higher. There is a missing middle ground.
- There is a statutory in laws of community college that they can't teach over 200-level? What was this intent? Prevent CCs from becoming four-year institutions?
- Best advice we can give students is to take their survey courses at two-year colleges. If they want to take more specialized classes, they can, but the run the risk of it not transferring.