

1st Draft Feedback Submitted to the History PAC

**Wayne Hanley, Faculty/Department Chair, West Chester University of Pennsylvania,
11/2/2011**

History Transfer

For the most part, the agreement works, but there are a couple of “no starters” as members of a certain political party would say. Transferring in the survey level courses is absolutely and totally fine—in part that’s what community college programs are about. Our department does not happen to offer 200-level courses, and I would be fine with allowing a 200-level course, not above that level though.

The phasing of 200-level and above (with no restrictors) would include 300- and 400-level courses which are courses intended for the junior and senior level. CC transfer students come in with junior standing, meaning they were the equivalent of sophomores at the community college. We do not typically allow our adjuncts to teach 300 and 40-level courses unless they have doctorates. Most community college courses are not taught by PhDs and are NOT at the same rigor as our upper level courses (and the reality is that the survey level course work is not usually at the same level as our survey level expectations—some transfer students have real difficulties with the differing levels of expectation between CC and a 4-year institution).

In addition, according to WCU policy, “No course equivalency transfer credit will be given for WCU courses numbered at the 300 or 400 level, unless the courses are taken at an institution that grants a baccalaureate degree. Departments have the right to accept courses for their majors as XXX 199 or TRN 199 credits. An exception will be made for departments that have already established equivalency with non-baccalaureate institutions for transferring courses at the 300 level. Those established equivalency agreements will remain in effect” (Undergraduate Catalog, 57). According to this policy, I do accept in 1--= and 200-level, topical courses from community colleges (and elsewhere . . . following that 4-year institutions course numbering policy and departmental course sequencing policies) as HIS 199 (if we wanted to create a 299 to designate a 200-level equivalency, I’d do that too). Students do get credit for the courses, but not at the upper-level.

The idea of community colleges taking over our history methodology courses is an absolute no starter. The above reasons only part of the issue, which is intensified because it is the course where we teach our students how to read, write and think as historians, taught by credentialed, academic historians who know their trade. Not every faculty member in our department, including outstanding professors and scholars, are cut out to teach the methodology course (including yours truly—I stand in awe of my colleagues who teach that course and dread the possibility of my ever having to teach it; historiography is my weakest area as a historian . . . and as an AHA Gutenberg-e Prize winner I’m pretty good at what I do). In addition, our HIS 300 (Varieties of History) course is a writing emphasis course and “W” courses are not allowed to be transferred in. Can a CC guarantee that a methodology course will

always be taught by a person with doctoral-level training? I can. That course is one of our most challenging courses and a prerequisite to our capstone course. As the first majors only class it is also a lynch-pin to our assessment program. To allow this course to be transferred in would undermine our assessment efforts. Even if assessment were no longer to be a priority, for all the other reasons, this is NOT a good plan.

Wayne Hanley, Faculty/Department Chair, West Chester University of Pennsylvania, 11/2/2011

History as Social Science?

In this proposal, the discipline of history has been categorized as a social science. This is a problematic categorization, because history is one of the humanities. It certainly is categorized as such at WCU (and almost every other institution I have been associated with). We have more in common with literature and the arts than with disciplines which end in "science" or "-ology." History, for example, had one of the seven muses of the original "liberal arts": Clio. By having students take history as a social science at community colleges, they will have difficulty fitting into many general education programs, like that at WCU, which categorize it as a humanities.

Richard Anderson, Faculty, Bloomsburg University of Pennsylvania, 11/10/2011

History

I like what I have read. I do wonder, however, about the prescriptive use of only the CHICAGO MANUAL OF STYLE at the top of Page 6. I am also wondering about the recommendation of a research course prior to transferring to a BA program, since at BU my department has two very intensive research capstone courses and demands research in every one of its upper level offerings. On the other hand, preparing associate degree students for what is ahead may be a very good idea.

Michael Slaven, 11/21/2011

Subject: Draft Articulation Agreement, History

I believe that the comment added in Part II of the draft replicated the intent of the second bulleted item in the list and should not be included, since it is the only modification to the AHA statement. (This is the comment that reads "In addition to the AHA competencies, students should also recognize that understanding human decision-making in the past is crucial to understanding historical content and thinking historically.")

Steven Burg, 11/22/2011

Subject: 3 Concerns with Draft Articulation Agreement

The Shippensburg University History and Philosophy Department has reviewed the DRAFT Statewide Articulation Agreement for History and would offer the following three suggestions for revision:

1) World History vs. Western Civilization: The document does not adequately distinguish between Western Civilization and World History courses. These courses are not the same, nor does a Western Civilization course provide students with the global perspective offered by a World History course. This distinction is important particularly for a university like Shippensburg University where our World History courses provide students with a global cultural literacy that is the foundation of both our general education curriculum and our History major. Departments, such as the Shippensburg University History and Philosophy Department should not be required to accept Western Civilization courses to fulfill World History requirements. They are simply not the same courses.

2) Research methods: This course is considered to be the foundation of the Bachelor of Arts in History at Shippensburg University. It serves as both a method course, but also as an introduction to the major and the discipline. Given the central importance of this course to the major, we believe it is important for the degree-granting institution to be able to ensure that its majors possess the requisite skills and training provided in this course. This course should be taken at the four-year university that will be granting the Bachelor of Arts degree. Given the importance of this course, we would prefer that it not be one of the courses transferred in from the two-year institution.

3) Elective Courses: Currently Shippensburg University requires that our major electives be 300-level courses. This articulation agreement would require us to accept 200-level courses as restricted and free electives for the History major. This agreement would require the Shippensburg University History and Philosophy Department to revise our degrees and weaken our current requirements. We believe this will dilute the academic rigor of our existing program. We strongly oppose this provision.

Respectfully,

Steven B. Burg, Ph.D.

Chair of the Shippensburg University History and Philosophy Department

Barbara Ford, 11/23/2011

Subject: History

- Section I, Basic Introduction, paragraph 2, 2nd bullet says "at least 30 credits of foundation courses from the Transfer Credit Framework" and Section II, second to the last paragraph also says "at least 30 credits of foundation-level coursework." These statements are inconsistent with Section IV, paragraph 2, which says "up to 30 credits."
- It may not be clear if the entire Framework is required or recommended. The Appendix A chart says "Recommended Transfer Credit Framework Courses" and

Table 1 also says Recommended. However, the Appendix A chart column is labeled "Minimum Requirements" and the Introduction says "completion of at least 30 credits." It is important for associate degree institutions to know if they need to include the entire framework in their program requirements. (Is it saying that the complete Framework is required, but the exact courses can be flexible?)

- There is one inconsistency in the listing of recommended Framework courses for Category 6. Section IV says "Introduction to Literature plus one additional course in Humanities." Table 1 and Appendix A both list foreign languages.