

AGENDA
College Senate Meeting
April 1, 2009
Room E-500
2:15 p.m.

- I. **Approval of Minutes --- March 11, 2009**
- II. **Report from the Chairperson**
- III. **Curriculum Committee Report**
Revised Course Proposal – Department of Social Science
SSP200, Global Politics
Letter Of Intent – Department of Social Science
Liberal Arts Option in History
Letter Of Intent – Department of Humanities
Liberal Arts Associate in Arts (A.A.) Degree in Theatre
Presented by Dr. Cecilia Macheski, Chairperson of the Curriculum
Committee
- IV. **Information Gathering & Discussion of Problems With
The Start of the Spring Semester**
- V. **Old Business**
- VI. **New Business**
- VII. **Adjournment**

Light Refreshments will be served.

**Resolution on the Classroom Assignment Process
Unanimously Adopted by the Social Science Department
At its Meeting of March 18, 2009**

Whereas the classroom assignment process at LaGuardia, already deteriorating over the past several terms, broke down completely in the beginning of the Spring I term; and

Whereas neither faculty nor students were notified of classroom assignments until one business day before the first day of classes, too late for faculty to incorporate classroom assignments in their syllabi or to change inappropriate room assignments before the first class meeting; and

Whereas many members of the Social Science Department were assigned rooms that were too small to accommodate our classes, which generally run at or near our enrollment limit of 38; and

Whereas a significant and growing proportion of the Department's classes that meet more than once a week were assigned to different rooms for each class meeting, contributing to student confusion, tardiness, and absenteeism; and

Whereas several classes offered by the Department were assigned no rooms at all for one or more class sessions during the week; and

Whereas several classes were assigned to rooms to which other classes had also been assigned at the same time; and

Whereas several classes were assigned to rooms that were ill-suited to Social Science lecture-and-discussion courses, rooms such as computer labs, where the instructor's view of students is obstructed by desktop computer screens and other equipment, or lounges lacking tablet chairs, desks, a computer for web attendance, or a black- or white-board; and

Whereas several instructors actually had to cancel their first class meeting due to the lack of a classroom or inadequate space; and

Whereas students were confused by the late notification of room assignments and multiple changes that followed due to faulty room assignments, so that lateness and absenteeism were rampant on the initial day of many classes; and

Whereas this confusion made it very difficult for faculty to establish standards of classroom discipline and a focus on learning;

Therefore, be it resolved that the Social Science Department urgently calls upon the administration to open a review into what has gone wrong with the process of classroom

assignments at LaGuardia Community College and how it can be repaired before the beginning of the next term; and

Be it further resolved that such a review include classroom faculty as well as representatives of all of the different branches of the administration that have an impact on classroom assignments, including the Registrar, Academic Affairs, Adult and Continuing Education, Facilities, Admissions, etc.; and

Be it further resolved that such a review set as its goal the implementation and maintenance of a classroom assignment process that provides for making assignments at least a week before the first class meeting in rooms large enough to accommodate anticipated enrollment and appropriate to the nature of the class assigned to each room; and

Be it further resolved that such a classroom assignment process be put in place by the beginning of the Spring II 2009 term; and

Be it further resolved that this resolution be transmitted to the President and Vice Presidents of the College, the Registrar, the Chairs of the academic departments, the Chairperson of the College Senate, the President of the Faculty Council, and the Chair of the PSC-CUNY Chapter.

LaGuardia Community College
City University of New York
Department of Humanities
Theatre Area

LETTER OF INTENT

Liberal Arts Associate in Arts (AA) Degree

In

THEATRE

Proposed by: Dr. William J. Koolsbergen

Professor John Henry Davis

Departmental Curriculum Committee Approval Date: January 28, 2009

College-Wide Curriculum Committee Approval Date: March 19, 2009

College Senate Approval Date:

LaGuardia Community College
City University of New York
Humanities Department

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LaGuardia Community College
City University of New York
Department of Humanities

Academic Department: Humanities
Program Title: Theatre
Degree Awarded: AA
Effective Date: Fall 2009

Purpose and Goals

The Humanities Department of LaGuardia Community College is proposing an Associate in Arts degree in Theatre. The purpose of this Theatre Program is to allow students interested in either the academic study of theatre as a cultural phenomenon, or a career in the entertainment field, to gain introductory knowledge of theatre as a cultural and historical activity, and to begin developing those skills necessary for either a performance-based or production-based career. According to the U. S. Bureau of Labor Statistics, “Formal dramatic training, either through an acting conservatory or a university program, generally is necessary for these (theatre) jobs.” Jobs in the broad field of theatre are either linked directly to production (acting, producing, design, directing) or to the study of the field (critic, academic professional, acting/drama coach, dramaturge). Also according to the U. S. Bureau of Labor Statistics in their *Occupational Outlook Handbook*, 2008-2009 edition, “Employment in these occupations is expected to grow by 11% during the decade 2006-16.” (Even with the recent economic downturn, careers in entertainment and hospitality are listed by *Time Magazine* as having the third highest potential for growth under the new administration.) This new Associate in Arts degree program in Theatre will allow LaGuardia students to explore these areas and to begin developing their talent while preparing for transfer to a four-year college for completion of either a Bachelor of Arts, Bachelor of Science, or Bachelor of Fine Arts degree. By designing the LaGuardia program as an Associate of Arts degree, as opposed to an Associate of Science or Associate of Applied Science, we are allowing students the greatest opportunity to gain entrance to a BA, BS, or BFA program by structuring the LaGuardia program with the greatest possible percentage of liberal arts requirements. Students interested in theatre may enter a program centered on acting and then discover that their talents and skills are better suited to dramaturgy and criticism or stage management. By keeping the LaGuardia program as broadly based as possible, yet well-grounded academically, we will provide transferring students with more career choices in the field and they will avoid being penalized by having work in highly specialized, non-liberal arts, skills-based courses not counted toward their BA, BS, or BFA. The LaGuardia Theatre Program will be the only Associate of Arts degree program specifically in Theatre offered at CUNY

(Queensborough offers an Associate in Science degree in Fine and Performing Arts with a concentration in Theatre Arts; Kingsborough offers a Performing Arts AS degree; Borough of Manhattan offers a performance-based, AS degree; Bronx offers a Performing Arts Option under their Liberal Arts and Science AA degree; Hostos has neither a program nor an option in performing arts or theatre.)

Theatre – the writing, producing, and performing of plays – is a universal phenomenon. Practically every culture, historically and in contemporary times, has developed some form of theatre. The theatrical expression may take the form of ritual, events of great magnitude, dramatic literature, process drama, or proscenium theatrical productions, but the study of performance and its literature has been part of the academic canon since Aristotle offered *The Poetics*. Goals of this Theatre Program are to arm students with the academic skills necessary to research, analyze, and respond to such phenomena and the performance skills necessary to produce scripts chosen from the literary offerings of both American and international theatre. Since the college has estimated that with the entering of the class of 2000, 66% of the student population was immigrant, representing 159 different countries, the Theatre Program will allow the integration of the typical American theatrical canon with the historical and contemporary works of the the many cultures represented at the college. In addition, the program will sponsor each summer a six-week theatre intensive in which students can earn five credits (Rehearsal and Performance = 2 credits and Creative Drama = 3 credits) while developing a show that reflects the cultural and literary diversity of the college. The resulting show will be presented in the BlackBox Theatre at the beginning of the fall term. Thus, one primary goal of this program will be to “theatricalize” the promises of our international Hall of Flags and to introduce the student body, faculty, and staff of LaGuardia and the citizens of Western Queens to a broader theatre worldview. Whether we are producing a multi-cultural production of the American classic, *Our Town*, or original offerings from students in the Summer Intensive, the program will be internationalized.

The objectives of this program are the following:

1. To introduce community college students to the wide range of academic and professional careers in the broad area of entertainment, specifically live theatre.
2. To prepare students for transfer to a rigorous academic theatre program leading to the Bachelor of Arts in theatre, and/or to prepare students interested in a career in acting for entrance level auditions to a Bachelor of Fine Arts in theatre.
3. To foster an awareness on campus of the rich variety of world-wide theatrical activities by producing such works and by working closely with the LaGuardia Performing Arts Center in such endeavors.

4. To work closely with both existing and developing academic programs (Media Studies, New Media, English) in developing opportunities for theatre students to serve as talent for faculty and student productions.
5. To offer year-long programming of performances in the BlackBox and Little Theatre, highlighting original, contemporary, and classical theatre works.

In conclusion, the wide-ranging skills we are developing in the theatre student are not only relevant to the pursuit of a theatre arts career, but are also applicable to a wide range of professions, especially fields in which communication is key. The speech and presentation abilities our students acquire, along with confidence and poise, will aid them in any career they pursue, and will help them specifically in interviews and participation in large and small group meetings. Indeed, commitment to theatre in this program means the student is engaging in a meaningful group event in which students must overcome personal difficulties in order to work together in a structured environment for the good of the whole. Our unique AA degree will allow us to create a program to forge this kind of discipline in more LaGuardia students, preparing them for the unique challenges of the modern work force.

Need and Justification

For the past three years, the Humanities Department has offered a Theatre and Communication Option within the Liberal Arts Program. Currently 67 students are registered in the option. Those who have gone through the option and graduated have moved on to NYU, Brooklyn, Hunter, and Queens Colleges. The majority of students in the option have expressed interest in theatre as a possible transfer major, and have successfully matriculated at, and/or graduated from the named colleges. For the past two years, the Humanities Department, with the English Department, has successfully run a Liberal Arts Theatre cluster each term. The clusters serve as feeders into the option and will continue to do so for the proposed program. Given the continued growth of the option, it is reasonable to expect that a full Theatre AA Program would also grow.

Career opportunities in theatre include the following (<http://www.playbill.com/jobs/find/>):

1. On-stage and on-screen talent (actors, day players, extras, commercial work, industrials, etc.)
2. Stage management, house management
3. Properties researcher and manager
4. Costume maintenance
5. Production assistant
6. Sound and lighting technician
7. Director, assistant director
8. Costume shop positions
9. Assistant technical director
10. Paid theatre internships

Student Interest and Enrollment

For the last five years the Humanities Department has sponsored a theatre club (originally the Actors and Directors Club, now the LaGuardia Actors Guild) which has been one of the most active on campus. Club members (currently 25) are active in student government and sponsor one event each term. Current members have expressed interest in establishing a chapter of Alpha Psi Omega, the national theatre honorary society, which allows chapters at both two- and four-year schools. This idea is a strong indication of student commitment to academic excellence in theatre studies.

The Humanities Department offers two theatre productions per year. The fall production is offered in the 100-seat BlackBox Theatre; the spring production uses the LaGuardia Little Theatre, a 225-seat house. Recent BlackBox productions have included *The Laramie Project*, *Scapin*, *Prelude to a Kiss*, *Album*, and the original shows *The Antigone Project* and *Dracula Alma*. Recent Little Theatre productions have included *A Funny Thing Happened on the Way to the Forum*, *The Wiz*, *Cabaret*, and *Angels in America*.

Auditions for each production are well attended by both theatre option majors and non-majors.

In addition, faculty members offer public performances of scenes from the acting classes and original scripts from the creative drama classes. These are staged in the BlackBox Theatre. During the winter, the LaGuardia Performing Arts Group, composed of faculty, staff, alumni, and students, presents a workshop production in the BlackBox. Recent productions have included adaptations of *Macbeth*, *Julius Caesar*, *Phaedra*, and *The Cherry Orchard*.

Student interest in working with faculty on writing projects resulted in two original works, *The Antigone Project* by John Henry Davis and *Dracula Alma* by Will Koolsbergen and a group of LaGuardia students. Both were given full productions in the BlackBox. Student interest in improvisation has resulted in “Evenings of Improv” offered every fall and spring.

On average, fifteen sections of theatre courses are offered each term. Multiple sections of The Art of Theatre and Acting I are offered. In addition, both The Art of Theatre and Acting I have consistently been included in the College’s learning community structures. Theatre classes average 25 students per section x 15 sections = 375 students (on average) per term. Many students who take one theatre class, enroll in a second.

Based purely on the registration in the introductory Liberal Arts (Theatre) cluster which runs every 12-week term, the projected enrollment for the Theatre Program would be 40-50 students per year, or 200-250 majors over the next five years.

During the fall 2008 semester, a survey of interest was presented to 150 students in sections of The Art of Theatre, Oral Communication, and Communication for Non-Native

Speakers classes. One hundred and twenty-five students responded. Of those responding, 80% responded positively to questions regarding interest in theatre arts courses and a major. Specific questions about areas of interest in theatre (design, playwriting, directing, etc.) resulted in a 69% positive response. When questioned about acting, the positive response was again 80%. This indicates maximum interest in the broadest courses in theatre arts (The Art of Theatre, theatre history, etc.) and acting; courses which are required in the program. Most importantly, when questioned directly about a theatre major, 80% responded affirmatively. The results argue well for the Liberal Arts AA Theatre Program curriculum that balances performance emphasis with general theatre knowledge.

Five Year Projected Enrollment

| Progression | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Total |
|-------------|--------|----|--------|----|--------|----|--------|----|--------|----|-------|
| | Fa | Sp | Fa | Sp | Fa | Sp | Fa | Sp | Fa | Sp | |
| New | 25 | 20 | 25 | 20 | 25 | 20 | 25 | 20 | 25 | 20 | 225 |
| Continuing | | 18 | 22 | 18 | 22 | 18 | 22 | 18 | 22 | 18 | 178 |
| Total | 25 | 38 | 47 | 38 | 47 | 38 | 47 | 38 | 47 | 38 | 403 |

Academic Advisement

All LaGuardia students benefit from a college-wide system of developmental academic advisement and counseling. Students work with academic advisors on an ongoing basis to review their degree requirements and decide on courses for future semesters. Advisement is mandatory for students until they reach 30 credits. Since most students in Liberal Arts programs begin their college experience in either a Liberal Arts Academy or a Liberal Arts Cluster, their advisement is even more directed. Currently Academy programs are linked to the Freshman Seminar. Within the near future, the Liberal Arts clusters will also be linked, with a member of the cluster faculty teaching the Freshman Seminar. This ensures that students are introduced at the earliest possible academic point to the full potential of advisement at LaGuardia.

Theatre students, for the most part, enter the program through the Liberal Arts cluster. Each term a theatre cluster is offered and taught by a full-time member of the Theatre faculty. Theatre faculty offer programs of advisement each semester for their majors. Letters are sent to each theatre student about these events, and other activities such as performances, auditions for upcoming shows, workshops, etc.

For all practical purposes the Director of the Theatre Program carries a case load of students for advisement. The Director makes full use of the online program, DegreeWorks, to assist with students on their current class decisions and planning for their remaining semesters.

In the future, the Director of the Theatre Program will be teaching a section each year of CEP 121, the Cooperative Education Department's career advancement course. This section will be designed specifically for students interested in careers in entertainment, but open to all, so that the specific needs of such students will be met. These needs include such industry specifics as the following: head shots, performance resumes, finding an agent, preparing for auditions, networking, union versus non-union work, etc.

Advisory Board

An advisory board consisting of industry and academic professional is currently being developed. Possible inclusion on the board will be representatives from the following professional groups and industry specialist: the LaGuardia Performing Arts Center, Queens Theatre in the Park, a professional casting agent, and a Pulitzer Prize nominated playwright.

Curriculum

Liberal Arts Associate in Arts (AA) Degree in THEATRE

The curriculum for the Associate of Arts degree in Theatre was developed by the full-time theatre faculty, based on their assessment of the current first two-years of study in theatre at a variety of New York City colleges, including Queens College, Hunter College, Pace University, New York University, Five Towns College, and Adelphi University. The designed program is most closely aligned with Queens College. The Associate of Arts in Theatre will require students to take courses that satisfy the General Education requirements both at LaGuardia and Queens. A maximum of 45 credits in Liberal Arts and

Science is required by New York State Education Department for the AA Degree. The breakdown is as follows:

| | |
|---|-------------------|
| General Education Liberal Arts and Science credits | |
| English (Composition I, Writing Through Literature, the Research Paper, Liberal Arts elective) | 11 credits |
| Humanities (the Art of Theatre) | 3 |
| English/Humanities (Liberal Arts elective, Acting I) | 3 |
| Liberal Arts (Integrating Seminar and capstone course) | 4 |
| Mathematics (Liberal Arts elective) | 3 |
| Natural and Applied Sciences/Math (Principles of Biology) (Liberal Arts, Math or Science elective) | 4 3 |
| Social Science (General Psychology, Psychology Liberal Arts elective, History Liberal Arts Elective) | 9 |
| Liberal Arts electives (total of 6 credits: Acting II or Acting for Camera, Theatre History I or II) | 6 |
| T O T A L | 46 credits |

The additional 14 credits are the following:

| | |
|--|-------------------|
| Cooperative Education (Fundamentals of Professional Advancement and Full-time internship) | 6 |
| Unrestricted electives (a combination of courses from speech, music, dance, or theatre) | 8 |
| T O T A L | 60 credits |

A total of 20 credits come directly from theatre/dance/music/speech classes; in addition, students are required to take either The Drama or Shakespeare as part of their English requirement, thus adding an additional 3 credits of theatre to the core. As noted earlier in this proposal, the Cooperative Education Fundamentals of Professional Advancement course will be taught by a theatre faculty member, and the full-time internships are with theatre companies, therefore, with the addition of the English elective and the 20 credits of the core, students in the Theatre Program will take 29 of their credits directly in theatre

courses or courses linked to the discipline. This will offer LaGuardia students a rich immersion in both the academic and professional fields of theatre.

PROPOSED CURRICULUM

Counseling

| | |
|---------------------|---|
| New Student Seminar | 0 |
|---------------------|---|

English: 11 credits

| | |
|------------------------|---|
| Composition I, ENG 101 | 3 |
|------------------------|---|

| | |
|-------------------------------------|---|
| Writing Through Literature, ENG 102 | 3 |
|-------------------------------------|---|

| | |
|---|---|
| Preparing and Writing the Research Paper, ENG 103 | 2 |
|---|---|

| | |
|--|---|
| Liberal Arts Elective (either Shakespeare, ENG 266 or The Drama, ENG 265) | 3 |
|--|---|

Humanities: 3 credits

| | |
|-----------------------------|---|
| The Art of Theatre, HUT 101 | 3 |
|-----------------------------|---|

English/Humanities: 3 credits

| | |
|--|---|
| Liberal Arts Elective, Acting I, HUT 110 | 3 |
|--|---|

Liberal Arts: 4 credits

| | |
|---|---|
| *Integrating Seminar: Liberal Arts Cluster, LIB 110 | 1 |
|---|---|

| | |
|---|---|
| Humanism, Science & Technology: Liberal Arts Seminar, LIB 200 | 3 |
|---|---|

Mathematics: 3 credits

| | |
|-----------------------|---|
| Liberal Arts Elective | 3 |
|-----------------------|---|

Natural and Applied Sciences/Mathematics: 7 credits

| | |
|---|---|
| Liberal Arts Lab Science Elective, SCB 115, Principles of Biology | 4 |
| Liberal Arts, Science or Math Elective | 3 |

Social Science: 9 credits

| | |
|--|---|
| General Psychology, SSY 101 | 3 |
| Personality, SSY 200 or Abnormal Psychology, SSY 230 | 3 |
| Select one history course from the following: | 3 |
| SSH101 (Themes in American History to 1865), SSH102 (Themes in American History Since 1865), SSH103 (Western Civilization from Ancient Times to the Renaissance), SSH104 (Western Civilization from the Renaissance to Modern Times), SSH105 (World History from Ancient Times to 1500), SSH106 (World History from 1500 to the Present), SSH110 (East Asian Civilization and Societies) | |

Cooperative Education: 6 credits

| | |
|---|---|
| Fundamentals of Professional Advancement, CEP 121 | 3 |
| Full-time Internship, CEP 201 | 3 |
| (Both day and extended day students are required to take CEP 121; extended day students may take CEP 201 or an unrestricted elective course.) | |

Liberal Arts Electives: 6 credits 6

Students in the Theatre Major take two of the following courses:

Acting II, HUT 111 or Acting for the Camera, HUT 112
**Theatre, from the Greeks to the Jacobean, or ** Theatre,
from the Jacobean to Modern Day

Unrestricted Electives: 8 credits

Students in the Theatre Major must take one section of

Rehearsal and Performance, HUC 114 (which will become HUT114) 2

*Students in the Theatre Major may take HUC 114 twice for a total of 4 credits
or take HUC 114 once and HUD 101, Introduction to Dance*

Students in the Theatre Major must take one of the following courses: 3

Introduction to Theatre, HUT 100

Creative Drama, HUT 120

****American Musical Theatre Production Workshop, HUM 201

****Voice I, HUM 155

Voice and Diction, HUC 104

Oral Interpretation, HUC 113

Directing for the Stage, HUT 125

****Theatre Production Workshop, HUC 195 (which will become HUT 195)

Students in the Theatre Major must take one of the following:

***The New York Theatre Experience, HUN 245 3

/Latin Theatre, HUT/ELA

Total Credits = 60

*Part of the Liberal Arts Cluster requirement

**Course to be designed

***Fulfills urban study requirement

****Students who choose to take two sections of Rehearsal and Performance or one section of Rehearsal and Performance and Introduction to Dance, for a total of 4 unrestricted electives may choose only one of

the following: The American Musical Theatre Production Workshop, Voice I, or Theatre Production Workshop.

NOTE: Courses in theatre currently listed as HUC will be changed to the HUT designation. These include HUC195, Theatre Production Workshop and HUC114, Rehearsal and Performance.

Articulation

An Articulation Agreement is currently being sought with Queens College, Department of Drama, Theatre, and Dance. The Theatre and Communication Option of the Liberal Arts Program is already articulated with the Theatre Program at Brooklyn College.

Faculty

There are currently two full-time faculty and five adjuncts teaching in the Theatre Option. Both full-time faculty are tenured, full professors. As the number of students increases, and as new courses are offered, we estimate the need for one additional full-time faculty member for acting and introductory courses. A full-time HEO will be needed to manage/provide tech for the BlackBox Theatre. This position could be shared equally with the LaGuardia Performing Arts Center. Biographies of current full-time faculty are in the Appendix.

Additional adjuncts for the Program will be drawn from the working community of New York Theatre. Currently, our adjunct faculty include an actress who has over a dozen appearances on *Law and Order* to her credit, a faculty member who hosts his own theatre arts program on Manhattan Public Access Television, a third who is an assistant director for the LaGuardia Performing Arts Center, and a fourth who is a Pulitzer Prize-nominated playwright. Our dance instructor directs the LPAC center and has served as choreographer for our musical presentations. Both full-time professors in the program have broad experience in the New York theatre scene, which will be helpful for planning internships and for seeking additional adjunct instructors.

Five-Year Plan Costs

A third full-time faculty member would not be needed until 2012. A full-time HEO would be needed immediately. In addition to this cost, the following must be anticipated:

BlackBox Theatre upgrade

Portable stage = \$4000

Riser seating = \$6000

Projected Expenditures for the Proposed Theatre Program

Rental Rights for Plays (non-musicals average \$60 per performance; musicals can cost up to \$1500 rental rights per show). The Humanities Department presents two shows per year and a musical every other spring. Winter and summer shows are original faculty and/or student work and require no rental fees.

Set/costume design and construction average \$13,000 to \$15,000 per show (in The Little Theatre), \$2,000 in the BlackBox Theatre. NOTE: The Little Theatre is a union house.

| Expenditures | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Alpha Psi Omega | \$ 500 | \$ 500 | \$ 500 | \$ 500 | \$ 500 |
| Rental rights | \$ 600 | \$ 2,100 | \$ 600 | \$ 2,100 | \$ 600 |
| Summer Intensive | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| Sets/costumes | \$15,000 | \$17,000 | \$15,000 | \$17,000 | \$15,000 |
| Musicians | | \$ 7,200 | | \$ 7,200 | |
| Publicity | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 600 |
| Totals | \$18,700 | \$29,400 | \$18,700 | \$29,400 | \$18,700 |

Projected Expenditures for the Proposed Program

| EXPENDITURES | 1 ST YEAR | 2 ND YEAR | 3 RD YEAR | 4 TH YEAR | 5 TH YEAR |
|--------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | ACADEMIC | ACADEMIC | ACADEMIC | ACADEMIC | ACADEMIC |

| | YEAR | YEAR | YEAR | YEAR | YEAR |
|----------------------------|----------|----------|-------------|-------------|-------------|
| Faculty Upgrade Theatre | \$10,000 | | \$48,000.00 | \$48,000.00 | \$48,000.00 |
| Equipment New Resources | | | | | |
| Other New Resources | \$18,700 | \$29,400 | \$18,700 | \$29,400 | \$18,700 |
| Total New Resources | \$28,700 | | \$66,700 | \$77,400 | \$66,700 |

Projected Revenue Related to the Proposed Program

| | 1 ST YEAR | 2 ND YEAR | 3 RD YEAR | 4 TH YEAR | 5 TH YEAR |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| | ACADEMIC | ACADEMIC | ACADEMIC | ACADEMIC | ACADEMIC |
| | | | | | |

| | YEAR | YEAR | YEAR | YEAR | YEAR |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| <i>Tuition Revenue</i> | \$98,000 | \$98,000 | \$98,000 | \$98,000 | \$98,000 |
| 1. From Existing Sources | | | | | |
| 2. From New Sources | | | | | |
| 3. Total | | | | | |
| <i>State Revenue</i> | \$80,500 | \$80,500 | \$80,500 | \$80,500 | \$80,500 |
| 4. From Existing Sources | | | | | |
| 5. From New Sources | | | | | |
| 6. Total | | | | | |
| <i>Other Revenue</i> | | | | | |
| 7. From Existing Sources | | | | | |
| 8. From New Sources | | | | | |
| 9. Total | | | | | |
| <i>Grand Total</i> | \$178,500 | \$178,500 | \$178,500 | \$178,500 | \$178,500 |
| 10. From Existing Sources | | | | | |
| 11. From New Sources | | | | | |
| TOTAL | | | | | |

Faculty Biographies

Professor John Henry Davis has a BA from Stanford University and an MFA from the University of Southern California. He has been a professor at LaGuardia since 1980, and has

created and taught a wide range of courses, including Creative Drama, Art of Theatre, Theatre Production, and Acting I and II. He has been a producer and director of many plays and musicals within the Humanities Department in association with the LaGuardia Performing Arts Center, including a multi-media *Antigone*, *Our Country's Good*, *Cabaret*, and *Angels in America*. In addition, along with Will Koolsbergen, Professor Davis has helped create and design the successful BlackBox Theatre. As a teacher and designer of special programs, Mr. Davis has created many theatre-oriented multi-disciplinary courses for the Exploring Transfer program at Vassar College, and co-taught a national seminar for teachers there. He has also been a longtime coordinator of College Now in the Humanities area, where he has supervised and advised many high school teachers in a wide range of subjects.

As a producer, Professor Davis was Artistic Director of the Joseph Jefferson Theatre, an off-Broadway theatre company. He was also producer and director of the award-winning film *Ordinary Sinner*, which was released nationwide, premiered on the Logo channel, and is now on DVD.

Mr. Davis is also known as a professional theatre director. He has had a long association with Theatreworks USA, a nationally recognized Children's Theatre, where he developed and directed many new works, including *First Lady*, *Teddy Roosevelt*, *Paul Robeson*, and the long running *The Lion, the Witch, and the Wardrobe*. He directed the premiere productions of *Papa* and *Mountain*, starring Len Cariou, for tour and off-Broadway and *Daughters* at the Westside Arts with Marisa Tomei. He has also directed premieres of new plays and musicals at Playwrights Horizons, the Mark Taper Forum, the Kennedy Center and the Dallas Theatre Center. In television, Mr. Davis has directed *Oz* for HBO, *One Life to Live* for ABC, and *The Sarah Jones Show* for Bravo.

Professor Will Koolsbergen has both an MA and an MFA from the University of New Orleans and a PhD from the Graduate Center of the City University of New York. He has been a professor at LaGuardia Community College since 1988. Before that, he directed the Rhetoric and Public Address Program at The City College of New York. He designed and directs the Theatre and Communication Option of the Liberal Arts Program at LaGuardia. Dr. Koolsbergen is a nationally known Learning Community specialist. Along with his teaching partner, Dr. Phyllis van Slyck of the English Department, he has conducted training seminars for faculty interested in learning community pedagogy and collaborative learning approaches at over 50 colleges nationwide. His work has been published in *Peer Review* and has been cited in practically every book written about learning communities.

At LaGuardia, he has directed over 30 shows, including *Prelude to a Kiss*, *The Laramie Project*, *Taming of the Shrew*, *House of Blue Leaves*, *A Midsummer Night's Dream*, *Damn Yankees*, and *Scapin*. Recently, Dr. Koolsbergen returned to acting with appearances as Pseudolus in *A Funny Thing Happened on the Way to the Forum*, Herr Schulz in *Cabaret*, and Roy Cohn in *Angels in America*. He has also appeared in shows at HB Studio Theatre and the

Theatre at the Drama Book Shop. He teaches the full range of courses offered in theatre. He works with students during Summer Theatre Intensives to produce original works (*Dracula Alma*, *A to Z: The Chronicles of Vicki and Michael* – a 26-part series for Web-theatre, *Storm Stories* – based on Hurricanes Camille and Katrina survival interviews, and *Trio* – based on the works of Truman Capote, Tennessee Williams, and Eudora Welty), which are offered in the BlackBox Theatre at the end of summer or at the beginning of the fall term.

Before moving to New York in 1980, Dr. Koolsbergen was active in the theatre scene in New Orleans. He directed/staged shows at the Contemporary Arts Center, the New Orleans Super Dome, and for numerous Mardi Gras krewes (organizations). He founded the Theatre Marigny, which specializes in offerings of New Orleans writers, and The LaughLine Theatre, an improvisation company which played in venues as diverse as New Orleans riverboats and the Jazz and Heritage Festival. As an actor, he has appeared in productions throughout the South and was a member of New Orleans Rep Theatre. He was a regular master of ceremonies for clubs in the French Quarter. As a member of the Screen Actors Guild, he has appeared in a number of movies and movies for television. His dissertation was on the development of early Mardi Gras as a form of theatre. Because of his interest in theatrical events for mass audiences, he has done post-doctoral work with Richard Schechner at New York University.

Questionnaire for Theatre Arts

INTRO: Theatre Arts is a broad subject with many different job and educational opportunities. Although acting is the career most popularly associated with theatre, there are many other jobs that lead to satisfying and well-paid careers. In addition, there are many different kinds of teaching jobs available in educational theatre, from grade school to college.

Directions: in the following areas, please make your choice by circling the most appropriate.

Are you interested in courses in theatre arts?

Very interested Interested Mildly interested Not interested

Are you interested in courses in acting?

Very interested Interested Mildly interested Not interested

Are you interested in general theatre courses, such as Introduction to Theatre, Art of Theatre, History of Theatre?

Very interested Interested Mildly interested Not interested

Are you interested in stage management (in charge of running performances and rehearsals, calling all light or set cues)?

Very interested Interested Mildly interested Not interested

Are you interested in design of costume, set, lighting, sound, or in working in these technical areas backstage or behind the scenes?

Very interested Interested Mildly interested Not interested

Would you be interested in a course where you see plays and write reviews of them?

Very interested Interested Mildly interested Not interested

Would you be interested in writing scenes and plays in a course in playwriting?

Very interested Interested Mildly interested Not interested

Would you be interested in working in educational theatre as a teacher in acting, directing, theatre history, or design?

Very interested Interested Mildly interested Not interested

Would you be interested in taking courses which lead to a job in theatre?

Very interested Interested Mildly interested Not interested

Would you be interested in being a theatre major at LaGuardia? (Note: most students who major would take courses toward this major at LaGuardia and then transfer to a 4-year college, such as Brooklyn, Queens, or Hunter.)

Very interested Interested Mildly interested Not interested

Analysis of Theatre Major Survey Responses

Question #1: Are you interested in courses in theatre arts?

Very interested = 26%

Interested = 32%

Mildly interested = 22%

Not interested = 19%

Question #2: Are you interested in courses in acting?

Very interested = 26%

Interested = 21%

Mildly interested = 33%

Not interested = 20%

Question #3: Are you interested in general theatre courses, such as Introduction to Theatre, Art of Theatre, History of Theatre?

Very interested = 14%

Interested = 28%

Mildly interested = 27%

Not interested = 26%

Question #4: Are you interested in stage management?

Very interested = 10%

Interested = 26%

Mildly interested = 28%

Not interested = 31%

Question #5: Are you interested in design in costume, set, lighting, sound, or in working in these technical areas backstage or behind the scenes?

Very interested = 16%

Interested = 26%

Mildly interested = 22%

Not interested = 34%

Question #6: Would you be interested in a course where you see plays and write reviews of them?

Very interested = 20%

Interested = 24%

Mildly interested = 28%

Not interested = 32%

Question #7: Would you be interested in writing scenes and plays in a course about playwriting?

Very interested = 13%

Interested = 23%

Mildly interested = 32%

Not interested = 35%

Question #8: Would you be interested in working in educational theatre as a teacher in acting, directing, theatre history, or design?

Very interested = 11%

Interested = 26%

Mildly interested = 30%

Not interested = 34%

Question #9: Would you be interested in taking courses which would lead to a job in theatre:

Very interested = 26%

Interested = 32%

Mildly interested = 22%

Not interested = 19%

Question #10: Would you be interested in being a theatre major at LaGuardia?

Very interested = 26%

Interested = 32%

Mildly interested = 22%

Not interested = 19%

Summary

One hundred and twenty-five students from Art of Theatre, Oral Communication, and Communication for Non-Native Speakers responded to the survey (50 theatre students and 100 speech students were surveyed). The broadest question, #1 received 80% positive responses indicating a strong interest in theatre arts courses. The second broadest question, #3 received 69% positive responses, again a strong response. Questions 2 and 4 – 8 are directed toward more specific aspects of, or jobs in, the theatre. Question #2, acting, received a strong positive response of 80%. Question #4, stage management, received a strong 69%. Question #5, design, received a 64% positive response. Question #6, theatre criticism, received a strong 72%. Question #7, playwriting, received 68%. Question #8, educational theatre, received 67%. Questions #9 and #10 bode very well for the new major. In both, which specifically question students about a theatre major, 80% of respondents answered favorably. These results clearly indicate interest in such a program.

COURSE PROPOSAL FORM

| TYPE OF PROPOSAL |
|--|
| <input checked="" type="checkbox"/> PERMANENT <input type="checkbox"/> EXPERIMENTAL |

| For office use only: |
|----------------------|
| CCC |
| |
| SENATE |
| |
| CHANCELLOR |
| |
| |

| | |
|------------------------------|----------------|
| PROPOSING DEPARTMENT: | Social Science |
|------------------------------|----------------|

| | |
|--|-----|
| SECOND DEPARTMENT FOR JOINT PROPOSAL: | N/A |
|--|-----|

| | |
|---|-----------------|
| COURSE TITLE: <small>(maximum 50 characters and spaces)</small> | Global Politics |
|---|-----------------|

| | |
|--|-----------------|
| COURSE ABBREVIATION: <small>(maximum 20 characters and spaces)</small> | Global Politics |
|--|-----------------|

| | |
|--|----------------|
| COURSE NUMBER: <small>Contact Registrar's Office for designated course number.</small> | SSP200 |
| TYPE NAME OF REGISTRAR CONTACT & GET INITIALS | Thomas Murasso |

| | |
|-----------------------|---|
| COURSE STATUS: | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED |
|-----------------------|---|

| | |
|------------------------|---|
| CREDITS | 3 |
| PER WEEK: | |
| CLASSROOM HOURS | 3 |
| LAB HOURS | 0 |
| STUDENT HOURS | 0 |
| FACULTY HOURS | 3 |

| DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS? |
|--|
| <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |

| IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED: |
|--|
| <input checked="" type="checkbox"/> TITLE CHANGE |
| <input checked="" type="checkbox"/> CATALOG DESCRIPTION |
| <input type="checkbox"/> NUMBER OF CREDITS |
| <input type="checkbox"/> NUMBER OF HOURS |
| <input type="checkbox"/> PREREQUISITES |
| <input type="checkbox"/> COREQUISITES |
| <input checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES |
| <input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES |
| <input checked="" type="checkbox"/> GRADING STANDARDS |
| <input checked="" type="checkbox"/> LIBRARY ARTICULATION |
| <input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION |
| <input checked="" type="checkbox"/> TOPICAL OUTLINE |
| <input type="checkbox"/> OTHER |
| Please specify: |

| IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW: |
|---|
| N/A |

| URBAN STUDIES |
|--|
| <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |

| LIBERAL ARTS |
|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course will investigate the dynamics of global politics among nation states and other actors in global affairs. After an introduction to the international system and globalization, the class will study major international relations theories and use them to analyze current and past events in global politics. The course will explore various global issues including war, terrorism, genocide, security, peacebuilding, development, human rights, free trade etc. Students will focus on case studies of their choice.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the prerequisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the prerequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None.

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Liberal Arts Program

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

N/A

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

CSE099, ENA/ENG/ESA099, ENC101

| Basic skills and/or ESL | Prerequisites | Pre/Corequisites | Corequisites |
|-----------------------------------|----------------|------------------|--------------|
| Reading (e.g., none, CSE095): | CSE099 | | |
| Writing (e.g., none, ENA099): | ENA/ENG/ESA099 | | |
| Mathematics (e.g., none, MAT096): | None | | |
| ESL (e.g., none, ESL097, ESL098): | None | | |

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

| Prerequisites | Pre/Corequisites | Corequisites |
|---------------|------------------|--------------|
| ENC101 | | |
| | | |
| | | |
| | | |
| | | |

Additional Pre/Pre-Co/Corequisites:

Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

None.

| | |
|--|-------------------------------------|
| This course will first be offered in: (e.g., Fall 12 week Session 2003) | Proposed maximum class size: |
| Fall 12 week session 2009 | 38 |

| | |
|---|--|
| How many times per year will this course be offered? | Estimated # of students per year: |
| 4 | 152 |

| | |
|--|--|
| Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply) | |
| <input checked="" type="checkbox"/> FALL 12 Weeks | <input checked="" type="checkbox"/> FALL 6 Weeks |
| <input checked="" type="checkbox"/> SPRING 12 Weeks | <input checked="" type="checkbox"/> SPRING 6 Weeks |

Grading Standards:
Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
For example: 3 written quizzes at 10% each = 30%.

| CATEGORY | % |
|---------------------------------|-------------|
| Weekly Online Assignments | 10% |
| Class Participation, Group Work | 10% |
| Midterm Exam | 25% |
| Case study Presentation | 10% |
| Case study Paper | 20% |
| Final Exam | 25% |
| TOTAL | 100% |

Provide a rationale for the proposed course or course revisions.

The proposed revisions reflect an increased focus on globalization in the field of political science and international relations (now also referred to as "global affairs"). This conceptual shift is not reflected in the original version of the course. In the new version, globalization is integrated as one of the basic concepts and a framework through which students can analyze events and issues in world affairs.

The previous version of the course focuses on international "power politics" or the realist view of international relations. Other major theoretical frameworks should be included as well. The new version of the course will explore global politics through the lens of realism, liberalism, Marxist theories, rational choice, game theory and social constructivism.

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

N/A

Indicate if the course is being developed for a grant. If so, provide relevant details.

N/A

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
 familiarize..
 introduce..
 provide the student with..
 reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Introduce students to the basic concepts of world politics, including globalization.
2. Familiarize students with the major theories of international relations.
3. Enable students to use various theoretical frameworks to analyze and explain current and past events in global politics.
4. Introduce students to major issues in contemporary global politics (e.g. terrorism, global warming, security, free trade etc.)
5. Provide students with knowledge necessary to conduct an in-depth case study research focusing on a particular issue.
6. Provide students with a venue for regular discussion and analysis of global politics news stories.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

| | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Identify the role of globalization in current world issues and events.
2. Describe basic arguments and assumptions of major international relations theories.
3. Analyze and explain current and past events in global politics from various theoretical points of view.
4. Identify and describe major issues in contemporary global politics.
5. Conduct an in-depth case study research focusing on a particular issue in global politics and integrating some of the concepts and theories we covered in class.
6. Interpret and analyze news stories in global politics.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

| |
|--|
| |
|--|

PERFORMANCE OBJECTIVES (CONTINUED):

| |
|--|
| |
|--|

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Throughout the course, we will analyze current world events by relating them to the materials we cover in class. Students will choose one issue in world politics and conduct a case study research. They will write a paper on their case study and present their research to the class.

I -INTRODUCTION

Week 1: Basic Concepts (International Relations, Globalization, Global Governance)

II - HISTORICAL CONTEXT

Week 2: Evolution of the International System, Globalization of World Politics

Week 3: International History: 1900-present

III - THEORIES OF WORLD POLITICS:

Week 4: Realism and Liberalism
(Early evaluation assignment)

Week 5: Marxist Theories, Social Constructivism

Week 6: Rational Choice and Game Theory
Midterm Exam
(All students have chosen their case study topic and presentation schedule is made)

COURSE OUTLINE: (CONTINUED)

IV - GLOBAL ISSUES:

(Student case study presentations begin and last until the end of the semester. Presentations are combined with scheduled lectures, class discussions and group work)

Week 7: Conflict, Terrorism, Genocide

Week 8: Culture, Nationalism

Week 9: Security, International Political Economy

Week 10: Conflict Resolution and Peacebuilding

Week 11: Development, Human Rights

Week 12: Conclusion

Week 13: Final Exam

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

| #1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.) | |
|--|--|
| AUTHOR(S): | John Baylis, Steve Smith and Patricia Owens (Eds.) |
| TITLE: | The Globalization of World Politics: An Introduction to International Relations |
| EDITION: | Fourth |
| PUBLISHER: | Oxford University Press |
| DATE: | 2007 |
| ISBN: | 978-0-19-929777-1 |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R |
| AUTHOR(S): | James Ray and Juliet Kaarbo |
| TITLE: | Global Politics |
| EDITION: | Eight |
| PUBLISHER: | Houghton Mifflin Company |
| DATE: | 2004 |
| ISBN: | 978-0618052028 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R |
| AUTHOR(S): | |
| TITLE: | |
| EDITION: | |
| PUBLISHER: | |
| DATE: | |
| ISBN: | |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R |

| #2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.) | |
|---|--|
| AUTHOR(S): | Richard K. Betts (Ed.) |
| TITLE: | Conflict After the Cold War: Arguments on Causes of War and Peace |
| EDITION: | Second |
| PUBLISHER: | Pearson Education/Longman |
| DATE: | 2005 |
| ISBN: | 0-321-20946-X |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R |
| AUTHOR(S): | Peter Berger, Samuel P. Huntington (Eds.) |
| TITLE: | Many Globalizations: Cultural Diversity in the Contemporary World |
| EDITION: | |
| PUBLISHER: | Oxford University Press |
| DATE: | 2002 |
| ISBN: | 978-0195151466 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R |
| AUTHOR(S): | Thomas L. Friedman |
| TITLE: | The World Is Flat: A Brief History of the Twenty-first Century |
| EDITION: | First |
| PUBLISHER: | Farrar, Straus and Giroux |
| DATE: | 2005 |
| ISBN: | 978-0374292881 |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R |

| #2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued) (Specify STATUS at the end of each entry.) | |
|---|--|
| AUTHOR(S): | James Rosenau |
| TITLE: | Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World |
| EDITION: | n/a |
| PUBLISHER: | Cambridge University Press |
| DATE: | 1997 |
| ISBN: | 0521587646 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R |
| | |
| AUTHOR(S): | Anthony Giddens |
| TITLE: | Runaway World: How Globalisation is Reshaping Our Lives |
| EDITION: | Revised |
| PUBLISHER: | Routledge |
| DATE: | 2002 |
| ISBN: | 978-0415944878 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R |
| | |
| AUTHOR(S): | Daniel Cohen |
| TITLE: | Globalization and Its Enemies |
| EDITION: | n/a |
| PUBLISHER: | The MIT Press |
| DATE: | 2006 |
| ISBN: | 978-0262033503 |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| Append additional page if necessary. | |

| #3 SERIALS: (newspapers, magazines, journals, yearbooks) (Specify STATUS at the end of each entry.) | |
|---|--|
| Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases. | |
| SERIAL TITLE: | New Global Studies |
| PUBLISHER: | The Berkeley Electronic Press |
| ISSN: | 1940-0004 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R |
| | |
| SERIAL TITLE: | World Political Science Review |
| PUBLISHER: | The Berkeley Electronic Press |
| ISSN: | 1935-6226 |
| STATUS: (Check one) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R |
| | |
| SERIAL TITLE: | Foreign Affairs |
| PUBLISHER: | Council on Foreign Relations |
| ISSN: | |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| | |
| SERIAL TITLE: | Political Science Quarterly |
| PUBLISHER: | The Academy of Political Science |
| ISSN: | |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| | |
| SERIAL TITLE: | World Politics |
| PUBLISHER: | Princeton University |
| ISSN: | |
| STATUS: (Check one) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| | |
| TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3) | Kenneth Peoples |

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

| | |
|---|--|
| TITLE: | Guns, Germs, and Steel (DVD, 2 volume disc set, National Geographic) |
| DISTRIBUTOR | Warner Home Video |
| STATUS: (CHECK ONE) | <input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| TITLE: | |
| DISTRIBUTOR | |
| STATUS: (CHECK ONE) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| TITLE: | |
| DISTRIBUTOR | |
| STATUS: (CHECK ONE) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| TITLE: | |
| DISTRIBUTOR | |
| STATUS: (CHECK ONE) | <input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R |
| Append additional page if necessary. | |

| | |
|--|-------------|
| TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS | Albert Neal |
|--|-------------|

| |
|--|
| Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available. |
| 38 |

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

| | |
|---|-----------------|
| TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS | Kenneth Peeples |
|---|-----------------|

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

Smart classroom.

| | |
|---|------------------------|
| TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable) | Theresia Litvay-Sardou |
| | Not applicable |

| | |
|---|-------------------|
| TYPE PROPOSER'S NAME & OBTAIN INITIALS | Bojana Blagojevic |
|---|-------------------|

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

| PROPOSER (S) | DEPARTMENT(S) | DATE |
|-------------------|----------------|------|
| Bojana Blagojevic | Social Science | |
| | | |
| | | |
| | | |

| CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S) | DEPARTMENT(S) | DATE |
|--|----------------|------|
| John Shean | Social Science | |
| | | |
| | | |
| | | |

| DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE | DEPARTMENT(S) | DATE |
|--|----------------|------|
| John Shean | Social Science | |
| | | |
| | | |
| | | |

| DEPARTMENT CHAIRPERSON(S) | DEPARTMENT(S) | DATE |
|---------------------------|----------------|------|
| Lily Shohat | Social Science | |
| | | |
| | | |
| | | |

**LAGUARDIA COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIAL SCIENCES**

**LETTER OF INTENT
FOR THE OPTION IN HISTORY
FOR LIBERAL ARTS MAJORS, A.A.
APRIL, 2008**

Departmental Curriculum Committee Approval Date: November, 19, 2008.
College-Wide Curriculum Committee Approval Date: March 19, 2009
College Senate Approval Date:
Chancellor's Report:

The History faculty of the Social Science Department at LaGuardia Community College is proposing an Option in History for students who are already declared Liberal Arts majors. This option is designed to meet the needs of those students who have a strong interest in History and wish to take more History classes as part of their course work at LaGuardia. The History Option will be especially attractive to those students who are not focused on vocational training or earning a terminal two-year degree but wish to transfer to a senior college. Over the years the percentage of students attending LaGuardia who intend to transfer to a Bachelor's program has increased. A substantial number of the Liberal Arts majors currently enrolled at the college plan to continue their education at a four-year institution and many eventually want to earn either a Master's, Doctorate, or a professional degree.

Among those majors usually chosen by undergraduates at four-year institutions, History ranks as one of the most popular. This should not be surprising as History still stands as one of the traditional cornerstones of a Liberal Arts education and is alternately categorized as either one of the Humanities or a Social Science. The College Board reports that AP classes in History are among the more common college preparatory classes taken in American high schools with enrollments reaching the hundreds of thousands. Educators universally acknowledge the importance of historical knowledge in any program of general education. Our own college recognizes this need by requiring that all Liberal Arts majors take at least one course in History.

The political and cultural leadership of this nation routinely emphasizes the importance of historical awareness, seeing it as a necessary component for creating the informed citizenry that is so essential for a successful democracy. Congress in recent years took the lead by creating a new program within the National Endowment for the Humanities called "We The People." The

purpose of this program is to enhance the teaching and understanding of American history throughout the nation by providing grants to educators, scholars, filmmakers, museums, libraries, and various unaffiliated individuals and nonprofit institutions. History also enjoys widespread interest among the general public and has a place in popular and commercial culture. Every year new films and television series set in historical times attract large audiences. History also enjoys its own commercial television channel and historical programming routinely appears on the schedule of both commercial and public television stations.

Among the reading public, books discussing historical topics or personalities consistently rank high among the top-ten best selling nonfiction titles. Every weekend C-SPAN broadcasts “BookTV” which shows footage of authors giving public talks about their recent work. The greater number of authors featured in the programming are historians, both professional and enthusiasts. History also enjoys a prominent place in Americans’ leisure activities. Reenacting is a popular hobby, attracting thousands of participants, and many Americans make historical tourism a major part of their vacation plans. Every year millions of tourists visit historical sites, monuments, battlefields, museums, and institutions. The large number of visitors traveling to historical destinations annually represents a considerable source of revenue for the Travel and Leisure industry.

The Liberal Arts Option in History is designed not only for those students who have a strong personal interest in learning more about History, but can also allow students who plan to become History majors in their four-year institutions to take the appropriate introductory courses while they are at LaGuardia. Students who major in History have a variety of career choices available to them. Among the most obvious are those who plan to become professional historians and eventually earn the doctorate in History. The Option will also be attractive to

Education majors at the college who wish to become History or Social Studies teachers at the primary or secondary school level. History majors can also have careers as public historians who usually find employment with various federal, state, and local agencies. Non-profit organizations, museums, and local historical societies also offer job opportunities for applicants with a strong History background.

Most students who major in History as undergraduates pursue careers in other fields and find historical studies excellent preparation for occupations in various non-historical disciplines and professions. The instructors who teach history at the college place a heavy emphasis on developing certain learning skills, such as reading comprehension, critical thinking, and effective writing. History classes help train students to appreciate a wide variety of writing styles and rhetorical strategies, thus exposing them to a greater diversity of literature. In addition, History instruction always includes a writing component. Writing Intensive classes in History train students to conduct research and cite sources in accordance with standard scholarly practices. Ultimately, History teaches students how to analyze non-quantitative information, a skill which they can apply to a number of other pursuits. Many History majors subsequently enter law or business school and enjoy successful careers in their chosen professions thanks to the skills they learned as History majors. History also acts as a gateway discipline for those individuals who wish to earn degrees in Sociology, Political Science, Library and Archival Science, Art History, and Journalism.

The History Option will also help fulfill the college's goal to increase student retention and improve student success. One of the objectives of the current Academic Advising plan under development is to give faculty a much greater role in student advisement. The importance of faculty in improving student retention is vital as only faculty can act as mentors and advisors

for students preparing for careers in a given discipline. Currently students who are Liberal Arts majors at the college take classes that are spread out across six different departments. Students do not have a particular ‘home’ department and do not know where to seek appropriate career advisement. The History Option will be an effective way of putting History faculty in close contact with the students. Students who are interested in History will have a designated group of faculty who can serve as mentors and advisors and help the students make appropriate career and transfer choices.

OBJECTIVES

1. Create an option in History for the existing Liberal Arts: Social Sciences and Humanities Associate in Arts degree.
2. Prepare students for advanced work in Historical studies by training them in reading comprehension and textual analysis, critical thinking skills, and research methodologies.
3. Provide mentoring and career counseling to help students transfer to an appropriate upper division program. Almost all of the senior colleges at CUNY allow students to major in History for the baccalaureate degree and many also offer the Master’s degree in History. Finally, the Graduate Center has a Ph.D. program in all specialized fields of History.

EDUCATIONAL AND CAREER GOALS

1. Provide students with extensive training in reading comprehension and textual analysis, critical thinking skills, and research methodologies.
2. Mentor students and provide career counseling to help them make informed choices when selecting a transfer program in History.

STUDENT RECRUITMENT

The department has a strong relationship with the LaGuardia High School and the College Now program, many of whose students are already taking college level History classes. In addition, students in the Secondary Education program who want to become History teachers would also be interested in the History option.

SUPPORT

The History Option is a very feasible program to institute at the college and will require no additional expenditure of resources or reassignment of personnel. In addition, the Option will draw upon many of the strengths already available to the college. The Social Science department has a core group of five full-time History faculty who teach a comprehensive range of classes in various fields of History. The department has also hired a new Political Scientist who can teach a wide range of classes that can supplement the History offerings. Another strength of the department is the Urban Studies Program which is seen as an integral part of the History Option we are proposing. Some of the History faculty also teach Urban Studies courses which allows them to offer a diversified range of specialized, topical courses that allow students to examine historical topics in greater depth than that possible in the typical freshman survey course. Others teach historically-based Liberal Arts seminars (such as “Epidemics and History”). The current menu of classes already in the catalog allows the faculty to offer a basic History Option and can serve as the basic underpinning for future program development.

Outside of the Social Science department there are faculty in other departments who regularly teach classes that focus on historical issues and topics that supplement those taught in the Social Science department. In particular, instructors in the English and the Humanities

departments offer classes in such subjects as writing, theater, art history, and literature that reinforce skills emphasized in History offerings. Members of the History faculty are among the more active of those at the college who work with faculty outside their own department and regularly participate in Liberal Arts Clusters. The LaGuardia and Wagner Archives are also a valuable resource and History instructors routinely make use of archival materials in their History and Urban Studies classes.

CURRICULUM

Since the History Option plans to make use of courses already in the college catalogue and does not propose any new courses at this time, the new Option in History will not present any new articulation problems with CUNY senior colleges.

INTEREST AND DEVELOPMENT

In order to test for student interest in the Option, a survey was conducted among a sample of high school and college students. High school students taking classes in the College Now Program at LaGuardia Community College were given questionnaires to fill out. All the college students surveyed were currently enrolled in History classes, which included one class that was part of a Liberal Arts Cluster. A total of 55 high school and 179 college students were surveyed. Of the high school students, 50 (91%) wanted to enter a four-year college and 46 (84%) planned to continue their education beyond the baccalaureate. 18 (33%) students stated that they wanted to major in disciplines that were part of the Humanities and the Social Sciences while the majority intended to major in medicine, business or the sciences. 52 (95%) indicated that they had already taken a History course and 30 (55%) were interested in taking additional History

courses. 27 (49%) of the high school students expressed interest in learning more about career opportunities for History majors.

124 (69%) of the college students surveyed stated that they were commencing their studies at LaGuardia Community College and 150 (84%) planned to transfer to a senior college. 81 (45%) of the college student sample are currently Liberal Arts majors and 119 (66%) intend to continue their education beyond the baccalaureate. 144 (80%) indicated interest in taking additional History courses and 84 (47%) wanted to learn more about career opportunities for History majors. Both high school and college students were asked to rate their level of interest in both becoming History majors and in a new History Option at the college on a five point scale (1= not interested, 5= very interested). The results are as follows:

Are you interested in majoring in History?

| | 1 not interested | 2 | 3 | 4 | 5 very interested |
|-------------|------------------|-----|-----|-----|-------------------|
| High School | | | | | |
| F | 20 | 4 | 13 | 11 | 7 |
| % | 36% | 7% | 24% | 20% | 13% |
| LaGuardia | | | | | |
| F | 31 | 32 | 63 | 22 | 30 |
| % | 17% | 18% | 35% | 13% | 17% |

Are you interested in enrolling in a History Option at the college?

| | 1 not interested | 2 | 3 | 4 | 5 very interested |
|-------------|------------------|----|-----|-----|-------------------|
| High School | | | | | |
| F | 23 | 5 | 21 | 4 | 2 |
| % | 42% | 9% | 38% | 7% | 4% |
| LaGuardia | | | | | |
| F | 41 | 17 | 58 | 30 | 31 |
| % | 23% | 9% | 32% | 18% | 18% |

The results of the survey show that the overwhelming majority of the students who completed the questionnaire plan to continue their education beyond the two-year degree. The results also show that there is sufficient student interest in History to justify the creation of the History Option.

CURRENT CURRICULUM

| Liberal Arts: Social Sciences and Humanities Curriculum: AA Degree | Liberal Arts Elective Options |
|---|--|
| <p>Counseling New Student Seminar 0</p> <p>English: 11 credits Composition I ENC/G101 3 Writing Through Literature ENG102 3 Preparing and Writing the Research Paper ENG103 2 Liberal Arts Elective 3</p> <p>Humanities: 3 credits Liberal Arts Elective 3</p> <p>Education and Language Acquisition: 3 credits Introduction to Language ELL101 3</p> <p>English/Humanities: 3 credits Liberal Arts Elective 3</p> <p>Liberal Arts: 4 credits Integrating Seminar: Liberal Arts Cluster LIB110* 1 Humanism, Science & Technology: Liberal Arts Seminar LIB200 3</p> <p>Mathematics: 3 credits <i>Select one of the following courses:</i> 3 College Algebra and Trigonometry MAT115 Elementary Statistics I MAT120</p> <p>Natural and Applied Sciences/Mathematics: 6 credits Liberal Arts Lab Science Elective 3 Liberal Arts Science or Math Elective 3</p> <p>Social Science: 9 credits Liberal Arts Elective 3</p> <p><i>Select one of the following courses:</i> 3 Introduction to Anthropology SSA100 Cultural Anthropology SSA101 Introduction to Microeconomics SSE103 Introduction to Macroeconomics SSE104 U.S. Power and Politics SSP101 Political Ideas and Ideologies SSP 250 Introduction to Sociology SSS100 General Psychology SSY101</p> <p><i>Select one of the following courses:</i> 3 Themes in American History to 1865 SSH101 Themes in American History since 1865 SSH102 Western Civilization from Ancient Times to the Renaissance SSH103 Western Civilization from the Renaissance to Modern Times SSH104 World History from Ancient Times to 1500 SSH105 World History from 1500 to the Present SSH106 East Asia Civilization and Societies SSH110 Afro-American History SSH231 Survey of Latin American and Caribbean History SSH232</p> <p>Cooperative Education: 6 credits Fundamentals of Professional Advancement CEP121 3</p> | <p>Core Requirement All students must select 12 credits from the core courses listed below. One course must be taken in four of the following areas.</p> <p>Education and Language Acquisition Core Courses (choose one): Introduction to Bilingualism ELN101* The Puerto Rican Community ELN194 Modern Chinese Literature ELC201 French literature from a Global perspective ELF201 Modern Greek Culture and Literature ELG204 Korean Literature ELK201 Polish Literature ELR201 Russian Literature ELR201 Latin American Literature 1 ELS200 Latin American Literature 2 ELS201 Latin American Civilizations (taught in Spanish) ELS204 Latin American Civilizations (taught in English) ESL205 Latin American Literature in Translation ELS250</p> <p>English Core Courses (choose one): Afro-American Literature ENG225 The Woman Writer ENG247 The Short Story ENG250 The Novel ENG260 The Drama ENG265 Shakespeare ENG266 Introduction to Poetry ENG270 The Great Writer ENG275</p> <p>Humanities Core Courses (choose one): Introduction to Art HUA101 Art in New York HUA195 Oral Communication HUC101 Public Speaking HUC106 The Art of Film HUC150 Art of Theatre HUC170 Introduction to Music HUM101 Introduction to Jazz HUM110 American Music HUM210 Introduction to Philosophy HUP101 Ethics and Moral Issues HUP104 Philosophy of Religion HUP105 Social and Political Philosophy HUP106</p> <p>Mathematics Core Courses (choose one): College Algebra and Trigonometry MAT115 Elementary Statistics I MAT120 Precalculus MAT200 Calculus I MAT201</p> <p>Natural and Applied Sciences Core Courses (choose one): Fundamentals of Biology I SCB201 Fundamentals of Chemistry I SCC201 Foundations of Chemistry SCC210 Fundamentals of Physics I SCP201</p> <p>Social Science Core Courses (choose one): Introduction to Anthropology SSA100 Introduction to Cultural Anthropology SSA101 Introduction to Microeconomics SSE103 Introduction to Macroeconomics SSE104</p> |

| | |
|--|--|
| <p>Full-Time Internship CEP201 3 (Both Day and Extended Day students are required to take CEP121. Extended Day students may take CEP201 or an unrestricted elective course.)</p> <p>Liberal Arts Electives: 6 credits 6 (Any course in Communication Skills, Education and Language Acquisition, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Science EXCEPT when noted as unrestricted elective in DegreeWorks or the College Catalog. See pages 163-164 for these courses.)</p> <p>Unrestricted Electives: 6 credits 6 One elective must be an urban study course. See page 165 for these courses.</p> <p style="text-align: center;">Total credits: 60</p> <p>*Introductory Cluster Requirement An introductory cluster containing four courses with an Integrating Seminar (LIB110, one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute a Liberal Arts elective.</p> | <p>U.S. Power and Politics SSP101 Political Ideas and Ideologies SSP250 Introduction to Sociology SSS100 General Psychology SSY101</p> <p>*Fulfills urban study requirement.</p> |
|--|--|

DRAFT CURRICULUM: LIBERAL ARTS AND SCIENCES HISTORY OPTION, A. A.

Counseling

New Student Seminar 0

English: 11 credits

Composition I ENC/G101 3

Writing Through Literature ENG102 3

Preparing and Writing the Research Paper ENG103 2

Liberal Arts Elective 3

Humanities: 3 credits

Liberal Arts Elective 3

English/Humanities: 3 credits

Liberal Arts Elective 3

Education and Language Acquisition: 3 credits

Study of Language ELL101 3

Liberal Arts: 4 credits

| | |
|---|---|
| Integrating Seminar: Liberal Arts Cluster LIB110* | 1 |
| Humanism, Science & Technology: Liberal Arts Seminar LIB200 | 3 |

Mathematics: 3 credits

| | |
|---|---|
| <i>Select one of the following courses:</i> | 3 |
| College Algebra and Trigonometry MAT115 | |
| Elementary Statistics I MAT120 | |

Natural and Applied Sciences/Mathematics: 6 credits

| | |
|---------------------------------------|---|
| Liberal Arts Lab Science Elective | 3 |
| Liberal Arts Science or Math Elective | 3 |

Social Science: 9 credits

| | |
|---|---|
| <i>Select one of the following courses:</i> | 3 |
| Introduction to Anthropology SSA100 | |
| Cultural Anthropology SSA101 | |
| Introduction to Microeconomics SSE103 | |
| Introduction to Macroeconomics SSE104 | |
| U.S. Power and Politics SSP101 | |
| Political Ideas and Ideologies SSP250 | |
| Introduction to Sociology SSS100 | |
| General Psychology SSY101 | |

****Select two of the following courses:** 6

| | |
|---|--|
| Themes in American History to 1865 SSH101 | |
| Themes in American History since 1865 SSH102 | |
| Western Civilization from Ancient Times to the Renaissance SSH103 | |
| Western Civilization from the Renaissance to Modern Times SSH104 | |
| World History from Ancient Times to 1500 SSH105 | |
| World History from 1500 to the Present SSH106 | |
| East Asia Civilization and Societies SSH110 | |
| Afro-American History SSH231 | |
| Survey of Latin American and Caribbean History SSH232 | |

Cooperative Education: 6 credits

| | |
|---|---|
| Fundamentals of Professional Advancement CEP121 | 3 |
| Full-Time Internship CEP201 | 3 |

(Both Day and Extended Day students are required to take CEP121. Extended Day students may take CEP201 or an unrestricted elective course.)

****Liberal Arts Electives: 6 credits**

Select two of the following courses: 6

Themes in American History to 1865 SSH101

Themes in American History since 1865 SSH102

Western Civilization from Ancient Times to the Renaissance SSH103

Western Civilization from the Renaissance to Modern Times SSH104

World History from Ancient Times to 1500 SSH105

World History from 1500 to the Present SSH106

East Asia Civilization and Societies SSH110

Afro-American History SSH231

Survey of Latin American and Caribbean History SSH232

Unrestricted Electives: 6 credits

6

One elective must be an Urban Study course.

Total credits: 60

***Introductory Cluster Requirement**

An introductory cluster containing four courses with an Integrating Seminar (LIB110, one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute a Liberal Arts elective.

**** Students take four History classes and one Urban Studies class to fulfill the History Option. Of the four History classes, at least one must be a class in US History and one must be a non-US History class. The Urban Studies class can be one that focuses on a historical topic.**

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**LETTER OF ARTICULATION BETWEEN
 FIORELLO H. LA GUARDIA COMMUNITY COLLEGE
 CITY UNIVERSITY OF NEW YORK
 AND
 YORK COLLEGE CITY UNIVERSITY OF NEW YORK**

Agreement initiated by: Fiorello H. LaGuardia Community College (LaGCC)

| | |
|--|--|
| Sending College: <u>Fiorello H. LaGuardia Community College</u> | Receiving College: <u>York College</u> |
| Department: <u>Social Science</u> | Department: <u>History and Philosophy</u> |
| Program: <u>Liberal Arts: Social Sciences and Humanities</u> | Program: <u>History</u> |
| Degree: <u>A.A.</u> | Degree: <u>B.A.</u> |

PURPOSE

York College and Fiorello H. LaGuardia Community College (LaGCC) hereby enter into this agreement to facilitate an opportunity for students who wish to transfer from LaGCC’s Associate of Arts degree in Liberal Arts to York College’s Bachelor of Arts degree in History. This agreement specifies the conditions and requirements necessary for LaGCC students to transfer to York College with no loss of credit.

CHANGES

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

NOTICE OF CANCELLATION

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

ADMISSION REQUIREMENTS

All students transferring from LaGCC’s Associate in Arts program to York College’s baccalaureate program must meet the following general requirements:

- 1) Students must have a cumulative grade point average of at least 2.0 on a 4.0 scale.
- 2) York College will accept transfer credits only, not course grades.
- 3) Except for students entering with an Associates Degree, all courses must be completed with a grade of “C” or higher to be accepted as transfer.
- 4) At least 60 semester credits will be accepted towards the York College B.A. degree in History.
- 5) Students eligible for transfer to York College under this agreement must have met at least the minimum requirements for admission to LaGCC, including an official high school diploma or GED diploma and scores.
- 6) During the period of this agreement, both institutions agree:
 - a) To monitor the academic performance of LaGCC students who wish to matriculate at York College under this agreement, identify problems, and work cooperatively to ensure smooth transfer with minimal academic disruption.
 - b) To notify each other concerning any contemplated curricular changes, which would affect the future of this agreement.

Total minimum transfer credits granted toward baccalaureate degree: 60

Total maximum additional Credits required at the senior college level to complete degree: 60

**LIBERAL ARTS: SOCIAL SCIENCES AND HUMANITIES HISTORY OPTION MAJOR
AT FIORELLO H. LAGUARDIA COMMUNITY COLLEGE
COURSE EQUIVALENCY LISTING FOR THE BACCALAUREATE DEGREE AT YORK COLLEGE**

| COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED | | | | | |
|--|---|----|---|-------------|----|
| FIORELLO H. LAGUARDIA COMMUNITY COLLEGE | | | YORK COLLEGE EQUIVALENT | | |
| General Education Core Requirements (48 credits) | | | General Education Requirements (42 credits) | | |
| Course | Description | Cr | Course | Description | Cr |
| Counseling | New Student Seminar | 0 | <i>Students with an A.A., A.S. or A.A.S. degree from a CUNY or SUNY community college, with the exception of students in the Nursing Program, will have fulfilled the General Education Requirements except for Writing 301, 302 or 303. Students may still have to take some courses included in the GER if they are required by their major, or they are prerequisites for other courses.</i> | 42 | 42 |
| ENC/G101 | Composition I | 3 | | | |
| ENG102 | Writing Through Literature | 3 | | | |
| ENG103 | Preparing and Writing the Research Paper | 2 | | | |
| English Liberal Arts Elective | Select one course from ENG225, ENG245, ENG250, ENG260, ENG265, ENG266, ENG270, ENG275 | 3 | | | |
| ELL101 | Study of Language | 3 | | | |
| Humanities Liberal Arts Elective | Select one course from HUA101, HUA195, HUC101, HUC106, HUC150, HUC170, HUM101, HUM110, HUM210, HUP101, HUP104, HUP105, HUP106 | 3 | | | |
| English/ Humanities Liberal Arts Elective | Select one course from ENG225, ENG245, ENG250, ENG260, ENG265, ENG266, ENG270, ENG275, HUA101, HUA195, HUC101, HUC106, HUC150, HUC170, HUM101, HUM110, HUM210, HUP101, HUP104, HUP105, HUP106 | 3 | | | |
| LIB110 | Integrating Seminar: Liberal Arts Cluster | 1 | | | |
| LIB200 | Humanism, Science & Technology: Liberal Arts Seminar | 3 | | | |
| Mathematics | Select one of the following courses: College Algebra and Trigonometry MAT115 Elementary Statistics I MAT120 | 3 | | | |
| Natural and Applied Sciences/Mathematics | Select two courses from MAT115, MAT120, MAT200, MAT201, SCB201, SCC201, SCC210, SCP201 | 6 | | | |
| CEP121 | Fundamentals of Professional Advancement | 3 | | | |
| CEP201 | Full-Time Internship | 3 | | | |
| Social Science | Select one course from SSA100, SSA101, SSE103, SSE104, SSP101, SSP250, SSS100, SSY101 | 3 | | | |

| Sub-total General Education Core Requirements | | | 42 | Sub-total General Education requirements | | 42 | 42 |
|--|---|-----------|--|--|------------|-----------|------------------------|
| FIORELLO H. LAGUARDIA COMMUNITY COLLEGE | | | YORK COLLEGE EQUIVALENT | | | | |
| Concentration Requirements (12 credits) Choose FOUR from the following:¹ | | | York College Equivalent History Courses | | | | Crs Granted |
| Course | Description | Cr | | Description | Crs | | |
| SSH101 | Themes in American History to 1865 | 12 | HIST 201 | Beginnings of the American People | 12 | 12 | |
| SSH102 | Themes in American History since 1865 | | HIST 202 | The Emergence of Urban America | | | |
| SSH103 | Western Civilization from Ancient Times to the Renaissance | | HIST 113 | The Birth of Europe | | | |
| SSH104 | Western Civilization from the Renaissance to Modern Times | | HIST 100 | History of the Modern World Since 1815 | | | |
| SSH105 | World History from Ancient Times to 1500 | | HIST 113 | The Birth of Europe | | | |
| SSH106 | World History from 1500 to the Present | | HIST 100 | History of the Modern World Since 1815 | | | |
| SSH110 | East Asia Civilization and Societies | | CLDV 203 | Cultures and Societies of the World: Asia and the Middle East | | | |
| SSH231 SSH232 | Afro-American History Survey of Latin American and Caribbean History | | HIST 272 | African-American History Equivalent to Elective Credit at York College | | | |
| Sub-total Concentration Requirements | | | 12 | Sub- total | | 12 | 12 |
| FIORELLO H. LAGUARDIA COMMUNITY COLLEGE | | | YORK COLLEGE EQUIVALENT | | | | |
| Free Electives (6 credits) | | | | | | | Crs Granted |
| Course | Description | Cr | | Description | Crs | | |
| One elective must be an urban study course. See page 165 of LaGuardia catalog for these courses. | | 6 | | Equivalency dependent upon course taken at LAGCC. | 6 | 6 | |
| Sub-total LAGCC Free Elective Credits | | 6 | Sub-total toward Major Credits | | | 6 | |
| Total Credits Required for the A.A. in Liberal Arts and Sciences | | | 60 | Total Credits Transferred To York College | | 60 | |

¹ Students take four History classes to fulfill the History Option. Of the four History classes, at least one must be a class in US History and one must be a non-US History class.

YORK COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE²

36 ADDITIONAL PROGRAM CREDITS REQUIRED FOR THE HISTORY MAJOR, 120 TOTAL CREDITS REQUIRED FOR THE B.A. DEGREE

| 1. REMAINING HISTORY MAJOR COURSES (30 CREDITS).³ A TOTAL OF 36 CREDITS ARE REQUIRED TO COMPLETE THE MAJOR. | | |
|--|--|-----------|
| Course | Description | Cr |
| | United States History | 0-6 |
| | European History | 0-6 |
| | Asian/African/Latin American History | 0-6 |
| Selected from HIST 201, 202, 203, 204, 205, 206, 210, 220, 257, 258, 262, 263, 264, 272, 273, 274, 275, 276, 277, 278, 311, 312, 313, 315, 316, 326, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 344, 353, 354, 359, 367, 368, 373, 374, 375, 376, 400-403, 490 | An additional 18 credits, at least 12 of which must be in History, and 6 of which may be in a related disciplines at the 200 level or above, with the approval of the department. Students planning to apply to graduate school are strongly advised to attain competency in a foreign language at the 106 level. If a student has taken History courses at LaGuardia that are equivalent to 200-level History courses at York, that student will be given credit towards our major as appropriate. | 18 |
| Sub-total | | 36 |

| 2. ELECTIVE COURSES TO BE COMPLETED AT YORK | | |
|--|--------------------|-----------|
| Course | Description | Cr |
| | various | 24 |
| Sub-total | | 24 |

| 3. ADDITIONAL COURSES TO BE COMPLETED AT YORK | | |
|--|--------------------|-----------|
| Course | Description | Cr |
| General Education requirements | Writing 301 | 3 |

SUMMARY OF 60 CREDITS TO BE TAKEN AT YORK:

| | |
|-------------------------|-----------|
| Major courses | 36 |
| Elective courses | 24 |
| Total credits | 60 |

² To qualify for a degree from York College, students must successfully complete a minimum of 40 credits at York. At least half of the credits in the major program must be taken at York.

³ Each student must complete the identified requirements for a major. To be graduated, students must complete the requirements in a major discipline or in another authorized grouping of courses constituting a major. These courses must be numbered 200 or higher unless otherwise specified in the York College bulletin.

