

History in Harmony: The AHA “Tuning” Project in the Community College and the Closing of the Transfer Gap

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Sarah Shurts

Bergen Community College

DURING THE ECONOMIC RECESSION of the past decade, an increasing number of traditional-age students opted to begin their studies at less expensive local community colleges rather than four-year universities. At the same time, forced by corporate downsizing to develop new career interests, non-traditional students turned to community colleges for courses that fit their schedules.¹ Although vocational programs are still essential to the community college mission, junior colleges today increasingly find their students are matriculating with the intent to transfer to four-year institutions. This pattern has been a boon for transfer programs in the humanities, such as history, that have been able to hire more full-time faculty and claim greater financial and administrative support from the college. However, prioritizing transfer students has also heightened concerns about the problem of a potential “transfer gap.” Community college professors and students alike share this concern: while students might succeed in community college classes, they will not be fully prepared for what is expected of them when they transfer to four-

year schools. This fear has been exacerbated recently by a study released in January 2016 by the National Student Clearinghouse and the Community College Research Center. According to this study:

80 percent of new community college students want to earn a bachelor's degree. However, only 14 percent of the 720,000 degree-seeking students examined in the study—who enrolled in community college for the first time in fall 2007—transferred to and graduated from a four-year university within six years of entry. Among students who started at community college and successfully transferred, only 42 percent completed a bachelor's degree. This is far below the 60 percent degree attainment rate of students who started at public four-year colleges.²

Where such a large transfer gap exists, it is a concern that must be addressed not only by the community college that graduates these students, but also by the four-year institution that accepts them as transfers.

The answer seems to lie in a nationwide conversation, within the various disciplines, about expectations at each level of post-secondary education. The goal of this dialogue would be to make transfer between programs as seamless as possible and to assure faculty at both institutions that students leave one school and enter the next with the skills and competencies they need to be successful. With its Tuning Project, the American Historical Association has begun to engage in this kind of national conversation about transferability. Although Tuning has many facets and can be useful in addressing department curricular reform, assessment, recruitment of majors, and employability, it can be particularly fruitful for those wishing to initiate a conversation about transfer between two- and four-year schools. The discussion that follows considers the problem of the transfer gap for history majors, the rewards and challenges of Tuning, how Tuning has been utilized at a two-year college, the project's role in closing the transfer gap, and how a more seamless transfer can benefit history departments in senior colleges and universities.

The Transfer Gap

My two young boys were playing catch in the yard recently. One threw the ball to the other, who attempted to catch it. As the ball fell to the ground between the two, the recriminations began:

Why didn't you catch it? Why didn't you throw it all the way to me? As I watched, I could not help but think of the problem we face in preparing students to transfer between institutions. Both the community college that sends the students and the four-year college that receives them need to communicate and work together to prevent the student from falling into the gap between. “Too many students are failed by the current system of transfer between community colleges and universities,” said Davis Jenkins, Senior Research Associate at the Community College Research Center.³ This transfer gap is most pronounced among African American and Latino students, as well as first-generation college students, but differences in educational attainment are also increasing between Asian and Caucasian transfer and “native” university students.⁴ Transfer and achievement gaps are notoriously difficult to measure. At Bergen Community College in New Jersey, as at many other community colleges, it is extremely difficult to track student success after graduation. For the 2011 entering first-year cohort, the three-year graduation rate was 19%, while the percentage of students who transferred, before graduation, to senior colleges was 15%. However, this combined graduation/transfer rate of 34% is not a measure of transfer rates, since not all students who graduated were accepted as transfer students. More importantly, there is no data that shows these students' successful completion of a program of study at the transfer school.⁵ At a national level, according to the 2016 study, only 42% of community college transfers attained a bachelor's degree within six years. For these rates to improve, we need dialogue between faculty at both institutional levels. “One way to firm up the transfer pathway,” according to Jenkins, “is to align associate and bachelor's degree programs, something...many colleges don't do well.”⁶ Tuning can provoke exactly this kind of dialogue and help create a framework for faculty wishing to align educational goals at both institutional levels.

In higher education, we often speak of “silos:” the relative isolation between departments and divisions of an institution. These same processes of isolation are at work in the divisions between two- and four-year schools. Although baccalaureate-seeking students are increasingly turning to community colleges to complete their freshman and sophomore years, these two-year colleges often have little connection to the four-year schools where these same students will finish their degrees. This atomization can lead to calcified

sets of standards and expectations at each institutional level. The problem of the transfer gap cannot be seen simply as a failure of community colleges to prepare their students well. Instead, we should recognize it as a failure of faculty and administrators at each level to communicate their expectations for student success. What do community college faculty need to do to help prepare their students for advanced baccalaureate work? How might faculty at senior colleges and universities work more in concert with their peers at the community colleges to articulate expectations for junior and senior history majors?

The community college curricula have traditionally focused on survey-level courses in United States, world, and Western civilization histories, with occasional forays into more specialized fields. Many community college faculty members have long assumed that these are the types of entry-level courses that lower-division students would take in their first years at a four-year college. But, in many colleges, this is no longer the expectation. Interestingly, the debates in community college history departments echo those of our counterparts at senior colleges about the introductory survey courses: Is it better to promote breadth of knowledge or depth of knowledge? Should we emphasize historical content or historical thinking skills? The overarching debate among two-year faculty is, given our limited time with potential history majors, what should we prioritize in order to prepare students for a History B.A. program? Without dialogue between institutions about expectations for learning in the first two years, “course equivalencies” lose any value beyond the number of credit hours transferred.

Many higher education experts have determined that to improve community college transfer rates, we must evaluate these course equivalencies, suggest articulation agreements, and ease the transfer of credits and courses between institutions.⁷ Most community colleges do have articulation agreements with four-year colleges that give students and faculty a sense of seamless transfer. However, this can be misleading. History survey courses are routinely transferred on the basis of shared titles, geographic and temporal topic, and even the number, though not the complexity, of paper assignments. This similarity in coverage, however, does not equate automatically to student competency. As one four-year colleague recently worried, “While there is articulation between our community colleges and

4-year institutions, this is at the level of course for course exchange and raw content, not approach. I’ve currently got three students from community colleges in my classes and they’re working hard and I like them, but they came in with zero historical thinking.”

Articulation agreements are clearly not enough to facilitate student success, especially if our students are not prepared for the expectations in reading, writing, research, and analysis at the upper-division level. A recent College Board report, “Improving Student Transfer from Community Colleges to Four-Year Institutions,” notes that while concerns about credit transfer, funding, and remedial classes are important, it is even more vital to create a “transfer culture” in both community colleges and four-year institutions to support prospective transfer students by providing them with the necessary skills to complete their degrees. “Although researchers will continue to isolate programs, policies and services that sustain and enhance a transfer-going culture,” the report concludes, “more encouraging perhaps is the willingness of faculty and staff, as well as legislators and other policymakers, to take seriously the needs of community college transfer students by addressing the ways in which two- and four-year institutions can serve them effectively.”⁸

This College Board report suggests that faculty input is crucial to help close the transfer gap. One of the ways that history faculty can serve their transfer populations more effectively is to make transparent their expectations for the writing, research, and analytical skills of history majors entering as juniors by sharing their expectations with community college faculty who are responsible for the first two years of history instruction. The goal of this conversation between institutions should be a new clarity, for both students and faculty, about the expectations for what history majors “will know and will be able to do” when they enter as freshmen, when they transfer in as juniors, and then again when they graduate. This requires a sense of shared responsibility for student success. Two-year college history departments cannot be content to say we have done our jobs when students transfer if they then fail at the four-year program. And four-year college departments cannot content themselves with dismissing these struggling students as the result of poor preparation at the two-year level. The two-year colleges need to accept that we have work to do on improving the accuracy of our “throw” and the four-year colleges need to agree that they

have work to do on clarifying how they intend to “catch.” Letting students fall to the ground in between is not an option.

Tuning: Common Ground for Two-Year and Four-Year Schools

If the transfer gap is due to a failure to communicate expectations and priorities between the two levels within history education, then the Tuning project could provide the necessary forum for a nationwide conversation. The concept of Tuning originated in Bologna in 1999 when forty-seven European countries sought a way to make their graduates’ degrees and courses of study more easily equated and transferred across national borders. The goal was to make the expectations for the skills and knowledge that each discipline set for its graduates transparent to its students, the public, and potential employers in any of the forty-seven nations. In 2010, the “European Higher Education Area” was created with the signing of the Budapest-Vienna Declaration. Its mission continues to be the creation of a society where students benefit from mobility between institutions, regardless of national borders, through a “smooth recognition of their qualifications.”⁹ The Bologna process has since spawned similar projects in Latin America and the United States. Russia, Australia, and Japan are in the initial stages of the process.¹⁰ In the U.S., Tuning began with the state-wide project to tune Utah and Indiana schools at the institutional level. However, it was not until 2010, with the introduction of the American Historical Association’s project, that anyone attempted to tune a specific discipline. The initial phase of the AHA project included over sixty faculty members from institutions across the nation, ranging from doctoral-degree-granting universities to community colleges. As this diversity of participants indicates, the conversation about the nature of our discipline is one that provides common ground for all history educators, no matter the level.

Initially, there was a healthy degree of skepticism about the project among participants who feared that it might invite standardization of assessment or curricula. However, as the project continued, the nature of the process was increasingly reassuring in these areas. It has been faculty-driven, institution-specific, and has eschewed standardization, instead asking participating departments to select

those aspects of Tuning most appropriate for their own campuses. One of its most beneficial aspects has been the attempt to coherently define the identity of the discipline and to, in a sense, “brand” that identity for the public. The project has given faculty from across the nation a forum to share their ideas about what history is and what history education should include. From this discussion, we collectively drafted a series of disciplinary core documents designed to articulate the distinctive “skills, knowledge, and habits of mind” that history introduces or enhances for its students. In addition to developing a complex yet comprehensible definition of what history education entails, these documents provide a common language for us to convey what history students are able to do (their competencies) and how they display these skills and knowledge (their assessable outcomes and accomplishments).

Perhaps surprisingly, we did not prioritize content knowledge. While recognizing the importance of content knowledge, the group quickly turned to discussion of the less quantifiable aspects of what history education is intended to accomplish. The discussion of what should be considered a distinctive competency in history helped the Tuning committee move beyond the stock answers of “critical thinking skills” or “effective written communication” to those skills and ways of thinking that uniquely define history, rather than the liberal arts in general. History students, the committee determined, were those who could recognize the value of conflicting narratives and evidence, defend and revise positions based on that evidence, contextualize these materials, and evaluate their credibility and perspectives. They are able to generate open-ended questions and find reliable, source-based evidence to answer these questions, explore multiple perspectives and multiple causations in order to craft an effective narrative of the past, and recognize the importance of changing cultural context when attempting any judgment of the past. Wrestling with these concepts of what history is and what historians do has helped to define a vast discipline in a way that can be translated more effectively to students, parents, administrators and colleagues, and the general public, including potential employers of history students. It has also helped those involved in Tuning, from both two- and four-year institutions, to better understand the learning goals we have for our students and the types of assignments we can create to better assess these skills. By facilitating this conversation

between faculty from different institutions about the shared priorities history educators have for their students at each level, the Tuning project has also created the first step toward closing the transfer gap.

The articulation of a distinctive disciplinary identity for history has also inspired further efforts at both the two- and four-year levels to define history education and to highlight for students the inherent value of a history degree. In the current political and economic climate that often prioritizes STEM programs over humanities programs, defining the unique value of our field for students, administrators, and the general public has tangible benefits. Crafting an identity independent of the other humanities and defining our unique contribution to liberal education, beyond the ubiquitous critical thinking skills, allows faculty to more successfully lobby against departmental mergers and in favor of history requirements within the core curriculum of General Education. Emphasizing for students the variety of marketable skills that have always been inherent in history education and providing evidence that employers recognize these skills can aid in the recruitment and retention of new history majors. Both the contribution to General Education and the number of majors can make a difference in institutional support, financial and otherwise, for history programs, departments, and faculty at both two- and four- year schools.

Benefits of Tuning a Community College History Department

While the two- and four-year colleges can find common ground in the commitment to defining the discipline, promoting the major, and exploring the competencies and capabilities of history students, there are many areas in which the two-year college Tuning process is distinctive from that of four-year institutions. In many community colleges, history has been combined with other departments to create larger humanities or social science departments; history courses are therefore relegated to a “General Education” option within a social science or humanities category. Since these elective choices are very diverse, students can graduate from a two-year college having taken several of these required electives, but never any history courses. Employing the Tuning process in a community college helps history faculty articulate the unique role of history within the larger framework of the liberal arts. Promoting the contribution to

a student’s education that is made by history education specifically, rather than generic humanities or social science courses, in turn promotes the idea that history should have its own place in General Education requirements. At Bergen Community College, this has been aided by the inclusion of “Historical Perspective” as one of the ten General Education Goals for the college.

For Bergen students, the most popular of the transfer degrees is the Associate of Arts in Liberal Arts. Our faculty here encouraged the institution to include two required history courses in this Liberal Arts degree program, in addition to the required elective options in humanities and social science. A separate diversity requirement may be satisfied by taking any one of a variety of courses in literature, language, music, and art, but is dominated by a large number of history courses. In this way, we have ensured that students transferring to a four-year college with a degree in liberal arts have had at least six credits of history—and possibly as many as twenty-one—of the sixty-four credits needed for the A.A. degree. Our history requirement has given the department great visibility among students and security as an independent department. It has also meant that we need a large, full-time history faculty. As an example of the difference this independent requirement can make, Economics has two full-time faculty members, Political Science has one; both departments offer courses lumped into the General Education elective category. On the other hand, we have eight full-time history faculty. Because Bergen’s students are required to take two history courses, students often gain appreciation for the discipline, developing enough interests in history to take more courses. This student demand at Bergen for more course options in history within the Liberal Arts degree led us to create an A.A. with a History option, the community college equivalent of a history major.

While a B.A. or even a B.S. in history is an expected degree program at any four-year college, the A.A. in History is less common at most community colleges nationally. For community colleges interested in creating this degree program, the Tuning process can be a valuable tool for promoting the value of a history major to students and college administrators. The A.A. with History option is a subcategory of the Liberal Arts program, allowing students to take a greater number of history courses as they prepare to transfer as junior history majors. We have expanded our history offerings

as a result. The goal of this A.A. with History Option is to serve as something akin to a history pre-major at a university. Students will gain a broad foundation in introductory-level history courses, both in the traditional surveys and in more specialized topics that they can then transfer to the senior institution.

There is still much debate over the nature of this program, however. Just as there is great need for community college and university-level history faculty members within our area to have an open dialogue about the expectations, skills, and knowledge they expect from transfer students, so is there a need for a discussion of the types of courses that can provide this instruction. Of primary concern is the question of “tiers” within a community college history program. Currently, at Bergen, all of the history courses are taught at an introductory level; there are no prerequisites for any history course. Students without any background in U.S. history can take more thematic courses like U.S. women’s or American labor history. Students may take a course in any topic that interests them at any point in the program. Sometimes this is beneficial, as thematic courses may spark a student’s interest in history. But it presents other problems: without prerequisites, there is no real way to build upon expectations for learning within the program. The alternative is to make introductory survey courses prerequisites for more specialized courses. Doing so might adversely affect enrollments, but it would allow for scaffolding of instruction in historical thinking, research skills, and historiography that students seeking to transfer might be expected to have upon entering their junior year. To assist community college faculty with designing curricula, it is imperative for us to engage in conversations with our colleagues at senior colleges so that we might begin to close the transfer gap. The College Board’s “Improving Student Transfer” report stresses the importance of this communication between faculty in improving transferability.

Closing the Transfer Gap

These questions about scaffolding community college history offerings and the structure of a history pre-major are central to the larger question of the transfer gap. When transfer gaps exist, it may be that two-year history programs need restructuring. Or it may be that a commitment to a single-tiered program could

be ideal and closing the gap involves instead reevaluating skills that are introduced into these entry-level courses. While many of these questions need to be decided by the individual department or institution, there are essential aspects of these questions that should be discussed as part of a collaborative effort with surrounding four-year schools. Once again, the Tuning project has been invaluable in creating these collaborative conversations.

In May 2014, a number of Tuners organized a regional event at Saint Francis College in Brooklyn, “Teaching History to Undergraduates: A Regional Conversation.” Here, 130 historians from the greater New York region convened specifically to discuss expectations and practices of teaching history at both community and senior college levels. The conversation was intended to create opportunities for building partnerships between history faculty members at two- and four-year institutions. Participants were asked to collaborate to answer the following questions: “What should be the expectations for historical thinking skills, research skills, and coverage of content at each level? What problems have you and your students encountered with transfer and articulation? What skills do transfer students seem to be lacking and how can this transfer gap be closed? Should two-year colleges offer courses beyond the traditional introductory surveys? How can we promote seamless and successful transfer from high school or community college to four-year colleges?”¹¹ Participants advocated for more faculty involvement in creating and evaluating articulation agreements. They also agreed that introducing historical thinking skills at the lower-division level is critical for student success, regardless of the type of institution. We have begun trying to implement this collective advice at Bergen. As part of our participation in the Tuning Project, we adopted a “Degree Specifications Profile” specific to our department that provides stakeholders with an overview of our program. We emphasize historical thinking skills and the “habits of mind” of historians, as our statement on program competencies demonstrates.¹²

Participating in a conversation about teaching history to undergraduates naturally led us to reevaluate our curriculum. Bergen Community College continues to teach courses in traditional Western civilization, rather than the increasingly popular world history surveys. We wondered if the absence of world history survey courses at Bergen might be problematic for students aiming to transfer to

colleges like our partner institution Fairleigh Dickinson University, where the world survey is the expectation. In May 2015, Peter Burkholder of Fairleigh Dickinson University (a fellow Tuner) created a survey that we administered to our students to determine if our attention to skills development had been effective in helping community college students to feel more confident transferring to a four-year history program, even if their course requirements did not align exactly for content. The survey asked both sets of students about their ability to identify, read, and analyze primary and secondary sources and formulate historical arguments using these sources.¹³ After a semester of history instruction in which these skills had been emphasized as part of the Tuning process, community college students felt equally well prepared to handle these tasks of history coursework compared to their four-year colleagues.¹⁴ Students who had taken three or more history courses in which historical thinking and research skills were introduced and practiced—regardless of institution—were more likely to understand the interpretive nature of historical work: that primary sources must be read for more than just content, that historiography is important to research, and that a “focused historical argument” must include and weigh multiple perspectives (sources). The only task that Bergen students identified as being deficient in, compared to their senior college peers, was information literacy: specifically those research skills normally introduced at the senior college level.

Thinking about the continuum of history education led Bergen faculty to also think about our entering students coming from New Jersey high schools and the transfer gaps they might encounter. In the state of New Jersey, secondary schools have developed units to meet the expectations of the New Jersey Core Curriculum Content Standard (NJCCCS) for Social Studies and the Common Core State Standards (CCSS). The required courses include U.S. History I, U.S. History II, and World History, rather than Western Civilization. As the Tuning project continues to grow, a natural avenue to explore would be a similar conversation between secondary and post-secondary educators about our goals for content and skill acquisition.¹⁵

Our experience at Bergen led to some specific recommendations for community college history faculty seeking to help students transfer more successfully. Redesigning a program in order to better align student competencies and capabilities with the expectations of

four-year colleges does not necessarily require massive restructuring. Mapping the curriculum to identify where in a curricula certain skills could be introduced, then later practiced, is one important step in the Tuning process. Community college faculty might also do well to develop an introductory methods course for students, in which information literacy, bibliographic and citation skills, and other beginning historical methods are emphasized. Even if all the courses are considered introductory or entry level, they can still introduce the idea of multiple causation, change and continuity, multiple perspectives and author bias, contextualization of events, and rejection of historical inevitability. Students in entry-level courses can still be expected to work with primary and secondary sources and to distinguish between the two, to develop arguments and craft narratives of the past, and to weigh and evaluate the credibility of evidence. These changes reflect the Tuning Project’s learning goals for students of history, but are scaled to reflect the introductory nature of the courses. If we also advised students to select courses based on content areas that are missing in their base of historical knowledge or preparation for the major, instead of those that best fit their schedule that semester, we would go a long way toward helping our students feel more prepared as they move forward as history majors.

Conclusion

Although much of the discussion above has focused on the changes that can be made at the community college level in order to improve transfer, four-year colleges also shoulder responsibility for closing the transfer gap. Just as community colleges must address the expectations for historical thinking and skills in their classes, four-year colleges should recognize and cultivate the unique experience that transfer students might bring to the program. Four-year colleges can benefit enormously from sharing their expectations for junior history majors and actively working to promote successful transfer. Clarifying expectations, articulating the skillsets and knowledge necessary for success, and creating a more seamless transfer experience will mean fewer transfer students struggling or failing as junior history majors. The more these skills are emphasized in the first two years, the more students will see value and purpose in what they are studying. When community colleges,

in collaboration with their four-year colleagues, can provide a clear pathway into the history major and a sense of confidence in the value of what students are learning at each level, four-year colleges will be more likely to retain the History A.A. students as History B.A. graduates.

Our goal of creating a more seamless transfer experience for our students is one that demands greater connection, communication, and cooperation between faculty at both levels. The AHA Tuning Project has created a national forum for beginning this conversation about the values and skills of history students and the capabilities that history students can display upon leaving our programs. Its goal has been to develop a unity, not a uniformity, of expectations and priorities across institutional levels. It is up to faculty at both institutions, working regionally with their institutional counterparts, to carry on this conversation.

Notes

1. According to a 2009 study by the Brookings Institute, community colleges enroll “45 percent of the nation’s college student population, and even higher shares of students of color and those from lower-income backgrounds... In 2004, 67 percent of Latino and 47 percent of black students attending college in this country were enrolled in a community college...Over one-third of those community college students reported that they enroll in order to transfer to a four-year college.” Sara Goldrick-Rab, Douglas N. Harris, Christopher Mazzeo, and Gregory Kienzl, *Transforming America’s Community Colleges: A Federal Policy Proposal to Expand Opportunity and Promote Economic Prosperity* (Washington, D.C.: Metropolitan Policy Program at Brookings, 2009).

2. “New Report Ranks States Based on Colleges’ Performance in Helping Students Transfer to Four-Year Universities and Earn Bachelor’s Degrees: Research Shows Many Community College Students Failed by Current System of Transfer.” The study was compiled by the National Student Clearinghouse Research Center, The Community College Research Center at Columbia Teacher’s College, and the Aspen Institute’s College Excellence Program. The full report is available at <<http://ccrc.tc.columbia.edu/press-releases/new-report-ranks-states-on-colleges-performance-helping-students-transfer.html>>.

3. Ibid.

4. Gloria Crisp and Anne-Marie Nunez, “Understanding the Racial Transfer Gap: Modeling Underrepresented Minority and Non-Minority Students’ Pathways

from Two- to Four-Year Institutions,” *The Review of Higher Education* 37, no. 3 (Spring 2014): 291-320.

5. Historical Graduation and Transfer Rates Report, Bergen Community College, Center for Institutional Effectiveness, 2015. This report reveals that Asian and white students were three times more likely to graduate than African American students (25% versus 8%) and nearly twice as likely to graduate as Latino/a students (at 14%), <<http://www.bergen.edu/about-us/institutional-effectiveness/institutional-research/student-right-to-know>>.

6. Paul Fain, “Graduate, Transfer, Graduate” *Inside Higher Ed*, November 8, 2012, <<https://www.insidehighered.com/news/2012/11/08/high-graduation-rates-community-college-transfers>>.

7. Richard D. Kahlenberg, “Facilitating Community College Transfers,” *The Chronicle of Higher Education Blog* June 3, 2011, <<http://chronicle.com/blogs/innovations/facilitating-community-college-transfers/29590>>.

8. The College Board, “Improving Student Transfer from Community Colleges to Four-Year Institutions: The Perspective of Leaders from Baccalaureate-Granting Institutions,” July 2011, 24, <http://www.jkcf.org/assets/1/7/Perspective_of_Leaders_of_Four-Year_institutions.pdf>.

9. Budapest-Vienna Declaration on the European Higher Education Area, March 2010, <<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>>.

10. Institute for Evidence-Based Change, “Tuning American Higher Education: The Process,” 2012, 1, <http://degreeprofile.org/press_four/wp-content/uploads/2014/09/Tuning-Higher-Education-The-Process.pdf>.

11. Elaine Carey, Sara Haviland, Eric Platt, Sarah Shurts, and Emily Tai, “Teaching Undergraduates: A Conversation in Brooklyn,” *Perspectives in History* (July 2014), <<http://historians.org/publications-and-directories/perspectives-on-history/summer-2014/teaching-undergraduates>>.

12. “Degree Specification Profile for the AA, Bergen Community College,” American Historical Association, <<https://www.historians.org/teaching-and-learning/tuning/tuning-resources/two-year/community-colleges/degree-specification-profile-for-the-aa-bergen-community-college>>.

13. Survey constructed and conducted by Dr. Peter Burkholder of Fairleigh Dickinson University and Dr. Sarah Shurts of Bergen Community College. Burkholder, “Metacognitive Roadblocks,” draft in author’s possession. The revised report will be available on the AHA Tuning website under Tuning Resources, <<https://www.historians.org/teaching-and-learning/tuning/tuning-resources/>>.

14. Our specific Liberal Arts–History Option requirements are online at the American Historical Association, “Going Beyond General Education at the Associate’s Level, Bergen Community College,” <<https://www.historians.org/teaching-and-learning/tuning/tuning-resources/two-year/community-colleges/going-beyond-general-education-at-the-associates-level-bergen-community-college>>.

15. State of New Jersey Department of Education, “Model Curriculum: Social Studies (HS),” <<http://www.state.nj.us/education/modelcurriculum/ss/>>.

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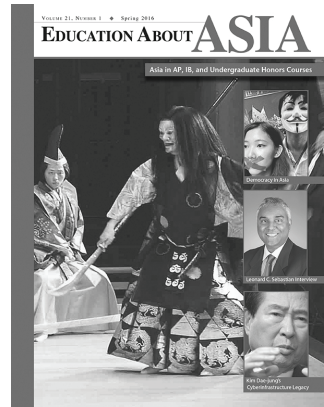


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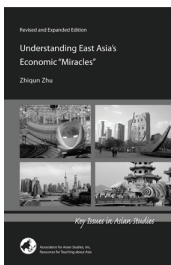
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