**Indiana Commission for Higher Education**

**Program Description—Master of Arts in History**

**To Be Offered by Indiana University as a Collaborative Program at Several Campuses**

## 1. Characteristics of the Program

    a. Campus(es) Offering Program—Collaborative Degree Shared by

        Indiana University Bloomington
        Indiana University East
        IUPUI
        Indiana University Kokomo
        Indiana University Northwest
        Indiana University South Bend
        Indiana University Southeast

    b. Scope of Delivery—Statewide
    c. Mode of Delivery—100% Online
    d. Other Delivery Aspects—None
    e. Academic Unit Offering Program—varies by campus:

        IU Bloomington–College of Arts and Sciences
        IU East—School of Humanities & Social Sciences
        IUPUI—School of Liberal Arts
        IU Kokomo—School of Humanities and Social Sciences
        IU Northwest—College of Arts and Sciences
        IU South Bend—College of Liberal Arts and Sciences
        IU Southeast—School of Social Sciences

## 2. Rationale for the Program

    a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

    **a. Program Goals:**

The Master of Arts in History has been developed as a complement to the recently approved collaborative online Graduate Certificate in History and the M.A.T. in History and will meet two primary goals:

1. The Master of Arts in History will provide dual-credit instructors with the training in the discipline-specific skills and theoretical knowledge specific to the study of History allowing students in the program to specialize in American or World History to increase their content expertise across the spectrum of classes they regularly teach.

2. The Master of Arts in History will complement the recently approved collaborative online Graduate Certificate and M.A.T. in History as an alternative path to meet the Higher Learning Commission's "instructor qualification" accreditation standard.  The HLC requires that individuals teaching classes for college credit should hold a degree in the discipline at least one level higher than the level they teach, or hold a Master's degree in a related field and complete at least 18 degree-specific graduate credits.

- The Graduate Certificate in History provides the 18 credits of required graduate coursework in History to serve dual-credit and community college History instructors who already hold a Master's degree in another field.  Its curricular focus is American History since this is the primary focus of courses approved for dual-credit in Indiana.
- The M.A.T. in History stacks with the Graduate Certificate in History to provide a 30-credit hour Master's degree that combines the 18 credits of graduate course work in History with 12 credits of graduate coursework delivered by the School of Education. This curriculum aligns with career goals of many secondary school educators.
- The 30-credit hour M.A. in History will stack with the 18-credit hour Graduate Certificate in History but will allow those History teachers who wish to increase their content expertise in both American and World History to do so while also meeting the HLC "instructor qualification standards."

- How is it consistent with the mission of the institution?

Following the spirit of the Indiana University Mission Statement, the Office of Online Education and the Advanced College Project partnered with seven IU campuses to develop the Master of Arts in History. This collaborative online degree will help teachers across the state and county to meet the Higher Learning Commission's faculty qualification standards for dual-credit instruction. This partnership, in turn, strengthens IU's relationships with school districts in communities across Indiana and the surrounding region as they provide students with an increasing number of dual-credit courses in the effort to boost college-attendance and timely completion of degrees.

- How does this program fit into the institution's strategic and/or academic plan?

The Indiana University Bicentennial Strategic Plan identified the integration of new educational technologies and collaborative platforms and the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of the state of Indiana.

As a part of this initiative, the university developed IU Online to serve as administrative home to "coordinate and catalyze IU's efforts in this area." The plan summarizes the specific benefits as follows:

Online and hybrid delivery allow IU, through IU Online, to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete, through IU Online, a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

- How does this program build upon the strengths of the institution?

  The Master of Arts in History is proposed as a collaborative degree program to be delivered by seven IU campuses—Bloomington, East, IUPUI, Kokomo, Northwest, South Bend and Southeast. By design, this collaborative program provides efficiencies of scale while maintaining the unique characteristics of the participating campuses.

  *See Appendix 1 for web addresses to:*

  - [Indiana University Mission Statement](#)
  - [Indiana University Bicentennial Strategic Plan](#)
  - [IU Online: A Collaborative Model for Online Education at Indiana University](#).

b. State Rationale

- How does this program address state priorities as reflected in the ICHE's 2020 strategic plan [Reaching Higher in a State of Change](#)?

  The proposed collaborative Master of Arts in History will address each of the three goals cited in *Reaching Higher in a State of Change: Indiana's Agenda for Higher Education.*

  I.   Completion—The collaborative online format of the M.A. in History will reduce the barriers to graduation that impede many face-to-face students in their progress to degree, such as

    a. Conflicts between work and school schedules (addressed by asynchronous course structures);

    b. Flexibility in terms of course load across fall, spring, and summer offerings, and

    c. Increased frequency of individual course-offerings (increased focus on Academic Year as 12-month cycle facilitates students who spread enrollment across all three terms).

  II.   Equity—The collaborative model for IU's Master of Arts in History brings together the collective expertise of Indiana University faculty and incorporates the latest evidence-based research and technological innovation to improve student learning outcomes. This educational model aligns with the Indiana Commission for Higher Education's goal to provide more Hoosiers access to affordable, flexible opportunities for education. IU Online's collaborative partnership model leverages the diverse expertise and resources of campuses to support student success from the admissions/recruitment phase through an orientation to online learning, academic supports such as online math and writing tutoring, success coaching, financial and career services. In this fully online program, these online wrap-around supports promote the goal of supporting students and increasing educational opportunity.

  III.   Talent—The workforce demand for Bachelor of Science graduates is expected to grow at a faster than average rate over the next 10 years with strong growth in wages. Graduates of the IU collaborative online Bachelor of Science in Digital Media and

Storytelling will demonstrate a number of skills highly prized by employers including storytelling, writing, editing, professional presentations, and project management.

c. Evidence of Labor Market Need

    i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

  The collaborative online Master of Arts in History will provide the discipline-specific graduate coursework that dual-credit and community college instructors need to meet the instructor qualification standards set by the Higher Learning Commission's instructor qualification standards. With state legislatures' increased emphasis on the role of dual-credit coursework as a means to reduce time to degree, as well as recent changes in HLC accrediting practices will likely create steady demand for these online programs. Accrediting bodies in several regions across the United States have followed the HLC's lead in revisiting dual-credit "instructor qualification standards," so we anticipate out-of-state demand will grow in tandem to in-state demand.

  History is one of the more highly enrolled dual-credit courses offered across Indiana. The Advanced College Project, which coordinates all of IU's dual-credit programs, anticipates that approximately 200 of its current dual-credit instructors will pursue collaborative Master of Arts in a variety of disciplines to meet HLC standards.

  In the five years since the 2015 HLC policy statement on dual-credit instructor qualifications, ACP has collected the following data pertinent to both need and demand:

  - Indiana has seen a nearly 30% increase in the overall number of high school students taking dual-credit courses.
  - During the 2017-18 academic year, approximately 100,000 Hoosiers enrolled in dual-credit courses and among these 1300 students enrolled in dual-credit American History I/II courses sponsored by ACP.
  - Approximately 160 ACP affiliated dual-credit teachers could use enrollment in the online Graduate Certificate in History to meet HLC standards.

  Once the Master of Arts in History launches, IU will begin to market this program to out-of-state dual-credit and community college political science teachers with the prospect for additional growth in enrollments.

    ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

  This Master of Arts in History is designed to serve secondary and community college instructors. *It is unlikely that many of these students will opt to apply for a Ph.D. program in the areas of History*, but assignments completed for the certificate could be used to prepare an application dossier. Admission to the Master of Arts in History Program will

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not result in admission to the existing face-to-face graduate programs in History at any of the participating campuses.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

  Teachers earning this degree will not only remain eligible to teach dual-credit courses, but also advance in rank and take on additional administrative duties related to instructional coordination within their schools and districts.

  At the national level, in 2017 elementary, middle school, and secondary teachers mean salaries ranged from $60,950 to $62,760 per year, and Instructional Coordinators had a mean salary of $66,680.  In Indiana, average 2017 salaries for elementary, middle school, and secondary teachers were $50,306, $51,407, and $52,673, respectively.  At the national level, the growth in demand (looking ahead to 2026) for instructional coordinators is 11% nationally and 12% in Indiana.   Instructional coordinators in Indiana made an average salary of $60,705.  This analysis suggests that program graduates should see a significant gain of income as a result of completing this degree.

  Source: Indiana Department of Workforce Development, www.in.gov/dwd/ra. Visited 8/30/2018.

  *See Appendix 2 for source data and a summary of Indiana DWD and/or U.S. Department of Labor Data*

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

  In an emergency presentation to the Indiana Commission for Higher Education on October 8, 2015, two representatives from the Center for Excellence in Leading and Learning, Dr. Janet Boyle, Executive Director, and Tyonka M. Perkins, Interim Director of Early College, presented findings about the potential impact of these HLC changes based on a credential analysis of Indiana, dual-credit instructors. Boyle and Perkins found that:

  - Only 30% of current instructors held an M.A. in their field;
  - 1,193 instructors held M.A.T.s, and other graduate degrees in the field of education, but lacked the 18 graduate credit hours in the specific content area in which they teach;
  - A further 600 instructors had neither a Master's degree nor the requisite content area credit hours;
  - In all, more than 43,000 Indiana students were taking dual-credit courses with instructors who did not meet the HLC standards

To meet the needs of these instructors, and by extension, their students, IU's Office of Online Education (OOE) and Advanced College Project (ACP) identified the highest priority dual-credit courses in terms of statewide enrollments, and asked departments and campuses to consider developing online graduate credentials that meet HLC standards for content area instruction and provide a Master's degree.

In order to meet this demand and extend the reach and impact of this program, IU decided to invite all the IU campuses with instructional capacity in this field to develop this program as 100% online collaborative degree.

OOE will use targeted social media marketing and related recruiting tools to reach decision makers in school districts trying to promote technology infusion in the classroom and improve the skills and expertise of their teachers and administrators.

    v.  Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

  ACP speaks with Indiana district superintendents, high school principals, and current dual-credit instructors on a daily basis. According to their analysis, in the five years since the 2015 ICHE presentation, Indiana has seen a nearly 25% increase in the overall number of high school students taking dual-credit courses. In the 2017-18 academic year, nearly 100,000 Hoosiers enrolled in dual-credit courses.

  This Master of Arts in History will enable teachers who have a Bachelor's degree to take a step up the career ladder if they take jobs as instructional coordinators. This could mean a pay increase of $5,000 to $9,000 per year, depending on the educational context and job responsibilities.

    vi.  Letters of Support

- Summarize, by source, the letters received in support of the program.

  *See Appendix 3: Letters of Support from Mike Beam, Director, IU Advanced College Project*

## 3. Cost and Support for Program

  a.  Costs

    i.  Faculty and Staff

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added?

  The faculty and staff required to deliver the Master of Arts in History are in place. No new hires are required.

  *See Appendix 4: Faculty and Staff*

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

  No additional facilities will be required to deliver the online collaborative Master of Arts.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

  No additional capital costs will arise from delivering the Master of Arts in History.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

The Offices of Online Education (OOE) and Collaborative Academic Programs (OCAP) will coordinate and support the delivery of IU's multi-campus online degrees. Campus-specific costs will be covered by existing resources.

ii. Special Fees above Baseline Tuition

Students will be assessed an existing $30 per credit distance education fee, in addition to baseline Trustee approved tuition and mandatory fees. This fee supports online infrastructure, compliance, course design, and student support services.

## 4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Other universities offer non-degree graduate coursework to individual teachers, but these online stackable Master of Arts are unique to IU.

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible.

  See: *CHE Appendix A: Similar Programs at Other Institutions.*

ii. Related Programs at the Proposing Institution

As described above, the IU Online collaborative M.A. in History will join the Graduate Certificate in History, and the M.A.T. in History as a third option to meet the needs and interests of high-school dual-credit and community college History instructors.

- o The Graduate Certificate is a vehicle to provide some or all of the 18 credit hours in History required to meet HLC instructor qualification standards for individuals who already hold a Master's degree in an unrelated field.
- o The M.A.T. in History provides a Master's degree option for individuals who needed both graduate coursework in History and a Master's degree.
- o The M.A. in History will provide dual-credit instructors with the discipline-specific graduate coursework in History and allow them to incorporate greater depth and breadth into their graduate studies in History.

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

  *See CHE Appendix B: Related Programs at the Proposing Institution,*

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

  Southern New Hampshire University
  Arizona State University
  Bowling Green State University

c. Articulation of Associate/Baccalaureate Programs

  **Not Applicable**

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

  The Office of Online Education and the Office of Collaborative Academic Programs are partnering with the Advanced College Project to promote and administer grants from the ICHE and the Department of Education that can provide funds to support graduate study for dual-credit and STEM instructors across the state.

  The collaborative online Master of Arts in History will be listed with the other 100% online programs posted at IU Online web portal and will receive marketing and recruitment support from OOE. Staff and representatives will be trained to answer initial responses regarding the program and refer prospective students to the campuses for follow-up. OOE partners with this academic program to provide marketing and recruitment campaigns that reinforce the overall recruitment message and maximize the utilization of OOE, campus, and program resources. OOE will provide effectiveness tracking of marketing campaigns and establish return on investment for marketing and recruitment of IU Online students.

In addition, OOE has entered into campus partnerships to provide a full suite of services to students in 100% online collaborative degrees.  These services include

- o 24/7 support for students via phone, email and chat,
- o onboarding/orientation to online education at IU,
- o coaching and mentoring services,
- o math and writing tutoring,
- o internship/ coop management,
- o career services.

OOE will play a coordinating role for a variety of administrative matters, working with existing frameworks to handle issues of student conduct, ADA compliance, and advocacy for students enrolled at multiple campuses. With regard to student conduct and student grievances, OOE will facilitate conversations among campuses, and, to the extent possible, seek to resolve the issue using existing campus processes

## 5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

Working professionals will be able to complete the 30-credit hour Master of Arts in History in 24-30 months of consecutive part-time enrollment. Students who can take more than one course at a time may complete the program more quickly.

b. Exceeding the Standard Expectation of Credit hours

**Not Applicable**

c. Program Competencies and Learning Outcomes

**Program goals:**

Students in the collaborative IU Online M.A. in History will:

- Develop a depth and breadth of **Historical knowledge**,
- Practice **historical interpretation**,
- **Think critically**,
- Employ **research and analysis methods**, and
- **Communicate concepts and ideas** with precision and clarity.

**Program learning outcomes:**

Students in the collaborative IU Online M.A. in History will demonstrate:

1. **Effective oral and written historical communication skills**
   - Apply historical methods
   - Identify and describe broader historical context beyond one geographical region

- Explain historiographic trends
- Connect historical events/issues to contemporary situations

2. **Ability to perform research**
   - Locate and identify primary source material (written, visual, material culture, artistic, oral, photographic, video, digital)
   - Locate and identify secondary source material
   - Employ appropriate academic style and citations

3. **Ability to construct original historical arguments**
   - Assess validity of historical sources
   - Analyze historical sources to develop and support an argument
   - Produce article-length original research papers and projects

4. **Develop competencies in digital and public history**
   - Evaluate, develop, and use digital tools for historical research and presentation
   - Employ the methods and theories of digital and public history

**Characteristics of a Typical Course**

**In general, graduate courses in this program will ask students to:**

- Read a minimum of 75-100 pages a week.
- Complete a minimum of 15-25 pages (excluding drafts) of substantive, analytical written assignments that may include:
- Practice staged writing (e.g. writing that builds assignment by assignment to comprise a final substantive semester-long assignment),
- Interact with and/or develop public and digital history products
- Engage in online discussions
- Some courses may require other traditional assessments of historical knowledge, such as:
  - Scholarly book reviews,
  - Annotated bibliographies,
  - Secondary source assessments,
  - Historical essays,
  - Research-driven papers.

d. Pre-requisite coursework

A Bachelor's degree from an accredited institution.

Upon application, students will be admitted directly into the collaborative IU Master of Arts in History from the Graduate Certificate in History if they meet the following standards:

- Successful completion of at least two graduate History courses with a GPA of 3.0 or above.

e. Degree Requirements

**Program Features:**

Students in the IU Online collaborative M.A. in History will complete:

1.  **HIST-T 510 Historical Methodology (3 cr)**—a course which provides students with a survey of current research methods and problems, especially in U.S. history, to illuminate the development of history as a rigorous discipline of inquiry.
2.  **HIST-T 570 Digital and Public History (3 cr)**
3.  One four-course major field in either **U.S. History or World History (12 cr)** chosen from the following course lists:

    **U.S. History** (complete 4 of 5)
    HIST-T 520 Teaching College History
       (change name to "Teaching the U.S. History Survey")
    HIST-T 530 Early America, 1400-1800
    HIST-T 540 The Long 19th Century, 1800-1917
    HIST-T 550 Modern United States, 1917-Present
    HIST-T 560 US and the World –Comparative History

    **World History** (Complete 4 enrollments in at least two courses selected from the following list; courses may be repeated with distinct topics)
    HIST-T 531 European History
    HIST-T 541 Latin American History
    HIST-T 551 Asian History
    HIST-T 561 African History
    HIST-T 571 World History

2.  Minor Field (6 cr)—Two courses chosen from the list of courses in the other track list.

3.  One enrollment in **HIST-T 590 Research Seminar in History (3 cr)**—a semester long research project on a topic of the student's own choosing in consultation with the instructor of record that will culminate in an article-length work (8,000 to 10,000 words excluding notes and bibliography) of original scholarship based on primary and secondary sources.

4.  One enrollment chosen from the following options (3 cr):
    a.  **HIST-T 590 Research Seminar in History**—Students produce an additional semester-long project research on a topic of the student's own choosing in consultation with the instructor of record that will culminate in an article-length work (8,000 to 10,000 words excluding notes and bibliography) of original scholarship based on primary and secondary sources.
    b.  **HIST-T 591 Research Seminar in Digital and Public History (3 cr)** P: T570 Digital and Public History. Students produce a digital or public history project based in original scholarship.
    c.  **HIST-T 592 Thesis (3 cr)** P: T590.  A course in which students build on the article-length project completed in HIST-T 590 according to professional expectations and in consultation with the instructor of record.

*See Appendix 5: for a two-part curriculum map.*

## 5. Projected Headcount and FTE

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:     Indiana University (East, Kokomo, Northwest, South Bend, Southeast, IUB, IUPUI)
Program:                  Master of Arts in History
Proposed CIP Code:        54.0101
Base Budget Year:         2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 21 | 42 | 63 | 84 | 105 | 105 |
|  | 21 | 42 | 63 | 84 | 105 | 105 |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 13 | 26 | 39 | 53 | 66 | 66 |
|  | 13 | 26 | 39 | 53 | 66 | 66 |

*Sum of rounded detail may not equal rounded totals.

| Degree Completion Projection | - | - | - | - | 21 | 21 |
|---|---|---|---|---|---|---|

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:     Indiana University Bloomington
Program:                  Master of Arts in History
Proposed CIP Code:        54.0101
Base Budget Year:         2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
|  | 3 | 6 | 9 | 12 | 15 | 15 |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
|  | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| Degree Completion Projection | - | - | - | - | 3 | 3 |
|---|---|---|---|---|---|---|

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:     Indiana University East
Program:                  Master of Arts in History
Proposed CIP Code:        54.0101
Base Budget Year:         2021-22

| | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
| | 3 | 6 | 9 | 12 | 15 | 15 |
| | | | | | | |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
| | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| | | | | | | |
|---|---|---|---|---|---|---|
| Degree Completion Projection | - | - | - | - | 3 | 3 |

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

# NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:      IUPUI
Program:      Master of Arts in History
Proposed CIP Code:      54.0101
Base Budget Year:      2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
|  | 3 | 6 | 9 | 12 | 15 | 15 |
| **Enrollment Projections (FTE)\*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
|  | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| Degree Completion Projection | - | - | - | - | 3 | 3 |
|---|---|---|---|---|---|---|

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:    Indiana University Kokomo
Program:                  Master of Arts in History
Proposed CIP Code:      54.0101
Base Budget Year:       2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
|  | 3 | 6 | 9 | 12 | 15 | 15 |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
|  | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| Degree Completion Projection | - | - | - | - | 3 | 3 |

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:     Indiana University Northwest
Program:                  Master of Arts in History
Proposed CIP Code:        54.0101
Base Budget Year:         2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
| | 3 | 6 | 9 | 12 | 15 | 15 |
| | | | | | | |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
| | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| Degree Completion Projection | - | - | - | - | 3 | 3 |
|---|---|---|---|---|---|---|

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

Enrollment table (NW)

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:        Indiana University South Bend
Program:                     Master of Arts in History
Proposed CIP Code:           54.0101
Base Budget Year:            2021-22

| | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
| | 3 | 6 | 9 | 12 | 15 | 15 |
| | | | | | | |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
| | 2 | 4 | 6 | 8 | 9 | 9 |

*Sum of rounded detail may not equal rounded totals.

| | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| Degree Completion Projection | - | - | - | - | 3 | 3 |

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location:      Indiana University Southeast
Program:                   Master of Arts in History
Proposed CIP Code:      54.0101
Base Budget Year:        2021-22

|  | Year 1 2021-22 | Year 2 2022-23 | Year 3 2023-24 | Year 4 2024-25 | Year 5 2025-26 | Year 6 2026-27 |
|---|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 3 | 6 | 9 | 12 | 15 | 15 |
|  | 3 | 6 | 9 | 12 | 15 | 15 |
| **Enrollment Projections (FTE)*** | | | | | | |
| Full-time Students | - | - | - | - | - | - |
| Part-time Students | 2 | 4 | 6 | 8 | 9 | 9 |
|  | 2 | 4 | 6 | 8 | 9 | 9 |
| *Sum of rounded detail may not equal rounded totals. | | | | | | |
| Degree Completion Projection | - | - | - | - | 3 | 3 |

CHE Code:
Campus Code:
County Code:
Degree Level:
CIP Code:

Enrollment table (SE)

The [Indiana University Mission Statement](#) can be accessed at https://strategicplan.iu.edu/mission-values-vision/mission.html.

The [Indiana University Bicentennial Strategic Plan](#) can be accessed at https://strategicplan.iu.edu/plan/education.html.

The IU white paper on online collaborative programs, "[January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](#)" can be viewed at https://teachingonline.iu.edu/about/staff/collaborative_model.html.

*Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data—Visited February 25, 2019.*

**Indiana DWD Employment Projections: High School Teachers**

| 25-2031 Secondary School Teachers, Except Special and Career/Technic | Indiana | U.S. |
|---|---|---|
| [2016 Employment](#) | 18,313 | 1,018,700 |
| [2026 projection](#) | 19,501 | 76,800 |
| [Percent Change](#) | 6.5% | 8.0% |
| [Annual Wage 2017](#) | $52,673 | $59,170 |

[Source: Indiana Department of Workforce Development, www.in.gov/dwd/ra](#)

This table was produced by Indiana Department of Workforce Development - Research and Analysis : 2/26/2019 10:24:50 AM

Additional wage and employment projections from: "Summary Report for: 25-2031.00 - Secondary School Teachers, Except Special and Career/Technical Education"

**Wages for Secondary School Teachers,**
**Except Special and Career/Technical Education in INDIANA**

| Location | Pay Period | 10% | 25% | Median | 75% | 90% |
|---|---|---|---|---|---|---|
| United States | Yearly | $39,740 | $47,980 | $60,320 | $77,720 | $97,500 |
| Indiana | Yearly | $35,090 | $41,650 | $50,420 | $63,440 | $75,900 |

Source: Bureau of Labor Statistics [2018 wage data](#) and [2018-2028 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2018-2028). "Projected job openings" represent openings due to growth and replacement.

From https://www.onetonline.org/link/cpopup/w/25-2031.00 "Wages for Secondary School Teachers, Except Special and Career/Technical Education in INDIANA," part of the CareerOneStop suite of web products, sponsored by the U.S. Department of Labor Employment and Training Administration.

**Projected Employment for Secondary School Teachers, Except Special and Career/Technical Education in INDIANA**

| Available Workforce - Projected Employment for Secondary School Teachers, Except Special and Career/Technical Education in INDIANA | | | | |
|---|---|---|---|---|
| **National** | **Employment** | | **Percent Change** | **Projected Annual Job Openings*** |
| **United States** | **2018** | **2028** | 4% | |
| | 1,072,500 | 1,110,600 | | 80,300 |
| | | | | |
| **Indiana** | **2016** | **2026** | 7% | 1,400 |
| | 18,310 | 19,500 | | |

Source: Bureau of Labor Statistics 2018 wage data and 2018-2028 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2018-2028). "Projected job openings" represent openings due to growth and replacement.

From https://www.onetonline.org/link/cpopup/e/25-2031.00 "Projected Employment for Secondary School Teachers, Except Special and Career/Technical Education in INDIANA," part of the CareerOneStop suite of web products, sponsored by the U.S. Department of Labor Employment and Training Administration.

Data accessed through "O*NET OnLine Help: Summary Report." *O*NET OnLine*, National Center for O*NET Development, www.onetonline.org/help/online/summary. Site visited 18 March 2020.

March 18, 2020

To: Hitesh Kathuria, Assistant VP and Director of the Office of Collaborative Academic Programs
Re: MA in History and MA in Political Science

Dear Hitesh,

Recent clarifications to faculty credentialing expectations, as outlined in the Higher Learning Commission's Assumed Practices, jeopardize Indiana's efforts to make dual credit coursework widely and equitably available. Indiana has invested deeply into strengthening and expanding access to quality dual credit opportunities for students in every high school. The majority of high school teachers currently trained to offer dual credit courses do not possess all necessary academic qualifications (hundreds of teachers lack graduate degrees or graduate courses in the discipline). Without intervention, it is clear that many schools will no longer be able to provide dual credit opportunities; the deadline for compliance with HLC expectations is September 1, 2022 for dual credit instructors and September 1, 2017 for all other faculty.

Most teachers do not have access locally to a college or university with significant graduate course offerings. In cases where location is not a barrier, on-campus course offerings are problematic due to the limited availability of the K-12 teacher during typical class hours. Online opportunities for both individual courses as well as degree programs are the only option for working teachers. In particular, courses in English and the Social Sciences are among the most widely offered dual credit courses.

Delivery of Master of Arts in the fields of History and Political Science will provide access to teachers in all areas of the state, in a format conducive to participation, and in two high-impact disciplines. The ACP program provides courses to more than 15,000 students in 170 high schools in the state, collaborating with more than 550 teachers. ACP teachers are extremely interested in enrolling in the necessary coursework and IU is developing enrollment plans with each ACP teacher who does not currently meet HLC expectations. The proposed MA degrees will allow ACP to retain significant numbers of teachers and provide them with a viable and meaningful pathway toward compliance.

I fully support the development of these degrees and am happy to provide additional information if desired.


With regards,


Mike Beam
Coordinator, Precollege and Dual Credit Programs University Academic Affairs

| Master of Arts in History— | | | | |
|---|---|---|---|---|
| **1. Core Coursework:** *Complete both of the following courses:* | | | | |
| HIST-T 510 | Historical Methodology | 3 | **Sub Total** | |
| HIST-T 570 | Digital and Public History | 3 | | **6** |
| **2. One MA History—Major Field (4 courses/12cr):** *Choose A) American History OR B) World History* | | | | |
| **A) American History** *Complete four of five of the following classes:* | | | | |
| HIST-T 520 | Teaching the U.S. History Survey | 3 | | |
| HIST-T 530 | Early America, 1400-1800 | 3 | | |
| HIST-T 540 | The Long 19thCentury, 1800-1917 | 3 | | |
| HIST-T 550 | Modern United States, 1917-Present | 3 | **Sub Total** | |
| HIST-T 560 | US and the World–Comparative History | 3 | | **12** |
| **B) World History** *Complete four enrollments in at least two of the following courses:* **\*\*Courses may be repeated with distinct topics** | | | | |
| HIST-T 531 | European History | 3 | | |
| HIST-T 541 | Latin American History | 3 | | |
| HIST-T 551 | Asian History | 3 | | |
| HIST-T 561 | African History | 3 | **Sub Total** | |
| HIST-T 571 | World History | 3 | | **12** |
| **3. Minor Field (6cr)—** | | | **Sub Total** | |
| *Two courses chosen from the list of courses in the other track.* | | | | **6** |
| **4. Research Part I: Research Seminar (3cr)—** | | | **Sub Total** | |
| *HIST-T 590* | *Research Seminar in History* | 3 | | **3** |
| **5. Research Part II: Research Project (3cr)—** *Complete one of the following 3 classes:* *Students will complete a seminar in which they produce a significant project.* *\*\*May use a second T590 enrollment assuming they produce a distinct research paper.* | | | | |
| HIST-T 590 | Research Seminar in History | | | |
| HIST-T 591 | Research Seminar in Digital and Public History | 3 | **Sub Total** | |
| HIST-T 592 | Thesis | | | **3** |

*CHE Appendix A: Similar Programs at Other Institutions.*

*CHE Appendix B: Related Programs at the Proposing Institution.*

# IU

## New Degree Cover Sheet

**Title of Degree:** Master of Arts in History

**Campus(es) Offering Degree:** BL, EA, IUPUI, KO, NW, SB, SE

**Academic Unit Proposing Degree:**
College of Arts and Sciences, IU Bloomington
School of Humanities and Social Sciences, IU East
School of Liberal Arts, IUPUI
School of Humanities and Social Sciences, IU Kokomo
College of Arts and Sciences, IU Northwest
College of Liberal Arts and Sciences, IU South Bend
School of Arts and Letters, IU Southeast

**Department Hosting Degree:** History; History, Political Science, and Philosophy; History Philosophy, Political Science and Religions Studies;

*\* Please note – this this document cannot exceed two pages. All responses must fit in the allotted space using 10-point font.*

## I. Academic Features

**Goals/Objectives** *(Rationale for the Program):*

To offer a stackable structure for graduate-level instruction to students interested in obtaining applied skills and theoretical knowledge in history. The Master of Arts in History will advance students' knowledge of pedagogy and instructionally focused knowledge to improve teaching college-level introductory history courses. All curriculum programs will support students who are teaching or plan to teach college-level introductory history courses. This graduate degree will be of great interest to high school teachers and community college faculty who need to meet Higher Learning Commission (HLC) faculty qualification standards.

**Principal Components (5a):**

Students in the collaborative online Master of Arts in history program will be able to
- Develop a depth and breadth of historical content knowledge.
- Practice historical interpretation.
- Think critically through demonstration of oral and written historical communication skills.
- Demonstrate effective history teaching at the college level.
- Perform research to locate primary and secondary source material.
- Be able to construct original history arguments.
- Develop competencies in digital and public history.

**Relation to Existing Programs (4a&b):**

The Master of Arts in History will complement the recently approved collaborative online Graduate Certificate and M.A.T. in History as an alternative path to meet the Higher Learning Commission's "instructor qualification" accreditation standard. The HLC requires that individuals teaching classes for college credit should hold a degree in the discipline at least one level higher than the level they teach, or hold a Master's degree in a related field and complete at least 18 degree-specific graduate credits.

**Coherence with Campus Mission (2a):**

This collaborative online degree will help teachers across the state/county to meet the Higher Learning Commission's faculty qualification standards for dual-credit instruction. This partnership strengthens IU's relationships with Indiana school districts and surrounding region as they provide students with an increasing number of dual-credit courses in the effort to boost college-attendance and timely completion of degrees.

**Benefits of the Program for Constituents (2c, iv):**

    **Students**

> These programs will allow high school teachers and community college faculty to meet Higher Learning Commission faculty qualification standards that require instructors to hold a Master's degree in the discipline in which they teach, or to hold a Master's degree in a related field and to have at least 18 credit hours of discipline-specific graduate coursework in the area of instruction.

    **IU**

> As a 100% online degree this program will reach students who cannot attend face-to-face courses, providing innovative online courses taught by regular IU faculty in a degree program that meets IU's expectations for academic excellence.

    **State**

> Since 2015, Indiana has seen a nearly 25% increase in the overall number of high school students taking dual credit courses. IU's graduate certificate, Master of Arts, and the Master of Art for Teachers will give high school and community college instructors the opportunity to gain advanced skill and knowledge in history.

**Opportunities for Degree Recipients (5f) Inclusive of Any Credentials:**

> NA

## II. Implementation:

**Steady State Enrollment/Degree Completion Projections (year five) (enrollment spreadsheet):**

| | |
|---|---|
| Headcount: | 105 |
| FTE: | 66 |
| Degree Recipients: | 21 |

**Steady Resources (year five):**

    *Faculty Resources (3i)*

> The faculty and staff required to deliver the Master of Arts in History are in place. No new hires required.

    *Capital Equipment (3iii)*

> No additional capital costs will arise from delivering this Master of Arts in History.

    *Facilities (3ii)*

> No additional facilities will be required to deliver any of the collaborative Master of Art in History.