

Indiana Commission for Higher Education

Program Description—Graduate Certificate 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—Joint Degree Shared by

Indiana University Bloomington
Indiana University East
Indiana University-Purdue University-Indianapolis
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 and 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 Arts and Letters

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 Graduate Certificate in History has two primary goals:

1. Providing dual-credit instructors with graduate courses in History focused on the discipline-specific skills and theoretical knowledge necessary to teach high-quality American History classes for college credit in Indiana’s high schools and community colleges.

2. Allowing instructors to meet the discipline-specific graduate study component of the Higher Learning Commission’s (HLC) “instructor qualification” accreditation standards as they apply to dual-credit courses.

These two goals are mutually reinforcing. In 2015, the HLC issued guidelines on “instructor qualification” in the effort to ensure that dual-credit courses continues to meet college-level expectations and outcomes even as the number of students completing these classes greatly increases. HLC guidelines mandate that individuals teaching bachelors-level classes for college-credit should hold at least a Master’s degree in the discipline in which they teach; however, the guidelines allow for instructors who hold M.S.Ed., and other Master’s degrees to gain the requisite disciplinary training by completing 18 graduate credits in discipline-specific courses.

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

This certificate answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that promotes retention and completion through innovative online instruction that accommodates the work schedules and family demands of working Hoosiers.

With a focus on extending the reach of dual-credit and community college instruction in high-demand introductory level courses, this Graduate Certificate meets IU’s charge as a public university, which the *Bicentennial Strategic Plan* characterizes as follows:

IU is a public university in a deep sense; it exists to benefit all the people of the state, and the world beyond, and has a charge to continue its long tradition of engagement in the economic, social, environmental, and cultural life of all Hoosiers. This charge applies to all IU campuses, and it has special significance for the regional campuses. These campuses’ communities and regions rely on their respective campuses for undergraduate and professional education that addresses regional needs.

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

- How does this program fit into the institution’s strategic and/or academic plan?
- How does this program build upon the strengths of the institution?

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 “coordinating and catalyzing 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.

See Appendix 1 for web addresses to:

- [Indiana University Bicentennial Strategic Plan](#)
- [January 2016 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 2016 strategic plan [Reaching Higher, Delivering Value.](#)

The proposed collaborative Graduate Certificate in History will address each one of the four goals cited in *Reaching Higher, Delivering Value*.

- I. Completion—Faculty developed the curriculum of the collaborative Graduate Certificate in History to help improve the instruction in college-level American History courses taught in Indiana high schools and community colleges as a part of the dual-credit program, which will in turn promote progress to degree and on time graduation at two- and four-year institutions.
- II. Competency—The collaborative Graduate Certificate in History will serve instructors teaching introductory college-level American History courses. In turn, their students will develop a better understanding how our institutions work, their strengths and weaknesses, knowledge essential to the well-being of the nation and important for success in a wide variety of careers and occupations.
- III. Career— The collaborative Graduate Certificate in History will allow instructors to meet HLC qualification standards so that they can continue to teach dual-credit courses in their schools.
- IV. Delivering Value—Dual-credit courses provide high school and community college students with affordable, transferable credits that they can apply towards completion of both two- and four-year college degrees. Due to the certificate's 100% online mode of delivery, dual-credit instructors will be able to further their education with minimal disruption to their professional and family lives. In addition, IU's Advanced College Project (ACP) has secured a number of grants and other sources of funding that will subsidize tuition costs for affiliated dual-credit instructors through the first few years of this initiative.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

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

Two primary factors are contributing to strong labor market demand for this certificate.

- A) State legislatures across the nation are placing increased emphasis on the role of dual-credit coursework as a means to reduce time to degree.
- B) The HLC and its peer institutions have responded to these initiatives by changing their accreditation standards requiring that dual-credit instructors complete more discipline-specific graduate credits to ensure that the quality of these courses does not decline as their numbers increase.

These trends demand for these online programs is likely to remain strong for at least the next five to ten years.

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 certificate 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 History, but assignments completed for the certificate could be used to prepare an application dossier. Admission to the Graduate Certificate Program will not result in admission to IU Bloomington's doctoral programs.

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?

See Appendix 2: Brief Market and Demand Analysis

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 Learning 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 hold an M.A. in their field;
- 1,193 instructors hold M.A.T.s, and other graduate degrees in the field of education, but lack the 18 graduate credit hours in the specific content area in which they teach;
- A further 600 instructors have neither a Master's degree nor the requisite content area credit hours;
- In all, more than 43,000 Indiana students currently take dual-credit courses with instructors who do 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 ACP identified the highest priority dual-credit courses in terms of statewide enrollments, and asked departments and campuses to consider developing online graduate certificates that will satisfy HLC standards for content area instruction. History courses are among the most highly enrolled dual-credit courses in the state, and there are hundreds of teachers across the state that could complete the collaborative online Graduate Certificate in History to meet HLC standards.

In the three years since the 2015 ICHE presentation, ACP has collected the following data pertinent to both need and demand:

- Indiana has seen a nearly 25% 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.
- Approximately 160 ACP affiliated dual-credit teachers could use enrollment in the online Graduate Certificate in History to meet HLC standards.

See Appendix 2: Brief Market and Demand Analysis

3. 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 Graduate Certificates that stack into the Master of Liberal Studies and other Master's degree programs 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

- 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:

Northwestern University (on-campus)
Columbia University—New York (on-campus)
Central Michigan University (on-campus)

University of Houston—Downtown (online)
Western New Mexico (online)

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.

OOE and the Office of Collaborative Academic Programs, are partnering with ACP 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 Graduate Certificate 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 the OOE. 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 will partner 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.

OOE has entered into partnership arrangements with providers on several IU campuses, to develop a full suite of services for students in 100% online collaborative degrees that include 24/7 tech support for students via phone, email and chat. OOE services include for online students include:

- onboarding/orientation to online education at IU,
- coaching and mentoring services,
- math and writing tutoring,
- internship/ coop management, and
- career services.

In addition, OOE/campus partnerships will also coordinate student conduct, ADA compliance, and student 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

4. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

Working professionals will be able to complete the 18 credit hour Graduate Certificate in History in 15-18 months of consecutive part-time enrollment. Students who can take more than one course at a time may complete the certificate more quickly.

- Credit hours required for the program and how long a full-time student will need to complete the program

For a Curriculum Map see Appendix 6.

b. Program Competencies or Learning Outcomes

Upon completion of the Graduate Certificate in History, students will be able to:

• **Program goals:** Students in the collaborative online Graduate Certificate in History will

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

• **Program learning outcomes:** Students will demonstrate –

1. Effective oral and written historical communication skills

- Apply historical methods
- Identifying and describing broader historical context
- Explaining historiographic trends
- Connecting historical events/issues to contemporary situations
- Employ appropriate academic style and citations

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
- Familiarity with digital tools for historical research

3. Ability to construct original historical arguments

- Assess validity of historical sources
- Analyze historical sources to develop and support an argument

4. Effective history teaching at the college level

- Evaluate teaching methods against collegiate learning outcomes
- Selecting sources and preparing lesson
- Leading classes

• **Characteristics of a Typical Course**

In general, graduate courses in this certificate 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:
 - componentized writing (e.g. staged development with instructor or peer review and revision),
 - staged writing (e.g. writing that builds assignment by assignment to comprise a final substantive semester-long assignment),
 - multimedia or non-traditional assignments (e.g. digital history, podcasting, website creation, etc.)
 - Online discussion questions

- Some courses may require traditional history exams comprised of short answer questions, long-form essay questions, or a combination.

- 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.

• **Pre-requisite coursework**

Students will be admitted directly into the collaborative IU Graduate Certificate in History in accordance with the admission policies and standards of their campus of enrollment.

• **Degree Requirements**

To earn the Graduate Certificate in History, students must complete 18 cr. of graduate history courses –

CORE (3 cr) (Required Course)

HIST-T 590 Research Seminar in History (3 cr)

ELECTIVE COURSES (15 cr) (Student can choose any five out of the following six courses)

HIST-T 510 Historical Methodology (3 cr)

HIST-T 520 Teaching College History (3 cr)

HIST-T 530 Early America, 1400-1800 (3 cr)

HIST-T 540 The Long 19th Century, 1800-1917 (3 cr)

HIST-T 550 Modern United States, 1917-Present (3 cr)

HIST-T 560 US and the World – Comparative History (3 cr)

1. Explain the role of History within the social sciences, the various methods used to build the body of knowledge in History, and the practical application of this knowledge to our political environment.

2. Understand, evaluate and conduct empirical social science research through literature review and the application of tools and strategies for collecting and shaping public opinion, including polling, focus groups, and advertising.
3. Interpret, analyze, and trace the influence of major theories and themes in American political thought.
4. Isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making.
5. Students will be able to evaluate and analyze the institutions, processes, and behaviors associated with American politics.
6. Situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.

Appendix 1: Web addresses to Strategic Plan and IU Online Policies

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

The IU policy paper on online collaborative programs, “[January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](https://uaa.iu.edu/academic/ooe/docs/ooe_model.pdf)” can be viewed at https://uaa.iu.edu/academic/ooe/docs/ooe_model.pdf.

Appendix 2: Brief Market and Demand Analysis

Degree: Graduate Certificate in History

CIP Code used: 54.0101 - History, General

SOC Code(s) used: 25-2031.00 - Secondary School Teachers, Except Special and Career/Technical Education

Campus: IU Office of Online Education

Delivery: Online

OUTLOOK

Source: <http://www.onetonline.org/>

National Outlook: Above average

Indiana Outlook: Above average

Average Salary: National: \$59,170 annual; Indiana: \$50,850

Projected growth (2016-2026): National: +8%; Indiana: +7%

Projected annual job openings (due to growth and net Replacement):

National: 79,500

Indiana: 510

COMPETITION

Source: IPEDS College Navigator¹

Other Indiana institutions offering program:

0 Indiana campuses offer this degree at the “Post-baccalaureate Certificate” level (none online)

Number of institutions offering degree nationally:

Certificates: 17 (3 online)

2015-17 IPEDS Completions data

Post-baccalaureate or Post-Master’s Certificate: 46 (0 from Indiana²)

Notes:

¹ The College Navigator does not differentiate certificate LEVEL and may include undergraduate certificates.

² Indiana completions are reported by IUPUI as Post-Baccalaureate Certificates.

Appendix 3: Graduate Certificate in History Degree Map

Graduate Certificate in History—Curriculum Map	
1. History: Scope and Empirical Theory (One 3-credit course)	
Learning Outcome: Students will be able to describe the subfields of History, the central questions they address, and the methods they typically employ.	
Course #	Course Title
HIST-T 590	Introduction to the Study of Politics 1
2. Methods (Three 3-credit courses)	
Learning Outcome: Students will be able to evaluate and critique empirical social science research through literature review and the application of tools and strategies of political analysis.	
Course #	Course Title
HIST-T 510	Research Methods in History
3. Political Theory and Political Thought (One 3-credit course)	
Learning Outcome: Students will be able to interpret, analyze, and trace the influence of major political thinkers and movements that have influenced the development of American democracy.	
Course #	Course Title
HIST-T 520	Political Philosophy
4. Political Behavior—Mass Political Behavior, Opinion, and Identities (One 3-credit course)	
Learning Outcome: Students will be able to isolate and analyze factors that shape the political attitudes, beliefs and preferences on individuals and groups and map their impacts on political behavior and decision-making.	
Course #	Course Title
HIST-T 530	Public Opinion: Approaches and Issues
5. Government and Political Institutions (One 3-credit course).	
Learning Outcome: Students will be able to evaluate and analyze the major institutions of American national politics.	
Course #	Course Title
HIST-T 540	American Politics
6. American Politics in a Comparative Perspective (One 3-credit course)	
Learning Outcome: Students will be able to situate and analyze American political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.	
Course #	Course Title
HIST-T 550	Comparative Politics