

Indiana Commission for Higher Education

Program Description—Master of Arts in Political Science

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
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:

College of Arts and Sciences, Bloomington
School of Humanities and Social Sciences, East
School of Humanities and Social Sciences, Kokomo
College of Arts and Sciences, Northwest
College of Liberal Arts and Sciences, South Bend
School of Social Sciences, Southeast

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 Political Science has two primary goals:

1. Providing dual credit instructors with graduate courses in Political Science focused on the discipline-specific skills and theoretical knowledge necessary to teach high-quality American Government classes for college credit in Indiana’s high schools and community colleges.
2. The Master of Arts in Political Science will complement the recently approved collaborative online Graduate Certificate and M.A.T. in Political Science 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 Political Science provides the 18 credits of required graduate coursework in Political Science to serve dual credit and community college Political Science instructors who already hold a Master's degree in another field. Its curricular focus is American Political Science since this is the primary focus of courses approved for dual credit in Indiana.
 - The M.A.T. in Political Science stacks with the Graduate Certificate in Political Science to provide a 30-credit hour Master's degree that combines the 18 credits of graduate course work in Political Science 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 Political Science will stack with the 18-credit hour Graduate Certificate in Political Science but will allow those Political Science teachers who wish to increase their content expertise in both American and World Political Science 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 six IU campuses to develop the Master of Arts in Political Science. 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 "coordinates and catalyzes 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 in Arts in Political Science is proposed as a collaborative degree program to be delivered by six IU campuses—Bloomington, East, 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](#)
- [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 2020 strategic plan [Reaching Higher in a State of Change](#)?

The proposed collaborative Master of Arts in Political Science will address each one of the three goals cited in *Reaching Higher in a State of Change*.

- I. Completion—The collaborative Master of Arts in Political Science is designed to improve Political Science instruction in both college-level American Political Science courses taught in Indiana high schools as a part of the dual credit program and community colleges and other Political Science classes taught by dual credit instructors. These programs give students a head start on their college studies, bank credits and prepare students for success in their first semesters of college enrollment, which is essential to timely progress to degree and on-time graduation.
- II. Equity—As mentioned above the collaborative Master of Arts in Political Science will serve instructors teaching introductory college-level American Political Science courses. Understanding American government and institutions in all their complexity is essential to the well-being of the nation and provides a foundation for success in a wide variety of occupations and careers.
- III. Talent—The collaborative Master of Arts in Political Science will provide the graduate level instruction in Political Science required to build content expertise and allow graduates to meet the Higher Learning Commission's "instructor qualification" standards. The online delivery method will allow teachers to integrate these graduate courses into their regular teaching schedule and /or take courses over the summers.

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 Political Science 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.

Political Science is one of the more highly enrolled dual credit courses offered across Indiana. According to figures provided by IU's Advanced College Project, which coordinates all of IU's dual credit programs, approximately 1300 students completed ACP dual credit enrollments in American Government in the 2017-18 academic year. They also estimate that another 2500 Indiana students will take dual credit American Government equivalents during 2017-18 in programs not administered by IU.

Once the Master of Arts in Political Science is launched, IU will be able 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 Political Science 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 field of political science, but assignments completed for the degree could be used to prepare an application dossier. Admission to the IU Online collaborative M.A. in Political Science will not result in admission to the existing face-to-face graduate programs in political science at 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 2018 the average salary for secondary teachers was \$61,666 per year, and instructional coordinators averaged \$66,290. In Indiana, average 2018 salaries for secondary teachers were \$50,250, and instructional coordinators made \$55,750, respectively. Looking ahead to 2026, demand for secondary teachers and instructional coordinators is projected to grow at 7% and 12%.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, High School Teachers*, retrieved May 5, 2020.

<https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-9>

O*NETOnline, Summary Report for 25-2031.00-Secondard School Teachers, except Special and Career/Technical Education, retrieved May 5, 2020.

<https://www.onetonline.org/link/summary/25-2031.00>

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 Master's or another graduate degree 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 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, the Office of Online Education and the Advanced College Program of Indiana University identified the highest priority dual credit courses in terms of statewide enrollments, and asked departments and campuses to consider developing online graduate certificates and degrees that satisfy HLC standards for content area instruction. Political Science courses are among the most highly enrolled dual credit courses in the state, and there are hundreds of dual credit teachers across the state that could complete the collaborative online Master of Arts in Political Science to meet HLC standards.

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.

To promote these programs, OOE will use targeted social media marketing and related recruiting tools to reach decision makers in school districts across the state and nation.

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.

This Master of Arts in Political Science 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 Political Science are in place. No new hires 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.

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 this degree.

b. Support

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

The Offices of Online Education (OOE) and Collaborative Academic Programs (OCAP) 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

OOE and OCAP are supported by a portion of the \$30 per credit fee tied to students pursuing 100% online degree programs. These funds support course development and a variety of student support services including success coaching and tutoring.

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 this stackable online Graduate Certificate/Master of Arts is 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:

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, 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 Political Science will be listed with the other 100% online programs posted at IU Online web portal and will receive marketing and recruitment support from the Office of Online Education (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 offices on several IU campuses to provide services to students in IU's 100% online collaborative degrees. These services include:

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

In addition, these 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

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 Political Science 24 to 30 months of consecutive part-time enrollment. Students who can take more than one course at a time may complete the degree more quickly.

b. Exceeding the Standard Expectation of Credit hours

Not Applicable

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

See Appendix 5 for a two-part curriculum map.

d. Program Competencies or Learning Outcomes

Program Goals:

Students in the IU Online Collaborative Master's in Political Science will:

- Develop a sophisticated understanding of the approaches and methods Political Scientists use to analyze and explain political institutions and behavior.
- Read, interpret, and evaluate literature in the discipline.
- Focus their studies to develop advanced understanding in one of two tracks, American Politics or World Politics

Program learning outcomes: Students will demonstrate –

Upon completion of the Master of Arts in Political Science, students will be able to:

1. Explain the role of political science within the social sciences, the various methods used to build the body of knowledge in political science, and the practical application of this knowledge to our political environment.
2. 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 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. Evaluate and analyze political institutions, processes, and behaviors.
6. Situate and analyze political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.

6. Projected Headcount and FTE

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University (East, Kokomo, Northwest, South Bend, Southeast, IUB)
 Program: Master of Arts in Political Science -- Aggregate
 Proposed CIP Code: 45.1001
 Base Budget Year: 2021-22

	Year 1 <u>2021-22</u>	Year 2 <u>2022-23</u>	Year 3 <u>2023-24</u>	Year 4 <u>2024-25</u>	Year 5 <u>2025-26</u>	Year 6 <u>2026-27</u>
Enrollment Projections (Headcount)						
Full-time Students	-	-	-	-	-	-
Part-time Students	<u>18</u>	<u>36</u>	<u>54</u>	<u>72</u>	<u>90</u>	<u>90</u>
	18	36	54	72	90	90
Enrollment Projections (FTE)*						
Full-time Students	-	-	-	-	-	-
Part-time Students	<u>11</u>	<u>23</u>	<u>34</u>	<u>45</u>	<u>56</u>	<u>56</u>
	11	23	34	45	56	56
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection	-	-	-	-	18	18

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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Indiana University Bloomington
 Program: Master of Arts in Political Science
 Proposed C 45.1001
 Base Budge 2021-22

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>

Enrollment Projections (Headcount)

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>	<u>15</u>
	3	6	9	12	15	15

Enrollment Projections (FTE)*

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>9</u>
	2	4	6	8	9	9

*Sum of rounded detail may not equal rounded totals.

Degree Completion F	-	-	-	-	3	3
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Indiana University East
 Program: Master of Arts in Political Science
 Proposed C 45.1001
 Base Budge 2021-22

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>

Enrollment Projections (Headcount)

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>	<u>15</u>
	3	6	9	12	15	15

Enrollment Projections (FTE)*

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>9</u>
	2	4	6	8	9	9

*Sum of rounded detail may not equal rounded totals.

Degree Completion F	-	-	-	-	3	3
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Indiana University Kokomo
 Program: Master of Arts in Political Science
 Proposed C 45.1001
 Base Budge 2021-22

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>

Enrollment Projections (Headcount)

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>	<u>15</u>
	3	6	9	12	15	15

Enrollment Projections (FTE)*

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>9</u>
	2	4	6	8	9	9

*Sum of rounded detail may not equal rounded totals.

Degree Completion F	-	-	-	-	3	3
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution, Indiana University Northwest
 Program: Master of Arts in Political Science
 Proposed (45.1001
 Base Budg 2021-22

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>

Enrollment Projections (Headcount)

Full-time Student	-	-	-	-	-	-
Part-time Student	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>	<u>15</u>
	3	6	9	12	15	15

Enrollment Projections (FTE)*

Full-time Student	-	-	-	-	-	-
Part-time Student	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>9</u>
	2	4	6	8	9	9

*Sum of rounded detail may not equal rounded totals.

Degree Completion F	-	-	-	-	3	3
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Indiana University South Bend
 Program: Master of Arts in Political Science
 Proposed C 45.1001
 Base Budge 2021-22

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

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

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/ Indiana University Southeast
 Program: Master of Arts in Political Science
 Proposed C 45.1001
 Base Budge 2021-22

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>

Enrollment Projections (Headcount)

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>	<u>15</u>
	3	6	9	12	15	15

Enrollment Projections (FTE)*

Full-time Studer	-	-	-	-	-	-
Part-time Stude	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>9</u>	<u>9</u>
	2	4	6	8	9	9

*Sum of rounded detail may not equal rounded totals.

Degree Completion F	-	-	-	-	3	3
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

Appendix 1: Web Addresses 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: Summary of Indiana DWD and/or U.S. Department of Labor Data—Sites visited May 5, 2020.

Indiana and US Department of Labor Workforce Data – High School Teachers

Quick Facts: High School Teachers	US National	Indiana
2019 Annual Pay (average)	\$61,666 per year	\$50,250
Typical Entry-Level Education	Bachelor’s degree, Master’s preferred.	Bachelor’s degree, Master’s preferred.
On-the-job Training – Professional Development is required for licensure	None	None
Number of Jobs US, 2018-2028 Indiana, 2016-2026	1,072,500	18,310
Job Outlook , US, 2018-2028 Indiana, 2016-2026	+4% (As fast as average)	+7%
Projected Employment US 2018-2028 Indiana, 2016-2026	1,110,600	19,500
Projected Annual Job Openings , US, 2018-2028 Indiana, 2016-2026	80,300	1,400

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, High School Teachers*, retrieved May 5, 2020. <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-9>

O*NETOnline, Summary Report for 25-2031-Secondary School Teachers, Except Special and Career/Technical Education, retrieved May 5, 2020. <https://www.onetonline.org/link/summary/25-2031.00>

Indiana and US Department of Labor Workforce Data – Elementary, Middle, and High School Administrators

Quick Facts: Elementary, Middle, and High School Administrators	US National	Indiana
2019 Annual Pay (average)	\$96,400 per year	\$87,840
Typical Entry-Level Education	Master’s degree/licensure	Master’s degree/ licensure
Work Experience in a Related Occupation	Five years or more	Five years or more
On-the-job Training	None	None
Number of Jobs US, 2018-2028 Indiana, 2016-2026	275,400	4,390
Job Outlook, US, 2018-2028 Indiana, 2016-2026	+4%	+7%
Projected Employment US 2018-2028 Indiana, 2016-2026	286,600	4,690
Projected Annual Job Openings, US, 2018-2028 Indiana, 2016-2026	22,900	360

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Elementary, Middle, and High School Administrators*, retrieved May 6, 2020. <https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm>

O*NETOnline, *Summary Report for 11-9032.00-Educators Administrators, Elementary and Secondary School*, retrieved May 6, 2020. <https://www.onetonline.org/link/summary/11-9032.00>

Appendix 3-Letters of Support—IU Advanced College Project

January 24, 2020

To: Hitesh Kathuria, Assistant VP and Director of the Office of Collaborative Academic Programs
Re: Graduate Certificate in Spanish

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.

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 a Graduate Certificate in Spanish will provide access to teachers in all areas of the state, in a format conducive to participation. 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 Graduate Certificate will allow ACP to retain significant numbers of Spanish teachers and provide them with a viable and meaningful pathway toward compliance.

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

With regards,

Mike Beam
Assistant Vice-President for School Partnerships, University Academic Affairs, Indiana University

Appendix 4: Faculty and Staff

Faculty currently teaching, scheduled to teach, or expressing interest in teaching future graduate political science courses for dual credit instructors include:

William Bianco, Professor of Political Science, Department of Political Science, College of Arts and Science, IUB

Gerald Wright, Professor of Political Science, Chair, Department of Political Science, College of Arts and Sciences, IUB

Armando Razo, Associate Professor of Political Science, College of Arts and Sciences, IUB

E. Scott Lee, Assistant Professor of Political Science, Department of Criminal Justice and Political Science, School of Humanities and Social Sciences, IU East

M. Todd Bradley, Associate Professor of Political Science, Department of History, Political Science, and Philosophy, School of Humanities and Social Science, IU Kokomo

Marie Eisenstein, Associate Professor of Political Science, Department of History, Philosophy, Political Science, and Religious Studies, College of Arts and Sciences, IU Northwest

Steven Gerencser, Professor of Political Science, Chair, Department of Political Science, College of Liberal Arts and Sciences, IU South Bend

Joseph Wert, Professor of Political Science, Coordinator, Program in Political Science, School of Social Science, IU Southeast

Additional faculty may be recruited from political science programs and departments at the six IU campuses participating in the collaboration. In all cases, instructors will hold a terminal degree.

Master of Arts in Political Science—Curriculum Map

I. Political Science Core (18 cr)

	Course #	Course Title
1. Political Science: Scope and Empirical Theory (3cr) Students will be able to describe the subfields of political science, the central questions they address, and the methods they typically employ.	POLS-P 570	Introduction to the Study of Politics 1
2. Methods (3cr) 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.	POLS-Y 580	Research Methods in Political Science
3. Political Data Analysis (3cr) Students will be able to collect and analyze data in political contexts.	POLS-Y 575	Political Data Analysis
4. National Political Institutions (3cr) Students will be able to evaluate and analyze political institutions, processes, and behaviors	POLS-Y 529	National Institutions
5. Comparative Politics (3cr) 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.	POLS-Y 657	Comparative Politics
6. Capstone (3cr) Students will apply political science methods and skills to complete a capstone project.	POLS-Y 6XX	Capstone

II. Political Science Tracks (12 cr)

Students complete either: A) American Politics or B) World Politics

A) American Politics Track	Course #	Course Title
1 Political Theory and Political Thought (3cr) 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.	POLS-Y 675	Political Philosophy
2. Political Behavior—Mass Political Behavior, Opinion, and Identities (3cr) 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.	POLS-Y 567	Public Opinion: Approaches and Issues
3. American Government and Political Institutions (3cr) Students will be able to evaluate and analyze the major institutions of American national politics.	POLS-Y 661	American Politics
4. One Additional POLS Graduate course chosen from the World Politics Track list (3cr)	POLS-X XXX	
B) World Politics Track	Course #	Course Title
1. International Relations (3cr) Students will apply, critique, analyze and synthesize the dominant views and conceptual tools of international relations as they apply to core controversies and global predicaments.	POLS-Y 669	International Relations
2. Comparative Politics (3cr) Students will be able to situate and analyze political institutions, processes, and behaviors in a comparative perspective that accounts for regional and international differences.	POLS-Y 757	Comparative Politics
3. World Political Economy (3cr) Students will be able to analyze and discuss the ethical and philosophical dimensions of the interaction of economics and political science principles in public policy and societal institutions.	POLS-Y 530	World Political Economy
4. Issues in World Politics (3cr) Students will study and analyze a particular topic or issue in world politics.	POLS-Y 508	Issues in World Politics