

Indiana Commission for Higher Education

Program Description—Master of Arts for Teachers 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
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)

- i. Why is the institution proposing this program?

b. **Program Goals:**

The Master of Arts for Teachers 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 Higher Learning Commission’s “instructor qualification” accreditation standards (HLC standards) by providing a Master’s degree program that incorporates 18 credit hours of discipline-specific graduate study.

These two goals are mutually reinforcing. In 2015, the HLC issued guidelines on “instructor qualification” in the effort to ensure that dual-credit courses continue 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.

The Master of Arts for Teachers in History will “stack” with the recently approved Graduate Certificate in History to meet the needs of the full spectrum of current and new dual-credit instructors attempting to meet the HLC standards. The certificate provides a degree plan and structure to admit and track students who simply need the discipline-specific graduate coursework in History. Students who hold a Master’s degree and already have graduate History coursework on transcript need not complete the full certificate to meet HLC standards. Students who hold an M.S.Ed. or related Master’s degree can complete the certificate to document that they have completed the requisite 18 credit hours of graduate coursework. Students who need both the graduate coursework and a Master’s degree can enroll in the certificate and transition into the Master of Arts for Teachers in History after completing 6 credit hours of certificate work with acceptable grades. To earn the Master of Arts for Teachers in History, students will complete the 18 credit hours required for the Graduate Certificate in History and 12 additional credit hours of graduate coursework offered by the Schools of Education. This structure allows students to earn the graduate credits they need while streamlining the admissions and credentialing processes by taking full advantage of the online mode of instruction and the coordinated investment of instructional resources and support services made possible by IU’s collaborative model for online education.

The curriculum for each of the five Master of Arts for Teachers now being proposed (Biology, Chemistry, History, Mathematics, and Political Science) combine the six courses required for the Graduate Certificates with four additional graduate courses offered by IU’s Schools of Education. The four-course Education Component will be a common feature shared among the five distinct Master of Arts for Teachers programs to maximize efficiencies in terms of offerings and instructional capacity.

b. How is it consistent with the mission of the institution?

The Master of Arts for Teachers in History 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 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 Master of Arts for Teachers in History meets IU’s charge as a public university, which the *Bicentennial Strategic Plan* describes 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 Master of Arts for Teachers in History is proposed as a collaborative degree program to be delivered by seven IU campuses—Bloomington, East, Indianapolis, Kokomo, Northwest, South Bend and Southeast. By design, this collaborating program provides efficiencies of scale while respecting 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 December 2014, [Indiana University Bicentennial Strategic Plan](#) identified the integration of new educational technologies and collaborative platforms as well as 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 an administrative home that “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.

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.](#)

c. 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 Master of Arts for Teachers in History will address each one of the four goals cited in *Reaching Higher, Delivering Value.*

- I. Completion—The collaborative Master of Arts for Teachers in History is designed to improve the instruction in college-level American History courses taught in community colleges and Indiana high schools as a part of the dual-credit program. 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. Competency—As mentioned above the collaborative Master of Arts for Teachers in History will serve instructors teaching introductory college-level American History courses. High-quality dual-credit history courses will increase students understanding of the traditions, institutions, and issues that shape American society, preparing them for active civic participation as well as success in a wide variety of careers and occupations.
- III. Career—The collaborative Master of Arts for Teachers in History is tailored to the specific needs of dual-credit American History instructors. It provides both the graduate level instruction in History in a Master’s degree program that meets 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.
- IV. Delivering Value—100% online delivery mode will allow teachers to further their education with minimal disruption to their professional and family lives. Furthermore, the face-to-face courses they teach to high school students and community college students are affordable, transferable credits that students can apply towards completion of both two- and four-year college degrees.

ci. Evidence of Labor Market Need

i. National, State, or Regional Need

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

The collaborative online Master of Arts for Teachers 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. The increased emphasis that many state legislatures place 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 create a steady demand for these online programs.

American History is one of the more highly enrolled dual-credit courses offered across Indiana. The Advanced College Project (ACP), which coordinates all of IU’s dual-credit programs, anticipates that in the next 3-5 years approximately 200 of its current dual-credit instructors will pursue collaborative Master of Arts for Teachers in a variety of disciplines to meet HLC standards. In addition, this Master of Arts for Teachers in History will appeal to out-of-state teachers and others who wish to further their understanding of History and qualify to teach dual-credit courses.

In the three 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 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 sponsored by ACP. This figure does not reflect dual-credit American History enrollments sponsored by other institutions.
- Approximately 160 ACP affiliated dual-credit teachers could use enrollment in the online Graduate Certificate in History to gain the discipline specific coursework required to meet HLC standards and at least a third of these teachers also need a Master’s degree.
- Once the five Master of Arts for Teachers programs are launched, IU will be able to market this program to out-of-state dual-credit and community college history teachers with the prospect for additional growth in enrollments.

i. 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 for Teachers 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. History programs, but assignments completed for the certificate could be used to prepare an application dossier. Admission to the Master of Arts for Teachers in History will not result in admission to the existing face-to-face graduate programs in History and the participating campuses.

ii. 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?
At the national level, the growth in demand (looking ahead to 2026) for secondary teachers is 8% nationally and 7% in Indiana. At the national level, in 2017 elementary, middle school, and secondary teachers mean salaries ranged from \$60,950 to \$62,730 per year. In Indiana, average 2017 salaries for elementary, middle school, and secondary teachers were \$50,306, \$51,407, and \$52,673, respectively.

This analysis suggests that program graduates should see a significant gain of income as a result of completing this degree.

Salary data drawn from Indiana Department of Workforce Development, www.in.gov/dwd/ra. Visited 2/25/2019.

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

iii. 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.S.Ed.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, ACP identified the highest priority dual-credit courses in terms of statewide enrollments and asked departments and campuses to consider developing online graduate programs that will satisfy HLC standards for content area instruction.

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.

iv. 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.

IU's Advanced College Project speaks with Indiana district superintendents, high school principals, and current dual-credit instructors on a daily basis. According to their analysis, in the three 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.

v. 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 for Teachers in History are in place. No new hires required.

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 collaborative Master of Arts for Teachers in History.

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 Master of Arts for Teachers in History.

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 \$70 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 these online stackable Master of Arts for Teachers 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:

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.

OCAP and OOE 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 Master of Arts for Teachers 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 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 will provide a suite of services for online students. The office provides 24/7 support for students via phone, email and chat.

OOE has entered into partnership arrangements with providers on several IU campuses, and these offices will take the lead in providing services to students in 100% online collaborative degrees. 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.

During the 2016-17 academic year, OOE and its partners rolled out the following support for students pursuing an IU Online program:

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

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 for Teachers 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 certificate more quickly.

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

See Appendix 4: for a two-part curriculum map.

b. Program Competencies or Learning Outcomes

Upon completion of the Master of Arts for Teachers in History, students will be able to:

Program goals: Students in the collaborative online Master of Arts for Teachers 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.

Upon completion of the History component of the Master of Arts for Teachers in History, graduates will be able to —

1. Model effective oral and written historical communication skills by applying historical methods, identifying and describing historical contexts, explaining historiographic trends, connecting historical events/issues in contemporary situations, and employing appropriate academic style and citation.
2. Use a variety of digital tools for historical research to perform research, locate and identify primary and secondary source material (written, visual, material culture, artistic, oral, photographic, video, digital).

3. Assess the validity and analyze the significance of historical sources to develop and support historical arguments.
4. Select sources, prepares lessons, and align distinct teaching methods to learning outcomes in order to provide effective History instruction at the College level.

Upon completion of the Education component of the Master of Arts for Teachers in History, graduates will be able to—

1. Engage in the development of rigorous curriculum planning and design;
2. Promote college-level studies skills and habits of mind;
3. Use assessment data to inform college-level instructional practices;
4. Prepare dual-credit students for success in college-level assessments;
5. Conduct research to improve dual-credit instruction.

Characteristics of a Typical Course

- 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 Master of Arts for Teachers in History from the Graduate Certificate in History in accordance with the admission policies and standards of the collaborative degree.

• Degree Requirements

To earn the Master of Arts for Teachers 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)

6. Projected Headcount and FTE

NEW ACADEMIC COLLABORATIVE DEGREE PROGRAM PROPOSAL- CAMPUS SUMMARY						
Institution/Location:	Indiana University (projected enrollments at each campus)					
Program:	Master of Arts for Teachers in History					
Proposed CIP Code:	54.0101					
Base Budget Year:	2019-20	Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-26</u>
Enrollment Projections (Headcount)						
Full-time Students		-	-	-	-	-
Part-time Students		<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>
		2	4	6	8	8
Enrollment Projections (FTE)*						
Full-time Students		-	-	-	-	-
Part-time Students		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4</u>
		1	2	3	4	4
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection		-	-	2	4	8

NEW ACADEMIC COLLABORATIVE DEGREE PROGRAM PROPOSAL AGGREGATE SUMMARY						
Institution/Location:	Indiana University--Collaborative (BL, EA, IN, KO, NW, SB and SE)					
Program:	Master of Arts for Teachers in History					
Proposed CIP Code:	54.0101					
Base Budget Year:	2019-20	Year 1	Year 2	Year 3	Year 4	Year 5-8
		<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-26</u>
Enrollment Projections (Headcount)						
Full-time Students		-	-	-	-	-
Part-time Students		<u>14</u>	<u>28</u>	<u>42</u>	<u>56</u>	<u>56</u>
		14	28	42	56	56
Enrollment Projections (FTE)*						
Full-time Students		-	-	-	-	-
Part-time Students		<u>7</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
		7	14	21	28	28
*Sum of rounded detail may not equal rounded totals.						
Degree Completion Projection		-	-	14	28	56
CHE Code:						
Campus Code:						
County Code:						
Degree Level:						
CIP Code:						

Appendix 1

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—Cite 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

Appendix 3-Letters of Support—IU Advanced College Project

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

2019-02-21

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.

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 MATs in the fields of Biology, Chemistry, History, Mathematics and Political Science will provide access to teachers in all areas of the state, in a format conducive to participation, and in five high-impact disciplines. During the 2018-19 Academic Year, ACP has provided courses to more than 17,000 students in 225 high schools in the state, collaborating with more than 650 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 MATs 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,

Michael Beam

Michael Beam (Feb 26, 2019)

Mike Beam

Coordinator, Precollege and Dual Credit Programs University Academic Affairs

Master of Arts for Teachers in History—Curriculum Map	
1. Complete Core Course—Historical Seminar: (One 3-credit course)	
<i>Course #</i>	<i>Course Title</i>
HIST-T 590	Historical Seminar
<p>Learning Outcomes-Students will be able to:</p> <ul style="list-style-type: none"> • Locate and identify and assess validity of secondary and historical sources; • Analyze historical sources to develop and support original historical arguments; • Employ effective oral and written historical communication skills; • Identify and describe broader historical context and explain historiographic trends; • Connect historical events/issues to contemporary situations; • Employ appropriate academic style and citations. 	
2. Complete five courses from the following list of six classes.	
<i>Course #</i>	<i>Course Title</i>
HIST-T 510	Historical Methodology
<p>Learning Outcomes-Student will be able to:</p> <ul style="list-style-type: none"> • Locate and identify primary source material (written, visual, material culture, artistic, oral, photographic, video, digital); • Locate and identify secondary source material; • Identify and employ digital tools for historical research. 	
<i>Course #</i>	<i>Course Title</i>
HIST-T 520	Teaching College History
<p>Learning Outcomes-Students will develop effective teaching strategies and approaches for history teaching at the college level, including:</p> <ul style="list-style-type: none"> • Evaluating teaching methods against collegiate learning outcomes; • Selecting sources and preparing lesson; • Leading classes. 	
<i>Course #</i>	<i>Course Title</i>
HIST-T 530	Early America, 1400-1800
<p>Learning Outcomes: Students will:</p> <ul style="list-style-type: none"> • Develop a depth of content knowledge in the early American era, 1400-1800; • Practice historical interpretation; • Employ research and analysis methods; and • Communicate concepts and ideas with precision and clarity. 	
<i>Course #</i>	<i>Course Title</i>
HIST-T 540	The Long 19th Century, 1800-1917
<p>Learning Outcome: Students will:</p> <ul style="list-style-type: none"> • Develop a depth of content knowledge in the Long 19th-century; • Practice historical interpretation; • Employ research and analysis methods; and • Communicate concepts and ideas with precision and clarity. 	

Master of Arts for Teachers in History Curriculum Map Cont.

<i>Course #</i>	<i>Course Title</i>
HIST-T 550	Modern United States, 1917-Present
Learning Outcome: Students will: <ul style="list-style-type: none"> • Develop a depth of content knowledge in Modern U.S. History, 1917-Present; • Practice historical interpretation; • Employ research and analysis methods; and • Communicate concepts and ideas with precision and clarity. 	
<i>Course #</i>	<i>Course Title</i>
HIST-T 560	US and the World –Comparative History (3 cr)
Learning Outcome- Students will: <ul style="list-style-type: none"> • Develop a depth of content knowledge of U.S. history in a comparative world context; • Practice historical interpretation; • Employ research and analysis methods; and • Communicate concepts and ideas with precision and clarity. 	

II. Education Component

1. Instruction/Curriculum (One 3-credit course)

EDUC-J 500	Instruction in the Context of Curriculum
------------	--

Learning Outcomes-Students in dedicated sections for the Master of Arts for Teachers will be able to:

- 1) Analyze conceptions and definitions of curriculum and instruction and their impact on social contexts;
- 2) Apply learning theories and schooling practices to deliver high quality introductory college-level courses;
- 3) Engage in the development of rigorous curriculum planning and design;
- 4) Promote studies skills and habits of mind that will contribute to academic success in college.

2. Assessment (One 3-credit course)

EDUC-P 507	Planning and Assessment
------------	-------------------------

Learning Outcomes-Students in dedicated sections for the Master of Arts for Teachers will be able to:

- 1) Use assessment data to improve instructional practices.
- 2) Prepare dual-credit students for success in college-level assessments.

3. Diversity/Inclusive Teaching (One 3-credit course)

EDUC-H 520	Social Issues in Education
------------	----------------------------

Learning Outcomes-Students in dedicated sections for the Master of Arts for Teachers will be able to:

- 1) Identify and deploy research-based strategies to address challenges and seize opportunities for teaching college-level material in pluralistic settings.

#4 Research into Practice (One 3-credit course)

EDUC-Y 520	Strategies for Educational Inquiry
------------	------------------------------------

Learning Outcomes-Students in dedicated sections for the Master of Arts for Teachers will be able to:

- 1) Conduct basic educational research as it occurs in, and is applied to, practical, classroom settings.
- 2) Complete research projects to improve dual-credit instruction.

CHE Appendix A: Similar Programs at Other Institutions.

CHE Appendix B: Related Programs at the Proposing Institution.