

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Southeast Missouri State University

Program Title: Heritage Education

Degree/Certificate: Graduate Certificate

Options: _____

Delivery Site(s): Southeast Missouri State University

CIP Classification
(provide a CIP code): 54.0105

Implementation Date: August 2010

Cooperative Partners: N/A

Expected Date of First Graduation: May 2011

AUTHORIZATION

<u>Ronald Rosati, Provost</u>	_____	_____
Name/Title of Institutional Officer	Signature	Date
<u>Wayne Bowen, Chair, Department of History</u>	<u>573-651-2180</u>	_____
Person to Contact for More Information	Telephone	

- 2. Need:
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE
STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full-Time	1	1	2	3	4

Part-Time	1	1	1	2	2
TOTAL	2	2	3	5	6

ii. Will enrollment be capped in the future?

We do not project imposing enrollment caps.

B. Market Demand:

i. Public Historians. Research suggests a strong market demand for historians trained in public history. The Bureau of Labor Statistics' *Occupational Outlook Handbook, 2008-09 Edition*, projects the overall employment of historians to grow 8% between 2006 and 2016. During this same period, museums, historical sites, and similar institutions are anticipated to see employment growth of approximately 36%. The reality of the history profession today is that traditional academic settings such as junior colleges, colleges and universities represent only a small fraction of the places where historians are employed. Almost 57% of all historians are employed by some level of government (federal, state and local—excluding education), working as policy analysts, historic site administrators, public historians and historic preservationists). Combined with employment in professional services, consulting, museums and historic sites, it seems clear that the vast majority of historians are employed in public history professions (Bureau of Labor Statistics, *Occupational Outlook Handbook, 2008-09 Edition*, <http://www.bls.gov/oco/ocos054.htm>, accessed September 19, 2009). There are currently no programs offering a certificate in Heritage Education in Missouri to help address this critical need, or to prepare Missourians to take advantage of what is predicted to be a growing market.

Recognizing the opportunities for growth in the employment of historians outside higher education and K-12 teaching, the Committee on Graduate Education of the American Historical Association suggested in its report entitled *The Education of Historians in the 21st Century* that graduate education be reoriented to incorporate public history perspectives to position graduates better for future employment. The report argued that “the profession [needed to] pay greater attention to employment opportunities for graduate students in both traditional public history careers and other nonacademic settings, including state and federal government, media, information technology, research, community service, and the private sector” (*Public History, Public Historians, and the American Historical Association*, Report of the Task Force on Public History, Submitted to the Council of the Association, December 2003, p. 18). Offering a certificate in Heritage Education (in addition to the proposed M.A. in Public History) would allow Southeast Missouri State University to address this important movement within the larger historical profession as well as meet the needs of its service region.

Approximately 340 institutions in the United States grant Master's degrees in History. Of these, only about 27 offer a certificate in historic preservation. Of those 27, 15 are certificates associated with architecture degrees, and of the 12 certificates offered by departments of history, geography, American Studies and regional studies, only 7 are certified by NCPE. (“Where to Study Public History,” Public History Resource Center, http://publichistory.org/education/where_study.asp, accessed November 30, 2009 and <http://www.ncpe.us/chart.html>, accessed November 30, 2009). This represents a tremendous opportunity for Southeast Missouri State University. This certificate option builds on the unique strength of our department, namely our

nationally distinctive historic preservation program and our strong social studies education degree. The Heritage Education certificate can be achieved in one year, and utilizes courses that are being offered as part of the new MA in Public History. The certificate is a growing, recognizable credential in historic preservation and public history, and is an effective means of addressing the demand for professional training in this area.

Recent studies suggest that public historians are doing well economically. According to “A Picture of Public History, Preliminary Results from the 2008 Survey of Public History Professionals,” (*Perspectives on History*, September 2009), public historians “average income was modestly higher than that of other Americans last year, as 61.4 percent of the respondents employed full time earned more than \$45,000, while 20.0 percent earned more than \$75,000.” This is well above the average per capita income of the university’s service region (<http://www6.semo.edu/cebr/>), suggesting the possibility of increased demand for the program by individuals in the service region seeking personal economic improvement. In addition, the study showed that “most of the respondents (71 percent) said they are satisfied or very satisfied in their jobs (though 47.0 percent felt they were ‘underpaid’ in their jobs). In comparison, the Conference Board found that less than half of all Americans were satisfied with their jobs in 2007.” This study by the American Historical Association suggests the existence of a viable and rewarding profession for which no specialized training resulting in a degree currently exists in Missouri.

P-12 Teachers. Teachers in Missouri’s P-12 schools represent another potential market for the Certificate in Heritage Education. In order to maintain certification, teachers must complete several hours of professional development. Hours applied toward a graduate certificate can meet both this professional development requirement and help teachers rise on the salary schedule in most districts. In the past six academic years, the Department of History at Southeast has graduated over 125 social studies teachers. University data shows that around 43% of enrollees over the past 10 years have been from the Cape Girardeau County and the six counties that border it (Mississippi, Stoddard, New Madrid, Scott, Bollinger, and Perry), so it is reasonable to assume that a significant proportion of those 125 graduates teach close enough to the University to allow them to participate in the proposed graduate certificate program. We believe having a certificate option will lower the threshold for students considering our department for advanced study in that they will have a recognized credential at the end of one year—instead of requiring what amounts to a two-year commitment up front. We have taken steps to ensure that continued graduate study after obtaining the certificate would be both feasible and of value. We organized the program and course offerings such that after completing the certificate requirements an additional year of study could result in completion of a Master’s degree. Although recruitment is not the goal of the certificate programs, it is possible that some students would continue their studies with us. Completion of a graduate degree is also one of the criteria that can be used to qualify for a high quality Career CPC teaching certificate. The M.A. in Public History, which would be available with an additional year of study, will provide teachers with an opportunity for professional learning and advancement and will do so in a context that is uniquely designed to highlight their roles as public historians.

C. Societal Need:

- i. There is a strong societal need for preparing graduates with skills in communicating history to the public. More Americans learn their history in settings outside four-year college and university classrooms, and preparing individuals specifically to communicate history in nonacademic settings is vitally important.

- ii. There is also a strong societal need for excellent history teachers in P-12 schools. Research suggests that students often graduate from high school without the skills and knowledge necessary for active, informed participation in a democratic society. Citizens, young and old, frequently describe history classes as “boring” and “irrelevant”—suggesting that those courses are often failing to engage students in the study of the nation’s past. A guiding aim of this program is to create an academic space in which the historians who interact most with the public—teachers, museum educators, historic site administrators, etc.—can collectively grapple with the challenges of engaging Americans in the study of their collective past.
- iii. This program’s unique combination of traditional public history course work integrated with heritage education and social studies perspectives will enable area teachers and future museum educators to more effectively engage secondary students in learning American history, thus preparing them to be better citizens and voters.

D. Methodology used to determine "B" and "C" above.
Determination of Market Demand and Societal Need were based primarily on research conducted by the American Historical Society and the National Council for Public History. Additional data related to the teacher-related market was retrieved from Southeast Missouri State Institutional Research *Factbook* and the Missouri Department of Elementary and Secondary Education. Statistics from the Bureau of Labor Statistics and the Southeast Missouri State University Center for Business and Economic Research were also consulted. Research on how Americans learn their history and develop their attitudes about history courses was conducted by Roy Rosenzweig and David Thelen and published in *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998). In addition, the almost thirty years of experience Southeast Missouri State University’s Department of History has had in offering an undergraduate degree in Historic Preservation, as well as the almost twenty years of offering an emphasis in Historic Preservation in the M.A. in History, has given the department insight into the market demand and societal need for a certificate in Heritage Education. The Department’s generations-long involvement with training history teachers has provided similar insight into the needs of practicing teachers.

3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

There is no certificate in Heritage Education currently being offered by any school in Missouri. Southeast Missouri State University currently offers an undergraduate degree in Historic Preservation. The emphasis in Historic Preservation within the current M.A. in History offered by the department will be superseded by the proposed Historic Preservation option within the M.A. in Public History. The University of Missouri-St. Louis offers a certificate in Museum Studies.

4. Program Structure:

**Form PS
PROGRAM STRUCTURE**

A. The certificate is offered in an 18 hour program consisting of: 15 hours of Core Courses, and 3 hours of approved electives.

Total credits required for graduation: 18

B. Residency requirements, if any: none

C. Core Courses (total credits): 15

Core Courses Required for Certificate in Heritage Education:

- GH600 Introduction to Public History (3)
- GH610 Methods of Research in History (3)
- US/WH600 Readings in History (3) OR US/WH620 Seminar in History(3)
- GH653 Problems in Social Studies (3) OR SS678 Issues in Social Studies (3)
- HP615 Heritage Education (3) OR US635 American Material Culture (3)

D. Option requirements (total credits): _____

E. Free elective credits
(sum of C, D, & E should equal A): 3

US/WH600 Readings in History (3)
US/WH620 Seminar in History (3)
Pre-approved workshops (e.g. AP Institutes)
Secondary Education (SE) courses.

F. Requirements for thesis, internship
or other capstone experience: None

G. Any unique features such as
interdepartmental cooperation: None

5.

**Form FP
FINANCIAL PROJECTIONS
(DELETED)**

6. Program Characteristics and Performance Goals: For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG
PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Southeast Missouri State University

Program Name: Certificate in Heritage Education

Date: September 17, 2009

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- To be admitted to the Certificate Program in Heritage Education, applicants must hold a baccalaureate degree.
- In addition to the admission requirements of the Graduate School, the Department of History requires three letters of recommendation which attest to the applicant's academic and/or professional achievement, the general examination of the GRE, an academic or professional writing sample, a minimum grade point average of 2.75 on a 4.0 scale, and a letter of intent indicating how the applicant's past experiences have prepared him or her for graduate study in Heritage Education. An applicant lacking any of the above requirements may, under certain circumstances, be admitted provisionally.

Faculty Characteristics

- All faculty teaching in the masters program must be approved as graduate faculty with appropriate training and credentials to teach the assigned courses.
- Full time faculty will teach at least 15 of the 18 hours required for the certificate.
- Full time faculty will be involved in research and advising in the certificate program.

Enrollment Projections

- Student Full Time Enrollment in Certificate in Heritage Education by 2015: 4
- Percent of full-time enrollment by 2015: 67%; part-time enrollment: 33%

Student and Program Outcomes

- After three years, we expect 2 to 3 graduates per year; after five years, 4-6 graduates per year.
- Students will develop a firm foundation in historical methodology and content as well as specific skills enabling graduates to work in "environments that require shared authority, reflexive educational practices, civic engagement, and political sensitivity." (Best Practices in Public History, The M.A. Program in Public History, Prepared by the NCPH Curriculum and Training Committee, April 2008).
- Evaluation will involve faculty assessment of students, student assessment of faculty, course assessment by both faculty and students, program assessment by students, faculty, graduates and internship supervisors. Assessment of students will include but is not limited to quizzes, exams, projects, papers, oral presentations, class participation and professional internship experiences. Data on placement and professional advancement of the program's graduates will also be part of the evaluation process. Assessment procedures will result in program modification as needed.

Program Accreditation

- The Certificate in Heritage Education does not require any specialized accreditation, nor is any available.

Alumni and Employer Survey

- The program will conduct exit interviews with graduates, as well as periodic surveys of all graduates to determine where the students are employed or participating in more advanced graduate programs.

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Southeast Missouri State University has the only nationally certified undergraduate historic preservation program in Missouri, and is one of only eight nationwide. The department also has the state's only graduate degree with an emphasis in historic preservation. Program faculty have demonstrated expertise in museums, historic sites, archives, public programming, architectural history, the National Register of Historic Places, and the preservation of the built environment. Of the department's current contingent of thirteen full-time faculty, four have primary teaching responsibility in the existing undergraduate historic preservation program. In addition, a fifth faculty member provides expertise in heritage education perspectives. The remainder of the department's faculty will help provide the firm foundation in historical methodology necessary for a successful public history program. Given our twenty-nine year history of teaching historic preservation and public history at the undergraduate level, Southeast Missouri State University's Department of History is uniquely qualified and positioned to offer a Certificate in Heritage Education.

8. Any Other Relevant Information:

N/A