

Docket Item:

University Program Approval: Oregon State University, Master of Arts (M.A.)/Master of Science (M.S.) in History.

Summary:

Oregon State University proposes a new degree program leading to a M.A./M.S. in History. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After Analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:

M.A./M.S, in History at Oregon State University.



Proposal for a New Academic Program

Institution: Oregon State University – Corvallis

College/School: College of Liberal Arts/School of History
Philosophy and Religion

Department/Program Name: School of History, Philosophy, and Religion

Degree and Program Title: MA/MS in History

CPS Proposal # 104974

<https://secure.oregonstate.edu/ap/cps/proposals/view/104974>

Program Description

Proposed Classification of Instructional Programs (CIP) number: 54.0101

Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Masters of History (MA/MS HST) degree program at OSU-Corvallis will produce graduates who, via a variety of career paths, help address society’s “big problems,” including racial and social injustice, violence and war, and informed analysis of technological and scientific developments, with a historical and humanities-based perspective. History is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools. As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place. As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship. As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

This degree is designed for students with undergraduate degrees in History, or related topics, including Ethnic Studies or Gender/Sexuality Studies. In the foundation courses, students will learn and practice the rigorous methodology of historiographic studies, ethical and careful primary source research, and accurate and precise citation formats. Then students will specialize in one of three graduate options: **1) Global Perspectives on War, Peace, and Empire**, with course work on the Holocaust, the Rise of Anti-Semitism, the World Wars, War in History, and Empires in Latin America, the Middle East, Asia, and Africa; **2) History of Science and Technology**, concentrating on the history of the life and environmental sciences, drawing from an invaluable onsite collection of personal documents relating to Linus Pauling and other prominent scientists; and **3) Community History and Civic Engagement** with a focus on the history of race in the West, citizenship in the USA, social welfare, labor history, immigration, and activism.

Manner in which the program will be delivered, including program location, course scheduling, and the use of technology.

The HST MA/MS will be delivered on-campus at OSU – Corvallis.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

Our **History of Science and Technology** option strongly supports the goals of **knowledge creation and innovation**, tapping into the resources of our own Special Collections at the Valley Library. The Science in History option has students take classes in the History of Science, a discipline that provides professional training in the interdisciplinary subject of history of science, technology, and medicine. It bridges the humanities, social sciences, and the natural sciences by studying the social and cultural contexts within which science is practiced and has developed. Its successful pursuit requires an understanding of the development of the sciences and technology within particular historical settings, as well as the ability to synthesize knowledge from seemingly disparate fields of study. In addition to engaging in the teaching and research of a challenging academic discipline, historians of science may also work to help reform the teaching of science by placing science in a broader context and illustrating and explaining the processes of science. History of Science graduates are teachers at high school, colleges and universities; they are archivists, museum curators, and editors; they are analysts of science and technology policy, and historians for government agencies, for research facilities, and for business corporations.

The other two options in the History Master's program relate directly to the goals of **diversity and cultural support of Oregon and its communities**. In summary, our population is becoming more international and more diverse, primarily in terms of our potential students. As the largest educational institution in the state, it is our responsibility to lead the educational path of Oregon towards a more complex understanding of the historical context and heritage of our growing diverse population. Our future students must have more venues for understanding the history of immigration, imperialism, and diplomacy which affects this increasing diversity. We are obligated to train our citizens in the subtler and nuanced patterns of thinking, which can prevent continuing racial bias and social and economic inequities. As a teacher of Latin American history, many students have told me that they "never learned this material" before my classes. More training in the history of underrepresented populations will at least create more opportunities for non-white populations (soon-to-be over 40% of the state residents) to contextualize their identity and role in Oregon, and voice their perspectives and needs as citizens of this state.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state

Although teaching is not the only career goal for our potential History Master's students, it is an important one. Earning a Master's degree helps students start at a higher salary in their teaching careers.

In a personal communication dated February 9, 2016 to History Professor Paul Kopperman, Michael O'Malley, a Senior Instructor in OSU's College of Education with a specialization in Cultural and Linguistic Diversity, wrote the following:

"With the meteoric rise of International Baccalaureate high schools in places such as Newport, Eugene, Beaverton, and Portland, etc.), the national proliferation of social-studies AP courses (U.S. History, World History, European History, American Government, Economics, etc.), and ... Running Start programs, which award community-college credit to high-school students, this is an excellent time for prospective and current social-studies teachers to pursue an M.A. in history. Most high schools prefer teachers with advanced degrees regarding AP employment. Most Running Start programs require an MA. A Master's degree will soon become the go-to degree for future high-school teachers. In short, in an epoch where subject-matter expertise is all the rage at the high-school level, it's time for OSU to pony up."

The History faculty has provided strong support for Oregon State Senator (and chair of the Senate Education Committee), Rob Wagner's Bill 664, which mandates Holocaust education k-12. It is a very timely moment to further educate teachers on the Holocaust, and Oregon State University is the best place to do this in the region. In a superb example of highly successful outreach to a very broad public, Prof. Kopperman has organized Holocaust Memorial Week for close to thirty years. The History faculty

includes two specialists in Modern German History who regularly teach this topic. The approval of Bill 664 fits perfectly with our option on **Global Perspectives on War, Peace, and Empire**. By approving Bill 664, Oregon's senators and governor give the History faculty a mandate to provide students with more opportunities to learn the history of the Holocaust.

Respond effectively to social, economic, and environmental challenges and opportunities

The focus is on social challenges and opportunities that historians can address for our students, and their students, or others that they come into contact with in their professional lives. A recent essay, written by Prof. Lillian Guerra, and published in *Perspectives on History* by the American Historical Association deals with some of these concerns, which are also addressed in other areas of the proposal:

"I "do history" because witnessing racism—overt, embedded, and glossed as cultural or national "pride"—forced me to. In history and in real life, I saw that the primary obstacle to historical change in the service of human transformation, redemption, elevation, and rectification was not passivity but apathy. Passivity requires withdrawing from the opportunity to act; apathy requires recognition of the need to act and the decision to refrain from doing so. We historians change the world because in our research and writing, we serve as witnesses to the forgotten, erased, denied, unknown, silenced, and sometimes seemingly insignificant people, events, perspectives, and emotions of the past. We change ourselves in the process of bearing witness to the past, revealing it and debating it with others. We also recognize the value of change itself by asking and answering Big Questions. Why is Haiti so poor? Why is there still a monarchy in England? Why did we elect Barack Obama? Why did we elect Donald Trump? Why are women still paid less than men for doing the same job? Why do so many Americans believe that their right to guns defines what makes them "free"? I believe most historians... became historians for the same reason I did, even if their personal experiences or day-to-day lives lead them to see their roles in a different way: we are historians out of a consciousness of our intellectual necessity and the belief that creating and sharing historical knowledge changes contemporary attitudes as well as human destiny." (Source: <https://www.historians.org/publications-and-directories/perspectives-on-history/september-2018/why-i-am-a-historian-a-response-to-mary-beth-norton>. Accessed 1/3/2019).

Address civic and cultural demands of citizenship

A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty through a history spiced by vivid stories and lessons in individual success and morality. But the importance of history for citizenship challenges this narrow goal. History that lays the foundation for genuine

citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship. Further, studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer. Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood.

2. Need

Anticipated fall term headcount and FTE enrollment over each of the next five years

Our minimum goals for enrollment are as follows:

Fall 2020	2-6 students full-time enrolled	
Fall 2021	2-6 continuing students	2-6 1 st year students Total 4-12 students
Fall 2022	2-6 continuing students	4-6 1 st year students Total 6-12 students
Fall 2023	4-6 continuing students	4-6 1 st year students Total 8-12 students
Fall 2024	4-6 continuing students	4-8 1 st year students Total 8-14 students
Fall 2025	4-8 continuing students	6-8 1 st year students Total 8-16 students
Fall 2026	6-8 continuing students	6-8 1 st year students Total 12-16 students
Fall 2027	6-8 continuing students.	8-10 1 st year students Total 14-18 students

Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

Our key goal is to serve residents of Oregon, but we will accept non-residents and international students. Funded students must be full-time but we also welcome non-traditional students as part-time HST MA/MS students.

Evidence of market demand.

A very surprising fact is the caliber of land-grant institutions across the United States that do and do not have graduate programs in History. ***Not a single land grant institution with an enrollment over 15,000 students lacks a Master's program in***

History. As a land grant institution, the lack of a History Master's program ranks OSU with Kentucky State University or West Virginia State University, both of which have under 3,000 students

Participants were asked to share their interest in obtaining a Master's Degree in History at OSU if it were to be offered in the fall of 2020. Twenty-seven percent of student participants (35 respondents) were extremely interested in the potential Master's Degree. *A total of 128 people participated in this question.*

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics, and forecasts).

The proposed History MA/MS does not share a location with another similar Oregon public university program.

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

According to a late 2018 publication by the American Historical Association on *Careers for History Majors*, the top 10 skills sought by employers for college graduates are:

Communication; Teamwork; Making decisions and solving problems; Planning, Organizing, and Prioritizing; Obtaining and processing information; Analyzing quantitative data; Technical skills related to the job; Using computer software; Creating and editing written reports; and Selling and influence others.

Because History training develops these skills, history majors actually have a lower unemployment rate than Communication, Business, or Economics majors. (Source: *Careers for History Majors*). Individuals with graduate degrees in History work in the following fields: Education administration (at all levels); operations managers and chief executives; marketing managers and market researchers; primary and secondary school teachers; lawyers; as curators, archivists, librarians, and in media collections; editors; clergy; urban and regional planners; within the military; as well as in human resources, software development, public relations, fundraising, information security, politics and legislation. graduates will pursue many of these fields, but with an increased perspective on the context of their industry or the populations they serve.

The picture for history majors is far brighter than is generally assumed, even if a college degree is viewed as important for the sole purpose of achieving a well-paying job.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities.

There are only two universities in Oregon that offer Master's degrees in History: U of O and PSU. The OSU MA/MS in history is **not** intended as a staging area for students to move on to a PhD in History (although perhaps exceptional students may emerge who wish to do so). The History faculty strongly believe in OSU's land grant mission to provide an educated citizenry working in a wide range of professional fields, not to re-create the professoriate. This program would also purposefully retain a smaller program, with more opportunities to receive targeted mentoring.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

History graduate seminars will enrich many other graduate programs at OSU and statewide.

If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A.

Potential impacts on other programs.

Due to the number of Oregon resident students applying to the MA program at PSU, and the lack of overlap with the Ph.D.-focused program at UO, we do not anticipate a negative impact on other History MA programs in the state of Oregon. Rather, we anticipate that the state of Oregon will benefit from having a larger number of citizens educated in a History Master's program, to serve as educators, public historians, political leaders, and, due to their comprehension of the historical origins of current inequities based on race, class, and citizenship, advocates for Oregon's underserved, minoritized populations.

External Review

External review report has been completed.



HECC Docket Submission

Oregon State University seeks the Oregon Higher Education Coordinating Commission approval to offer an instructional program leading to a Master of Arts or a Master of Science in History.

Program Description and Justification

1. Identify the institution, degree, and title of the program.

Oregon State University is proposing to offer a new Master of Arts and Master of Science degree program in History beginning summer 2020. The program will be located in the College of Liberal Arts, School of History, Philosophy, and Religion. The proposed program will be delivered face-to-face on the OSU-Corvallis campus.

2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.

The public institutions of higher education in the state of Oregon have multiple graduate degree programs in History. The MA/MS in History program will have the ability to train students in Public History, History of Science, and Global History in support of OSU's land grant mission to provide an educated citizenry working in a wide-range of professional fields. The OSU MA/MS program is unique nationally, regionally, and in Oregon, due to its focus on three specific options: Peace and Empire; Science and Technology in History; and Community History and Civic Engagement.

3. What evidence of need does the institution have for the program?

In an economic environment characterized by rapidly evolving challenges and demands and continual shifts in the nature of the global marketplace, most employers will be seeking well-rounded individuals who can think for themselves, adapt to new demands, recognize new opportunities, and chart their own paths into unfamiliar territory. The focus areas of the MA/MS in History will prepare students for these types of challenges.

Currently, Oregon State University is the only land grant institution in the country with an enrollment over 15,000 students that lacks a master's degree program in History. The ability to offer an MA/MS degree in History will equip OSU to better meet the educational and economic needs of its students and the state of Oregon, and the nation.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

The MA/MS degree in History at OSU fills a unique niche in graduate study in Oregon. It is not intended as a program in which most students would move into PhD studies. Career preparation focuses on the underlying sets of analytical and verbal skills that graduates acquire in the process of studying history: critical reading and reflection, synthesizing and organizing large amounts of information, writing and revising research papers and essays, sharpening one's ideas in class discussion with professors and fellow students creates skilled thinkers and communicators.

All appropriate University committees and the Statewide Provosts Council have approved the proposed program. The Oregon State University Board of Trustees approved the program on January 23, 2020.

Recommendation to the Commission

The Statewide Provosts Council recommends that the Oregon Higher Education Coordinating Commission authorize Oregon State University to establish an instructional program leading to a Bachelor of Science (BS) in Creative Writing effective summer 2020.

Revised May 2016

Institution: Oregon State University

Program: Master of Arts or Master of Science in History

Action: At the **March 5, 2020** meeting, the Statewide Provosts Council approved a new program for **OSU, MA/MS in History** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **OSU** Board of Trustees approved the **Master of Arts or Master of Science in History** program at its **January 23, 2020** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved

Opposed

Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved

Opposed

Abstained



Oregon State University

Ed Feser, provost

Approved

Opposed

Abstained



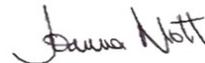
Oregon Tech

Joanna Mott, provost

Approved

Opposed

Abstained



Portland State University

Susan Jeffords, provost

Approved

Opposed

Abstained



Southern Oregon University

Susan Walsh, provost

Approved

Opposed

Abstained



University of Oregon

Patrick Phillips, provost

Approved

Opposed

Abstained



Western Oregon University

Rob Winningham, provost

Approved

Opposed

Abstained

