

## PROGRAM REVIEW REPORT SUMMARY: SHORT PROGRESS REPORT

1. Reporting Institution: Eastern Illinois University
2. Program Reviewed: Online MA for Teachers
3. Date: 26 Jan 2021
4. Contact Person: Lee Patterson, Graduate Coordinator
  - 4.1. Telephone: 217-581-6372
  - 4.2. E-mail: lepatterson2@eiu.edu
5. Summary of Program Goals and Objectives and Progress at Meeting Them

Our online MA for Teachers is a content-area program and not one that leads to teacher licensure. It retains the rigor of a traditional MA program but is designed to accommodate the schedules of K-12 teachers. The program was designed to meet the demand for dual credit credentialing as well as demand for accessible, quality, advanced study in history. The program can be completed in three years, with one course per fall and spring semester each and two in the summer. Total required credits is 32. Students take courses in all three of our concentrations— US, Modern World, and Premodern World— for broader coverage. Included in the required coursework is a 1-credit introduction to graduate historical study in which adult learners are (re)oriented to the conventions of advanced historical inquiry as well as to the research resources they will be using during their course of study. Additionally, students take three proseminars, which provide introductions to the broad historiographical issues in each of the three fields of concentration. After completing electives in each field, students conduct an independent study and a capstone experience in which they demonstrate their comprehensive knowledge in all three fields.

The program is now in its fourth year, with a current enrollment of 25. In Summer 2020 we had our first three graduates, with two more in Fall 2020. The Coordinator conducted exit interviews with each by Zoom. Each student conveyed an overwhelmingly positive experience with the program, from the introductory summer institute, through the various courses, to the final capstone experience. Suggestions for improvement included clearer communication with students before their final semester about expectations in the capstone, which the Coordinator is now implementing. In general the students report the program successfully helped them improve their knowledge base and skill sets and felt that, as a result, their teaching will benefit.

## COMMENTS FROM CLAS DEANS

This young program was launched four years ago to address the needs of K-12 teachers who need to boost/update their content knowledge in the field of History and meet the demand for dual-credit credentialing. Its online, flexible design is based on solid research on what Illinois teachers need and has proven popular, garnering a very respectable enrollment in a very short time (25 currently, with 5 degrees granted in 2020 alone). The assessment loop is helping ensure the curriculum is meeting students' needs, and the faculty are highly responsive to the exit feedback received. We expect as the need for K-12 history teachers trends upward that enrollment in the program will continue to grow steadily.

We recommend a decision of **Program in Good Standing**.

### 6. Academic Affairs Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

### 6.2 Explanation of Decision

As this is a short form report and mission focused, the program is in good standing. Additionally, the program is well positioned to consistently meet and exceed IBHE productivity measures for enrollments and degrees awarded. I look forward to reviewing a full report in the future and thank the faculty for their commitment to high quality k-12 teacher training and programs that emphasize lifelong learning. Finally, I note this program intentionally responds to a k-12 need—dual credit credentialing.

Jay Gatrell

Provost & VPAA