The University of North Carolina

Criteria and Guidelines for Program Review and Recommendations

Date: May 18, 2005

Constituent Institution: Fayetteville State University

API Discipline Number: 54.0101 102 000

CIP Discipline Specialty Title: Master’s of Arts in History

CIP Discipline Specialty Number: 54.0101

Level: Master’s Level

Exact Title of the Program: Master’s of Arts in History

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ph.D): M.A.

Directions: Please complete this form for every program requiring review where the recommendation will be to continue or strengthen the program. For programs that will be discontinued, see Enclosure #2. The criteria below are guidelines for program review.

1. **Centrality to University's Mission**

The Master of Arts program in history is an integral part of the mission of Fayetteville State University (FSU) that “is to provide quality education to its students through a basic liberal-arts foundation, specialized professional training, and specific graduate programs.” Students who graduate from the program in history (or else take specialized courses which help them to advance their career) are able to pursue an advanced degree that will provide them with a broader and deeper understanding of history. More specifically, students gain a broader background for understanding and evaluating culturally diverse populations of the world that allows them to understand and assert the intrinsic value of life on earth. Upon completion of our program, students will be able: (1) to examine the relevance of history to contemporary man; (2) to recognize themselves as actors in life’s drama who may be able to contribute to the betterment of society; (3) to define and to identify specific elements within the context of the national histories, and to use these elements in their critical discussions and writings; (4) to acquire a sense of the multicultural range and variety of national and international through from antiquity to the present time; and (5) to develop an awareness of the sociological aspects of people within a specific historical context.
Fayetteville State’s graduate history program serves the general population of Cumberland and its surrounding counties (including Bladen, Harnett, Hoke, Robeson, and Sampson counties), but with a more specific focus on teachers at all levels who find the need to upgrade their credentials in order to meet State requirements. More importantly, as a regional institution, FSU has the broader mission of being a “resource for business, education, and culture” for Cumberland and its surrounding counties. As part of FSU’s mission, the graduate program in history sees itself as serving constituents of southeastern North Carolina as an important resource for the study in the liberal arts as self-improvement, career enrichment and advancement, and a catalyst for career change. Specifically in terms of career advancement and career change, many active duty and former or retired military personnel like Al Scruggs and Booker Bryan and their dependents like Betty Rucker and Penny Safoe have taken advantage of our M.A in history as the locus for a career change and a transition into secondary and higher education.

The M.A. in history is the lynchpin of the university’s M.Ed. program because the M.A. in history is a pre-requisite for the acquisition of a M.Ed. with a concentration in social studies for both secondary and middle grades education. Without the M.A. in history, there can be no M.Ed. in Middle Grades Education Social Studies and M.Ed. with a specialty in History Education. Additionally, history and social studies teachers are required to take the Praxis II examination required by the state of North Carolina and by other states throughout the nation; thus greater content-based knowledge supplied by FSU’s M.A. in history to other disciplines is a necessity because national and world history topics do account over one-third of the questions on the Praxis II. Given also the case that many students who take FSUs graduate courses in history are completing requirements for obtaining a teaching license and for teaching license renewal, FSU would create a void in our service area by not offering its strong graduate program to a population in need of our comprehensive set of graduate services. In other words, without a history graduate program, FSU would not be able to offer any history graduate courses and thus would cease serving the needs of its local, educational constituents.

Of greater importance to our service area is the fact that the master’s degree in history offers a gateway to understanding that can be directly infused into the secondary classroom, thereby reducing the stereotyping and profiling of specific groups and thus promoting a general understanding of local and national needs. While the graduate program has two specific concentrations, United States and Latin American history, it also contributes courses in African, African American, Caribbean, and Latin American histories. In order to teach these courses at the master’s level, a Ph.D. is required in the specific field of knowledge, and because having specialists in our graduate history program is mandatory to provide the necessary quality required by an advanced program, the community and undergraduate program in history also receive the tremendous benefit of researchers’ depth of understanding of their highly specialized fields that major universities, such as ours, must have within their general faculty.
2. **Quality of the Program**

The M.A. history program meets the standards set forth by the SACS accreditation agency. It shares standards with the M.Ed. program in social studies and is accredited by both NCATE and SDPI. The university assesses the quality of the program by the department administering a general exit survey to all graduates, with follow-up surveys a year or two after graduation. Our sample surveys of students usually fall above the necessary 20% response that reflects an adequate measure of sample populations. Students surveyed have consistently given the program high marks, and FSU enjoys a high rate of placement of its graduates within the field of education. FSU’s graduates can be found in the middle and high schools of Cumberland and surrounding counties, at FSU doing adjunct instruction in the evening and weekend-college, and at Ft. Bragg. University level surveys of employers of FSU graduates sponsored and conducted by the Dean of Arts and Sciences, Dean Miller, have addressed the quality of students’ job performance, but this information has not been yet analyzed at the departmental level. Moreover, data available to our discipline shows that no current survey that addresses all the variables of the students enrolled in our program has been conducted.

3. **Faculty Involved**

Currently, courses of the graduate history program are limited to evening time slots because many of the participants teach in their own classrooms by day and must attend graduate classes by night. Consequently, the faculty is limited to offering four courses each semester—one three-hour session per evening. Teaching faculty graduate course loads represent only one-fourth of the teaching load, and each graduate faculty member also teaches three undergraduate courses that can result in three or more preparations per semester. At this time, the department has not been provided with graduate assistant slots, and part-time faculty does not participate in the M.A. program.

The quality of the program emanates from its solid base. That is, graduate faculty contribute expertise gained through their incrementally greater, in depth research to all of FSU’s graduate programs specifically through their writing and publishing, and they accomplish this along with the lesser classroom preparation time necessary for the teaching of an undergraduate teaching load of 12 semester hours.

Six (6) specialists are responsible for the program, Each has a Ph.D. in the specific field of graduate instruction from a well-respected, first tier university, and each contributes the benefit of his/her accumulated knowledge and methodology as well as ongoing research to FSU’s history graduate (and undergraduate) students. Because of the greater, nuanced expertise required to teach a graduate course, FSU’s history faculty is able to bring to and engage in academic discussions with advanced students who often
challenge them to analyze current issues and theoretical paradigms. Specifically, the graduate faculty is composed of the following members:

1. Dr. Claude Hargrove (Ph.D. Howard), a specialist for courses in Caribbean, Latin American, United States history, and particularly U.S. Diplomatic history. Dr. Hargrove also brings a specific professional experience to diplomatic history from his tenure as a U.S. Foreign Service officer who worked closely with U.S. intelligence agencies;

2. Dr. Sidney Pash (Ph.D. Rutgers), a specialist who teaches courses in United States and its diplomatic history, with a research concentration in U.S. foreign policy in East Asia;

3. Dr. Bertha Miller (Ph.D. Case Western Reserve University), who brings expertise in African American history as well as experiences from her past roles as Dean of Arts and Sciences and Education;

4. Dr. Dawn Herd-Clark (Ph.D. Florida State University) adds to the program expertise in African American history and a tenacity of character that is well-focused on student advancement;

5. Dr. Thomas Hennessey (Ph.D. Northwestern) teaches courses on the Harlem Renaissance and U.S. social history;

6. Dr. Dianne White Oyler (Ph.D. University of Florida) a specialist in African history, this being a specialty that connects several of the other specialty areas, offering courses in African history, the African Diaspora in the Atlantic basin, and the history of Women in Africa. In order to enhance the value of the graduate program, Dr. White Oyler is preparing a new concentration in graduate history, Africa and the Americas, which should create a new market, not reached yet by the current offerings in the M.A. program;

As the unstated necessity for graduate status at Tier II institutions, the graduate history faculty does extensive research and thus teaches students by example as well as through classroom teaching content. Dr. Hargrove has been contracted to write a book on the city of Fayetteville; Dr. Miller is conducting research for a book on the history of FSU; Dr. Pash is marketing his book on the historical policy surrounding the U.S. War in the Pacific; and Dr. White Oyler has a forthcoming book on transnational identity in West Africa with a publication date of June 2005. Furthermore, members of the faculty are well traveled. This fact contributes to the historical context that they teach because it brings field knowledge authenticity to their classroom discussions. For example, Dr. Hargrove studied foreign policy and culture in China (PRC) 1995, studied military history as a West Point Fellow in 1999, and participated in the prestigious CIA teaching intelligence seminar in the summer of 2004; in addition to her extensive travels in and research of Africa, Dr. White Oyler together with Dr. Richard Corby (University of Arkansas Monticello) traveled with history teachers from across the U.S. to Ghana and Guinea in 2000, through the Fulbright Hays summer seminars abroad program. She also acted as the cultural liaison for the U.S. Triathlon team at the OAS games in Cuba in 1999.
Grants generated in this department are generally subject-knowledge oriented. Most of the grants submitted by the history division derive from the depth of knowledge that the graduate faculty brings to the history major itself. Therefore, it is reasonable to assume that the investigative curiosity of the graduate faculty is filtering down to the undergraduate program and to the larger educational community at the local and national level and benefiting it through grantsmanship. For example, Dr. Dianne White Oyler in support of with Dr. Richard Corby at the University of Arkansas at Monticello developed successful grants on Teaching West Africa in the secondary classroom: a National Endowment for the Humanities (1999) for the in class experience, and the Fulbright Summer Seminars Abroad to Ghana and Guinea (2000) for the field experience. Drs. Claude Hargrove and Dianne White Oyler wrote a successful partnership grant for Teaching American History with the Cumberland County schools funded for $915,000 (2003-2005) and have submitted a FIPSE grant for improving the graduation rates of African Americans enrolled in the history M.A. program and for improving the number of those who continue on to the Ph.D.

4. **Facilities/Equipment**

The M.A. program in history is housed in the department of government and history. The graduate program must compete with the undergraduate program for large classroom facilities because there are no seminar rooms available. However, with the renovation of the Joseph Knuckles Science Annex, the new space may include at least one seminar room. The university has updated its course delivery program to include Smartboard technology that allows visual and audiovisual presentations to be easily included in graduate courses. Blackboard technology is also available, and it allows internet delivery to either enhance on-campus courses (web-enhanced courses) or to deliver instruction directly online (web-based courses). To extend the reach of the M.A. program, two historians, Drs. Hargrove and White Oyler have graduate history courses online, thus bringing the history graduate program to students living far away from our campus our who may have travel restrictions.

All equipment used in the graduate program is shared with the undergraduate program. Library costs are undistinguished from monies spent on the undergraduate history program. There is no additional cost for specialized equipment and library resources. In addition, the African bibliographer at the University of Florida, Peter Malanchuk, periodically sends primary and secondary sources to the FSU library as a part of UF’s commitment as a regional assistance under Title VI guidelines. These sources are duplicates received by the UF libraries, and therefore UF sends one duplicate copy to FSU, a partnership procured by Dr. White Oyler, and one to the University of Dar Es Salaam.
5. **Demand**

Indeed, with its emerging focus on internet instruction, FSU’s graduate history program is in a good position to grow statewide and, hopefully, nationally. Thus, our search committee is making a special effort to have technologically savvy individuals in the recruitment for new faculty positions. On the matter of perceived growth of the graduate M.A. program in history at FSU, it will be necessary at a future date to increase seminar classroom space allotment, to subscribe to high gloss journals, (many of which are currently available on line and therefore would not stress our library facilities), to allocate a graduate program resource room, and to have dedicated means for graduate faculty to communicate with graduate history students. More important, however, would be to address the allocation of courses at the graduate level so that proper remuneration is given to faculty involved in the history graduate program. It is important not to disadvantage FSU’s graduate faculty. One way this could be done is to offer a 4/3 load, or else to create a process by which the overloads taken on by the graduate faculty (in order to graduate students in a timely manner are compensated) either in kind through time release or through a special pecuniary stipend. Currently the Schools of Business and Education compensate their graduate faculty with a one course reduction for each graduate course taught which is considered to be Best Practices at most universities.

One noticeable situation impeding the growth of the graduate program is that it has been treated as an adjunct to the undergraduate program. Thus the number of graduate students has been kept low due to unavailability of resources to properly recruit and retain potential graduate students. Plainly stated, the faculty lacks the needed resources to engage in active recruitment, either through internet offerings, a growing field of demand, or else by hiring adjunct faculty to teach the lower level undergraduate courses. The current number of history graduate students pursuing an M.A. degree in the program is eight, but this number does not take into account the greater number of students who take the graduate classes for required teaching licenses or to upgrade teaching, or to meet teaching certificate requirements in FSU’s education programs.

Despite these issues, the program produced two masters in 2001, five in 2002, one in 2003, and four in 2004. These graduates have primarily found jobs in the field of education, local and regional secondary schools, or are pursuing higher education like Kelli Walsh who is currently completing her Ph.D. at the University of South Carolina (Columbia) and who teaches as an adjunct instructor in the history undergraduate program. One 2005 graduate, Shelley Burleson, is working in the archives at Ft. Bragg. Prospects for employment as historians may be found in the areas of education, federal employment (civil service, Foreign Service), and archive and museum preservation. With the retirement of the baby boomers, many jobs will become available within the next decade.

6. **Costs**

The program requires 36 hours of work that may or may not include a thesis. This is on a par with the institutional average for M.A. programs. A minimum of 5 students is
required; however, if the course is needed for graduation during a specific semester, then it could contain fewer students, and it has to be taught as an uncompensated overload by the graduate faculty. Some courses, such as courses by directed readings, by their nature are under enrolled. **There are no yearly costs associated with this program, beyond those normally associated with teaching any history course.**

The M.A. program currently has two concentrations (fields), United States History and Latin American History. The two concentrations (fields) cannot be consolidated because they focus on two different and distinct regions. They complement one another, and courses from each may be selected for the elective credits of the other. (See attached courses offered by the program) Both concentrations (fields) require HIST500, Historiography. The student then takes eighteen credits in the specific major, either U.S. or Latin American history, and fifteen elective credits, six of which may be earned by taking the thesis option.

The course of study for an M.A. student selecting the United States history concentration, non-thesis option could include the following scenario of choices. All M.A. history students must take **HIST 500** Historiography. The M.A./U.S. non-thesis student may then choose six courses from the U.S. history offerings for example: **HIST 506** Revolution and American Identity; **HIST507** Social Strata in the Antebellum South, **HIST510** Studies in Twentieth Century U.S. History; **HIST520** Studies in U.S. Foreign Relations, **HIST 557** The Harlem Renaissance; and **HIST560** Black Biography. The M.A./U.S. non-these student may choose five courses from a list electives that include courses in African, Latin American, and U.S. history, for example: **HIST 576** Africa and the Americas, **HIST570** Topics in African history; **HIST575** History of Women in Africa; **HIST551** Caribbean History from Columbus to 1838; **HIST552** Caribbean History from the Post-Slavery Period through the 20th century.

### GRADUATE COURSE ENROLLMENT

<table>
<thead>
<tr>
<th>Year</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>38</td>
<td>54</td>
<td>30</td>
<td>36</td>
<td>26</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>Spring</td>
<td>33</td>
<td>41</td>
<td>33</td>
<td>20</td>
<td>38</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>76</strong></td>
<td><strong>95</strong></td>
<td><strong>63</strong></td>
<td><strong>53</strong></td>
<td><strong>64</strong></td>
<td><strong>66</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

**Grand Total is 485**    **Average yearly enrollment is 69.3**

The figures above show that between 1998 and 2005 course enrollment has been high except for one year when it dipped to 53. The total enrollment for the seven-year period is 485, and the average enrollment per year is 69.3. These high figures are not shown in the figures reported to General Administration. This may be explained as follows: basically we have three groups of students in the program (1) degree seeking students, (2) professional development students, and (3) licensure students (teachers). The enrollment numbers presented to the General Administration covers only graduate students in the History M.A.; hence, it reflects low enrollment figures. This situation has been created by the following nomenclature thus causing confusion as to a more accurate count:
SPG  Special Graduate
G Regular  (continuing) Graduate
SPG MHIS  (continuing) Graduate
SPG PROF  Professional Development Student
FGR  First time graduate student

In addition, the following chart’s figures illustrate the differences in the numbers of students who pursue the M.A. history concentration as graduate students and all students who take master’s level courses found in the M.A. history program.

**Comparison Graduate students and All Students in M.A. History Courses**

FSU Institution Research Data (see attached for raw data)

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Student Course Enrollment</th>
<th>All Graduate &amp; Professional Dev. Course Enrollment</th>
<th>Graduation Rate M.A. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>1</td>
<td>38</td>
<td>0</td>
</tr>
<tr>
<td>2000-2001</td>
<td>12</td>
<td>63</td>
<td>2</td>
</tr>
<tr>
<td>2001-2002</td>
<td>15</td>
<td>53</td>
<td>5</td>
</tr>
<tr>
<td>2002-2003</td>
<td>12</td>
<td>64</td>
<td>1</td>
</tr>
<tr>
<td>2003-2004</td>
<td>13</td>
<td>66</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53</td>
<td>379</td>
<td>10 (Actual Count)</td>
</tr>
</tbody>
</table>

7. **Duplication**

Within the university, the M.Ed. in Middle Grades Education Social Studies and the M.Ed. in Secondary Education with a specialty in History Education depends upon the M.A. program for 15 of its 36 hours, and there is no duplication because graduate level history requires specialized field training that cannot be replicated elsewhere at the university. Serving North Carolina’s southeastern region, FSU is the only UNC system university within fifty miles that offers a master’s degree in history, and as an HBCU, FSU is particularly important to the local and regional African American community. Course sharing through online and distance education opportunities have increased through graduate history faculty involvement, but there continues to be a need to increase FSU’s graduate history faculty participation in internet offerings in order to expand our market share and thus make our classroom offerings harmonious to a greater market possibility.
8. **Critical Mass**

Because history is the centerpiece of secondary social studies in North Carolina, the elimination of the M.A. program would destroy the M.Ed. program in Middle Grades Education Social Studies and M.Ed. in Secondary Education with a specialty in History Education. The removal of the M.A. graduate program would also eliminate all graduate history offerings being taught at the university because no graduate courses can exist without a graduate program in place. This would obstruct the department’s ability to serve its constituents found in the local and regional secondary and middle grades professionals seeking to increase their knowledge for and performance at their jobs. Additionally, this would put the rest of the graduate programs in the College of Humanities and Social Sciences at risk since the productivity numbers of the history M.A. program are similar to those of the other college departments.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENGLISH</th>
<th>PSYCHOLOGY</th>
<th>Political Science</th>
<th>Sociology</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2000-2001</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2001-2002</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2002-2003</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2003-2004</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>4</td>
<td>11</td>
<td>16</td>
<td>21</td>
<td>15</td>
</tr>
</tbody>
</table>

FSU Institutional Research

As the members of the department retire, more generalists will be hired because serious scholars might avoid a university that does not support a graduate program. For these potential faculty recruits, experience in teaching in a graduate program might be the only attraction for them if all other factors were equal. Newly minted Ph.D.’s might look to the FSU teaching experience as a way to hone their upper division and graduate methodology as they prepare for a long career in academe, and this in itself may help our department in their retention of history faculty. Furthermore, lacking the need for specificity, faculty will be less eager to engage in seminal research and publication.

Despite holding a Ph.D., the lack of focused, publishing, specialists could damage the upper division courses offered in the undergraduate program. Students could still major in history, but the department would become a service department for the CORE and offer a history minor for other majors.

9. **Recommendation about the Program**

The M.A. history program should continue as a separate, stand alone program. Despite the lack of resources invested into the program, the M.A. in history has effectively served its target demographic. This group includes prospective teachers in the School of Education, continuing teachers who are adding to their existing compendium of knowledge and skills in history, and students who may be interested in enrichment that will make them a better citizen of an increasingly interdependent world.
The history M.A. can be strengthened, and many of these measures are in place but need to be directly implemented. The following suggestions are structured by category.

TECHNOLOGY
Increasing the technological base of the program to offer more web-based and web-enhanced courses. The use of technology in this fashion will give students the opportunity to familiarize themselves with the technology that they will be required to use in their jobs. Additionally, web-based instruction will enable students who cannot fit college into their busy lives and those who are found outside a comfortable driving margin to FSU an opportunity to participate in the program. It is very important also to recruit and hire new faculty who can teach internet courses or who have, as part of their graduate studies, developed the ability to teach a greater audience through the internet.

RECRUITMENT
(1) The graduate program needs an independent budget from which to offer scholarships and research and teaching assistantships that would act in recruiting students to the program. A solution could be found offering tuition remission and channeling 100 level courses to graduate students who could work in conjunction through graduate faculty mentors, as is done at larger universities.

(2) Graduate students should be eligible for internships, assistantships, and fellowships that will financially undergird their study and research so that a full time day graduate program can emerge. They should be sponsored to present papers at conferences and workshops.

(3) Quality brochures should be developed to advertise the program. They would be mailed to undergraduate HBCU and other North Carolina institutions to attract recruits. If not already in place, a specific website should also be developed in order to recruit through the internet.

(4) As an HBCU with a fully funded history M.A. program, FSU could rejuvenate its recruitment efforts among other HBCUs who do not have a master’s degree program. Brochures and recruitment teams could visit these universities to attract a larger constituent population of non-traditional students who would be full time living on-campus funded by student scholarships generated by FTEs.
<table>
<thead>
<tr>
<th>Degree Awarded</th>
<th>Number of Degrees Awarded</th>
<th>HBCU Degrees as a Percentage of ALL Degrees Awarded</th>
<th>HBCU Degrees to Blacks as a Percentage of ALL Degrees to Blacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>28,846</td>
<td>2.2</td>
<td>21.5</td>
</tr>
<tr>
<td>M.A.</td>
<td>6,338</td>
<td>1.3</td>
<td>11.0</td>
</tr>
<tr>
<td>Doctoral (Ph.D./ Ed.D.)</td>
<td>364</td>
<td>0.8</td>
<td>10.7</td>
</tr>
<tr>
<td>PROFESSIONAL</td>
<td>1,427</td>
<td>1.8</td>
<td>17.2</td>
</tr>
</tbody>
</table>

DOE Educational Statistics

CURRICULUM REVISION

(5) There is a need to reassess the focus of the current curricular offerings in order to bring the program to contemporary requirements and to make it more attractive to prospective students of history. One way of doing this is to offer a more open degree tailored to the need of school teachers that would allow the program to meet the greater diversity focus mandated by many boards of education across the country. Although graduate history courses are offered solely through evening classes, in order to attract scholarship students or to begin to formulate a graduate assistant program, adding graduate offerings to summer offerings and to the daytime curriculum may be necessary for the program’s continued growth. An area study should also be conducted to see if a weekend university program is feasible.

PROGRAM REVISION

(6) As a part of an on-going revision of the M.A. program in history, three faculty members should be incrementally dedicated to teaching exclusively in the graduate program. This would increase the number of day and evening graduate courses (or else weekend university) offered per year, and the increasing number of students will generate a greater FTE by which the program can fund graduate scholarships. Initially lecture positions filled by adjunct faculty teaching the entry level undergraduate courses could replace graduate faculty members, and later, a well thought out graduate assistant program anchored within a mentoring/teaching graduate faculty program could begin to replace adjunct teaching faculty in the lower courses (1000-2000 level), as SACS requirements allow these courses to be taught with 18 hours in the field of instructions.

(8) DEPARTMENT REVISION

The history discipline is currently housed in a multi-discipline department. Thus, history is unable to make the crucial decision for its development, recruitment, and fund-raising. Traditionally, non-historians with a limited understanding of the special needs of the history and its graduate program have made the pertinent decisions which have undermined the ability of history to recruit and retain students and to increase the program’s productivity rates. The present structure of the history...
program should be reassessed, as should the structure of the other programs within the department, in order to factually determine what would optimize the growth for all involved as well as maximize FSU’s growth as an institution of higher learning which seems to have tremendous potential for growth in an area that is underserved by specifically focused graduate programs.

Signatures:

Chancellor

Chief Academic Officer

Person to Contact if there are Questions about Information in this form