



## New Program Report

**Date Submitted:**

07/01/2019

**Institution**

University of Missouri-Columbia

**Site Information**

**Implementation Date:**

8/19/2019 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

University of Missouri-Columbia, 105 Jesse Hall, Columbia, MO, 65211

**CIP Information**

**CIP Code:**

540100

**CIP Description:**

Instructional content for this group of programs is defined in codes 54.0101 - 54.0199.

**CIP Program Title:**

History

**Institution Program Title:**

Atlantic History and Politics

**Degree Level/Type**

**Degree Level:**

Master Degree

**Degree Type:**

Master of Arts (MA)

**Options Added:**

**Collaborative Program:**

N

**Mode of Delivery**

**Current Mode of Delivery**

Hybrid

**Student Preparation**

**Special Admissions Procedure or Student Qualifications required:**

All students must have completed the requirements for a baccalaureate degree before entering the M.A. While there is no requirement concerning the field that this degree is in, student applications will be assessed on the strength of a writing sample in a field related to the humanities or social sciences and at least two letters of recommendation from full-time faculty in a humanities/social science discipline, criteria that we believe will ensure student preparation and success.



## New Program Report

**Specific Population Characteristics to be served:**  
n/a

**Faculty Characteristics**

**Special Requirements for Assignment of Teaching for this Degree/Certificate:**

A Ph.D. in an appropriate field and an active research agenda will be required of all individuals who teach in the M.A. program.

**Estimate Percentage of Credit Hours that will be assigned to full time faculty:**

70% of all courses associated with the M.A. will be assigned to full-time MU faculty. The remaining 30% will be taught at University of Oxford by faculty there, though (a) the Oxford faculty will be designated/hired as MU adjunct professors and (b) a full-time MU faculty member will collaborate with Oxford faculty and the Kinder Institute Postdoctoral Junior Research Fellow for the M.A. on design and instruction of the six-credit hour seminar students will take while abroad.

**Expectations for professional activities, special student contact, teaching/learning innovation:**

The expectation is that faculty members will conduct and publish research in their fields, travel to and share scholarship at professional conferences, and actively participate in the intellectual life of the Kinder Institute. Faculty will also be encouraged to take advantage of the various opportunities for course development, funded research, and collaborative work that the Institute supports.

**Student Enrollment Projections Year One-Five**

Year 1	Full Time: 20	Part Time: 0	
Year 2	Full Time: 20	Part Time: 0	
Year 3	Full Time: 20	Part Time: 0	Number of Graduates: 20
Year 4	Full Time: 20	Part Time: 0	
Year 5	Full Time: 20	Part Time: 0	Number of Graduates: 20

**Percentage Statement:**

n/a

**Program Accreditation**

**Institutional Plans for Accreditation:**

There are no accreditation requirements associated with this new program.

**Program Structure**

**Total Credits:**

30

**Residency Requirements:**

All students must be in residence at Mizzou for the fall and spring semesters of the M.A.

**General Education Total Credits:**

0

**Major Requirements Total Credits:**

21

**Course(s) Added**



## New Program Report

COURSE NUMBER	CREDITS	COURSE TITLE
SC 9140	3	Political Institutions
POL SC 9120	3	Voting and Elections
	3	Tutorial (Oxford)
POL SC 9175	3	Evolution of State Legislatures
CONST DEM 8000	3	Atlantic Politics and History
	6	The Atlantic World (Oxford)
HIST 8480	3	Historiography

**Free Elective Credits:**

9

**Internship or other Capstone Experience:**

In lieu of a thesis, students will produce an article-length, discipline-appropriate paper through a research-intensive elective course and be assessed on the M.A.'s study abroad component. All assessments will be subject to the MU Graduate School's committee and defense requirements.

**Assurances**

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

**Contact Information**

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**Proposal for New M.A. in Atlantic History and Politics**  
*Kinder Institute on Constitutional Democracy*

## New Degree Program Proposal

Sponsoring Campus: University of Missouri-Columbia

College or School: College of Arts & Science

Department: Kinder Institute on Constitutional Democracy

Program Title: M.A. in Atlantic History and Politics

Delivery Site(s): University of Missouri-Columbia Campus

Expected Date of First Graduation: Spring 2021

Author of Proposal: Dr. Jay Sexton, Kinder Institute Chair in Constitutional Democracy and  
Professor of History

Name and Phone Number of Person to Contact for More Information:

Dr. Thomas Kane, Kinder Institute Communications Associate, 434-825-4852

Individual(s) Responsible for Success of Program

Dr. Jay Sexton

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## EXECUTIVE SUMMARY

While the outlook for graduate study in the humanities and social sciences is not as grim as public sentiment suggests ([https://nces.ed.gov/programs/digest/d17/tables/dt17\\_323.10.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_323.10.asp)), it is likewise no secret that advanced study in these fields needs to be re-imagined to fit the new educational landscape. Specifically, we need more humanities and social science Master's programs—like MPA and MSWs (which have shown growth while other disciplines have seen either contraction or stagnation)—that think creatively about how to prepare students both for the traditional M.A.-to Ph.D.-to tenure-track trajectory *and* for professional life and success outside the academy.

The proposed **M.A. in Atlantic History and Politics** was designed with this imperative to re-imagine graduate study for the present day squarely in mind. With a rigorous, interdisciplinary curriculum that spans History, Political Science, and Public Affairs, it will prepare students for doctoral work in any of these fields, as well as for further study in such fields as Law, Museum Studies, Policy Studies, and Secondary Education. Additionally, the skills that students will refine through the degree—communication, written argumentation, conceptual thinking and problem-solving—transfer to and prepare them for success in any number of public and private sector professional pursuits (see Section 3.A. for more information on this). Beyond this, the innovative approach that the M.A. will take to introducing experiential learning into the M.A. curriculum—both through for-credit internship opportunities and a yearlong required professional development course—will allow students to gain pre-degree experience in a wide variety of professional fields and, in this, become even more competitive candidates for post-degree employment.

Not only will the M.A. place Mizzou in a leading position when it comes to a nationwide need to re-think the design and objective of graduate programs. It will also advance a number of other university priorities: the one-year structure of the M.A. will lower both the cost of graduate study for students and their time to degree; we will aggressively recruit students from all UM system campuses for the M.A. and be creative in pursuing other cross-system collaborative opportunities; and the degree as a whole—and particularly its unique, four-week study abroad requirement at Oxford University—will attract new students from around the nation and globe to MU and help the university retain some of its brightest undergraduates for at least another year, though we anticipate many students will continue their graduate studies at Mizzou upon completing the M.A. Moreover, because the program can be launched and sustained using existing faculty resources and courses at the Kinder Institute and in other departments, it will immediately be revenue generating to the university and, through course development and research funds already accounted for in the Kinder Institute budget, will additionally help the university build on existing academic strengths in global history and comparative politics.

A final note on the last point above and on the question of “why this program now”: As outlined in Section 1, over the past two-plus years, we have seen a surge in interest on campus—among students, faculty, and visitors alike—in engaging with the M.A.’s intellectual premise: the belief that truly understanding the evolution and present state of American history and politics requires examining these subjects in a transnational context. During this same period of time, it has likewise become exceedingly apparent that it is more important than ever for future generations to have an awareness of the historical and contemporary links between the U.S. and the wider world. In regard to these two developments, the M.A. will stoke the existing intellectual energy on campus when it comes to studying transnational history and politics and will help Mizzou fulfill its mission of stewardship by producing graduates who are capable of productive, thoughtful engagement with the wider world politically, economically, culturally, and historically.

## 1. Introduction

In terms of design, the M.A. will be structured as a one-year, 30-credit hour degree program housed in the College of Arts & Science and consisting of: nine hours of coursework at Oxford's St. Peter's College during the summer; a three-hour, interdisciplinary core seminar taken during the fall at Mizzou; six hours of disciplinary credit (three each in History and Political Science); nine hours of elective credit in graduate classes offered in History, Political Science, the Truman School, and the Kinder Institute; and three hours of professional development credit. Students will be able to pursue experiential learning opportunities through their elective coursework.

In terms of content, as evidenced in the last two decades of scholarship, and as confirmed not only by the 25 leading academics who came to MU in May 2018 for the *Cambridge History of America and the World* book conference but also by the scholarly work currently being produced by MU faculty, the study of American politics and political history has shifted toward embracing the intellectual premise of the proposed M.A.: that the American founders were not nationalists but Atlanticists and that the course of U.S. history and the evolution of American political institutions cannot be understood without recovering and analyzing the Atlantic context in which the United States was born and has developed. Geographically, the M.A. will define 'the Atlantic' to include the connections between the peoples and markets of North America, Europe, South America, and Africa, and in developing the degree, we will prioritize a number of curricular factors related to its premise: ensuring that the full range of Atlantic voices are represented in students' coursework, particularly the voices of women, minorities, and indigenous and enslaved peoples that are too often marginalized in or entirely left out of the narrative the M.A. will examine; ensuring that students take at least six-credit hours of coursework in classes that focus on the history, politics, and/or governance of a nation other than the United States; and ensuring that students get exposure to both a foreign culture and a different pedagogical system through the degree's study abroad component (See 5.B and 5.C for more details regarding program and curriculum structure).

Finally, in terms of audience, three existing communities at or affiliated with Mizzou underscore the solid foundation on which the M.A. is built: (1) the aforementioned cohort of professors at the Kinder Institute and Truman School, in the Departments of History and Political Science, and elsewhere on campus who are already engaged with the M.A.'s scholarly premise and who have already developed and taught classes that fit seamlessly into its curriculum; (2) a growing community of students who have shown enthusiasm for courses and programs that promote interdisciplinary inquiry into the subject matter on which the M.A. will focus; and (3) a number of organizations with which the Kinder Institute has built relationships over the past five years that will be instrumental in providing the experiential opportunities mentioned in the executive summary: the Missouri State Legislature and State Supreme Court; the State Historical Society of Missouri, Missouri Historical Society, and Missouri State Archives; the Missouri Humanities Council; the World War I Memorial & Museum; the Truman and Eisenhower Presidential Libraries and the Fred W. Smith Library at Mount Vernon; the White House Transition Project; Monticello; and Oxford's Rothermere American Institute.

The bigger picture benefits of the degree should also be reiterated here. It will enhance the national and international profile of the University of Missouri; it will help MU attract new Master's students, particularly in its home state, and retain students on its own campus; it will foment new cross-campus and cross-system collaborations; and it will prepare MU students for further graduate study and academic careers, as well as for professional and leadership positions in the public and private sectors.



## History of the concept for the program

Again, any reading of the tea leaves forces an acknowledgment that graduate study needs to be re-imagined to better fit today's professional and higher education landscapes. It needs to become more cost-effective for the students; we need to whittle down time to degree; and we need to think creatively and realistically both about the post-degree opportunities that are opened up to students who complete M.A. and Ph.D. programs and about how we can shape curricula in a manner that maximizes student success in pursuing them.

Perhaps more than anything, then, the history of the concept for the program began with our recognition of these changing demands. The one-year structure not only shortens time to degree and reduces costs but also gives students interested in further graduate study in history, political science, or public affairs opportunities to hone the skills necessary to thrive in these disciplines and to start developing a scholarly area of concentration that they can then build on in a Ph.D. program. This structure would be especially beneficial to existing MU undergraduates who will be able to begin taking courses that apply toward the M.A. during their senior year. (Though the program we are proposing will *not* be part of a traditional 4+1 degree, Vanderbilt's 4+1 History program, which requires that students audit a graduate seminar at no cost during the first semester of their senior year before officially starting M.A. coursework in their second senior semester, is an interesting model in regard to student preparedness.) In terms of the new frontier of graduate study, we also believe that the degree will add unique value by providing professional traction beyond the standard M.A.-to-Ph.D. model. Specifically, in addition to the general—and marketable—skills that the M.A. will promote, its innovative, interdisciplinary nature will allow students to use the degree's elective requirement to tailor courses of study around developing content knowledge and gaining practical experience in fields that will distinguish them from other potential job candidates.

Zooming in from the macro- to the campus-level, the idea for the M.A. originated internally from observing the success and growth of—as well as the steadily increasing interest in—our undergraduate initiatives and subsequently realizing that a program like this one could provide a valuable opportunity for students to build on their undergraduate work and expand on and diversify their post-graduate degree options. Three initiatives in particular stand out on this front:

(1) The four-credit hour “Global History at Oxford” course (HIST 4004) that includes an embedded week of study at Corpus Christi College and that mirrors, if on a scaled-down level, both the curricular thrust and abroad component of the M.A.

- Not only has student interest grown in the two years that the course has existed. We also saw a year-over-year increase in interest in the alumni trip folded into the program among former Mizzou grads, all of whom have expressed a sincere desire to see the relationship between MU and Oxford continue to develop.

(2) Through our Kinder Scholars D.C. Summer Program, we have seen undergraduate students pursue internship opportunities in fields that the M.A. would uniquely prepare them for, both through its academic coursework and its professional development opportunities. For example, they have worked: at major archives and scholarly projects (Smithsonian, National Archives, the Eleanor Roosevelt Papers, the White House Transition Project); at non-profits and other NGOs (SurvJustice, Victory Fund, the Children's Defense Fund, International Justice Mission); at major think tanks (Federalist Society, Institute for Justice, Bellwether Education Partners, Center for International Policy, Potomac

Institute, Heritage Foundation); and in the Senate and House, as well as in other federal offices (Department of State, Department of Defense, FCC, Federal Reserve). As seen in 3.A.1, many of these are also sectors of high projected job growth, and students with the kind of skills and experience that the M.A. will foster will be prepared for the next decade's inevitably more competitive job market.

(3) In a very short time, we built a 44-student cohort (exceeding our target of 40) for the inaugural class of the Kinder Institute Residential College, a program designed for incoming Mizzou students who demonstrate strong interest in and scholarly aptitude for the study of American political thought and history. These students represent precisely the kind of distinguished undergraduates that we believe the M.A. will help MU retain as graduate students.

### **Timeline of events leading up to the degree proposal**

In Summer/Fall 2014, Kinder Institute Director Justin Dyer and Associate Director Jeff Pasley—in partnership with faculty in the School of Law, the Departments of Economics, Philosophy, History, and Political Science, and the Classical Humanities/Ancient Mediterranean Studies program—forged the curriculum for the Minor and Certificate in American Constitutional Democracy.

In Fall 2015, ahead of the originally planned schedule, the Kinder Foundation made a \$25 million gift to endow the Kinder Institute as a signature academic center at MU, enabling us to add six faculty members, including an Endowed Chair, who hold joint appointments in the Department of History, the Department of Political Science, the Truman School, and the MU Law School.

In Spring 2018, we not only launched the aforementioned “Global History at Oxford” course but also “Race and the American Story,” a five-section, one-credit hour tutorial co-developed by then-Kinder Institute Professor Adam Seagrave and then-MU Black Studies Chair Stephanie Shonekan which focuses on “the confrontation between American political principles and the practice of racial injustice throughout history,” a subject of vital importance that we envision the M.A. program allowing students to delve into further.

From May 17-19, 2018, the Kinder Institute hosted leading scholars of American transnational history on campus to workshop chapters for the forthcoming second volume of *Cambridge History of America and the World*, which is co-edited by Jay Sexton and Kristin Hoganson (University of Illinois).

From December 2018-February 2019, the Kinder Institute successfully recruited the aforementioned cohort for the Kinder Institute Residential College (KIRC), which will launch in Fall 2019. We anticipate growing this cohort to 60 students for Fall 2020.

Concurrent with the M.A. proposal, the Kinder Institute is submitting a proposal for a B.A. in Constitutional Democracy, which students will begin fulfilling requirements for through the KIRC (though it will likewise be open to the general student body). We believe the B.A. will likewise be a fertile recruiting ground for the Master's.

### **Person and department responsible for the success of the program**

The proposed M.A. will be overseen at the Kinder Institute by Jay Sexton, in consultation with faculty from the Kinder Institute, Truman School, and MU Departments of History and Political Science.

## 2. Fit with University Mission and Other Academic Programs

The University of Missouri mission statement (<https://missouri.edu/about/mission.php>) explains,

Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world.

The new M.A. will advance the University of Missouri mission in the following ways:

- By focusing on the Atlantic connections that have shaped the history of the United States and the structure of American government from before the creation of the nation through the present, the M.A. will prepare students not only to enter today's globalized economy but also to achieve the kind of culturally- and historically-enriched understanding of international affairs that is necessary to be meaningful, front line participants in efforts to improve the health of, and to mend gaps, in civic society, on a domestic and global level. Of equal importance, the subject matter at the core of the M.A.'s required and elective curriculum will encourage students to candidly, critically assess the United States' contributions to both the well-being and the deterioration of global relations, historically as well as in the present.
- The interdisciplinary approach to the new M.A., and the faculty who will be stewards of it, will encourage students to think holistically about how graduate study and public service support one another—how, for example, 18th-century Atlantic history informs contemporary policymaking, and how studying the latter can shed new light on the former. In this sense, the M.A.'s course of study will produce students with a sense of how best to advance a globally-rounded conception of public good and how best to identify and challenge those institutions and forces that obstruct it.
- By fostering creative thinking about the professional arenas that an advanced degree in the humanities or social sciences prepares one for—and by creating opportunities for students to gain practical experience in these arenas—the new M.A. will support economic development at multiple levels by producing graduates who not only have the communication skills to succeed in any number of fields but who also, and more importantly, have the cultural, political, historical, and social awareness necessary to identify how quality of life can be advanced by their work in these fields.

### 2.A. Alignment with recently articulated campus goals and priorities

The M.A. in Atlantic History and Politics also aligns with many of the objectives outlined in the UM System's recently issued "Compact Response Plan," including:

- Decrease the cost of attendance for/Increase the annual class size of our new incoming graduate students\*: As mentioned previously, achieving these two goals is squarely at the center of the design of the M.A. program. The one-year structure will reduce the cost of the

M.A., which we think will positively impact enrollment. In addition, we anticipate that the degree's close connections with the History and Political Science Departments, as well as the Truman School, will have the secondary effect of encouraging students to pursue further graduate study in these units after completing the M.A. (and M.A. administrators will work with departments to determine the most streamlined, cost- and labor-effective path for students who wish to do this). Finally, enrollment generation will be further spurred by what we expect to be a frequent, natural progression from the proposed B.A. to the M.A.

- Increase high-impact experiential learning opportunities: Experiential learning is too often considered the domain of either undergraduate education or more professionally-oriented graduate programs. We strongly believe that the practicum can and should be extended to students pursuing advanced degrees in the humanities and social sciences, and a critical component of the M.A. will be leveraging existing relationships (and developing new ones) that will provide M.A. candidates with the opportunity to gain professional experience in fields such as undergraduate program and curriculum development, public history, policy studies, state government, archival studies, and social and community service.
  - An advisory council consisting of MU faculty and individuals from outside the university will be formed to oversee and provide mentorship for this element of the program.
- Recruiting and retaining talent: The combination of the new B.A. and M.A. will make MU an even more attractive destination for potential hires for a number of reasons: the opportunity to work in small class settings with elite students over the entire lifespan of their undergraduate and graduate careers; the chance for faculty members to develop highly-focused seminars and tutorials in their areas of expertise; an organizational structure that prioritizes scholarly production and provides faculty with the time and resources necessary to pursue research projects; and the programs' extensive overlap with other departments at MU and the intellectual community and potential collaborations that exist because of this.
  - Though more germane to the Kinder Institute as a whole, the M.A. will add new dimensions to the initiatives that are already in place at the Institute to "support mechanisms for faculty in the humanities and social sciences to conduct their own scholarship as well as team-based interdisciplinary research," namely: course development and research and travel funds, and a robust series of colloquia, seminars, and conferences through which faculty can discuss their research with members of the MU community as well as peers from around the region and globe.
- Develop an effective strategy to increase recruitment of high-impact postdocs and graduate students in priority research programs: That the M.A. will aid in recruiting high-impact graduate students goes without saying, though we would reiterate that: (a) in conjunction with the B.A. program, it will also be responsible for—and will, in fact, prioritize—developing high-impact graduate students within the MU undergraduate community; and (b) it will contribute to high-impact M.A. candidates remaining at MU to pursue other graduate opportunities. As outlined in 3.B.1, we anticipate that the postdoc position created for the M.A. will be among the most highly-coveted in the nation given its close ties to Oxford.

\*Though it is not a part of the initial proposal for the M.A., we have discussed—internally as well as with the MU School of Education—the possibility of developing online graduate courses geared toward high school teachers. This would be greatly aided by the ability to integrate these classes into the curriculum for the M.A. and administer them in conjunction with our annual summer conference for high school social studies teachers.

## **Reasons for making this a campus priority**

As previously mentioned, the structure of and the curricular and professional opportunities offered by the proposed M.A. make it precisely the kind of program that could help vault Mizzou ahead of peers in what we imagine will become a nationwide race to develop a sustainable model of graduate study in the humanities and social sciences that is leaner, more effective, and more productive (for students and institutions alike) than the one which is currently in place. Moreover, the M.A. will help Mizzou retain its own students and attract undergraduates from elsewhere, particularly from elsewhere in Missouri; it will present possibilities for collaboration both on campus and between campuses in the UM system; it will bolster the reputation of the university in the community and state, and around the nation and globe; and it will generate revenue in its first year.

## **2.B Duplication and Collaboration within Campus and across the UM System**

### **Duplication of existing programs within the UM System or state of Missouri**

The core degree components—the nine credit hours of tutorial coursework taken at Oxford (with Oxford faculty), the interdisciplinary graduate seminar co-taught by Kinder Institute faculty, and the multi-dimensional professional development course (See 5.C.1c)—exist nowhere else on campus, in the UM system, or in the state (or nation), thus eliminating risk of program duplication. Moreover, courses offered through the M.A. will be open to students throughout the UM System.

### **Collaboration with existing complementary programs**

One goal in developing this program was to create new opportunities for synergy, and we anticipate the following avenues for collaboration emerging from the M.A.:

- The required coursework and nine hours of elective credit necessary to complete the M.A. will generate enrollment in graduate courses in other departments—initially History, Political Science, and Public Affairs, though we hope in time to grow this list to include units across A&S.
- The unique subject matter of the M.A. will encourage faculty to develop new graduate courses that expose students to under-studied voices, spaces, and currents of thought in the Atlantic world and that push back against the problematically celebratory, nationalistic narratives, particularly regarding the U.S., that continue to circulate in the academy and public sphere.
- We hope to actively promote course exchanges to students whose research interests align with the expertise of a faculty member at UMKC, UMSL, or S&T, and to extend a reciprocal offer to graduate students at these institutions. We will, of course, also aggressively recruit M.A. candidates from other UM System campuses. Though we will prioritize System collaboration, such exchanges will, in time, likely be explored with Truman State and Washington University, and we anticipate recruiting M.A. candidates from these campuses as well.
- We will support programs that facilitate the creation of on-campus and cross-system research networks, including a works-in-progress colloquium series specifically for UM system faculty, and a semiannual graduate student seminar, through which M.A. and Ph.D. candidates throughout the state and region will meet in Columbia, St. Louis, or Kansas City for a dinner discussion of a selection from a peer's thesis or dissertation project.

### 3. Business-Related Criteria and Justification

#### 3.A. Market Analysis

##### 3.A.1 Need for Program

Regardless of what narratives from outside the university claim, graduate study in the humanities and social sciences does hone valuable *and* highly marketable skills, including the abilities to approach problems with a broad theoretical and historical perspective; to analyze and synthesize information quickly; and to write cogently and communicate clearly. With this in mind, the following market data reflects the kinds of non-academic positions that we believe the M.A. will prepare students for and that we will work to help them secure pre-graduation experience in. In many cases, these are fields in which students' subject-specific course of Master's work would distinguish them from other applicants. Figures come from the Bureau of Labor Statistics' employment projections for 2016-2026 (<https://data.bls.gov/projections/occupationProj>) and include expectations for percentage job sector growth, median salary, and entry-level education:

- Social and community service managers: 18%, \$64,100, Bachelor's
- Archivists: 14.3%, \$51,760, Master's
- Curators: 14.0%, \$53,770, Master's
- Community and social service specialists: 13.2%, \$41,570, Bachelor's
- Urban and regional planners: 12.8%, \$71,490, Master's
- Museum technicians and conservators: 12.4%, \$40,670, Bachelor's
- Technical writers: 11.0%, \$70,930, Bachelor's
- Arbitrators, mediators, and conciliators: 10.4%, \$60,670, Bachelor's
- Public relations specialists: 8.8%, \$59,300, Bachelor's
- Lawyers: 8.2%, \$119,250, Doctorate
- Secondary school teachers: 7.5%, \$59,170, Bachelor's
- Legislators: 7.1%, \$25,630, Bachelor's
- Historians: 6.0%, \$59,120, Master's
- Social science research assistants: 4%, \$46,000, Bachelor's
- Political scientists: 2.8%, \$115,110, Master's
- Survey researchers: 2.5%, \$54,270, Master's

Given the overlap in subject matter—and, in turn, in competencies/outcomes—between the B.A. and M.A., there is much similarity between the lists of professions that the degrees prepare students for. This overlap belies key differences, however. As stated previously, one expectation is that the M.A. will put graduates in a position to seamlessly transfer into Ph.D. programs and academic or professional careers in History, Public Affairs/Public Policy, and Political Science, in addition to providing them with an opportunity to refine the skills essential to success in advanced degree programs in a number of other fields, but Law in particular. In addition, the M.A. would make graduates viable and competitive candidates for all of the positions above that require a Master's degree, and in many cases—Curators, Survey Researchers, the White House Transition Project, and Archivists, to name only a few—our existing partnerships would allow M.A. students to gain experience in these fields before they graduate. And, of course, even for those positions that require only a Bachelor's, the candidate with an M.A. would stand out.

One profession of note that is not mentioned in the B.A. proposal is secondary school teachers, and particularly secondary school teachers in Missouri. Under current DESE guidelines, the ability to teach dual credit classes—and the pay raise that comes with this ability—is tied to having a Master’s degree in the field in which you teach vs. an M.Ed. (graduate hours are also often required simply to enter a new bracket of the pay scale). We will actively promote the M.A. to Missouri high school teachers as a way to meet this threshold, and as mentioned previously, we already have a summer teachers program in place that could easily be transformed into a for-credit option.

### **How the program will help meet Missouri’s academic and economic needs**

The statistics in the previous section are likewise telling in regard to the state’s economic needs. Like the nation as a whole, Missouri will experience a growing demand over the next decade for graduates who are trained both in identifying the needs of the state’s communities and in working with and within civic institutions—housing authorities, health departments, legislatures, immigration service organizations—to meet these needs. In this, the state will face a demand for graduates who understand the ambitions and inner-workings of governing apparatuses and who address complex issues with knowledge and conscientiousness. A program like the Atlantic History and Politics M.A. is uniquely poised to fill this demand because of how it requires students not only to think deeply about connections between the theoretical foundations, historical evolution, and present state of the U.S. government but also to do so in a comparative context that encourages critical assessment of the American government’s actions over time and reveals alternatives to the institutional norms in place in the United States.

Academically, the proposed M.A. will ensure that some of the UM System’s most gifted students stay in-state at MU and that the university continues to build a reputation as a destination for the study of politics and history, on par with the most elite universities nationwide. It will also provide an innovative education that could transform the high school social studies classroom and curriculum, should graduates pursue that path, and it will lay the scholarly foundations for the next generation of professors both in Missouri and around the globe.

### **Letters of support**

See Appendix A for the letters of support we received from campus faculty and leaders, as well as from individuals outside the university. In addition, the proposal has received the endorsement of the A&S graduate curriculum committee, and the pre-proposal has been signed off on by the appropriate faculty and administrative bodies.

### **3.A.2 Student Demand for Program**

Our expectation that there will be significant student demand for the M.A. is based in large part on growing interest on campus over the past three years in undergraduate programs sponsored by the Kinder Institute, a reasonable barometer in so far as the M.A. will draw and build on the components of these programs that have most contributed to their growth and success and be actively marketed to students who participate in these programs. In terms of data, we have seen:

- Full Spring 2018 enrollment (15 students) in our inaugural “Global History at Oxford” on-campus/study abroad hybrid course, the curriculum for which the M.A. program will expand

- upon. Applications for the Spring 2019 “Global History” course more than doubled, necessitating raising the enrollment cap to 20 students.
- From AY 2015-16 to AY 2018-19, 48% growth (from 33 to 49 students) in applications for our Kinder Scholars D.C. Summer Program, the co-taught, interdisciplinary seminar for which provides a pedagogic model for the M.A.’s “Atlantic Politics and History” seminar
    - Growth in the Kinder Scholars program, which includes an internship component, also reflects increasing student interest in pursuing private and public sectors positions that the M.A. will prepare them for.
  - Growth in students receiving our Certificate in American Constitutional Democracy from 41 across three graduating classes (2014-15, 2015-16, 2016-17) to 34 in Spring 2018 alone, reflecting growing interest on campus in the subject matter that the M.A. will tackle
    - Over the past three semesters, an average of 427 students per semester have enrolled in 2000-, 3000-, and 4000-level course associated with our Minor/Certificate. As a percentage of capacity enrollment, this has translated into 100% enrollment (Fall 2017), 76% (Spring 2018), and 92% (Fall 2018).
  - 93% growth (29 to 56 students) in applications to our Society of Fellows program over the period AY 2015-16 to AY 2018-19, affirming strong student interest in being a part of the intellectual community fostered by the Kinder Institute and into which M.A. candidates will be fully integrated
  - In non-FIG sections of our *Constitutionalism & Democracy* Honors College series, enrollment from the first to the most recent time the classes were taught have increased: 127% for “Intellectual World of the American Founders” (from 11 to 25 in a 20-student section), 157% “Revolutionary Transformation of Early America” (7 to 18 in a 20-student section), 14% for “Constitutional Debates” (14 to 16 in a 20-student section), and 88% in “Young Republic” (8 to 15 in a 15-student section). In addition, 84 of 100 seats in the previously mentioned “Race and the American Story” course filled the first time it was taught and oversubscription required additional sections of the course to be opened up in Spring 2019. These statistics are significant because of their connection to the proposed B.A., which we imagine will be a consistently fertile recruiting ground for the M.A.: the four courses in the Honors series will make up the B.A.’s common curriculum, while the “Race and the American Story” course will serve as the backbone for an upper-level area of concentration within the major that students could then pursue further in their M.A. coursework.

In addition, we have recruited five graduate students in history (four M.A. candidates and one Ph.D. candidate) to the Kinder Institute over the past two years and been competitive with the likes of Yale, Penn, and Harvard Law for a number of others.

Based on these numbers, we anticipate recruiting 20 M.A. students in Fall 2020 and retaining this full cohort going forward.

**Table 1a. Student Enrollment Projections (anticipated total number of students enrolled in program during the fall semester of given year).**

Year	1	2	3	4	5
Full-Time	20	20	20	20	20
Part-Time	0	0	0	0	0
Total	20	20	20	20	20



**Table 1b. Student Enrollment Projections (anticipated number of students enrolled during the fall semester of given year who were new to campus).**

Year	1	2	3	4	5
Full-Time	20	20	20	20	20
Part-Time	0	0	0	0	0
Total	20	20	20	20	20

**Table 1c. Projected Number of Degrees Awarded**

Year	1	2	3	4	5	6	7	8	9	10
# of Degrees Awarded	20	20	20	20	20	20	20	20	20	20

### 3.B Financial Projections

#### 3.B.1 Additional Resources Needed/Expenses

All teaching needs for the M.A.'s on-campus curriculum can be met by existing faculty and through existing courses at the Kinder Institute, in the MU Departments of History and Political Science, and at the Truman School of Public Affairs, with the reciprocal benefit that the M.A. will increase enrollment in graduate courses in these non-Kinder Institute units. There will be additional staffing needs for the study abroad component of the M.A. curriculum, which are already accounted for in the existing Kinder Institute budget:

- Hiring a Postdoctoral Junior Research Fellow in Atlantic History who will be housed at the Rothermere American Institute but active in the Kinder Institute/MU intellectual community as the result of frequent trips to Columbia. As laid out in the MOU reached between the University of Missouri/Kinder Institute and Oxford (see Appendix D), the JRF will be charged with administering program logistics at Oxford and contributing to instruction for the six-credit hour "Atlantic World" seminar that M.A. candidates take while abroad;
- Hiring Oxford faculty as adjunct MU instructors, with titular affiliation to the Kinder Institute, to teach the three-credit hour tutorials and six-credit hour seminar that M.A. candidates take while abroad. These faculty will be periodically invited to spend a semester teaching and researching at Mizzou, which will come with the non-remunerated title of Senior Fellow at the Kinder Institute.
  - Note: It is essential that we bring on Oxford faculty to teach in this program. Most American study abroad programs simply transport their academics to foreign countries. This M.A. program, in contrast, will provide Missouri students with the expertise of Oxford faculty and embed them in that University's tutorial system.

These hires, as well as any other resources needed to launch and sustain the M.A. are accounted for in the Kinder Institute budget, so the programs will come at no new cost to the university.

#### 3.B.2 Revenue

Per the financial projections developed by University of Missouri Senior Finance and Accounting Consultant Amy Bohnert (see Table 3), the M.A. will generate \$251,064 in revenue in Year 1, \$255,384 in Year 2, \$259,200 in Year 3, \$263,088 in Year 4, and \$267,048 in Year 5.

**3.B.3 Net Revenue**

Since there are no new expenditures associated with the M.A., total and net revenue will be equal, year-over-year.

A brief note on these projections: Expected revenue will be generated through tuition and fees and reflects a growing trend at MU and elsewhere that M.A. students not be eligible for departmental financial aid. For in-state students, who we imagine will make up the majority of each cohort, the total cost for the M.A., less program expenses related to the Oxford component, would be approximately \$11,000. We estimate summer abroad costs at approximately \$7,000, with the possibility of a tuition and room/board offset agreement and with the expectation of being able to defray some costs through the continued growth of the Kinder Institute Scholarship Fund.

**3.B.4 Financial and Academic Viability**

Given that there are no new costs associated with launching it, the program will be financially viable in its first year at any enrollment, though a minimum of eight students would be required to justify resource re-allocation. It will be academically viable at 10 M.A. candidates.

**Table 2. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable.**

Viability	Minimum Enrollment
Financial	8
Academic	10

**Table 3. Financial Projections for Proposed Program for Years 1 Through 5.**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Expenses per year</b>					
<b>A. One-time</b>					
<i>New/Renovated Space</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Consultants</i>					
<i>Other</i>					
<b>Total one-time</b>	\$0	\$0	\$0	\$0	\$0
<b>B. Recurring</b>					
<i>Faculty</i>					
<i>Staff</i>					
<i>Benefits</i>					
<i>Equipment</i>					
<i>Library</i>					
<i>Other</i>					
<b>Total recurring</b>	\$0	\$0	\$0	\$0	\$0
<b>Total expenses (A+B)</b>	\$0	\$0	\$0	\$0	\$0

<b>2. Revenue per year</b>					
<i>Tuition/Fees</i>	\$251,604	\$255,384	\$259,200	\$263,088	\$267,048
<i>Institutional Resources</i>					
<i>State Aid -- CBHE</i>					
<i>State Aid -- Other</i>					
<b>Total revenue</b>	\$251,604	\$255,384	\$259,200	\$263,088	\$267,048
<b>3. Net revenue (loss) per year</b>	\$251,604	\$255,384	\$259,200	\$263,088	\$267,048
<b>4. Cumulative revenue (loss)</b>	\$251,604	\$506,988	\$766,188	\$1,029,276	\$1,296,324

### 3.C Business and Marketing Plan: Recruiting and Retaining Students

#### Initial marketing plan for new degree program

Initial marketing plans for the program can be broken up into three categories: marketing to incoming Mizzou undergraduates; marketing to existing Mizzou undergraduates; and marketing the M.A. nationally and internationally.

B.A./M.A. marketing to incoming freshmen: During Spring 2018, the Kinder Institute and University of Missouri Strategic Sourcing Specialist Kyla Rogers established criteria for a national search for a higher education-specific PR firm with whom the Institute could work during Summer 2019 on developing a marketing campaign for the B.A. and residential college that targets high school students. and would prominently feature the five-year, B.A./M.A. option. In addition, and to much success, we have recently been working with the Admissions and Enrollment Management Offices to increase contact opportunities with prospective students visiting campus and believe that continuing (and increasing) these efforts will be of great help in advertising the KIRC/B.A./M.A. to incoming freshmen and ultimately meeting our enrollment goals.

On-campus marketing: Given the success that we have had generating interest in and applications to our existing undergraduate programs, we would market the M.A. on campus in much the same way as we do those: through in-house information sessions and faculty and undergraduate liaison presentations in upper-level and capstone courses; by reaching out to academic advisors; and through social media, on our website, and via print materials. We also anticipate that the “Global History at Oxford” class will consistently serve as a critical venue for M.A. recruitment.

Marketing the M.A. nationally and internationally: As was evidenced by the aforementioned *Cambridge History of America and the World* book conference held on campus, the Kinder Institute and MU are fast developing a reputation as destinations for the study of American political and transnational history and American political thought and constitutionalism. We will leverage conferences like this one and the many others we host as the basis for developing and solidifying relationships with faculty from around the region, nation, and globe, and we will implement a regular protocol for reaching out to

conference participants to encourage them to market the M.A. to their students. We will also do this with colleagues at other universities, and in conjunction with this effort, we will launch a print campaign to strategically advertise the M.A. in history and political science departments nationwide.

In addition, the more academically-oriented organizations with whom we have formed partnerships and who will be instrumental in ensuring the success of the M.A.'s experiential learning component—e.g., Monticello, Oxford/the Rothermere American Institute, the White House Transition Project, and the Truman Presidential and Fred W. Smith National Libraries—will likely prove critical supplementary venues for recruiting incoming M.A. students.

### **Projected program growth over time**

As awareness about the M.A. program increases on campus and at other universities, and as the progression from B.A. to M.A. becomes more established, we expect that meeting and sustaining the enrollment target of 20 students per year will not be a problem. The only question, then, will be whether we can increase scale without compromising the program's close-knit scholarly culture.

### **Estimated costs of marketing**

We expect that advertising and recruitment for the M.A. can occur while staying within the current constraints of the Kinder Institute budget and thus come at no additional cost.

### **Plans to retain students**

As a one-year M.A., we expect neither student retention nor program completion to be an issue, and the one-year design was in fact chosen to mitigate this risk. Interpreting 'retention' somewhat differently, we do think that a number of students will be retained by the university as they transition into further graduate study in the Departments of History or Political Science, at the Truman School, or at the MU Law School, and we will monitor this outcome beginning with the first M.A. class.

### **Plans to ensure program enrollment outcomes**

We think that a number of previously mentioned factors will all work together to ensure that enrollment outcomes are met, including: the attractiveness of the one-year, cost-effective program structure, the relationship between B.A. and M.A., the growing reputation of the Kinder Institute, and the modesty of our initial expectations. In addition, we will work actively to raise funds and solicit endowments that could be applied toward ensuring that students of lesser means have access to the program.

## **4. Institutional Capacity**

With the exception of the hires outlined in 3.B.1, the personnel needed to develop, launch, and sustain the *new* curriculum for the M.A. in Atlantic History and Politics is already in place at the Kinder Institute. As outlined in 5.C.2, the classes necessary to round out the M.A. curriculum through elective credits—and to do so in a way that allows students to pursue a wide variety of areas of concentration—are already on the books in the Departments of History and Political Science and at the Truman School of Public Affairs and can be taught by faculty in these units or at the Kinder Institute. Moreover, we will encourage development of new graduate courses for the M.A.—and especially split

4000/7000 courses—by faculty in the above academic units and in other departments, programs, and schools, and we will reserve funds for this purpose.

### **Technology & Facilities**

Existing technology and facilities at and available to the Kinder Institute will meet the initial needs of the M.A. program.

## **5. Program Characteristics**

### **5.A. Program Outcomes**

The primary intellectual and pedagogical thrust of the new M.A. will be to build on the Kinder Institute's scholarly focus on the ideas, events, and institutions that have shaped the development of democratic life, politics, and culture in the United States by widening the frame of examination to include the greater Atlantic world in the modern era (ca. since 1750). In doing this, we foresee the M.A. advancing the following educational outcomes:

- Cultivating rich understanding of the international forces and actors that have influenced and continue to influence the development of constitutional democracy in the U.S.;
- Promoting critical inquiry into the American system's influence on the contours and course of constitutional democracy in other nations, as well as frank assessment of the United States' historical engagement with the wider world in relation to its own foundational principles;
- Underscoring the vital importance of taking a more global approach when considering American constitutional development, the evolution of political institutions in the United States, and the domestic and foreign policy decisions of governmental actors in the U.S.;
- Building the base of knowledge necessary to evaluate contemporary international affairs with historical and theoretical perspective;
- Helping students gain experience and develop professional networks in academic and non-academic fields
- Exposing students to the discipline-specific, graduate-level expectations, questions, and methods of the fields of History and Political Science

Particularly when combined with the communication, written argumentation, and critical/conceptual thinking skills that students will refine through the M.A., the subject-specific and experience-based knowledge described above will position graduates to be able to pursue, and to be competitive in pursuing, a wide range of post-degree outcomes:

- Doctoral study in History, Political Science, Public Affairs/Public Policy, or Law, and Master's-level study in fields such as (but not limited to) Museum Studies, Library Science, and Secondary Education
- Federal government work domestically or abroad, as well as work in state and local government
- Policy-related employment in the public and private sectors
- Data collection and analysis
- Niche and technical writing
- Secondary social studies education

- Non-profit and NGO administration and leadership
- Archival, editorial, and curatorial work at major libraries and museums

## 5.B Structure

The degree is structured around five primary pillars: (1) a required study abroad component at University of Oxford; (2) a required co-taught, interdisciplinary seminar that builds off of the Oxford component in establishing the shared intellectual foundation for the M.A.; (3) Discipline-specific training in History and Political Science; (4) For-credit professional development relevant to academic and non-academic fields; (5) elective course credit, initially at the Kinder Institute and Truman School and in the Departments of History and Political Science, through which students begin to develop expertise in an area of scholarly concentration that is both relevant to the M.A.'s intellectual premise and focused in a single discipline. At least six credit hours of coursework must focus on topics not primarily related to U.S. history and/or government, and at least three credit hours of elective coursework must come in the form of a research-intensive seminar through which students produce a substantial piece of academic writing that, along with assessments related to the study abroad component, stands in place of a traditional M.A. thesis. All courses for the M.A. must be taken at the 7000-level or above, and at least 15 credit hours must come through 8000- or 9000-level courses.

**1. Total credits required for graduation:** 30 credit hours

**2. Residency requirements, if any:** A

**3. Free elective credits:** In addition to the courses listed in Appendix C, which we anticipate will expand over time, students will be able to petition M.A. Director Jay Sexton to have other graduate-level courses apply to the M.A.

**4. Requirements for thesis:** In lieu of a thesis, students will produce an article-length, discipline-appropriate paper through a research-intensive elective course and be assessed on the M.A.'s study abroad component. All assessments will be subject to the MU Graduate School's committee and defense requirements.

**5. Any unique features such as interdepartmental cooperation:** The M.A. will facilitate cooperation with, course development within, and the construction of collaborative research networks between multiple departments, schools, programs, and faculty on campus and within the UM System.

## 5.C Program Design and Content

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs
The Atlantic World (Oxford)	6	Elective Coursework	9
Tutorial (Oxford)	3		
CONST DEM 8xxx: Atlantic Politics and History	3		

HIST 8480: Historiography	3		
POI, SC 9120: Voting and Elections/POI, SC 9140: Political Institutions/POI, SC 9175: Evolution of State Legislatures	3		
Professional Development Seminar	3		

## 1. Core requirements (21 credit hours)

### 1a. Oxford Study Abroad (9 hours)

The M.A. will begin with a four-week study abroad program at University of Oxford that will run from mid-July to mid-August, ending before the academic year commences at Mizzou. M.A. students will be housed in St. Peter's College and will have access to the holdings of the Vere Harmsworth Library, the largest collection of books on Atlantic history and politics held outside of North America. Students will take two courses while in Oxford. The first, "The Atlantic World," is an intensive set of lectures and discussion classes team-taught by a visiting Missouri academic and an Oxford academic that will be worth six credit hours. The second will be a small (5 students) group tutorial on a dimension of Atlantic history, taught by faculty from Oxford and worth three hours. Examples of potential tutorials include: "The History of the Special Relationship," "Western Political Thought since 1700," and "Slavery in the Atlantic World."

### 1b. Core Seminar: Atlantic Politics and History (3 hours)

This will be a reading-intensive and discussion-based seminar team-taught during the M.A.'s fall semester in Columbia by a political scientist and an historian. Some of the readings will be works of history, others will be primary texts of political philosophy or case studies, and all will allow students to continue building on and refining the shared intellectual foundation for the M.A. that began coalescing in Oxford. These texts will be integrated in the syllabus, and this is where the course will be truly interdisciplinary. For example, the classes devoted to the break of 1776 will begin with David Armitage's *The Declaration of Independence: A Global History* and then dive into the text of the Declaration itself, as well as the many other declarations of independence it inspired in the Atlantic world, such as those in Flanders (1790), in Haiti (1804), and throughout Latin America (in the 1810s and 20s). This course will cover the period from 1750 to the present day, and it will be an education in morals and statecraft, as well as in history and political thought and institutions.

### 1c. Disciplinary Coursework (6 credit hours)

As mentioned previously, our hope is that many students who pass through the M.A. will pursue continued graduate study in History or Political Science at Mizzou. To further facilitate this outcome, and to uphold the interdisciplinary standard that we have for the degree, all M.A. students will take six hours of graduate coursework—three hours each in History and Political Science—that expose them

to scholarly methods, questions, and expectations specific to graduate work in these fields. On the history side, all M.A. candidates will enroll in the historiography seminar (HIST 8480) that is required of all M.A. and Ph.D. candidates in the Department of History. (Note: HIST 8480 will count toward fulfilling three of the M.A.'s six required credit hours of coursework on topics not primarily related to U.S. history and/or government.) On the political science side, M.A. candidates will have the option of taking one of three courses: POL SC 9120: Voting and Elections; POL SC 9140: Political Institutions; and POL SC 9175: The Evolution of State Legislatures.

#### **1d. Required Professional Development Component (3 credit hours)**

Students will receive three hours of course credit for attending, actively participating in, and successfully completing assessments on 20 of the scholarly events sponsored by the Kinder Institute during the academic year they are in the program. In addition, as part of fulfilling this component of the degree, students will complete a yearlong professional development workshop where emphasis is placed on practical questions and concerns: considering and discussing the humanities' role outside of the university; conceiving on-campus and community outreach programs; developing materials—grant proposals, CVs, academic and non-academic cover letters—that will be useful as M.A. candidates transition into further graduate study or professional life; and working with faculty and experiential learning advisory council members to identify post-degree graduate study and professional opportunities.

While a credit-issuing course does not yet exist for this professional development class—nor for this kind of professional development class—a course proposal is currently being developed by Kinder Institute faculty.

#### **2. Elective credit (9 credit hours)**

Complementing the mandatory elements of the M.A. program will be a menu of elective courses, initially drawn from the offerings of the History and Political Science Departments and Truman School, as well as from the Kinder Institute's own interdisciplinary courses. In preparing to launch the M.A., however, our top priority will be to expand the list of elective-eligible seminars to include coursework in departments such as Philosophy, Black Studies, English, and Economics, and programs like Ancient Mediterranean Studies, and to cross-list CONST DEM courses elsewhere when applicable. This is crucial to fulfilling one of the M.A.'s fundamental promises: providing students with access to a comprehensive version of the narrative of the United States' engagement with the wider world that includes an appropriate breadth of voices and actors and that doesn't default to bygone, falsely triumphal interpretations of the United States' place in global history and politics. All of these electives must be regularly-constituted 7000, 8000, or 9000-level graduate courses. At least one of these courses must be a research-intensive seminar that requires a substantial (25+ pages) piece of primary source- or data-based original writing, and at least three credit hours need to be taken in classes that focus primarily on topics outside of U.S. history and/or government. Students also will have the option of earning elective credit hours for approved internships and work-placements. See Appendix C for a preliminary list of elective-eligible courses.

#### **5.D. Program Goals and Assessments**

**National and/or local assessments:** While there are no standardized assessment tests for this field, we will certainly introduce internal assessments with direct correlation to desired degree outcomes,



some of which will relate to skills- and content knowledge and some of which will relate to post-M.A. pursuits. These will include:

- Annual curriculum mapping both to ensure that subject-specific learning objectives are being met and to identify where, and through what existing courses at the university, these objectives can and should be expanded
- Biannual (min.) meetings of the experiential learning advisory council to assess student work at internships; to identify professional arenas in which we should make inroads; and to chart the application of content-knowledge to practical/professional experience
- Traditional assessment of graduate student work to ensure that skills-based objectives are being met
- “Exit interviews” with M.A. students to catalog the academic and professional opportunities they are pursuing and to discuss how they believe the degree prepared them for (or could have better prepared them for) these opportunities, as well as interviews at 1, 3, and 5 years post-receipt of degree to further assess the relationship between the degree’s scholarly/experiential curriculum and academic/professional readiness

**Retention and graduation rates:** As mentioned previously, we have full expectation that 100% of students who enter the M.A. will complete the required 30 hours of coursework in the allotted year.

**Graduates per annum at three to five years:** We anticipate that 20 students per annum will enroll in and complete the M.A. beginning in year one of the program and for this figure to remain constant going forward.

**Proportion of students who will achieve licensing, certification, or registration:** There is no licensing or registration system for this field.

**Placement rates in related field, in other fields, and unemployed:** We anticipate that approximately 50% of students who complete the M.A. will go on to further graduate study in a related field and that the remaining 50% will be immediately employed upon completion of the degree.

## **5.E Student Preparation**

### **Preparation recommended for students entering the program to ensure success**

All students must have completed the requirements for a baccalaureate degree before entering the M.A. While there is no requirement concerning the field that this degree is in, student applications will be assessed on the strength of a writing sample in a field related to the humanities or social sciences and at least two letters of recommendation from full-time faculty in a humanities/social science discipline, criteria that we believe will ensure student preparation and success.

## **5.F. Faculty and Administration**

### **Name and position of the individual who will be responsible for the success of this program**

Dr. Jay Sexton, Professor of History and Kinder Institute Chair in Constitutional Democracy (See Appendix E for Prof. Sexton’s CV)

### **How instructional needs will be met**

The faculty resources needed to launch and sustain the M.A. will be in place at the Universities of Missouri and Oxford by Spring 2020 at the latest.

### **Special requirements for assignment of teaching for this degree program**

A Ph.D. in an appropriate field and an active research agenda will be required of all individuals who teach in the M.A. program.

### **Estimated percentage of credit hours assigned to full-time faculty**

70% of all courses associated with the M.A.—which is 100% of all courses taught on ground at MU—will be assigned to full-time MU faculty. The remaining 30% will be taught at University of Oxford by faculty there, though it should be noted that (a) the Oxford faculty will be designated/hired as MU adjunct professors and (b) a full-time MU faculty member will collaborate with Oxford faculty and the Kinder Institute Postdoctoral Junior Research Fellow for the M.A. on design and instruction of the six-credit hour “Atlantic World” seminar that M.A. students are required to take while abroad.

### **Expectation for faculty involvement in professional activities, teaching/learning innovation, special student contact**

The expectation is that faculty members will conduct and publish research in their fields, travel to and share scholarship at professional conferences, and actively participate in the intellectual life of the Kinder Institute. Faculty will also be encouraged to take advantage of the various opportunities for course development, funded research, and collaborative work that the Institute supports.

### **5.G. Alumni and Employer Survey**

The Kinder Institute will keep close record of and work to establish relationships with the graduate programs and professional organizations in which M.A. students are placed upon completion of the degree, thus building a network that will support future cohorts of the program in similar endeavors.

### **5.H. Accreditation**

There are no accreditation requirements associated with this new program.