Re-Envisioning HiLS: Issues and Options

Presented to:
Department of History
College of Arts & Humanities
University of Maryland College Park

Authors:
John Carlo Bertot
Professor and MLS Program Director
jbertot@umd.edu

Lindsay Sarin
MLS Program Coordinator
lcsarin@umd.edu

Michael Kurtz
Visiting Professor and Director, Archives and Digital Curation Specialization
mkurtz1@umd.edu

Richard Marciano
Professor and Director, Digital Curation Lab
marciano@umd.edu

The College of Information Studies (iSchool)
University of Maryland College Park

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This report presents the recommendations of the iSchool regarding the future direction of the HiLS program. When representatives of the iSchool met with representatives of the Department of History in May 2014, the iSchool indicated that it elected to halt admissions to the HiLS program pending a three-level review:

- **The MLS program.** We indicated that the iSchool was engaging in a multi-year effort to rethink its MLS Program through its *Re-Envisioning the MLS* initiative. That initiative formally launched in August 2014, and includes
  - Engagement events with our stakeholder communities,
  - A thought leader speakers series, and
  - The formation of an MLS Program Advisory Board.

  More information and details about this initiative have been announced on various iSchool lists, and also posted in our blog ([mls.umd.edu](http://mls.umd.edu)). More specifically:

  This is a three-year effort, with the first year focused on engaging our community and assessing the field; the second year focused on curriculum design, and the third year focused on implementation.

- **The Archives and Curation and Management of Digital Assets specializations**
  Digital artifacts increasingly factor into archival studies, and the iSchool began exploring the interconnectedness of the Archives, Records, and Information Management and Curation and Management of Digital Assets specializations. Initially two separate programs of study, it became apparent that the two specializations needed to be reviewed and integrated.
    - The short of it is that the iSchool is merging some courses to better reflect the integration the digital and non-digital archival context; will offer several areas of study; and is now requiring that students complete *a full 36 credits* of MLS core

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1 We highlight these specializations because the majority of HiLS students pursue one or the other. Other specializations are also undergoing review.
and Archives and Digital Curation required courses to earn the specialization beginning in Fall 2015 (see Appendix A).

• **HiLS.** HiLS has existed since the 1970s without a substantive review of its design, implementation, or rationale to the knowledge of current iSchool faculty and administration. We would submit that after some 40 years of existence, the program is long overdue for a review.

**Issues with HiLS and Attempted Solutions**

Over the last three years in particular, students have voiced concerns about their inability to meet the MLS degree requirements portion of the HiLS program. Concerns have focused on costs, the Field Study requirement, and the inability to fit in MLS courses around their History requirements and responsibilities (in general centered on course schedule conflicts and teaching assistant responsibilities).

Steps the iSchool took to try and mitigate these issues included:

• *Publishing a two-year course schedule that is updated annually* (available at [http://ischool.umd.edu/content/course-schedules](http://ischool.umd.edu/content/course-schedules)). The schedule includes course offerings by semester/term and mode/location of delivery (College Park, Online, Shady Grove). The iSchool requested that History do the same so that we could coordinate schedules better, but History indicated that this was not possible.

• *Implementing Field Study Remedies.* The iSchool has attempted to implement a range of support structures to better support HiLS students meet the Field Study requirement, such as:
  - *Enhancing Field Study support.* The iSchool has developed and continues to enhance its Field Study database ([http://ischoolfieldstudy.umd.edu/](http://ischoolfieldstudy.umd.edu/)), held online (via Adobe Connect) and in-person Field Study information sessions, developed a Field Study Handbook ([http://ischool.umd.edu/sites/default/files/page_content_files/field_placement_handbook_2.4.14_0.pdf](http://ischool.umd.edu/sites/default/files/page_content_files/field_placement_handbook_2.4.14_0.pdf)), and held networking events that include several placement representatives – many of which are in the Archives domain. Our next Fall Internship & Network Fair is October 28 from 4:00PM-6:00PM in the main lobby of the Hornbake Building.²
  - *Offering the Field Study during the fall, spring, and summer semesters/sessions.* The Field Study is offered each fall and spring semester. For the last three years, the iSchool has also offered the Field Study course over the summer to mitigate conflicts that students might have during fall and spring semesters. Despite this accommodation most HiLS students have not elected to take the summer option, and they continue to indicate that Field Study is an undue burden due to workload issues during fall and spring and cost—they do not wish to pay the tuition for the

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² More information is available at: [http://mls.umd.edu/2014/10/fall-internship-networking-fair/](http://mls.umd.edu/2014/10/fall-internship-networking-fair/)
Field Study course over the summer when many do not have TA or GA positions.

The iSchool cannot make additional accommodations regarding the Field Study. The iSchool neither controls the workload of History’s Teaching/Graduate Assistants, nor does it control summer tuition reimbursements. Moreover, HiLS students are well aware of the MLS Degree requirements even before applying to the program (see http://ischool.umd.edu/content/mlscurriculum).

Two final notes regarding the Field Study:

- Students can request a waiver. Students can waive the Field Study requirement (more information at http://ischool.umd.edu/content/field-study) should they meet the requirements. It should be noted that the iSchool increased the time requirement for professional experience from one year to two years in Fall 2013, but honors the one-year requirement for any student who joined the program while the one-year requirement was in effect.
- The Field Study is not simply a 120-hour placement requirement. The Field Study is a course that also includes professional development, resume and portfolio development activities, and a range of career preparation activities. In addition, the Field Study is critical to the development of a professional network for students on which to enhance employment opportunities.

- **Advising sessions.** The iSchool has held a range of advising sessions for HiLS students, including a College-wide and degree-specific orientation in August of each year, group advising sessions prior to registration, and individual sessions. Despite this HiLS students indicate that it is too difficult to schedule courses between the two programs. Some HiLS students also ignore MLS degree requirements, for example, that they must complete three of our core courses (LBSC 602, LBSC 631, and LBSC 671) within the first 18 credits of MLS coursework. The iSchool offers those courses every semester, both in-person and online. Lack of compliance cannot be due to course availability.

The ongoing review of the MLS Program in light of a changing and dynamic information landscape, the implementation of a revamped and combined Archives and Digital Curation specialization, and issues raised concerning the operationalization of HiLS necessitates a recasting of the program.

**General Observations and Context**

There is a need to articulate some observations from the iSchool’s perspective about the current implementation of HiLS and employment context before continuing:

1. HiLS is a joint program, which means that students are enrolled in both programs simultaneously and are students in both History and the iSchool – not one or the other.
2. Both units – History and the iSchool – carry equal weight and are autonomous units that manage their respective curricula.

3. Students enrolled in HiLS have access to the entire MLS degree program, not just Archives. While most HiLS students select and/or prefer the Archives specialization, HiLS does not mean Archives exclusively. Moreover, admissions to HiLS in the past did not guarantee admissions to the Archives program.

4. The iSchool’s MLS Program enrollment typically ranges between 240-270 students, of which roughly 10-15 (3-6%) are HiLS students. The management of HiLS should be proportionate to its size within the overall MLS program, and that has not been the case for the iSchool during the last three years.

5. The job market for those with an “Archives and Records Management” background is strong (BLS, 2014). Increasingly job ads require that students possess a degree from an American Library Association-accredited MLS program with a specialization/focus in Archives as the main qualification, but if not, possess the skills imparted from an Archives/digital asset management program of study (see Appendix B). Additionally we note the Guidelines for a Graduate Program in Archival Studies published by the Society of American Archivists (http://www2.archivists.org/gpas), which “Recognize the growth and maturation of archival studies programs and serve as a benchmark against which graduate programs in archival studies may be measured. These guidelines establish minimum standards for archival education programs in terms of mission, curriculum, faculty, and infrastructure.”

It is within this context that the iSchool proposes the below options regarding HiLS.

The Future of HiLS: Two Options

The iSchool sees two options regarding HiLS, each of which is discussed below:

1. HiLS becomes a sequential degree program (e.g., History, then MLS; MLS, then History) and students simply progress through the coursework in each program separately.
2. End the program, and offer students who wish to pursue both History and MLS degrees with the options articulated below.

Option 1: HiLS as a Sequential Program

In this scenario, students would apply to HiLS and complete each degree program’s requirements sequentially rather than simultaneously. A student would opt to complete either History or the MLS program requirements initially, and upon completion of those degree requirements, begin coursework in the second degree program. This would eliminate any course and/or scheduling conflicts, the inability to complete the Field Study requirement, and other conflicts.

In this scenario, students would likely spend 3-4 years pursuing dual masters degrees. Moreover, students would likely graduate with 66 credit hours (30 History + 36 MLS) rather than the 54
credits required by the current implementation of HiLS.³ History and the iSchool would need to establish a joint student tracking system so as to ensure appropriate student advising and management. The admissions process would likely remain unchanged.

Option 2: Ending HiLS

Formally ending HiLS as a joint degree does not mean students are without options. Below are two possibilities:

2.1 Students apply to and enroll in one program at a time. In this model, as students approach the end of their coursework in either program, they would apply to the other and assuming admission, would begin coursework at the appropriate time (the iSchool only does fall admissions; applications are due February 1, with enrollment set to begin the following Fall). This is a variant of Option 1 above, but a) without the joint application process, and b) coordination between the History and iSchool programs. Students would simply navigate the requirements of each program independently, and could even break up their studies to pursue each degree program at their own pace (within each program’s specified time to completion and other requirements). Application review, admissions, advising, and student support would be handled by each unit separately as currently happens for non-HiLS students.

2.2 Students enroll in one degree program only (either History or the MLS), but take courses outside their units.

2.2.1 MLS Degree Students. The Archives and Digital Curation specialization will require a full 36 credits going forward (Fall 2015). Although we allow students to take up to 12 credits from outside the iSchool, iSchool students interested in taking History courses would graduate with more than the minimum 36 credits required for the degree (e.g., a three-course sequence in History along with an Archives and Digital Curation specialization would have students graduate with 45 credits). MLS students pursuing an individualized program of study could take up to 12 History credits, enrollment and program of study requirements permitted.

2.2.2 History Degree Students. In this scenario, students enrolled in the History masters program would be welcome to complete 9 credits of archival/digital curation coursework as part of their studies (see Appendix C). As part of our restructuring, we are creating 9-credit knowledge area course sequences, including several in Archives and Digital Curation. It is unclear as to whether History would accept iSchool course credits as part of its 30-credit degree program. However, History students would be able to enroll in a selection of iSchool content area classes on a space available basis as outlined in Appendix C. If no iSchool courses were accepted as part of the 30-credit History masters

³ This would be the case regardless for students pursuing the Archives and Digital Curation specialization as it will require a full 36 credits of iSchool coursework beginning in Fall 2015.
program, History students would graduate with 39 credits (30 History + 9 iSchool).

Approach 2.2 has some advantages. Two key advantages are time and cost. For MLS students pursuing the Archives and Digital Curation specializations who might want to take three History courses, it is likely a 2 1/2 year program of study and 45 credits (as opposed to the current minimum three years and 54 credits). For a History student who wishes to take some archival/digital curation courses, it is likely a two-year program and 39 credits (unless History accepts some iSchool courses as part of its degree program) again as compared to three years and 54 credits. Appendix D shows various costs associated with these approaches.

Concluding Comments

As we indicated in May 2014, the iSchool stopped admissions to HiLS as it engaged in a three-level review of its MLS program – the MLS degree itself (ongoing), the Archives and Digital Curation Specializations (now complete), and HiLS (now complete) so as to recast HiLS for the future.

References

Appendix A: Revised Archives and Digital Curation Specialization

More information on the Archives and Digital Curation specialization can be found at http://ter.ps/AandDC.

Archives and Digital Curation Specialization Requirements:

1. **MLS Core Courses - 12 credits**
   - LBSC 602: Serving Information Needs
   - LBSC 631: Achieving Organizational Excellence
   - LBSC 671: Creating Information Infrastructures
   - LBSC 791: Designing Principled Inquiry

2. **MLS Field Study - 3 credits**

3. **Archives and Digital Curation Specialization Required Courses – 9 credits**
   - INST 604: Introduction to Archives & Digital Curation
   - A Policy Course [choose 1 from the following]:
     - INST 611: Privacy and Security in a Networked World
     - INST 612: Information Policy
     - INST 641: Policy Issues in Digital Curation
   - A Technical Course [choose 1 from the following]:
     - INST 630: Introduction to Programming for the Information Professional
     - INST 733: Database Design
     - INST 742: Implementing the Curation and Management of Digital Assets

4. **Archives and Digital Curation Specialization Career Pathways and Electives**
   [students may select from one of the following Career Pathways described plus choose one elective course, or may simply select four courses from the list of electives below] – 12 credits
   - Archives & Special Collections Career Pathway
     - INST 782 - Arrangement, Description, and Access for Archives
     - LBSC 785: Documentation, Collection, and Appraisal of Records
     - LBSC 786: Library and Archives Preservation
   - Records Management Pathway
     - INST 715: Knowledge Management
     - LBSC 680: Principles of Records and Information Management
     - LBSC 682: Management of Electronic Records & Information
   - Digital Curation & Preservation Pathway
     - INST 643: Curation in Cultural Institutions
     - INST 742: Implementing the Curation and Management of Digital Assets
     - LBSC 784: Digital Preservation
   - Data Management Pathway
     - INST 627 - Data Analysis for Information Professionals
     - INST 737: Digging Into Data
o INST 767: Big Data Infrastructure

- **Archives and Digital Curation Specialization Electives**
  o INFM 700: Information Architecture
  o INFM 747: Web-Enabled Databases
  o INST 611: Privacy and Security in a Networked World
  o INST 612: Information Policy
  o INST 627: Data Analysis for Information Professionals
  o INST 630: Introduction to Programming for the Information Professional
  o INST 641: Policy Issues in Digital Curation
  o INST 643: Curation in Cultural Institutions
  o INST 644: Introduction to Digital Humanities
  o INST 715: Knowledge Management
  o INST 733: Database Design
  o INST 734: Information Retrieval Systems
  o INST 737: Digging Into Data
  o INST 742: Implementing the Curation and Management of Digital Assets
  o INST 745: Introduction to Digital Arts Curation
  o INST 676: Big Data Infrastructure
  o LBSC 680: Principles of Records and Information Management
  o LBSC 682: Management of Electronic Records & Information
  o LBSC 731: Special Collections
  o LBSC 782: Arrangement, Description, and Access for Archives
  o LBSC 784: Digital Preservation
  o LBSC 785: Documentation, Collection, and Appraisal of Records
  o LBSC 786: Library and Archives Preservation
  o LBSC 788: Seminar in Archives, Records, and Information Management
Appendix B: Selected Archives Jobs Qualifications


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<td>ALA-accredited MLS or related master’s degree with ACA archival certification. Minimum of 5 years substantial management, supervisory and budget experience in increasingly responsible positions within special collections and archives. Excellent knowledge of current practices and trends in records and information management. Demonstrated knowledge of archival theory, practice, and national and international standards and best practices. Donor relations experience. Successful experience inspiring, mentoring, and developing staff to foster a collegial work environment that encourages collaboration and innovation. Proven ability to establish and maintain effective working relationships with UGA Libraries’ colleagues as well as a diverse population of faculty, students and community members. Effective oral and written communication skills. Flexibility in adapting to changing University and UGA Libraries priorities and to an ever-changing technological and higher education environment.</td>
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<td>At time of employment, the successful candidate must have earned a Master's degree from an ALA-accredited library program with a concentration in archival studies or management; minimum of the equivalent of one year, full-time experience arranging and describing archival collections; knowledge of archival theory, practice, standards, and best practices; experience creating EAD finding aids; awareness of information technologies appropriate to archives; willingness and ability to research and apply new technologies; strong commitment to technical services in support of public services.</td>
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| 3       | • MLIS from an ALA-accredited institution, or equivalent degree in which coursework has focused on the intellectual control and organization of archival collections. Additional Required Qualifications:  
  • Evidence of effective project planning, management, and completion.  
  • Evidence of strong interpersonal and communication skills, initiative and flexibility.  
  • Demonstrated ability to meet deadlines and ensure regular workflows.  
  • Ability to meet a high standard of quality of work independently and expeditiously.  
  • Ability to coordinate, schedule, and handle heavy workloads.  
  • Demonstrated ability to work in a team environment.  
  • Ability to safely move carts and book/flatbed trucks loaded up to 100 pounds; lift and bend with boxes or volumes weighing up to 40 pounds; carry large/awkward map carriers; climb and reach on step stools and rolling ladders; handle dollies and book/flatbed trucks. |
| 4       | • Mastery of core archival concepts (provenance, original order, etc.) and functions (appraisal, arrangement, description, etc.).  
  • Expert knowledge of current and emerging trends, tools, and best practices in digital archives (including OAIS standards and principles of Trustworthy Digital Repositories).  
  • Familiarity with issues and considerations related to the creation and preservation of born-digital and digitized archives in various formats.  
  • Practical understanding of important features and functionality for digital collection interfaces as they relate to users’ needs and requirements.  
  • In-depth knowledge of descriptive and metadata standards such as EAD, DACS, MARC21, METS, and PREMIS; experience creating, reviewing and editing metadata for digital objects. |
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|   |   | Awareness of legal and ethical issues affecting privacy, records restrictions, and access as they pertain to born-digital and digitized materials.  
|   |   | Proven capacity to acquire new skills and to synthesize and act upon complex technical information and developments  
|   |   | Demonstrated technical expertise, including practical knowledge of HTML, XML, and XSLT, Windows and Linux shell languages, and programming languages such as Python, Perl, PHP, etc.  
|   |   | Demonstrated knowledge of relational database design (Filemaker and MySQL)  
|   |   | Ability to juggle multiple competing priorities, manage time efficiently, and achieve goals.  
|   |   | Excellent oral and written communication skills and the ability to work collegially in a dynamic environment.  
|   |   | ALA-accredited Master’s degree in library or information studies, plus a minimum of 2 years’ experience with digital resources in archival collections.  
|   |   | MA or MLS with a concentration in archives administration; strong knowledge of US and world history; knowledge of recent changes in archives practice, particularly minimal processing; understanding of cataloging in MARC21 or RDA, application of DACS, and creation of EAD finding aids; demonstrated interpersonal skills and analytical abilities; excellent written and oral communication skills; demonstrated commitment to the archival profession evinced by active participation in regional and national organizations, presentation of papers and submission of articles, and continuing education. Preferences: Experience managing university archives; experience managing born-digital and other electronic records; experience with large (250 feet+) modern (1950+) manuscript or archival collections; experience appraising large modern collections or record groups in the field; evidence of professional leadership; experience in exhibit curation; reference experience.  
|   |   | B.A. with a concentration in history, American Studies, or a related field.  
|   |   | M.L.S. with a concentration in Archival Studies or Master's degree in American history/American studies and successful completion of archival training.  
|   |   | At least one year of experience processing archival collections of personal papers and organizational records. Experience working with 18th century documents strongly preferred.  
|   |   | Ability to read 18th and 19th century holograph documents  
|   |   | Demonstrated knowledge of early American history and culture.  
|   |   | Knowledge of historical research methodology and experience with standard bibliographic tools.  
|   |   | Demonstrated knowledge of and experience using DACS.  
|   |   | Demonstrated knowledge of MARC cataloging, including assignment of LC subject headings.  
|   |   | Successful experience working on projects requiring careful attention to detail.  
|   |   | Master’s degree in library or information science from an ALA accredited program.  
|   |   | * Minimum of two years of professional experience in a special collections or archival setting.  
|   |   | * A demonstrated knowledge of metadata description relevant to the control of archival and digital collection materials.  
|   |   | * Demonstrated knowledge of best practices, as well as emerging trends, for institutional repositories, digitization of archives, records management, and the collection and preservation of electronic and analog records.  
|   |   | Appropriate academic background (MLS from an ALA-accredited library school)  

October 9, 2014
| 9 | Relevant Master’s degree required, specializing in one or more of the following: archival studies, museum studies, musicology, or arts management.  
   - Minimum 4 years’ experience as archivist, curator, arts manager/administrator, or equivalent.  
   - Knowledge of digital management systems.  
   - Extensive knowledge of classical music.  
   - Strong written and verbal communication skills.  
   - Ability to assemble professional museum exhibit team.  
   - Ability to work with diverse constituencies.  
   - Work evenings and weekends as needed. |
| 10 | A master’s degree in Library Science from an ALA-accredited program or a graduate degree in History, with formal training in archival theory and practice. At least one year of internship experience and training in the arrangement and description of large organizational or manuscripts collections. The position requires working knowledge of archival descriptive standards (DACS), with familiarity of EAD and MARC formats. Knowledge of conservation and preservation for archival collections, detail oriented with strong writing and communication skills, supervisory skills, the ability to work independently and collaboratively within a team environment. The position requires the ability to lift boxes weighing up to 40 pounds and work with collections that can contain dust.  
   - Masters of Library Science, History, or related field and 2-3 years of experience in an archive, research library, or manuscript repository; bachelor’s degree with 3-5 years of experience in an archive, research library or manuscript repository.  
   - Experience with digitization projects, the management of digital records, and the workflow and procedures associated with managing digital assets  
   - Familiarity with digital repository standards, guidelines, digital preservation principles and best practices.  
   - Strong computer skills: Windows, Microsoft Access, Microsoft Excel, Adobe Photoshop, FileMaker Pro, familiarity with HTML, XML, and FTP software. Knowledge of Microsoft SharePoint, MS SQL, and Inmagic Presto a plus.  
   - Excellent verbal and written communication skills.  
   - Basic knowledge and interest in classical music.  
   - Ability to work well with diverse personalities.  
   - Strong organizational skills.  
   - Ability to lift and shift boxes weighing up to 15 lbs. |
| 11 | Graduation from a four-year college or university with a bachelor’s degree in archives/library/information science or a related field with completion of graduate level course work in archives or information management.  
   - Master’s degree strongly preferred.  
   - Two years of professional experience in archival work and records/information |
| 13 | Ability to work efficiently to meet demanding project deadlines  
|    | Curiosity and attention to detail  
|    | Project management skills  
|    | Self-motivated, performance-driven professional  
|    | Commitment to working independently, cross-functionally and in teams  
|    | Proficient in using technology including social media and Microsoft Office  
|    | Strong verbal, presentation and written communication skills  
|    | Ability to think strategically and execute operationally  
|    | Ability to lift 40 lbs  
|    | Ability to travel, when needed  
|    | MA in History, MLIS with Cataloging and/or Archives Specialization or MHP in Heritage Preservation (MHP) |

| 14 | MLS or equivalent, 5+ years professional experience in archival practices and management of multiple collections of varied types, preferably in an academic or research library. At least 2 years successful supervisory experience required. Strong organizational skills and outstanding communication skills are essential. Demonstrated ability to initiate new programs and services and to manage a variety of projects in a complex and dynamic environment. Experience as lead processor on large-scale processing projects, managing multiple processors, setting and meeting goals, and developing metrics to measure progress throughout the project. Strong knowledge of and experience with archival and cataloguing standards for a wide array of formats including archival, textual, visual and digital materials. Knowledge of emerging trends and technologies in the archival field, including EAC-CPF, linked data, etc. Familiarity with accepted conservation and preservation methods applied to manuscript and rare book collections. Strong quantitative and analytical skills; excellent interpersonal and critical thinking/ problem-solving skills. Subject knowledge of American social and cultural history desirable. Budget management experience desirable. |

| 15 | Master’s degree in library/information science or graduate degree in a relevant discipline.  
|    | Five years of progressively responsible experience in managing or leading special collections services and operations.  
|    | Demonstrated knowledge of rare books, manuscripts, archives, and special collections.  
|    | Experience in working with curatorial, technical services, conservation, and digital library staff to develop goals for acquiring, processing, and making special collections fully accessible.  
|    | Demonstrated understanding of and receptiveness to the uses of emerging technologies in archival and special collections.  
|    | Demonstrated ability to articulate vision, set direction, and accomplish initiatives in changing environments.  
|    | Excellent oral, written, and interpersonal communication skills with experience in working collaboratively with others.  
|    | Strong analytical, problem-solving, and decision-making skills.  
|    | Demonstrated understanding of key issues and current trends in higher education and how they relate to the use of libraries and primary resources.  
|    | Evidence of success in fundraising and/or obtaining grants.  
|    | Evidence of scholarly engagement and active participation within the profession. |
Appendix C: Proposed Approach for History Students (non-HiLS)

**History MA**

Option 1: Archives Pathway
- INST 604
- LBSC 785
- LBSC 786
- LBSC 782

[Choose 3]

Option 2: Digital Curation Pathway
- INST 604
- INST 643
- INST 742
- LBSC 784

[Choose 3]

Option 3: Mix and Match Pathway
- INST 604
- 1 Archives/DC Elective
- 1 Archives/DC Elective

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October 9, 2014
Appendix D: Program of Study Cost Estimates

http://bursar.umd.edu/t_grd1314.php

Tuition (resident) = $573.00 per credit
Tuition (non-resident) = $1236.00 per credit
Mandatory Fees (part-time…1-8 credits) = $403.15
Mandatory Fees (full-time…9 or more credits) = $723.00

*The following numbers are calculated assuming tuition and fees will not change over time.

Please keep in mind that the following costs for each program do not cover each possible path a student could take through his or her program. The time-to-degree and the frequency of full-time versus part-time semesters can be different from the options shown. These numbers are simply meant to give a general idea of how much each program costs and allow for comparison between programs.

**History Master’s Student**

**Resident**

1. 30 credits over 3 semesters/full-time, 1 semester/part-time
   a. $17,190 tuition
   b. $2,572.15 fees
   c. $19,762.15 total

2. 30 credits over 2 semesters/full-time, 2 semesters/part-time
   a. $17,190 tuition
   b. $2,252.30 fees
   c. $19,442.30 total

3. 39 credits over 4 semesters/full-time, 1 semester/part time
   a. $22,347 tuition
   b. $3,295.15 fees
   c. $25,642.15 total

**Non-Resident**

1. 30 credits over 3 semesters/full-time, 1 semester/part-time
   a. $37,080 tuition
   b. $2,572.15 fees
   c. $39,652.15 total

2. 30 credits over 2 semesters/full-time, 2 semesters/part-time
   a. $37,080 tuition
   b. $2,252.30 fees
   c. $39,332.30 total

3. 39 credits over 4 semesters/full-time, 1 semester/part time
   a. $48,204 tuition
b. $3,295.15 fees
   c. $51,499.15 total

**MLS Master’s Student**

**Resident**

1. 36 credits over 4 semesters/full time
   a. $20,628 tuition
   b. $2,892 fees
   c. $23,520 total

2. 36 credits over 6 semesters/part-time
   a. $20,628 tuition
   b. $2,418.9 fees
   c. $23,046.90 total

3. 45 credits over 5 semesters/full time
   a. $25,785 tuition
   b. $3,615 fees
   c. $29,400 total

**Non-Resident**

1. 36 credits over 4 semesters/full time
   a. $44,496 tuition
   b. $2,892 fees
   c. $47,388 total

2. 36 credits over 6 semesters/part-time
   a. $44,496 tuition
   b. $2,418.9 fees
   c. $46,914.90 total

3. 45 credits over 5 semesters/full time
   a. $55,620 tuition
   b. $3,615 fees
   c. $59,235 total

**Current HiLS Master’s Student**

**Resident**

1. 54 credits over 6 semesters/full time
   a. $30,942 tuition
   b. $4,338 fees
   c. $35,280 total

2. 54 credits over 4 semesters/full time, 3 semesters/part time
   a. $30,942 tuition
   b. $4,101.45 fees
   c. $35,043.45 total
Non-Resident

1. 54 credits over 6 semesters/full time
   a. $66,744 tuition
   b. $4,338 fees
   c. $71,082 total

2. 54 credits over 4 semesters/full time, 3 semesters/part time
   a. $66,744 tuition
   b. $4,101.45 fees
   c. $70,845.45 total

Proposed New HiLS Master’s Student

Resident

1. 66 credits over 7 semesters/full time, 1 semester/part time
   a. $37,818 tuition
   b. $5,464.15 fees
   c. $43,282.15 total

2. 66 credits over 6 semesters/full time, 2 semesters/part time
   a. $37,818 tuition
   b. $5,144.30 fees
   c. $42,962.30 total

Non-Resident

1. 66 credits over 6 semesters/full time, 1 semester/part time
   a. $81,576 tuition
   b. $5,464.15 fees
   c. $87,040.15 total

2. 66 credits over 6 semesters/full time, 2 semesters/part time
   a. $81,576 tuition
   b. $5,144.30 fees
   c. $86,729.39 total