MASTER OF ARTS IN PUBLIC HISTORY

2016-2017

Assembled by
Director of Public History
Department of History

The departmental policies and guidelines described in this handbook supplement university policies and academic regulations, as articulated in the Graduate Catalog.
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Introduction

This handbook is designed to explain the structure and process of the master’s program in Public History, its degree requirements, and information about the History Department, its personnel, and procedures relevant to Public History graduate students.

Administration

Director of Graduate Programs
The Director of Graduate Programs oversees the administrative aspects of the department’s graduate program: the MA in History, the MA in Public History, and the PhD in Public History. The director coordinates the functions of the Graduate Committee, supervises graduate teaching assistants, and has signatory power over graduate admissions, waivers of requirements, leaves of absence, examination committees, and various forms from the Graduate School. Students should consult with the Director of Graduate Programs about questions which are not answered by the Graduate School catalog or problems they may encounter in the program.

Director of Public History
The Director of Public History oversees the academic aspects of the MA and PhD programs in Public History. The director advises all master’s students, assists students in selection of examination committees, monitors students’ progress toward their degrees, and performs annual evaluation of each student. Students consult with the Director of Public History on curriculum, portfolio and/or thesis schedules, and other issues concerning degree thresholds.

Graduate Assistant
The Graduate Assistant provides administrative and clerical support for the graduate program, assisting the Director of Graduate Programs and the Director of Public History in monitoring students’ progress toward their degrees, and providing information about departmental and Graduate School policies and procedures.

Faculty
Master’s students remain under the academic advising of the Director of Public History. For those pursuing the thesis option, by the end of the first year of coursework, they should also select a member of the Public History faculty who will serve as the primary advisor and chair of the student’s examination and thesis committee. A student may elect to have co-chairs, both members of the graduate faculty, who share responsibilities equally. In cases where the student wishes to have an advisor who is not a member of the graduate faculty (a status endowed by the Graduate School), a vice-chair must be chosen among the graduate faculty to ensure that appropriate procedures are followed and that adequate mentoring of the student is taking place.

Professors are faculty who are entitled to direct graduate work, serve as members of examination and thesis committees, and chair those committees. Associate and Full Professors have tenure (i.e., permanent appointment). Assistant Professors are in the early stages of their academic careers and do not have permanent appointment. They are reviewed for tenure during their sixth year of employment. All faculty whose academic appointment includes the title
“professor” may be called by that title. Other teaching faculty, such as special faculty, are often called “professor” in common parlance, although technically they are not.

**Emerti Faculty** have retired from regular faculty duties but may continue to teach for a limited period of time. They cannot serve as primary advisors for students new to the program, although they may serve as co-chairs of examination and thesis committees.

**Special Faculty** are temporary and visiting faculty. They may teach graduate courses, but they may serve on examination and thesis committees only as external members.

**Inter-institutional Faculty** from Duke, UNC-Chapel Hill, or UNC-Greensboro who already have graduate faculty status at their institutions may sit on examination and thesis committees. They may not, however, serve as a co-chair on a committee.

**Faculty Fields**
All faculty teach history courses. Public History specializations are indicated in *italics*.

- Ross Bassett: modern United States, technology
- Matthew Booker: modern United States, environmental
- Katherine Mellen Charron: modern United States, gender & race, *public memory*
- Megan Cherry: colonial America, colonial
- Fredericko Freitas: Latin America, *digital history*
- Craig Friend: early America, gender, *public memory, family & community studies*
- David Gilmartin: South Asia
- Tammy Gordon: modern United States, *international public history, education & evaluation*
- Owen Kalinga: Africa
- Verena Kasper-Marienberg: early modern Europe, Jewish studies, *museum studies*
- Blair LM Kelley: modern United States, *oral history, African American public history*
- Judy Kertész: Native American, early America, *museum studies, material culture*
- Akram Khater: migration and diaspora, gender, Arab-American
- Mimi Kim: science and technology
- Will Kimler: science, biology
- Susanna Lee: Civil War & Reconstruction
- Keith Luria: early modern France
- Alicia McGill: Latin America, *cultural heritage, cultural resources management*
- Julie Mell: medieval Europe, Jewish history
- Nancy Mitchell: modern United States, foreign relations
- Thomas Parker: ancient Near East, Rome
- Julia Rudolph: early modern Britain, legal history
- Brent Sirota: early modern Britain
- Stephanie Spencer: art history, history of photography
- Noah Strote: modern Europe, Germany
- Steven Vincent: modern Europe, France
- David Zonderman: modern United States, labor, *museum studies*
Curriculum

The master’s program in Public History is designed to train historians for careers in public venues, with courses selected from groups embracing a primary field in Public History and a minor field in History.

Admission with Transfer Credits
Students who have taken graduate-level courses elsewhere or as non-degree students at NCSU may request the Graduate Committee to review and consider those courses towards credit in the master’s program. No more than twelve credit hours may be brought into the program.

Registration and Residence Requirements
Students may enroll in most classes themselves through MyPack Portal. Students must see the Graduate Assistant to submit the paperwork for restricted classes like HI 599: Independent Study and inter-institutional classes.

The History Department considers nine hours a full load. Students on the Graduate Student Support Plan (GSSP) must be full-time students. NCSU enforces a continuous registration policy. After students are admitted to the Graduate School and enroll for the first time, they are required to be enrolled each semester excluding summer sessions until they have either graduated or terminated the program. In cases of emergency, leaves of absence may be granted for one semester or one academic year, arranged with the Director of Graduate Programs. A leave of absence does not stop the six-year “clock” for students to complete the master’s degree. In all cases, students must be registered in the semester they defend their portfolios or theses and intend to graduate.

Types of Courses
While there may be an occasional change, typically Public History courses will be taught on the following rotation:

<table>
<thead>
<tr>
<th>Even Falls</th>
<th>Odd Springs</th>
<th>Odd Falls</th>
<th>Even Springs</th>
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</thead>
<tbody>
<tr>
<td>HI 534: Digital History</td>
<td>HI 589: Interpretation at Hist. Sites &amp; Parks</td>
<td>HI 591: Museum Studies</td>
<td>HI 533: Oral History</td>
</tr>
<tr>
<td>HI 591: Museum Studies</td>
<td>HI 593: Material Culture</td>
<td>HI 594: Cultural Heritage</td>
<td>HI 593: Material Culture</td>
</tr>
<tr>
<td>HI 596: Introduction to Public History</td>
<td>HI 787: African American Public History</td>
<td>HI 788: Native American Public History</td>
<td>HI 588: Local and Community History</td>
</tr>
<tr>
<td>HI 791: Research Seminar in Public History</td>
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<td></td>
<td>HI 791: Research Seminar in Public History</td>
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Internship: All students complete an internship in their own special areas of interest. Designed to provide students with professional Public History experience, the internship requires 150 hours of in-house work at an institution agreed upon by the student and the Director of Public History. Ideally, the internship should come with a stipend. The student should register for HI 642 during the following fall or spring semester. However, the actual internship may be completed at any time approved by the host institution and the Director of Public History. Regardless of when the student actually enrolls, all requirements for the practicum must be completed at the time of the internship experience. Details about the internship may be found in Appendix B.

Colloquia in History: Students are required to take two HI 792: Colloquium in History. A colloquium is a readings-based course that emphasizes historiography on a specific topic. Colloquia are intended to expose students to the structures and processes of historiography. A student may desire to select colloquia based on topical relevance to her or his interests, but that may not always be possible. The topic, however, is not as critical as the historiographical lessons provided.

Research Seminar in Public History: Master’s students may take HI 791: Research Seminar in Public History, although it is a requirement only for master’s students who pursue the thesis option. The course immerses the student in the historiography of Public History and results in a scholarly work in public history. This course is strongly encouraged in the second semester of study for master’s students who pursue the thesis option.

Teaching Seminars: Students on teaching assistantships may enroll in HI 685: Masters Supervised Teaching (1 credit hour) in spring semesters. These seminars meet weekly to support students in their TA responsibilities. HI 685 does not count toward graduation requirements.

Inter-institutional Courses: In consultation with their primary advisor and with approval of the Director of Graduate Programs, students may take graduate-level course(s) inter-institutionally at Duke University, North Carolina Central University, University of North Carolina at Greensboro, or University of North Carolina at Chapel Hill while enrolled in the master’s program. When scheduling these courses, students should be aware that other institutions use different numbering systems, and they should also remember to plan travel time. If students find a graduate-level course offered at one of these institutions that is not offered at NCSU, they should email the instructor for permission to enroll in the class. Approval for inter-institutional courses requires an email from the instructor for approval for inter-institutional enrollment. Students must bring a copy of the email to the Graduate Assistant who will provide the appropriate paperwork.

Dual-Level Classes: Note that many history graduate courses are “dual-level” and include undergraduates taking 400-level credit and graduate students taking 500-level credit. Students who attended NCSU as an undergraduate may not receive credit for a 500-level course previously taken at the 400-level.
Fields of Study
The master’s curriculum consists of 36 credit hours of graduate work, with courses selected from groups embracing a primary field in Public History and a minor field in History.

Public History Field (15 credit hours): Students are expected to demonstrate mastery of the literature and theory of Public History and its constituent disciplines. In consultation with the Director of Public History, students develop a concentration in Public History—museum studies and material culture, heritage studies, cultural resource management and historic preservation, digital history, community history, public memory, or African American & Native American public history—and take a core of courses related to that concentration. Students are required to take HI 596: Introduction to Public History in their first year of study. Each student will complete an additional 12 hours of 500-, 600-, and 700-level course work in Public History, including HI 642: Internship in Public History.

History Field (15 credit hours): In order to practice effectively in any area of Public History, graduates of the master’s program must be able to demonstrate competency as historians. The History field consists of 15 hours, to include HI 597: Historiography and Historical Method, HI 598: Historical Writing, and at least 6 hours of HI 792: Colloquium in History.

Non-Thesis Option (36 hours)
Public History Field (15 hours)
- HI 596 Introduction to Public History
- HI 642 Internship in Public History
  and 9 hours in a concentration:
  - Museum Studies (HI 591, 593, and either 588, 589, 633, 787, or 788)
  - Cultural Heritage (HI 594, 595, and either 588, 589, 633, 787, or 788)
  - Public Memory (HI 563 and two of 533, 534, 787, and/or 788)
  - Community History (HI 588 and two of 533, 594, 787, and/or 788)
  - African American & Native American public history (HI 787, 788, and either 563, 588, 593, or 594)
  - Archives and Records Management (any three courses; this track must be completed as part of the credit transfer agreement with UNC SILS)

History Field (15 hours)
- HI 597 Historiography and Historical Method
- HI 598 Historical Writing
- 9 cr. hrs. in history courses, at least 6 of which must be HI 792: Colloquia in History

Electives (6 hours)
- HI 533 Theory and Practice of Oral History
- HI 534 Theory and Practice of Digital History
- HI 563 Topics in History and Memory
- HI 589 Interpretation in Historic Site
- HI 588 Family and Community History
- HI 589 Interpretation at Historic Sites and Parks
- HI 591 Museum Studies
- HI 593 Material Culture
- HI 594 Cultural Heritage
HI 595 Cultural Resource Management
HI 633 Internship in Public History
HI 787 African American Public History
HI 788 Native American Public History
or one of the following from another discipline at NCSU:
• ANT 533 Anthropology of Ecotourism and Heritage Conservation
• ARC 544 Architectural Conservation
• ARC 548 Vernacular Architecture
• COM 546 Nonprofit Marketing and Public Relations
• COM 581 Visual Rhetoric: Theory and Criticism
• NR 531 Introduction to Geographic Information Science
• NR 548 Historical Environments
• PA 531 Human Resources Management in Public & Nonprofit Organizations
• PA 536 Management of Nonprofit Organizations
• PA 538 Budgeting and Financial Management
• PA 539 Fund Development
• PA 640 Grant Writing
• PRT 520 Concepts of Travel and Tourism

Thesis Option (36 hours)
Public History Field (15 hours)
• HI 596 Introduction to Public History
• HI 642 Internship in Public History
and 9 hours in a concentration:
• Museum Studies (HI 591, 593, and either 588, 589, 633, 787, or 788)
• Cultural Heritage (HI 594, 595, and either 588, 589, 633, 787, or 788)
• Public Memory (HI 563 and two of 533, 534, 787, and/or 788)
• Community History (HI 588 and two of 533, 594, 787, and/or 788)
• African American & Native American public history (HI 787, 788, and either 563, 588, 593, or 594)
• Archives and Records Management (any three courses; this track must be completed as part of the credit transfer agreement with UNC SILS)

History Field (15 hours.)
• HI 597 Historiography and Historical Method
• HI 598 Historical Writing
• 9 cr. hrs. in history courses, at least 6 of which must be HI 792: Seminar in History

Thesis (6 hours)
• HI 791 Research Seminar in Public History
• HI 693 Master’s Supervised Research (3 hours)

Graduate Plan of Work
The Graduate School requires master’s students to complete a Plan of Work (POW) prior to completion of 12 hours of graduate work in the master’s program. In consultation with the Director of Public History, the student develops a POW and submits it online through MyPack Portal, listing completed courses and those that still must be taken in order to graduate. The
POW as a whole should be rationally unified, with all constituent parts contributing to an organized plan of study and research.

The Plan of Graduate Work lists members of students’ examination committee and the courses that they plan to take to fulfill degree requirements. Students should choose both their committee and their courses in consultation with the Director of Public History.

**Grades**

To receive credit for a graduate course, a grade of C- or higher is required. Grades on courses taken for graduate credit as an undergraduate at NC State, in non-degree classification, or transferred from other universities must have a grade of B or better to be counted toward the master’s degree. All grades on courses for graduate credit are included in the graduate GPA.

To graduate, a student must have a minimum 3.000 average on all graduate course work as well as all courses on his or her Plan of Graduate Work. This policy is strictly enforced.

**Incomplete Grades:** The grade of Incomplete (“IN”) may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student’s work not caused by her or his own negligence. A student who receives an “IN” must complete the unfinished work to have the “IN” converted to a final grade by the end of the next semester. Otherwise, the “IN” will be automatically converted to “F” or “U.” In special cases, the Graduate School grants an extension of a student’s incomplete grade.

**Time to Degree**

Whether taken full-time or part-time, all degree requirements must be completed within six years. In extremely unusual circumstances, extensions may be appealed to the Graduate School, but granting of extensions is very rare. In order to complete the program, students should manage their time wisely, balancing academic demands with those of teaching or other work, family and other personal relationships, and leisure.

The following timeline is intended as a guide for students and not an absolute schedule. Students who enroll with credit toward the degree can estimate a deduction of one semester for each 9 hours of credit. Each student’s progress will depend on her or his individual motivation and progress.

<table>
<thead>
<tr>
<th>First Year: Fall</th>
<th>• 9 credit hours, inc. HI 596 and 597</th>
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</thead>
</table>
| First Year: Spring | • 9 credit hours, inc. HI 598  
   • plan of work |
| First Year: Summer | • perform internship |
| Second Year: Fall | • 9 credit hours |
| Second Year: Spring | • 9 credit hours, inc. HI 642  
   • portfolio or thesis defense at end of semester  
   • stages to graduation |
Support for Conference Travel and Research
The Department of History allocates a portion of its annual operating budget to subsidize master’s students who travel to conferences to make a presentation which has been accepted into the conference program. If funds are available, the department will subsidize travel for thesis research and travel to conferences for more general purposes of educational and professional development.

Portfolio
The Portfolio is a record of your professional preparation as a public historian. Keep a copy of every paper and project that you create as a master’s student, both in your public history courses and in your history courses. You want to create a portfolio that is professional and appropriate for presentation to potential employers, as evidence of your public history experience as well as your historical research and writing skills.

Putting the Portfolio Together
Your portfolio should include the following:

- A table of contents
- A short essay (no more than five pages) presenting your "philosophy of Public History"—your approach to Public History, why you are passionate about the field, and what you are bringing to the profession
- A current resume
- Materials from your internship that reflect the work that you performed as well as your evaluations.
- Two scholarly papers, at least one of which should be from a Public History course. These papers should evidence your skill at researching and writing about history.
- Other materials that evidence Public History work while you have been enrolled at NCSU. These may include projects that you have done at part-time jobs or volunteer situations, grant applications to which you contributed, and printouts of websites that you have helped to develop.

In your final semester, you will present your portfolio to your committee. The presentation will be open to the public. At least one week prior to the presentation, you should provide your advisor and each member of your committee with a copy of the portfolio. You will begin your oral exams with a presentation on your internship experience. (Powerpoint is available for this presentation). Your presentation should not exceed five minutes, so practice and make it perfect. Following the presentation, the student will field questions from the committee.

Portfolio Defense
Students must arrange a date for their oral examination with their advisor and committee. The oral examination should be scheduled for mid-way through the semester of graduation. Students must then submit an oral examination request form to the Student Services Assistant. This step
should ideally be completed at the beginning of the semester but absolutely must be completed at least three weeks prior to the proposed examination date.

- Oral exams for MA in Public History will usually be about one hour long—it is based on your portfolio, your course work in the MA Program, your Internship experience, and your professional interests.
- You should prepare for this exam, but you should not “cram” for it.
- Your preparation should include reviewing your prospectus, and material (books, notes, papers, projects) from your courses.
- Professors will usually ask questions that prompt you to offer explanations and arguments, not regurgitate memorized data.
- If you do not understand a question, ask for it to be rephrased or clarified.
- If you do not have an answer to a question, better to say “I don’t know” than waste the committee’s time. Saying “I don’t know” once or twice in an exam is usually not a problem—saying I don’t know five times may be a concern.
- Try to relax before and during the exam (easier said than done).
- Do NOT bring cookies or treats to the exam. A bottle of water for yourself is appropriate.

Students should meet with their advisor to discuss the nature of the exam and what will be covered. The oral examination focuses on students’ major concentration as well as their portfolio. The committee will ask questions to gauge students’ knowledge of themes, issues, and events in the coursework and portfolio. Students should be able to give an oral summary of their internships, relating their practical experiences with their theoretical training.

Under university policy, all oral examinations are open to the public. Students should bring a copy of their thesis to consult during the examination.

**Thesis Option**

Public History students are not required to write a thesis, but may do so if they wish. A student who elects to write a thesis must select a thesis advisor and committee, in consultation with the Director of Public History. One member, along with the advisor, represents the major field. The other member represents the minor field. In addition to the department’s full-time faculty, special faculty (part-time or adjunct faculty) who are members of the NCSU graduate faculty may serve on committees. Other part-time and adjunct faculty may also serve on committees with Graduate School approval. Faculty from the University of North Carolina at Chapel Hill, Duke University, North Carolina Central University, and the University of North Carolina at Greensboro may serve as members if they are on the graduate faculty at their respective institutions. At least two of the three faculty on the committee must be historians.

In most cases, the thesis is a “case study” limited to a specific time period and geographical area. Students are expected to demonstrate in-depth knowledge of relevant events and issues. They should also show an understanding of the historiographical context for their work. Students might consider the following questions: Does your research revise or challenge major historical interpretations? Are your sources or approach innovative? How does your study complement
similar work for other regions or countries? Students may examine copies of past theses in the departmental conference room (Withers 358).

Students are strongly encouraged to take HI 791: Research Seminar in Public History to initiate their thesis work. Otherwise, students should enroll in Master’s Thesis Research (HI 695). The thesis advisor will help students develop a research and writing plan, and the thesis committee will review thesis chapters and recommend changes while the work is in progress. Students who have fulfilled all degree requirements except the thesis must enroll in at least one hour of Master’s Thesis Preparation (HI 699) in order to meet the university’s continuous registration requirement.

**Thesis Defense**

When the thesis is approved by the committee, the candidate will be asked to appear for a final oral examination in the field of the thesis. The student should submit a complete thesis to each committee member at least two weeks in advance of the defense. The thesis defense format is:

- The candidate presents the methodology, research results, and conclusions of the thesis. It is required that this part of the defense be open to the university community.
- Anyone attending the thesis defense is allowed to ask questions of the candidate.
- At the conclusion of the questioning of the candidate, only the advisory committee remains to deliberate and decide upon the candidate’s performance.
- Throughout the process, the primary advisor is obligated to maintain a scholarly atmosphere and to keep academic integrity and the candidate’s best interest foremost.
- A unanimous vote of approval by the candidate’s committee is required for passing the defense. Approval may be conditioned on the candidate meeting specific requirements prescribed by the committee. Although the thesis is considered complete, the thesis defense may result in some revisions as recommended by the committee.
- Failure to pass the thesis defense terminates the candidate’s work, unless the committee recommends a re-examination. Re-examination cannot be held until one full semester has lapsed. Only one re-examination is permitted.
- Oral exams for MA in Public History will usually be about one hour long—it is based on your portfolio, your course work in the MA Program, your Internship experience, and your professional interests.
- Professors will usually ask questions that prompt you to offer explanations and arguments, not regurgitate memorized data.
- If you do not understand a question, ask for it to be rephrased or clarified.
- If you do not have an answer to a question, better to say “I don’t know” than waste the committee’s time. Saying “I don’t know” once or twice in an exam is usually not a problem—saying I don’t know five times may be a concern.
- Try to relax before and during the exam (easier said than done).
- Do NOT bring cookies or treats to the exam. A bottle of water for yourself is appropriate.

**Thesis Filing**

The Graduate School Thesis Editor strongly recommends that students attend at least one session of the ETD Workshop on thesis preparation. Students must follow the formatting procedures
exactly. To save themselves some formatting headaches, students may use the Graduate School’s ETD Template.

Once students receive an unconditional pass in the thesis defense, they may then begin the process for the Graduate School-required Electronic Thesis & Thesis (ETD) Review. After receiving an unconditional pass, students have 24 hours to submit the completed thesis, as a PDF, through the ETD Submission System. This step must be completed before the No Registration Required ETD Review Deadline or Registration Required ETD Review Deadline, depending on the semester the student intends to graduate. The ETD Editor will review the ETD file and provide required corrections within three to five business days from draft submission, but the turnaround may be longer during deadline times. The ETD Review is required by the Graduate School in order to be cleared for graduation. After the ETD Review, students must also make any revisions required by the committee before they submit the Final Error-Free ETD for graduation. Students must complete the final thesis submission, with all corrections, ideally within two weeks of the final oral examination but absolutely before the Final Error Free ETD Deadline. For further information, consult the Graduate School’s pages on Electronic Theses and Theses.

Students may purchase bound copies of the thesis from Wolf Xpress. Students are not required to provide a bound copy of the thesis to the Graduate School or the Library, but they are required to provide a bound copy with an original signed title page to the History Department. Students should ask their advisor and other committee members their preferred format for copies of the thesis.

Graduation

NCSU has three official graduations per year: at the end of the fall and spring semesters and after the second summer session. The History Department holds commencement ceremonies at the end of the fall and spring semesters and incorporates summer graduates into the fall commencement ceremony.

By the end of the third week of the semester in which they intend to graduate, students must apply for graduation through MyPack Portal. Students who need corrections to their name must fill out the Name Change/Marital Status Change form. Students who wish to have the diploma sent to an address other than their Home/Mailing address must select the “Create Diploma Address” button. Students who have a privacy block on their account must check the “privacy settings” on MyPack Portal to make sure that their name will or will not appear in the graduation program according to their preferences. Finally, students who would like to walk at graduation should purchase academic apparel. For further information, see the Registrar’s help guide.

Students who successfully complete their oral examination after the Graduate School deadline for graduation that semester may still walk that semester, but they will officially graduate in the following semester. If relevant, these students must be sure to submit the final error-free version of their thesis before classes start the following semester to avoid incurring tuition and fees; this is called the “No Registration Required ETD Review Deadline.”
Teaching
Full-time master’s students on teaching assistantships receive two years of financial aid. During the two years, students are assigned to faculty in order to facilitate discussion sections, hold office hours for individual students, grade papers, help proctor and grade exams, monitor student activities during lectures, provide critical feedback to faculty about all aspects of the course, and/or report grades to the supervising faculty.

Working with Faculty Supervisor
Faculty ensure that teaching assistants are employed for a full twenty hours per week; those hours should include professional development in Fundamentals in Teaching (FITT) and Certificate of Accomplishment in Teaching (CoAT) workshops. Faculty may also devise teaching assistantship duties that match students’ career objectives, including asking TAs to design assignments or lecture on a topic. Faculty observe and evaluate their teaching assistants each semester.

Departmental Teaching Training
In spring semesters, the department offers HI 685: Supervised Masters Teaching which meets on Wednesdays from 11:45 am – 1 pm. A full-time professor leads the workshop, organizing themes, leading discussions, inviting guests, etc.

University Teaching Training
Students on financial aid must participate in a university-sponsored training program. These are:

Fundamentals in Teaching workshop series provides training and support for graduate students interested in learning the basic concepts of teaching. Participants choose from an array of online and face-to-face workshops that meets their professional goals. By the end of their first semester of funding, all TAs must attend the Introduction to Teaching workshop to learn basic skills in lesson planning, course organization, active learning techniques, and assessment strategies related to effective teaching. In each subsequent semester of funding, instructors must attend at least two workshops, a list of which is found on the FIT.

Certificate of Accomplishment in Teaching program offers graduate students a chance to learn the fundamental components of pedagogy, enriching their personal growth and professional development in teaching and learning. Participants may choose to complete the program in one year (2 semesters), a year and a half (3 semesters), or two years (4 semesters). The CoAT program enables graduate students to:

- Receive a transcript notation for successful completion of the Accomplishment in Teaching program
- Receive an official letter of recommendation
- Earn a Certificate of Accomplishment in Teaching
- Receive individualized assistance in teaching
- Prepare a teaching portfolio with guidance and support from the CoAT program director
- Complete the observation process to receive formal feedback on teaching skills
Appendix A: Curriculum Checklist

MA Curriculum (36 credit hours)
This is a typical curriculum for a student who enrolls without an MA. The Graduate Committee may alter requirements or grant transfer credit toward requirements.

Public History Field (15 cr. hrs.)
- HI 596 Introduction to Public History (3 cr. hrs.)
- HI 652 Internship in Public History (3)
- HI ___ ________________ (3)
- HI ___ ________________ (3)
- HI ___ ________________ (3)

History Field (15 cr. hrs.)
- HI 597 Historiography and Historical Method (3)
- HI 598 Historical Writing (3)
- HI 792 Colloquium in History (3)
- HI ___ ________________ (3)

Elective Field for Portfolio Track (9 cr. hrs.):
- ________ ________________ (3)
- ________ ________________ (3)

Thesis Work for Thesis Option (9 cr. hrs.)
- HI 791 Research Seminar in Public History (3)
- HI 695 Doctoral Thesis Research (3)
Appendix B: HI 642 Internship

The student works with the Director of Public History to identify an appropriate institution for the practicum, one that is similar to where the student would like to find his/her first full-time professional job. Unless the student is place-rooted, she/he should seriously consider finding a practicum outside the region. In some circumstances, it may be suitable to arrange a practicum at an institution where the student already works or volunteers. If so, the practicum must be a separate and distinct work experience.

The student is expected to treat the internship like a professional job with regular hours, observing the host institution’s rules and deadlines, and ideally attending staff meetings, allowing them to meet other Public History professionals and to see how their work fits into the host institution’s larger program.

But the internship is also a capstone project. The experience must include a specific, well-defined project that advances the student’s professional training and meets the programmatic needs of the host institution. Upon selecting a host institution in which to intern, the student must develop a proposal in consultation with their supervisor, providing an overview of the project, its rationale, and a preliminary bibliography of resources. The proposal must be reviewed and approved by the Director of Public History and the practicum supervisor prior to beginning the practicum.

Projects can take many forms. Those that take the form of an academic essay should have a title page and an abstract of 250-300 words. Important: An abstract is not an introduction. It is a stand-alone summary that quickly describes the purpose and focus of the project, the methods used or approach taken, and your major observations and conclusions. Depending on length, the essay should have a table of contents, a brief introduction followed by section (or chapter) division, a brief conclusion, notes, and works cited. Lengths of essays will vary but will typically be 25-50 pages, including notes and bibliography.

Projects that take other forms, such as oral or visual histories, exhibit catalog descriptions, finding aids, walking tours, institutional histories, grant applications, cultural resource surveys, museum exhibits, public relations documents, or a combination thereof. Ideally, this is a project prepared specifically for the host institution. and other options, should also include a title page and brief abstract as well as a short (5-10 pages) written narrative describing the project and its objectives. For projects that are not fully written, it is critical that non-written components be documented.

The supervisor is required to provide a midterm evaluation and a final evaluation of the student’s performance. The student should provide the appropriate forms to the supervisor and facilitate their return to the Director of Public History. The student must complete an evaluation as well. Students will receive a grade of satisfactory or unsatisfactory based upon successful completion of the internship, the internship project, the student’s evaluation, and the supervisor’s evaluations.