

# EMPORIA STATE UNIVERSITY

## History MA Program Handbook

### Policy Manual and Guidelines for Faculty and Students

NOTE: Students have to fulfill departmental policies contained herein as well as in the Graduate Office's Graduate Policy Handbook. See Appendix 11 for further information.

Revised June, 2015

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Part I: Official Policies

## 1. Mission Statement

The MA program in History at Emporia State University is designed to transform students of history into historians. The program is intended to both broaden and to sharpen students' study of the subject. The MA degree may be obtained by following one of four degree concentrations: thesis option, non-thesis option, public history option, social sciences education option. In all of these options, those who successfully complete this program are highly motivated, interested in the factual and theoretical aspects of the field, and able to demonstrate through a variety of written and oral forms their commitment to excellence. Working together, the faculty and students create an atmosphere in which the requisite skills in critical thinking, research, and writing are taught, explained, nurtured, and evaluated. The program produces graduates who attain a level of performance and expertise that allows them to move on to additional graduate studies, teaching, archival work, public history, or other activities related to the discipline.

## 2. Student Learning Outcomes

Graduate students working toward an MA in History will undertake intensive study of a particular era in history through readings seminars, research seminars, internships, and other coursework as appropriate, culminating in an original research project, examinations, or a pedagogy and content-based project. They are expected to develop skills in the following areas:

- Content- in depth knowledge of the historical narrative broadly and in an area of specialization in a variety of reading and research seminars.
- Critical thinking- analysis of primary sources; synthesis of information from primary and secondary sources; construction of arguments based on available evidence; critical assessment of secondary sources in terms of argument, evidence, and approach to the research question.
- Communication skills and methodology- construction of arguments through clear analytical writing and oral communication use of evidence and strong research techniques; knowledge of existing work in the field.
- Understanding of the field- awareness of historiography (general philosophy of history and specific interpretations relevant to research project); appreciation of the relationship between history and related fields in the social sciences and humanities; knowledge of career paths open to historians.
- Research- ability to plan and execute a research project on an original topic.

## 3. The Graduate Program Director

The Graduate Program Director (GPD) oversees all aspects of the history MA program including marketing, admissions, advising, and assessment. These tasks require:

- Responding to information requests from potential students received by telephone, student e-mail, Graduate Office e-mail, and campus visits.
- Assembling application files for admissions and teaching assistantships.
- Processing applications for admissions (every semester) and teaching assistantships (every spring semester) and notifying the Graduate Office of department decisions.
- Holding an orientation for new graduate students and all Graduate Teaching Assistants (GTAs) at the beginning of fall semester.

- Advising all graduate on course schedules, graduation requirements, and after-graduation options to ensure that students complete their degrees in a timely matter that best serves their career goals.
- Overseeing registration (pre-enrollment, dropping, adding) and granting permission for automatic withdrawals for all current graduate students every semester.
- Announcing deadlines, scholarships, conferences, and other opportunities to all graduate students.
- Coordinating GTA awards, renewals, and assignments every spring semester for the next academic year.
- Teaching intro to Graduate Studies (HI504), Professional Development for Historians (HI505), and either teaching GTA Training Seminar (HI893) or offering other training opportunities for GTAs.
- Assessing the MA program according to direct and indirect measures.
- Representing the department of social sciences of the Graduate Council.
- Updating policies in the MA Policies & Guidelines Handbook and the Department website.
- Developing recruitment initiatives: plans and grant applications for Graduate School, website presence, etc.

#### 4. The Graduate Committee

- A three-person Graduate Committee oversees graduate study within the Social Sciences Department. The Graduate Program Director coordinates membership on this committee; the 3 membership positions rotate among regular graduate faculty each year. One member of the committee serves as a monitor each year.
- Duties of the Graduate Committee include evaluating applications for admission, granting and renewing GTAships, removing probationary status for students who meet criteria, judging cases of unsatisfactory progress and academic dishonesty. The Graduate Program Director will see a calendar of regularly scheduled meeting to complete these tasks.
- All regular graduate faculty in the department help recommend graduate students for University awards, scholarships, and other honors. If the department can only recommend only one candidate for a given award, the Graduate Committee will make that determination.

#### 5. Admissions

Minimum admission requirements (NOTE: Meeting these minimums does not guarantee admission):

- bachelor's degree with overall GPA of 3.0;
- at least 12 hours of coursework in history, with 3.0 GPA in these courses;
- writing sample deemed "Satisfactory" by Graduate Committee

Applicants for the MA program in History must submit to the Graduate Office

- a completed application form;
  - a 1 to 2 page statement of purpose;
  - 2 letters of recommendation from college instructors or employers addressing the applicant's aptitude for graduate study;
  - Thesis, non-thesis, or public history option: a writing sample;
  - Social sciences education option: a sample lesson plan.
- The statement of purpose should briefly discuss the applicant's career goals and scholarly interests. The applicant should explain how these scholarly interests align with faculty expertise in the department.
  - The writing sample will be evaluated for basic writing competence, analytical ability, and engagement with primary and secondary historical sources. Any one of the following can be used to fulfill this application requirement.
    - Paper of 4-10 pages from an upper-division college course, preferably in history, through papers from humanities or social sciences course are also acceptable.
    - Book review (3-6 pp., 1000-2000 words): Summarize and evaluate a recent history study of your choosing. History journals and scholarly sites such as H-Net list new books as they are published. H-Net's Review Guidelines <http://www.h-net.org/reviews/guidelines.php> provide a standard overview of history book reviews.
    - Research proposal (4-6 pp. including brief bibliography, 1500-2000 words): Develop a proposal for a research project suitable for a scholarly article of 25-30 pages or for a thesis of 60-90 pages using library and/or online resources. Submit a brief proposal a) defining your research question, b) explaining its significance, and c) listing no more than 5 primary and 5 secondary sources.
    - Social Sciences Education track students must submit a sample lesson plan, which must be tied to state standards. It should include behavioral objectives, materials needed to teach the lesson, an introductory activity, detailed procedures that explain the learning activities, and a description of how the objectives will be assessed. Applicants should also provide a rationale for their objectives, activities, and assessment. Thesis, non-thesis (exams), and Public History track students do not need to do this.
  - Applicants may use the same letters of recommendation for GTA applications (see below)
  - The Graduate Committee will evaluate the applicant's capacity for advanced study in history based on writing ability, overall GPA, history GPA, and recommender's comments. The Graduate Committee will also consider whether the applicant's scholarly interests align with those of faculty in the department. If the applicant does not meet the minimums outlined above, the Graduate Committee can consider up to 12 hours of graduate coursework in history taken at ESU under non-degree-seeking status or 9 hours of graduate coursework in history taken at another institution.

- Each member of the Committee will independently evaluate the applicant's admission file, rating the writing sample as "Satisfactory" or "Unsatisfactory" and recommending rejection, full admission, conditional admission, or probationary admission.
  - full admission: no restrictions
  - conditional: used for graduating seniors, who must obtain a bachelor's degree before admission. Their final GPA must be evaluated, and if necessary they will be admitted on a probationary basis.
  - probationary: students must achieve a 3.0 GPA in their first 6 or first 9 hours of study. Graduate Committee members should indicate a level of probation in their recommendation.
- The Graduate Committee will then make a decision about the applicant's status. Members may collectively decide to override the requirement of 12 hours in History or other aspects of the minimum requirements. The Graduate Committee will propose a course of action, which all members will vote upon. The proposed course of action must receive at least 2 out of 3 votes to pass. The Graduate Program Director will notify the Graduate Office and the applicant of the Committee's decision.

#### 6. **Non-degree-seeking (NDS) Status, & Undergraduates**

- Under certain conditions (outlined in the Graduate Policy Handbook of the Office of Graduate Studies), students who have not been admitted into the MA program can take graduate courses as non-degree-seeking students. NDS students who apply to the MA program do not qualify as MA students until the application process is complete and they have been formally admitted. They are then subject to all MA program policies and Graduate Studies policies established for the academic year of their admission into the MA program. MA students may transfer in up to 12 hours of NDS graduate coursework taken at ESU or 9 hours of graduate coursework taken at another institution, as per Graduate School policies.

#### 7. **GTAs Awards & Renewals**

- The Department of Social Sciences offers teaching assistantships to students in the History MA program. Graduate Teaching Assistants (GTAs) usually work with faculty teaching introductory courses in geography, US history, or world history. Assistantships may be extended through the full academic year (fall and spring semesters) or for one semester only. The number of positions and the salary amounts are dependent on annual funding; typically the department has five to six openings per academic year. GTAs are generally limited to 4 semesters and must be renewed each academic year.
- GTAs must hold a bachelor's degree (BA, BS, or BSE) from an accredited college or university at the time they take up their duties. In addition to other policies stipulated by the Graduate Policy Handbook, they must be admitted, enrolled full-time in the History MA program, and available to work in person at the Emporia campus for the duration of their appointment.
- Award and renewal decisions for Graduate Teaching Assistantships are made within the Department of Social Sciences every spring semester for the fall and spring semesters of the next academic year.

- Returning GTA's should notify the Graduate Program Director by February 1 if they wish to renew their position. Renewal applications should include a brief self-reflective letter and a letter of recommendation from a professor who has supervised their assistantship. These materials will be made available to all tenured and tenure-track History faculty.
  - New applicants should submit assistantship applications to the Graduate Office by March 15. Applications received after this date will be considered if positions remain unfilled.
- The Graduate Committee will review renewal and new applications by April 1.
  - The Graduate Committee will consider each renewal application on the basis of the applicant's graduate coursework and teaching record. They will then vote on each renewal request, which must receive a plurality of votes to be granted.
  - The Graduate Committee will consider each new application on the basis of the student's undergraduate record and graduate record, if any. Each committee member shall rank new applicants. The Graduate Program Director tabulate the ranking and distribute them to committee members, who will then vote on which applicants will receive full-year or part-year positions. They will also vote on a ranked list of alternatives.
  - The Graduate Program Director, in consultation with faculty who supervise GTAs, will assign GTAs for the upcoming academic year.
- If a GTA's semester GPA falls between 2.5 and 3.0, the Graduate Committee will determine on a case-by-case basis whether that GTA may retain their position. If the semester GPA falls below 2.5, the Graduate School will automatically terminate the position, as per their official Graduate Policy Handbook.
- All GTAs are required to attend the department orientation session held just prior to the start of classes in August.

## 8. Program Structure

- Graduate students elect to pursue one of the four options within the MA program. Beyond the stipulations below, they will have latitude in choosing classes that meet their interests and career goals, with the approval of the Graduate Program Director.
- All students must take the following courses in their first 12 hours of graduate study:
  - One 500 level history graduate class (designated by "X" if online), pre-approved by the Graduate Director (1-3 hours);
  - 1 readings seminar (HI740, 3 hours);
  - HI701, US Historiography to 1877 (3 hours) or HI702, US Historiography since 1877 (3 hours)
- At least 22 hours must be earned in courses numbered 700 and above.
- Other coursework can include additional readings seminars, research seminars, directed readings courses, or internships.
- Students may apply a maximum of 6 hours of directed readings to their degree plan. These classes function like an independent study: students find an

instructor who agrees to oversee their work in a 1 to 2 credit course. In exceptional circumstances, students may ask the Graduate Program Director for permission to take a 3-credit direct readings.

- Students must obtain approval from the Graduate Program Director before enrolling in courses from outside the department or in 3-credit directed readings courses.
- When students complete 12 hours of graduate study, they reach a decision point for the four degree options. All students must apply to the Graduate Committee for degree candidacy, indicating their chosen degree option and their advisory committee. Students may not enroll for classes beyond these 12 hours until they have filed the 3 faculty members on the advisory committee will evaluate the student's thesis/project and defense or written and oral exams/ Students select the members with guidance from the Graduate Program Director. Only full-time tenured or tenure-track History faculty may serve.

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**MA in History—Thesis Option:**

U.S. Historiography seminars 6 hrs.

Required: HI 701 ..... 3  
 HI 702..... 3

Research seminars 6 hours

Required: HI 815 ..... 6

Readings seminars 6 hours

Required: HI 710 and/or HI740 ..... 6

3 hours required:

500 level HI Class, pre-approved by advisor and taken in 1<sup>st</sup> semester ..... 3

Electives:

\*Other electives (can include courses outside history)..... 9

Thesis/ MA

Project: HI 890 ..... 6

**Total Required..... 36**

\*Students work with the Graduate Program Director to choose appropriate coursework outside history, if they wish.

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**MA in History—Non-Thesis Option:**

|   |           |
|---|-----------|
| U.S. Historiography seminars 6 hrs.   |           |
| Required: HI 701 .....  | 3         |
| HI 702.....   | 3         |
| Research seminars 6 hours   |           |
| Required: HI 815 .....  | 6         |
| Readings seminars 6 hours   |           |
| Required: HI 710 and/or HI740 .....   | 6         |
| 3 hours required:   |           |
| 500 level HI class, pre-approved by advisor and taken in 1 <sup>st</sup> semester ..... | 3         |
| *Other electives (can include courses outside history).....                             | 14        |
| Master's Exam 1 hour  |           |
| Required: HI 895 .....  | 1         |
| <b>Total Required.....</b>  | <b>36</b> |

\*Students work with the Graduate Program Director to choose appropriate coursework outside history, if they wish.

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**MA in History—Public History Concentration:**

|   |           |
|---|-----------|
| U.S. Historiography Seminars (6 hours required):  |           |
| HI 701 .....  | 3         |
| HI702.....  | 3         |
| Research seminars (6 hours required)  |           |
| HI 710 and/or HI 740 .....  | 6         |
| 3 hours required:   |           |
| 500 level HI class, pre-approved by advisor and taken in 1 <sup>st</sup> semester ..... | 3         |
| HI 590, Intro to Public History .....   | 3         |
| Internship 3 hours required:  |           |
| HI 891, Archival Internship or HI 893, Museum Internship .....                          | 3         |
| SS 842, Master’s Project 6 hours required .....   | 6         |
| *Other electives 3 hours required (can include courses outside History):.....           | 3         |
| <b>Total Required Hours .....</b>   | <b>36</b> |

\*Students work with the Graduate Program Director to choose appropriate coursework outside history, if they wish.

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**9. Satisfactory Progress**

- Satisfactory progress entails a minimum GPA of 3.0. For all graduate courses at all levels, B- or above constitutes a passing grade while a C+ or below constitutes a failing grade. If a student earns a failing grade in a required course, the course must be retaken.
- After students admitted on probation have completed a minimum of 6 hours of graduate study, the Graduate Committee will decide if they are making satisfactory progress so that probationary status can be repealed.
- Students who fail to achieve a minimum GPA of 3.0 in any semester will be put on probationary status by the Graduate Office, and the Graduate Program Director will inform them in writing of this status. To repeal probationary status, the student must achieve a 3.0 GPA in coursework taken over the next semester, or they will be denied degree candidacy and asked to terminate their graduate study.
- In all cases of probationary status, that status must be repealed before degree candidacy can be granted.

## 10. Graduation Requirements

- Courses taken to fulfill undergraduate deficiencies do not count toward graduate program requirements
- Students in the thesis and public history options complete a thesis or research project. They select 3 faculty members for their advisory committee when they have completed 12 hours of graduate study and apply for degree candidacy. They submit a thesis/project proposal when they have completed 18 hours of graduate study.
  - When the student has produced a satisfactory version of the thesis/project, the student and the advisory committee chair will establish a timetable for its defense and final revision. The student will then submit thesis copies to the remaining members of the committee.
  - Committee members will meet with the student for an oral defense of the student's research, historiographical framework, methodology, and argument. All committee members may suggest final changes for the thesis.
  - The advisory committee will evaluate the thesis/project individually by commenting on the above areas. They will then vote as a group on whether to accept the thesis/project pending revisions. At least 2 of the 3 members must vote that the thesis was satisfactory.
  - The committee will then submit their completed Thesis/Project/Exam Assessment forms on the thesis/project and defense to the Graduate Program Director. The student must also complete a Graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file the thesis signature page (approved either by advisory committee members or by the department chair) and a Final Examination card with the Graduate Office, indicating that the student has concluded all necessary steps for the degree.
- Non-thesis students will take 4 examinations (3 written and 1 oral) from the members of their advisory committee in their last semester of study to demonstrate their mastery of content, historiography, and research methodology.
  - Students select 3 faculty members for their advisory committee when they have completed 12 hours of graduate study and apply for degree candidacy.
  - By the sixth week of the semester, each member of the advisory committee will submit several questions for these examinations to the committee chair, who will forward them to the student. Before each written exam, the faculty member responsible for that exam will choose 1 question from those submitted; other questions may be reserved for the oral exam.
  - Students will have 3 hours to complete each written exam, to be taken in the tenth week of the semester. Each member of the advisory committee will evaluate all written exams individually on a Thesis/Project/Exam Assessment form before the oral examination, commenting on the

- student's performance in terms of content, critical thinking, knowledge of historiography, and clarity of expression.
- The advisory committee will then vote on the student's written performance. At least 2 of the 3 members must vote that the student's performance was satisfactory and that the student may proceed to the oral examination. If the student's performance was not satisfactory, the student may retake any unsatisfactory written examination once, either in that semester or in a later semester, and the committee will re-evaluate as above.
  - Students will have one hour to complete the oral examination, to be taken no later than the fourteenth week of the semester. Committee members may ask students to expand upon their written answers and/or ask questions that were not selected for a written exam. Then the advisory committee will evaluate the students' performance as a group by vote; at least 2 of the 3 members must vote that the student's performance was satisfactory. The committee will also individually complete Thesis/Project/Exam Assessment forms and submit these evaluations to the Graduate Program Director. If the student's performance was not satisfactory, the student may retake the oral examination once, either in that semester or in a later semester, and the committee will re-evaluate performance as above.
  - Students must pass both types of exams to receive the degree. They must also complete a Graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file a Final Examination card with the Graduate Office, indicating that the student has concluded all necessary steps for the degree.
- Social science education students complete a pedagogical project and a portfolio.
    - The student and Graduate Program Director will select members of the advisory committee when the student applies for degree candidacy upon completion of 12 hours of graduate study. The GPD will serve as the chair; the student may select the other 2 members of the committee. The members of the committee must represent the student's specialty area(s); e.g. if America history and geography are selected as the specialty areas, then the student must choose a committee member from that subject area. The faculty members on this committee will approve the project proposal and evaluate the student's oral defense of his or her research project.
    - Students choose a topic and prepare a project proposal when they have completed 18 hours of graduate study. The advisory committee must approve this proposal. When the student has produced a satisfactory version of the proposal, the student and the GPD will establish a timeline for the project's completion, defense, and final revision. Students must pass an oral defense on their project pending recommended revisions. At least 2 of the 3 committee members must vote that the project was

satisfactory. The GPD will be responsible for submitting the committee's final evaluation to the Chair of the Social Sciences.

- Students must also compile a portfolio that contains at least 7 papers and/or projects: 4 from their specialty area(s), 1 from Seminar in Teaching Social Sciences, 1 from ED865, and 1 from the required course. Students will submit the portfolio on the day of defense. Included in the portfolio will be a self-reflective letter that demonstrates an understanding of the integration of the social sciences and describes how the student has met the goals of the program, i.e., how the student has improved his or her skills as a Critical Thinker, Creative Planner, and Effective Practitioner.
- The student must also complete a graduating Candidate Survey and submit it to the Graduate Program Director or the Department Chair. At that point, the Graduate Program Director will file a Final Examination Card with the Graduate Office, indicating that the student has concluded all necessary steps for the degree.
- Public History Students must produce a project that follows these guidelines:
  - Abstract
  - Table of contents \*(required only in final draft)
  - Introduction: What did you set out to accomplish with your public history project? Why is this particular goal important or meaningful to you? What unfilled niche does this fill in public history? (Approx. 5 pages)

#### *Part II: Literature Review*

- What scholarly sources were required for you to research the content of this project? What debates in both the historiographical and public history literature, respectively, were important for you to understand? Which facts or interpretations are generally well-established? Which one are still in dispute? Cite peer-reviewed, scholarly research to substantiate these claims. (25-30 pages or approximately the length of a peer-reviewed journal article.)

#### *Part II: Trends in Public History*

- Why is the particular approach to your project appropriate for what you are trying to convey? Cite peer-reviewed, scholarly research on public history to substantiate your claims. (Approx. 15 pages)

#### *Part III: Project*

- What resources were required for an effective project? How did you obtain these resources? What sources did you use to ensure that these materials are historically accurate? This section of your project requires a foundation based upon original sources. It also requires the citation of accepted standards for the proper use, care, and interpretation of original source materials and artifacts, such as those established by the National Council on Public History. (Approx. 15-20 pages)

- Document the project. What did you do and how did you do it? Artifacts, recordings, and photographs, along with text, are acceptable for this section, but they should include explanatory captions and a narrative explaining their significance to the project. This section has no page limit due to the nature of public history, but bear in mind that it is the centerpiece of your entire project.
- Write a reflective essay on the project. What went well? What went poorly? What changes would you like to make if you were to do it again? (Approx. 10 pages)
- Discuss the significance of your project experience to the discipline of history. How does it help advance the discipline? What questions arise for further research? (Approx. 15 pages)
- Bibliography

### 11. Revalidation of Courses

Graduate students have 7 years to complete their MA degrees. Under exceptional circumstances, students may petition for a 1-year extension. The program will not revalidate courses that fall outside this 8-year deadline.

### 12. Dual Degree with SLIM

Students simultaneously pursuing a History MA and an MLS at ESU's School of Library and Information Management (SLIM) can apply up to 6 hours of SLIM coursework toward the History MA and up to 6 hours of history coursework toward the MLS, but the total number of hours shared between the two programs cannot exceed 10 hours.

### 13. Internships

- Students interested in internships should contact the appropriate instructor at least 24 weeks (1.5 semesters) before the semester in which they intend to start the internships. The instructors need advance notice to place students at an appropriate facility; instructors, internship supervisors at the facility, and students must also agree upon the course parameters.
- Students must earn a passing grade in Intro to Public History before taking an internship.
- Students may apply no more than a total of 6 internship hours from Emporia State University or any other accredited institution toward degree requirements.

### 14. Assessment (for faculty)

The Graduate Program Director, the Graduate Committee, and the History faculty will assess program effectiveness according to the following measures.

#### A. Direct Measures

Ongoing measures (as many of the following as available):

1. Instructor rubrics completed for papers in HI701/HI702, U.S. Historiography.
2. Instructor rubrics completed for final papers in HI710/HI740, Reading Seminar
3. Instructor rubrics completed for final papers in HI815, Research Seminar.

Culminating measures: Thesis or project (for thesis option, public history option, and social sciences education option students) or written and oral examinations (for non-thesis option students), evaluated by the student's advisory committee of 3 faculty.

1. Each advisory committee must approve the thesis/project and the student's oral defense. Each committee member must fill out an evaluation form on the thesis/project and oral defense.
2. Each non-thesis student's advisory committee must write the examinations and evaluate the student's performance. Each committee member must fill out an evaluation form on each written exam and on the oral exam after grading them.

#### **B. Indirect Measures**

1. Survey of graduating students, administered by the Graduate Program Director.
2. Alumni survey, administered by the Department Chair every three years.
3. Reflective letters written by students who take internship hours.
4. Evaluations by onsite internship supervisors, collected by the Graduate Program Director.

#### **C. Student Involvement in Assessment**

The Graduate Program Director will share the annual assessment report with graduate students in spring semester, inviting their responses to data and program alterations.

#### **D. Annual Assessment Report**

The Graduate Program Director will submit an annual report to the Chair of the Social Sciences Department and History faculty in fall semester. This annual report will analyze the quantitative (rubric and survey scores) and qualitative (comments from reflective letters, surveys, evaluations, etc.)

### **15. Students Responsibilities & Involvement**

- Students are expected to adhere to the University's academic honesty policy. Instances of academic dishonesty will be referred to the Graduate Committee for disciplinary action.
- Students must ensure that the Graduate Office and Registration Office have a current mailing address and telephone number. Departmental communications will be sent via e-mail to graduate student's ESU e-mail accounts.
- Students should enroll for courses at least 10 business days before the beginning of the semester, unless there are extenuating circumstances.
- Students who have entered the program but cannot enroll must inform the Graduate Program Director in writing each semester that they will not be registered. Should students remain unregistered for more than 3 consecutive semesters, they must reapply for admission with the Graduate Office. The application packet for readmission must contain an updated application and an updated statement for purpose explaining how the student plans to complete the program.

- The Graduate Program Director will hold an orientation for new graduate students and all GTA's just before the beginning of fall semester. The Graduate Program Director may also choose, based on the number of incoming students or new GTA's to schedule a mid-year orientation just prior to the start of spring semester classes. This orientation will explain the program to new students and will discuss GTA responsibilities.

## Appendix 1: Deadlines

To graduate May

### Before **November 1:**

- File your Intent to Graduate form with the Graduate Office, found at <http://www.emporia.edu/grad/graduate-forms/>. Note: if your circumstances change and you wish to delay your graduation, you must contact the Graduate Office.
- Submit **your completed Degree Plan form** to Graduate Program Director. This form is found on the Social Sciences website and in the department's Guidelines and Policy Manual.
- Submit the **Declaration form with your topic and the signatures of your committee members approving your proposal** to Graduate Program Director. This form is also located at <http://www.emporia.edu/grad/graduate-forms/>.

### Before **March 1:**

- **You must be fully approved by your committee chair to convene the committee.** Your project must be fully approved by your your committee chair before this date. This is the last possible date to do this and still make the deadlines. **Thus, you should aim to have your project fully approved before Feb. 1 to allow time for scheduling and holding your defense.**
  - **You must have your committee agree upon a date for your defense.** The faculty are to have 2 full weeks to review your work. This means March 14 is the last possible date to hold a spring defense.

### Before **March 14:**

- Project students: compile your portfolio, which you will submit to committee members on the day of the defense.
- **Hold your project defense.** It is your responsibility to contact all of your committee members and ask them for their availability. Remember: the faculty are to have 2 full weeks to review your documents. This means that as soon as you are fully approved by your committee chair, you need to contact committee members about scheduling the defense and then call x5462 to reserve a room. **You'll need to organize a time for the 3 committee members and you to "meet" (virtually or face-to-face is okay—though students uniformly agree that face-to-face is better).**

### **At your defense:**

- Project students: Submit your portfolio.
- You must **have the final examination card signed** by everyone on the committee and Dr. Hansen. Your committee chair will bring a copy of this card. (It's actually a sheet of paper.)
- You must **have your copy of the approval sheet signed** by everyone on the committee and Dr. Hansen—see <http://www.emporia.edu/grad/graduate-policies/>.

### Before **April 1:**

- **Submit your committee-approved, error-free, final copy of the written project to the Graduate School** (bearing correct pagination, forms, and formatting guidelines as per the Graduate School) for the Graduate Dean to approve.
- You must also **submit your final examination card and your payment** (see the Graduate School's website for the exact amount) to the Graduate School in order to graduate.

## APPENDIX 2: APPLICATION FOR MASTER OF ARTS CANDIDACY

Applicants should fill out Part I, then obtain the necessary signatures in Part II before filing this form with the Graduate Program Director.

### I. STUDENT INFORMATION

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

E-mail: \_\_\_\_\_

Anticipated Graduation Semester: \_\_\_\_\_

Department: Social Sciences

Program Name: History

Degree Sought: MA

Program:                      thesis                                      public history  
                                    non-thesis                                      social sciences education

### II. THESIS/EXAM/PROJECT COMMITTEE INFORMATION

Chair: \_\_\_\_\_  
Printed Name & Signature

Committee Member: \_\_\_\_\_  
Printed Name & Signature

Committee Member: \_\_\_\_\_  
Printed Name & Signature

The Graduate Committee in the Department of Social Sciences approves this student's Degree Candidacy for the Master of Arts Degree.

### Appendix 3: MA Student Information

#### MA Student Info

Name: \_\_\_\_\_

ID: \_\_\_\_\_

Proposed concentration:  thesis  public history  
 non-thesis  social sciences education

Planned start date: \_\_\_\_\_

Actual start date: \_\_\_\_\_

Application for MA admission:  application  transcripts  
 statement of purpose  writing sample/lesson plan  
 letter of recommendation 1  letter of recommendation 2

Undergraduate GPA: \_\_\_\_\_

Admission category:  eligible  
 probationary (Terms: \_\_\_\_\_)  
 conditional (Terms: \_\_\_\_\_)  
 ineligible (Reasons: \_\_\_\_\_)

Application for GTAship:  application  résumé  
 letter of recommendation 1  letter of recommendation 2

Planned start date: \_\_\_\_\_

Grad Committee decision: \_\_\_\_\_

#### Notes

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## APPENDIX 4: Department of Social Sciences Graduate Assistantship Interest Form

Graduate Teaching Assistants (GTAs) generally work with faculty teaching introductory courses in US history, world history or geography.

### Graduate Teaching Assistants must:

- be fully admitted in the master's degree program in History at ESU
- be a full-time student, maintaining a minimum of six (6) credits per semester
- maintain at least a 3.00 GPA during each semester of the assistantship
- work an average of twenty hours per week.

As salary amounts are dependent on annual funding, check with the Graduate School for current award amounts.

### A. Please check the appropriate box below:

I am a returning GTA and I wish to renew my position. (Due by February 1. Please move to part C.)

I am a first-time GTA applicant. (To be fully considered for a GTAship, this form must be returned by March 15. After that date positions will be filled as available. Please move to part B.)

### B. For all first-time students: please check the appropriate box below:

I do not wish to be considered for a Graduate Assistantship.

I do wish to be considered for a Graduate Assistantship. (Due by March 15. Please move to part C).

### C. Please address both questions below:

What past experiences make you qualified for this position? (75 word max.)

How will this position best enable you to achieve your future goals? (75 word max.)

Applicant name:

ESU email:

Date:

Applicant e-number:

## APPENDIX 5: History MA Program Requirements Thesis, Non-thesis, Public History Options

The 36 required hours are distributed as follows (at least 22 hours must be earned in courses numbered 700 and above):

- 3 hrs One 500 level history course, preferably taken in 1st semester with advisor's pre-approval
- 3 hrs HI701, US Historiography to 1877 (offered every other fall)
- 3 hrs HI702, US Historiography since 1877 (offered every other spring)
- 6 hrs HI710 or HI740, Readings Seminar (offered every fall and spring and occasionally summer, with different topics)
- 6 hrs HI815, Research Seminar (offered every fall, spring, and occasionally summer, with different topics)

Thesis option:

- 9 hrs electives
- 6 hrs HI890 thesis

Non-thesis option:

- 14 hrs electives
- 1 hr HI895 History MA Exams

Public History option:

- HI590, Intro to Public History (3 hours)
- HI891, Archival Internship or HI893, Museum Internship (3 hours)
- SS842, Master's Project (6 hours)
- 3 hours of electives

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Grad courses fall into 5 general categories:

1. Readings seminars (HI710/HI740), where students read 10-12 books throughout the semester and discuss them in each class.
2. Research seminars (HI815), where students undertake an original research project and produce a 25-30 page paper. These papers can easily become part of your thesis with some planning.
3. Directed readings (HI790/HI791), 1–2 credit courses where students find a professor to supervise an independent study. These have to be set up in advance with the professor and you can only do 2 of them in your grad career. These courses require **permission from the instructor**.
4. Internships, which also have to be set up in advance with Dr. Thierer. She generally requires students to take her Intro to Public History course before they can work in an archives or museum. These courses require **permission from the instructor**.
5. Thesis hours (HI890), only available to students in the thesis option who have completed a thesis proposal. These courses require **permission from the instructor**.

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Enrolling & progressing through the program:

- Full-time status = 6 hours at the graduate level in any semester.
- After enrolling for any semester, update your degree plan and e-mail it to the Graduate Program Director. Keep a copy for yourself.

- Remember that 22 hours have to be at the 700 or 800 level. When you're examining the course schedule and spot a desirable 500-level class, check for a higher version of it and enroll in the highest level.
- Upon completion of 12 hours, apply for degree candidacy and choose thesis or non-thesis option. Get signatures from chosen thesis or exam committee members. For exam committees, choose faculty from whom you've taken the most coursework. For thesis, choose faculty who can direct your specific research and guide the writing process.
- Thesis students may not enroll in thesis hours until their committee has approved a thesis proposal. Generally, students take all 6 hours in one semester and devote their time to writing and preparing for the defense.
- The Graduate Program Director can answer questions about classes, committees, and any other aspect of the program.

**APPENDIX 6: MASTER OF ARTS DEGREE PLAN FOR SOCIAL  
SCIENCES EDUCATION TRACK**

| <b>REQUIRED COURSES &amp; ELECTIVES</b>  |  |     |       |     |            |
|--|--|-----|-------|-----|------------|
| COURSE #   | COURSE TITLE   | HRS | GRADE | SEM | INSTRUCTOR |
| HI701  | US Historiography to 1877  | 3   |       |     |            |
| HI702  | US Historiography since 1877   | 3   |       |     |            |
|  | History Readings Seminar:  | 3   |       |     |            |
|  | History Readings Seminar:  | 3   |       |     |            |
| SS842  | Master's Project   | 3   |       |     |            |
|  | Social sciences pedagogy (3–4 hrs):<br>SS740, Advanced Methods for Teaching Secondary Social Studies (3)<br><b>OR</b><br>ED 805, Restructuring Classrooms with Technology (2)<br><b>AND</b> ED 837, Brain-Based Learning for Educators (2) |     |       |     |            |
|  | General pedagogy (3 hrs):<br>EA773, Adv. Ed Psych for Educators (3)<br><b>OR</b> ED887, Developing Authentic Assessments (3)   | 3   |       |     |            |
|  | Technology (3 hrs):<br>IT700, Foundations of Instructional Technology<br>or another 700-level IT course:   | 3   |       |     |            |
| <b>12 hours specialty area(s) coursework in 1 or 2 disciplines: Political Science, Geography, Anthropology, Sociology, Economics</b> |  |     |       |     |            |
|  |  |     |       |     |            |
|  |  |     |       |     |            |
|  |  |     |       |     |            |
|  |  |     |       |     |            |
|  |  |     |       |     |            |
|  |  |     |       |     |            |





| TRANSFER CREDIT, 9 HOURS MAXIMUM |                      |     |       |     |            |
|----------------------------------|----------------------|-----|-------|-----|------------|
| COLLEGE                          | COURSE NUMBER & NAME | HRS | GRADE | SEM | ESU COURSE |
|                                  |                      |     |       |     |            |
|                                  |                      |     |       |     |            |
|                                  |                      |     |       |     |            |
|                                  |                      |     |       |     |            |

Adviser's Signature \_\_\_\_\_ Date \_\_\_\_\_

Department Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

Graduate School Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

Concentration requirements & electives:

- **Thesis** students will also take HI890, Thesis/MA Project (6 hours) and 9 hours of electives.
- **Non-thesis** students will also take HI895, MA Exam (1 hour) and 14 hours of electives.
- **Public history** students will also take HI590, Intro to Public History (3 hours); HI891, Archival Internship or HI893, Museum Internship (3 hours); SS842, Master's Project (6 hours); and 3 hours of electives.

## APPENDIX 8: TENTATIVE 4-SEMESTER SCHEDULES

### General, Tentative 6-Semester Schedule

| Semester | Program Requirements  | Electives   | Total Hours |
|----------|---|---|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3)<br>HI710/HI740 Readings Seminar (3) |   | 9           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI815 Research Seminar (3)                                       | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 9           |
| Fall 3   | HI815 Research Seminar (3)<br>HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 9           |
| Spring 4 | Thesis (6)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 9           |
| TOTAL    | 27  | 9   | 36          |

\*These courses are offered every other fall semester. Students who begin the program in an “off” year will substitute other required or elective courses until the subsequent fall semester.

\*\*This course is offered every other spring semester. Students who begin the program in an “off” year will substitute other required or elective courses until the subsequent spring semester.

### History MA Thesis Concentration Tentative 6-Semester Schedule

| Semester | Program Requirements  | Electives   | Total Hours |
|----------|---|---|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3) |   | 6           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI815 Research Seminar (3)   |   | 6           |
| Fall 3   | HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 6           |
| Spring 4 | HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 6           |
| Fall 5   | HI815 Research Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 6           |
| Spring 6 | HI890 Thesis (6)  |   | 6           |
| TOTAL    | 27  | 9   | 36          |

### History MA Non-thesis Concentration Tentative 4-Semester Schedule

| Semester | Program Requirements  | Electives  | Total Hours |
|----------|---|--|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3)<br>HI710/HI740 Readings Seminar (3) |  | 9           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI815 Research Seminar (3)                                       | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)  | 9           |
| Fall 3   | HI815 Research Seminar (3)<br>HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)  | 9           |
| Spring 4 | HI895 MA Exams (1)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)<br>HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)<br>HI790/791 Directed Readings, or approved elective outside department (2) | 9           |
| TOTAL    | 22  | 14   | 36          |

### History MA Non-thesis Concentration Tentative 6-Semester Schedule

| Semester | Program Requirements  | Electives   | Total Hours |
|----------|---|---|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3) |   | 6           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI815 Research Seminar (3)   |   | 6           |
| Fall 3   | HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)   | 6           |
| Spring 4 | HI710/HI740 Readings Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)   | 6           |
| Fall 5   | HI815 Research Seminar (3)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)   | 6           |
| Spring 6 | HI895 MA Exams (1)  | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3)<br>HI790/791 Directed Readings, or approved elective outside department (2) | 6           |
| TOTAL    | 22  | 14  | 36          |

### History MA Public History Concentration Tentative 4-Semester Schedule

| Semester | Program Requirements   | Electives   | Total Hours |
|----------|--|---|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3)<br>HI710/HI740 Readings Seminar (3)                |   | 9           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI815 Research Seminar (3)<br>HI???, Intro to Public History** (3)              |   | 9           |
| Fall 3   | HI815 Research Seminar (3)<br>HI710/HI740 Readings Seminar (3)<br>HI891, Archival Internship or HI893, Museum Internship (3) |   | 9           |
| Spring 4 | SS842 Master's Project (6)   | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 9           |
| TOTAL    | 33   | 3   | 36          |

### History MA Public History Concentration Tentative 6-Semester Schedule

| Semester | Program Requirements  | Electives   | Total Hours |
|----------|---|---|-------------|
| Fall 1   | One 500 level history course (3)<br>HI701, US Historiography to 1877* (3)         |   | 6           |
| Spring 2 | HI702, US Historiography since 1877** (3)<br>HI???, Intro to Public History** (3) |   | 6           |
| Fall 3   | HI815 Research Seminar (3)<br>HI710/HI740 Readings Seminar (3)                    |   | 6           |
| Spring 4 | HI815 Research Seminar (3)<br>HI710/HI740 Readings Seminar (3)                    |   | 6           |
| Fall 5   | HI891, Archival Internship or HI893, Museum Internship (3)                        | HI710/HI740, HI790/791 Directed Readings, or approved elective outside department (3) | 6           |
| Spring 6 | SS842 Master's Project (6)  |   | 6           |
| TOTAL    | 33  | 3   | 36          |

### History MA Social Sciences Education Concentration Tentative 7-Semester Schedule

| Semester | Program Requirements  | Specialty Area Coursework (12 hours in 1 area or 6 hours in each of 2 areas): Political Science, Geography, Anthropology, Sociology, Economics | Total Hours |
|----------|---|--|-------------|
| Fall 1   | HI701, US Historiography to 1877* (3)<br>HI710/HI740 Readings Seminar (3)<br>General pedagogy requirement*** [ED887, Developing Authentic Assessments (3) OR EA773, Adv. Ed Psych for Educators (3)]        |  | 6-9         |
| Spring 2 | HI702, US Historiography since 1877** (3)   | Specialty area coursework (3)  | 6           |
| Summer 3 | IT700, Foundations of Instructional Technology or equivalent technology course (3)  |  | 3           |
| Fall 4   | HI710/HI740 Readings Seminar (3)  | Specialty area coursework (3)  | 6           |
| Spring 5 |   | Specialty area coursework (3)<br>Specialty area coursework (3)   | 6           |
| Summer 6 | Social sciences pedagogy [SS740, Advanced Methods for Teaching Secondary Social Studies**** (3) OR ED 805, Restructuring Classrooms with Technology (2) AND ED 837, Brain-Based Learning for Educators (2)] |  | 3-4         |
| Fall 7   | SS842, MA Project (3)   |  | 3           |
| TOTAL    | 24-25   | 12   | 36-37       |

\*\*\*Students can take either ED887 or EA773 to fulfill the General Pedagogy requirement. ED887 is offered fall and spring semesters; EA773 is offered fall, spring, and summer.

\*\*\*\*SS740 is offered every other summer semester as a hybrid course.

#### Schedule notes:

- For specialty area coursework, consult the Graduate Program Director—these courses are not on a regular schedule but generally will be offered most fall or spring semesters online.
- HI701 is offered every other fall online.
- HI702 is offered every other spring online.
- SS740 is offered every other summer in hybrid format.
- ED887, HI710, HI740 are offered every fall and spring online.
- All other courses are offered every fall, spring, and summer online.

## APPENDIX 9: WRITING A THESIS PROPOSAL/PROSPECTUS

### Step 1: The preliminary meeting

You need to find someone to agree to chair your thesis committee. Make an appointment with a faculty member and bring along a rough outline of your topic, research question, and working thesis. He or she will want to know what you plan to do and your reasoning for doing so, before agreeing to become your thesis director. Your research agenda may not be fully formed, but you will need to come with enough background so that the faculty member can decide if he or she is a good fit for you, or not.

### Step 2: Writing the proposal

There are numerous works on how to write a proposal/prospectus (entire shelves in libraries have been devoted to this topic.) Proposal lengths can vary. Please consult with your thesis director about his/her individual expectations for a proposal and for thesis.

**Please address and label each of the following in your proposal:**

1. Abstract of proposal
2. Table of contents of proposal
3. Introduction
  - A. What is the context?
  - B. What is your research question?
  - C. What is your working thesis?
  - D. What has led you to this conclusion?
4. Sources
  - A. What exactly do you propose to study?
  - B. What will be your primary source material?
5. Historiography: What have other books and articles said about your topic?
6. Scholarly importance: Why is this topic an important avenue of historical inquiry?
7. Outline with timeline for completion
8. Bibliography

### Step 3: Seeking Approval

In addition to your thesis director, you will need to find two other faculty members to serve on your committee. Once your thesis director fully approves your proposal, you may send it on to the other two members of your committee for their approval. Make sure you collect signatures on the **Application for Master of Arts Degree Candidacy** and then submit this form to the Graduate Program Director.

### Step 4: Beginning work on your thesis

Once your thesis director and the rest of your committee members approve your proposal, you will be able to begin work on your thesis in earnest. Your proposal becomes the groundwork for your thesis. Much of the information you'll re-use in some form or other in the thesis itself, so you want to do your best work. Make sure you and your advisor have a very clear understanding about what you are proposing before you actually begin working on the formal proposal itself, this way you can avoid research dead-ends.

Step 5: Formatting your thesis: The final copy of your thesis must be formatted within these guidelines from ESU's Graduate School: <http://www.emporia.edu/dotAsset/547d5683-e1e4-4f1f-a141-a5ab2cbd2f44.pdf>

**See "Deadlines for Master's Theses and Projects" on the department website for information on graduation forms, the thesis defense, and filing. Some deadlines occur in the semester BEFORE you graduate.**

## APPENDIX 10: WRITING A PUBLIC HISTORY PROJECT

In general: your final project will exist in 3 parts. The first part is an original work of research. It investigates a historical topic using primary research materials and scholarly books and articles. The second part should discuss trends in Public History—the scholarly research and literature which justifies the approach you will take in part 3. The third part is the application of the trends in public history to the material you uncovered in part 1. This is the “project” portion of your work. It is the centerpiece of your project. It is where you can create an exhibit, design a public history website, devise a script, discuss the use of historical imagination as it relates to section 1, etc. Be creative and inventive in this. Feel free to go tech-heavy or tech-light. Whatever you do, make sure it showcases the best of your work.

### Getting Started:

Step 1: Find someone to agree to chair your project committee. This means you'll need to have a few preliminary talks with various faculty members to help you decide on a topic. Once you've done this, you will need to make a formal appointment with the faculty member you would like to serve as your chair-- bringing along a rough outline. This must be someone well-versed in Public History. They'll want to know what you plan to do and why before they'll take you on. It doesn't have to be fully formed, but you'll need to come with enough background so that the faculty member can decide if they're a good fit for you, or not.

Step 2: Though your Public History Expert ultimately directs your project as your chair, you need to ask 2 other faculty members to serve on your committee. One of these must serve as a Content Expert and drive section 1. The third member is of your choice and may be an external expert provided you complete the required documentation required by the graduate school. In instances in which the Public History Expert and the Content Expert are the same person, students will need to find another faculty member to serve on the committee, for a minimum of 3 people.

Step 3: Write the proposal. You need to consult with your project director about his/her expectations for a proposal. However, your PROPOSAL should generally contain and label each of the following, in order:

1. An abstract
2. Table of contents
3. Introduction: What is the context and what do you propose to study? What's your research question and what is your working argument?
4. Section on scholarly importance
5. Section on sources for part 1 of what will be your project (Remember, part 1 should focus on your original work of research. It investigates a historical topic using primary research materials and scholarly books and articles.)
6. Section on historiographical literature review for part 1
7. Section on sources for part 2. (Part 2 of what will be your project should discuss trends in Public History—the scholarly research and literature which justifies the approach you will take in part 3.)
8. Section on historiography for part 2
9. Section explaining precisely your plan of action for part 3, noting the outcomes sought. This is the real project portion of your work.
10. An outline, complete with proposed timetable for completion of your project and dates when each portion of your written work will be submitted.
11. A working bibliography of primary and secondary sources.

Remember: your proposal becomes the groundwork for your project. Much of the information you'll re-use in some form or other in the project itself, so you want to do your best work. Make sure you and your project director have a very clear understanding about what you are proposing before you actually begin working on the formal proposal itself, this way you can potentially avoid research dead-ends, etc.

Proposal lengths can vary. It's usually a good framework for what's going to happen in the project. So this isn't a herculean effort; it's just designed to be a way for everyone to get on the same page and make sure you get started in the right direction. The recommended length is 5-7 pages.

Step 4: Once your project director approves your proposal, you may distribute it for review to the rest of your committee members. Please submit to them the signature form which indicates their approval of your proposal. Once all three committee members have approved your proposal, you'll be able to begin work on your project in earnest.

Step 5: The final project. As your project director has the final say in the ultimate creation of your project, you should check with him or her about their expectations before you begin.

### **Guidelines for Public History Projects**

1. Abstract
2. Table of contents \*(required only in final draft)
3. Introduction: What did you set out to accomplish with your public history project? Why is this particular goal important or meaningful to you? What unfilled niche does this fill in public history? (Approx. 5 pages)

#### Part I: Literature Review

4. What scholarly sources were required for you research the content of this project? What debates in both the historiographical and public history literature, respectively, were important for you to understand? Which facts or interpretations are generally well-established? Which one are still in dispute? Cite peer-reviewed, scholarly research to substantiate these claims. (25-30 pages, or approximately the length of a peer-reviewed journal article.)

#### Part II: Trends in Public History

5. Why is the particular approach to your project appropriate for what you are trying to convey? Cite peer-reviewed, scholarly research on public history to substantiate your claims. (Approx. 15 pages)

#### Part III: Project

6. What resources were required for an effective project? How did you obtain these resources? What sources did you use to ensure that these materials are historically accurate? This section of your project requires a foundation based upon original sources. It also requires the citation of accepted standards for the proper use, care, and interpretation of original source materials and artifacts, such as those established by the National Council on Public History. (Approx. 15-20 pages)
7. Document the project. What did you do and how did you do it? Artifacts, recordings, and photographs, along with text, are acceptable for this section, but they should include explanatory captions and a narrative explaining their significance to the project. This section has no page limit due to the nature of public history, but bear in mind that it is the centerpiece of your entire project.
8. Write a reflective essay on the project. What went well? What went poorly? What changes would you make if you were to do it again? (Approx. 10 pages)
9. Discuss the significance of your project experience to the discipline of history. How does it help advance the discipline? What questions arise for further research? (Approx. 15 pages)
10. Bibliography

**APPENDIX 11: THESIS/PROJECT/EXAM ASSESSMENT**

Student's Name:

---

Graduation Semester and Year:

---

Assessment Measures:

---

Committee Members:

| Strongly Agree | Agree | Somewhat Agree | Disagree | Strongly Disagree | Not Applicable |
|----------------|-------|----------------|----------|-------------------|----------------|
| 5              | 4     | 3              | 2        | 1                 |                |

**The student's performance demonstrated**

mastery of a broad overview of the discipline.

---

mastery of in-depth coursework in concentration area.

---

mastery of a theoretical understanding of the discipline through historiographical discussion.

---

a practical understanding of the discipline through discussion/use of appropriate research skills and methodologies.

---

adequate writing skills.

---

adequate critical thinking skills.

---

collaboration between advisory committee members and student.

---

Comments:

## **APPENDIX 12: ADDITIONAL GUIDELINES AND REQUIREMENTS**

The policies in this graduate manual refer to ESU's History M.A. in the Department of Social Sciences. Students seeking the M.A. must also comply with the following policies of ESU's Graduate School: <http://www.emporia.edu/grad/graduating-students/>