

NC STATE
UNIVERSITY

MASTER OF ARTS IN PUBLIC HISTORY

Graduate
Student
Handbook

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 help students navigate the master's program in Public History, its degree requirements, and life in the History Department. Importantly, if you ever have questions unanswered in this handbook, the Director of Public History is always available as a resource to you.

Administration

The **Director of Graduate Programs** administers the department's graduate program: the MA in History, the MA in Public History, and the PhD in Public History. The DGP 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 DGP about questions which are not answered by the Graduate School catalog or problems they may encounter in the program.

The **Director of Public History** oversees the academic aspects of the MA and PhD programs in Public History. The DPH advises all Public History master's students, assists students in selecting examination committees, and monitors students' progress toward their degrees. Students consult with the DPH on curriculum, portfolio and/or thesis schedules, and other issues concerning degree requirements.

The **Graduate Administrative Assistant** provides support for the graduate program, assisting the DGP and the DPH in monitoring students' progress toward their degrees, providing information about departmental and Graduate School policies and procedures, and scheduling defenses and exams.

The **Thesis Adviser** is the chair of the student's thesis committee, if a student opts to write a thesis. For those pursuing the thesis option, by the end of the first year of coursework, they should select a member of the Public History faculty as thesis adviser. The adviser must be a member of the [graduate faculty](#) (a status endowed by the Graduate School).

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 (permanent appointment). Assistant Professors are in the early stages of their academic careers and do not have permanent appointment yet. They are reviewed for tenure during the sixth year of employment. All faculty whose academic appointment includes the title "professor" may be

HOW DO I ADDRESS A PROFESSOR?

If you are unacquainted with a faculty member, you almost never will go wrong by addressing him or her as "Professor LastName." Some faculty find "Doctor LastName" too formal or pretentious, and "FirstName" familiar and presumptuous. "Professor" is a safe, happy medium that you can generally rely upon, until individuals indicate that they would prefer to be addressed in a different way.

Just as in conversation, when writing to a professor with whom you are unacquainted, or barely acquainted, for the first time, you're pretty safe with "Professor LastName." Once the professor replies, you can generally gauge the most appropriate future form of address based upon how your correspondent has signed his or her own e-mail reply.

* * *

Excerpted from Nate Kreuter, "Doctor, Professor, or 'Hey, You?'" *Inside Higher Ed*, 3 June 2011, <https://www.insidehighered.com/advice/2011/06/03/doctor-professor-or-hey-you>

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 on 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, NC Central, 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 chair.

Faculty Fields

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

- Ross Bassett: modern US, technology
- Matthew Booker: modern US, environmental
- Katherine Mellen Charron: modern US, 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 US, *international public history, education & evaluation*
- Ebony Jones: African diaspora, comparative slavery and abolition
- Owen Kalinga: Africa
- Verena Kasper-Marienberg: early modern Europe, Jewish studies, *museum studies*
- Blair LM Kelley: African American, *oral 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 US, foreign relations
- Thomas Parker: ancient Near East, Rome
- Tate Paulette: Mesopotamia, ancient Near East
- Julia Rudolph: early modern Britain, legal history
- Brent Sirota: early modern Britain
- Noah Strote: modern Europe, Germany
- Steven Vincent: modern Europe, France
- David Zonderman: modern US, 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 Administrative Assistant to submit 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 requested for one semester or one academic year, arranged with the DPH and approved by the DGP. 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:

Even Falls	Odd Springs	Odd Falls	Even Springs
HI 596: Introduction to Public History	HI 589: Interpretation at Hist. Sites & Parks	HI 596: Introduction to Public History	HI 533: Oral History
HI 591: Museum Studies	HI 593: Material Culture	HI 591: Museum Studies	HI 593: Material Culture
HI 594: Cultural Heritage	HI 594: Cultural Resource Management	HI 594: Cultural Heritage	HI 594: Cultural Resource Management
HI 534: Digital History	HI 535: Spatial History	HI 534: Digital History	HI 789: Public History in International Contexts
HI 588: Family and Community History	HI 787: African American Public History		

Internship: All students complete an internship in their 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 DPH. Ideally, the internship should come with a stipend. In most cases, the student will not register for HI 642 until the

following fall or spring semester. Regardless of when the student 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 and historical method on a broad topic. 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 who pursue the thesis option may take HI 791: Research Seminar in Public History, replacing HI 598: Historical Writing. The course immerses the student in the historiography of Public History as it relates to their thesis topics.

Inter-institutional Courses: In consultation with the DPH and with approval of the DGP, 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. 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. When the instructor grants permission to take the course, the student must submit the instructor's email to the DPH for final advisory approval. Once approved, the Graduate Administrative Assistant will assist in completing 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 DPH, students develop a curriculum in Public History: it may be a coherent "track" in museum studies or cultural heritage, or a more "general" curriculum. Students are required to take HI 596: Introduction to Public History in their first semester 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): 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. Sample "tracks" are:

- 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)
- 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: Colloquium in History

Electives (6 hours)

May select from any history courses 500-level or above, or from other Public History courses:

- HI 533 Theory and Practice of Oral History
- HI 534 Theory and Practice of Digital History
- HI 535 Spatial History
- HI 563 Topics in History and Memory
- HI 587 Cultural Resource Management
- 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 from the following from other disciplines at NCSU:

- ANT 531 Tourism, Culture, and Anthropology
- ANT 533 Anthropology of Ecotourism and Heritage Conservation
- ARC 451 Architecture, Culture, and Meaning
- ARC 544 Architectural Conservation
- ARC 545 Methods of Interpretation in Architectural History
- ARC 548 Vernacular Architecture
- COM 537 Gaming and Social Networks
- COM 546- Nonprofit Marketing and Public Relations
- COM 581 Visual Rhetoric: Theory and Criticism
- NR 548 Historical Environments
- PA 531 Human Resources Management in Public & Nonprofit Organizations
- PA 535 Problem Solving for Public and Nonprofit Managers
- PA 536 Management of Nonprofit Organizations
- PA 538 Nonprofit Budgeting and Financial Management
- PA 539 Fund Development
- PA 640 Grant Writing

or another course that the student may identify and approve with the DPH

Thesis Option (36 hours)

Public History Field (15 hours)

- HI 596 Introduction to Public History
- HI 642 Internship in Public History

and 9 hours. Sample "tracks" are:

- 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)
- 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: Colloquium 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). In consultation with the DPH, the student develops a POW and submits it online through MyPack Portal, listing completed courses and those that still must be taken to graduate. The POW should be rationally unified, with all constituent parts contributing to an organized plan of study and research. The POW 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 DPH.

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 POW. 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 *by the end of the next semester* to have the “IN” converted to a final grade. Otherwise, the “IN” will be automatically converted to “F” or “U.”

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. 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.

First Year: Fall	<ul style="list-style-type: none"> • 9 credit hours, inc. HI 596 and 597
First Year: Spring	<ul style="list-style-type: none"> • 9 credit hours, inc. HI 598 • plan of work
First Year: Summer	<ul style="list-style-type: none"> • perform internship
Second Year: Fall	<ul style="list-style-type: none"> • 9 credit hours

Second Year: Spring	<ul style="list-style-type: none"> • 9 credit hours, inc. HI 642 • portfolio or thesis defense at end of semester • stages to graduation
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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

All Public History students must complete a portfolio, a record of academic and 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. At least two weeks prior to the presentation, you should provide each member of your committee with a copy of the portfolio. You will begin your oral exams with a *brief* presentation on your internship experience. 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 the oral examination with their committee members. The oral examination should be completed during the semester of graduation (by the end of October for fall graduations and by the end of March for spring graduations). Students must then submit an oral examination request form to the Graduate Administrative Assistant. This step must be completed at least three weeks prior to the proposed examination date.

Students should meet with each committee member to discuss the nature of the exam and what will be covered. The oral examination focuses on students’ major concentration as well as their portfolios. 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 portfolio 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 adviser and committee, in consultation with the DPH. One member, along with the adviser, represents the Public History field. The other member represents the History 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 history faculty at NCSU.

In most cases, the thesis is a "case study" limited to a specific time 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 works? Students may examine copies of past theses in the departmental conference room (Withers 358).

The thesis adviser will help the student 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) 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 defense of the thesis. The student should submit a complete thesis to each committee member at least two weeks in advance of the defense. The student should also provide a copy of the portfolio at the same times. The thesis defense format is:

WHAT TO EXPECT IN ORALS

Oral exams for MA in Public History will usually be about seventy-five minutes long. It is based on your portfolio and, if applicable, thesis, your course work in the MA Program, your internship, and your professional interests.

You should prepare for this exam, but you should not "cram" for it. Your preparation should include reviewing your portfolio and material (books, notes, papers, projects) from your courses.

Professors will usually ask questions that prompt you to offer explanations and arguments.

If you do not understand a question, ask for it to be rephrased or clarified.

Try to relax before and during the exam (easier said than done). Bring a bottle of water and maybe a hard candy to keep your mouth from drying out.

Do not bring cookies or treats to the exam.

- 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 can ask questions of the candidate.
- The defense will include discussion of the student's portfolio.
- After the questioning of the candidate, only the advisory committee remains to deliberate and decide upon the candidate's performance.
- Throughout the process, the primary adviser 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 ninety minutes long—it is based on your thesis, portfolio, course work in the MA Program, Internship experience, and professional interests.

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 Thesiss](#).

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 adviser 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 per 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 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 a 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 (FIT) and Certificate of Accomplishment in Teaching (CoAT) workshops if the student is interested. 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.

University Teaching Training: Students on financial aid may 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 792 Colloquium in History (3)
- HI _____ (3)

Elective Field for Non-Thesis Option (9 cr. hrs.):

- _____ (3)
- _____ (3)

Thesis Work for Thesis Option (9 cr. hrs.)

- HI 791 Research Seminar in Public History (3) *in lieu of HI 598*
- HI 695 Master's Thesis Research (3)

Appendix B: HI 642 Internship

In late fall and early spring prior to the planned internship, the student works with the Director of Public History to identify an appropriate institution, one that is like 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 of central North Carolina. In some circumstances, it may be suitable to arrange an internship at an institution where the student already works or volunteers. If so, the internship 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 DPH 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. Lengths of essays will vary but will typically be 25-50 pages, including notes and bibliography.

Projects may 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. Again, in preparing the content for inclusion in the portfolio, the student should include a title page and brief abstract as well as a short (5-10 pages) written narrative describing the project and its objectives. That should be followed by documented evidence of the project with complete explications. For projects that are not fully written, it is critical that non-written components be documented.

The internship 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 DPH. 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.