

# **Graduate Student Handbook**

**2009-2010**

**M.A. Program**

**M.A.T. Program**

**Department of History**

**Graduate School**

**Salem State College**

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# Graduate History at Salem State College

## THE STUDENTS

The graduate program in history is designed to meet the needs of a variety of individuals who have an interest in history, who are teachers or are interested in teaching, who want to focus on research and writing as a step toward a Ph.D. Graduate classes are offered in the evenings and a number of alternative class formats, such as week-long institutes, are offered in the summer.

## THE FACULTY AND THE DEPARTMENT

Faculty who teach courses in the M.A. and M.A.T. programs hold Ph.D. degrees from nationally recognized institutions. Their commitment to research is reflected in published books and articles; their commitment to teaching is reflected in courses developed, grants received, and curriculum innovation.

The History Department is an internationally recognized community of scholars committed to fostering a variety of rigorous, yet accessible learning experiences, and helping all Salem State students acquire the critical skills and world view necessary to become informed and successful global citizens. While the faculty prepare majors for a range of professions, they remain committed to the core tradition of investigating the changing human condition and to sharing this scholarship with the college community as well as the broader public.

## THE PROGRAMS

We offer two distinct graduate programs – the Master of Arts in History (M.A.) and the Master of Arts in Teaching History (M.A.T.). Students take our M.A.T. program to achieve the initial licensure they need to begin a career as a history teacher in grades 8-12. So, the M.A.T. degree contains both History and Education classes, along with a teaching practicum (student teaching).

The majority of our M.A. students are area high school teachers who have their initial teaching license but seek their professional license, as well as an intellectual stimulation and excitement about history that they can bring back to their students. Completing an M.A. in history will satisfy the degree requirement for the professional teaching licensure; however, a candidate may still have to fulfill additional full time teaching requirement in order to apply for the [licensure](#). Other M.A. students are current or future professionals in area museums and historical agencies. Some students go on to seek their Ph.Ds in History, and others just take our grad courses just because they love history. The M.A. in history is based entirely within the History department.

Coursework is a standard part of graduate education in history for both of our programs. It is also the entry point to one's professional life as an historian. Its purpose is to help graduate students get a sense of the state of the historical discipline, to learn the conventions, vocabulary, and methodologies of the discipline, and to hone research and writing skills. Most courses at the graduate level are conducted with less than 15 students and thus every student is expected to participate orally. Many students starting out in graduate school are surprised to discover that graduate coursework is less oriented toward the facts (who, what, where, why) and more interested in historiography and interpretative debates. If at any point in a course, you feel that your grounding in the facts isn't sufficient, ask your professor to recommend a textbook.

## The M.A. in History

The M.A. is a dynamic program offering a breadth of courses in a range of historical fields. The requirements include a core course in historiography and a capstone course in research & writing. In addition, all graduate students take one course in African, Asian, or Latin American history (A.A.L.); one course in European history; one course in US history; and one course in Public History. Students are

encouraged to choose their track as early in their program as possible. The [portfolio track](#) culminates in the presentation of a portfolio demonstrating the student's growth as a historian; the [39-Credit option](#) requires the student take two graduate history courses beyond the usual 33 credits; students who choose to write a [thesis](#) must have a 3.5 GPA permission of the graduate committee, and must register for six hours of thesis.

### **The M.A.T. in History**

The Master of Arts in Teaching History, a thirty-nine (39) credit hour program is to be completed within a six (6) year period, is available for either liberal arts graduates who wish to begin preparation for teaching. Specifically, completion of the M.A.T.-History program fulfills the requirement for initial licensure for teaching history in the Commonwealth of Massachusetts. Those teachers with initial license who seek a professional license are encouraged to apply for the M.A. in History.

### **Salem State College, North Shore, and Regional Resources**

The SSC Library has relocated to central campus. The entrance to the library is on the second floor of Building One, to the right at the top of the main staircase. In addition, the library has valuable subscription databases available through their website: <http://www.salemstate.edu/library/> also see: <http://www.salemstate.edu/library/research/databases/dsarts.htm>.

The Metro North area has been called an "historian's storehouse." Boasting a lively role in shaping the American past, Salem and its North Shore neighbors enjoy an unusually rich legacy of historic materials. Major repositories are also located within a half-day driving distance of the college. Among these repositories available to candidates are: American Antiquarian Society; Arthur and Elizabeth Schlesinger Library, Radcliffe College; Boston Public Library; Boston Athenaeum; Danvers Archival Center; John F. Kennedy Library; Massachusetts Historical Society; The Peabody and Essex Museum; the Worcester Historical Society; and the Essex County Law Library. See the [Department of History's List of Archives and Repositories in Massachusetts](#) for names and url's to numerous archival locations in Massachusetts.

## **Administration of Program**

[Graduate Studies at Salem State College](#) are administered by the graduate dean, whose office oversees graduate programs in Arts and Sciences, Education, and Business, receives and forwards applications, handles registration for courses, advises students on financial issues, schedules comprehensive examinations, and awards degrees. The M.A. History Program Coordinator and the M.A.T. History Program Coordinator in consultation with the History Department's Graduate Committee administer the History Department's M.A. and M.A.T. programs.

### **HISTORY PROGRAM COORDINATORS**

There are program coordinators for both the M.A. and M.A.T. program. They are the first contact person for graduate students in the respective programs. The program coordinator discusses the program with prospective students, oversees student files, and acts in the capacity of advisor. In the capacity of advisor, the program coordinator approves all courses and advises graduate students regarding appropriate tracks/options. All students must meet with their program coordinator within one month of acceptance into their program, to develop their plan of study. Sample forms are available in the appendices.

## **HISTORY DEPARTMENT GRADUATE COMMITTEE**

The History Department Graduate Committee oversees the history graduate program. The committee's duties include: planning the courses offered each semester; implementing changes to the graduate program as needed; approving new graduate courses; approving thesis candidates and their committees; and insuring that graduate students are informed about the program.

## **MECHANICS OF THE HISTORY DEPARTMENT**

### **People You Should Know**

[Alice Bianchi](#), History Department Secretary

[Dr. Christopher Mauriello](#), History Department Chair

Dr. Andrew Darien, M.A. Coordinator

Dr. Bethany Jay, M.A.T. Coordinator

### **Communication**

The Graduate Coordinator will typically use e-mail as the normal medium of communicating with graduate students. It is the responsibility of the graduate students to maintain and check their e-mail address often to ensure that this communication is successful. We must have an accurate address, phone number and e-mail for each graduate student on file in the graduate office at all times. Please let your coordinator know when you have changed your contact information.

### **Graduate Catalog**

It is the candidate's responsibility to be familiar with the general regulations governing the graduate program. This information is available in the Salem State College Graduate School Catalog, issued periodically by the Division of Graduate and Continuing Education. Copies of this catalog are available in the Graduate School Office, which is located in the Sullivan Building, or by writing: Graduate School, Sullivan Building, Salem State College, Salem, M.A. 01970; Telephone: (978) 542-6323; <http://www.salemstate.edu/graduate>

### **Grades**

Final grade information is available from Navigator via the SSC homepage. Grade changes are made by the faculty instructor only. Per the Graduate School's policy on Academic Progress, graduate students who receive one F or more than two Cs will be automatically withdrawn from the program.

### **Completion of Program Requirements**

It is the policy of the Graduate School that all requirements for the degree must be completed within six (6) years. Recognizing that there may be valid extenuating circumstances, the Dean of the Graduate School will review petitions for extensions from candidates. If the Dean finds that the petition lacks merit, the candidate will be notified that his/her program has been closed. The decision of the Dean will be final.

### **Commencement**

Commencement ceremonies take place once a year, in May. Degrees are also conferred in August and January.

### **Clipper Card**

The Clipper Card is the official ID card for students in the SSC community. The Clipper Card can be obtained at the Clipper Card Office (located near the Commons Dining Facilities). The Clipper Card is required to borrow books from the library, or use on-line data bases.

## **Professors' Office Hours**

Most History Faculty maintain some evening office hours for graduate students. You should contact your course instructor directly to arrange an appointment, if you cannot attend scheduled office hours.

## **Phi Alpha Theta**

SSC has an active chapter of the History Honor Society, Phi Alpha Theta. All graduate students are encouraged to apply for membership to Phi Alpha Theta. See the faculty advisor, Dr. Andrew Darien, for information about the organization and how you might participate.

## **Edna M. McGlynn Scholarship**

The Edna McGlynn Scholarship provides partial tuition remission for one semester to one graduate student every year. Matriculated M.A./M.A.T. candidates with a minimum of fifteen degree credits, who plan to complete at least six further credits in the year following the award, may apply. The award is based on scholarly achievement. Please submit a completed application to the Financial Aid Office AND to the History Department, Salem State College, by February 1 if you wish to be considered for this scholarship.

# **Master of Arts in History Program**

## **ADMISSIONS CRITERIA AND REQUIREMENTS FOR THE M.A. HISTORY**

### **Application Requirements for the M. A. History**

- Salem State College Graduate School [application](#)
- Interview with the Department of History's M. A. Coordinator
- [GRE](#) or [Miller Analogies Test scores](#)
- (3) Three Letters of recommendation
- Personal statement

Admissions to all programs are on a rolling basis. Admissions decisions are made by the Dean of the Graduate School based on the recommendation of the graduate program coordinator.

### **Masters Program Requirements**

Because a graduate student can complete the M.A. degree program in three ways, each student should decide which path to degree completion is best for her or him. Students are urged to choose their option early in their graduate program. This choice has important implications for the kind of work you will do for the degree and also for what you can do with your completed degree. Students should consider: (1) their desire and aptitude for doing original research, (2) feasibility in terms of time and financial resources, (3) academic goals in terms of the most advanced degree they are seeking, and (4) plans for using the completed degree as preparation or qualification for a job. Students should also discuss their options at various stages in the program with their program coordinator and/or with their professors.

### **Required Courses for ALL M.A. Graduate Students (15-18 Credit Hours)**

- Historiography (HIS 700)--This should be taken early in a program of study
- Research Seminar (HIS 990)--This should be taken toward the end of the program
- 1 course in African, Asian, or Latin American history (A.A.L.)
- 1 course in European history
- 1 course in US history
- 1 course in Public History (if appropriate, this may also fulfill US, Europe or A.A.L. distribution requirement) Courses that currently fulfill this requirement are: HIS 703, HIS 704, HIS 787, HIS 788N, HIS 789N, HIS 790, HIS 791, HIS 793 and HIS 795

## **PORTFOLIO TRACK**

The [portfolio track](#) culminates in the presentation of a portfolio demonstrating the student's growth as a historian. In addition to required courses and distribution requirements noted above, 5-6 history courses (this is 15-18 credits) may be chosen from any of the department's M.A. History course offerings; students are limited to two short format courses (week long institutes and travel-study seminars) during their entire course of study. Please see Appendix F for a Sample Plan of Study for M.A. in History: Portfolio Option.

### ***How do I graduate from the portfolio track?***

- Portfolio preparation and presentation/defense
  - In consultation with the M.A. Coordinator choose Portfolio advisor and Portfolio committee.
- Complete "[Application for Degree](#)" form with the Registrar's Office at the beginning of the semester in which the student expects to graduate.
- Portfolio includes:
  - Samples of course materials from throughout course of study
  - Revised drafts of 2 papers especially for portfolio
  - A personal statement that reflects on graduate work at SSC, summarizes coursework, and defends choice of materials submitted in the portfolio
- Schedule defense of Portfolio before Portfolio committee.

Please see Appendix C and D for details and forms for the portfolio.

## **39-CREDIT TRACK**

The [39-Credit option](#) requires the student take two graduate history courses beyond the usual 33 credits. This is done in lieu of a thesis or portfolio. In addition to required courses and distribution requirements noted above, students will take 7-8 history courses (21-24 credits) courses may be chosen from any of the department's M.A. History course offerings for a total of 39 graduate history credit hours; students are limited to two short format courses (week long institutes and travel-study seminars) during their entire course of study. Please see Appendix G for Sample Plan of Study for M.A. in History: 39 Credit Option

### ***How do I graduate from the 39-credit track?***

- Complete "[Application for Degree](#)" form with the Registrar's Office at the beginning of the semester in which the student expect to graduate.

## **THESIS TRACK**

A thesis is comprised of a primary source-based written research paper that makes an original and substantial contribution to historical scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to the topic under investigation. The thesis should not run longer than one hundred (100) pages and no shorter than (75) seventy pages. All sources should be appropriately cited using the [Chicago Manual of Style](#) or [Turabian Manual for Writers](#) and all work must be original.

- Thesis candidate must have a GPA of 3.5 or higher
- In addition to required courses and distribution requirements noted above 3-4 history courses (9-12 credits) these courses may be chosen from any of the department's M.A. History course offerings; students are limited to two short format courses (week long institutes and travel-study seminars) during their entire course of study.
- For a sample plan of study for the thesis option please see Appendix E.

- When choosing this option it is important to consider that thesis can be a long process, and usually requires a year to complete. Accordingly it is important for those considering thesis to consult early with the program coordinator and possible thesis advisors on developing a research agenda and reasonable schedule for completion.
- For details and specifications on writing a thesis, please see : Appendix A and Appendix B.

***How do I graduate from the thesis track?***

- Register for six credits of thesis in the semester of the thesis defense
- Thesis preparation and defense: consult with M.A. History Program Coordinator for details
- Complete “[Application for Degree](#)” form with the Graduate School

For details on writing a thesis, please see:

Appendix A: Procedures for a Master’s Thesis

Appendix B: SSC Library Specifications for Master’s Theses

## **Master of Arts in Teaching History**

### **ADMISSIONS CRITERIA AND REQUIREMENTS FOR THE M.A.T. HISTORY**

#### **Application Requirements for the M. A. T. History**

- Salem State College Graduate School [application](#)
- Interview with the Department of History's M.A.T. Coordinator
- [GRE](#) or [Miller Analogies Test scores](#)
- (3) Three letters or recommendation
- Personal statement
- Passing scores on the [MTEL](#) (Massachusetts Test for Educator License), both the Communications and Literacy as well as the History MTEL tests.
- Successful completion of an undergraduate or graduate course specifically in adolescent psychology.
- Applicants should have at least the equivalent of undergraduate minor in History (18 undergraduate credit hours). [State licensure](#) requirements mean that applicants must demonstrate their competence in the following areas: World History, U.S. History, world Geography, economics, principles of American government and the founding documents of the United States, comparative government, and history and philosophy of science.
- An undergraduate or graduate course in History Methodology

Admissions to all programs are on a rolling basis. Admissions decisions are made by the Dean of the Graduate School based on the recommendation of the graduate program coordinator.

#### **Required Courses for ALL M.A.T. Graduate Students (15-18 Credit Hours)**

EDU 808	American High School
EDU 876	Global Perspectives in Cultural Diversity
EDU 990E	Developing Effective Programs for Special Needs Students in the Mainstream
HIS 700	Historiography
HIS 702	Methods, Techniques and Strategies in Teaching History
HIS 704	History Alive: Using Resources to Teach History
EDU 925	Practicum in Secondary Education (6 credits)

Plus 5 History Electives (15 credits), chosen in consultation with the program coordinator

All students must also complete 75 pre-practica observation hours as a pre-requisite for their practicum.

***How do I graduate from the 39-credit track?***

Complete “[Application for Degree](#)” form with the Registrar’s Office at the beginning of the semester in which the student expect to graduate.

# Frequently Asked Questions

## **WHICH HISTORY GRADUATE PROGRAM IS FOR ME – M.A. OR M.A.T.?**

The answer depends upon your goals. Students take our M.A.T. program to achieve the initial licensure they need to begin a career as a history teacher in grades 8-12. So, the M.A.T. degree contains both History and Education classes, along with a teaching practicum. The majority of our M.A. students are area high school teachers who have their initial teaching license but seek their professional license, as well as an intellectual stimulation and excitement about history that they can bring back to their students. Others are current or future professionals in area museums and historical agencies. Some students go on to seek their Ph.Ds in History, and others just take our grad courses just because they love history. The M.A. in history is based entirely within the History department.

## **IF I AM IN THE M.A. HISTORY PROGRAM MAY I TAKE AN M.A.T. HISTORY COURSE?**

No. Most M.A.T. History courses have a strong education component and are not appropriate for those graduate students concentrating on history content.

## **DO I HAVE TO BE ENROLLED IN A PROGRAM BEFORE I TAKE A COURSE?**

No. Students are allowed to take up to three courses in the M.A. or M.A.T. program before matriculation, so you can “test drive” a course to see if it is right for you. You can do this directly through our Registrar’s Office. We urge, however, to be in touch with the appropriate program coordinator prior to taking your first course, so they can advise you on course and program selection, and to make you aware of any other program requirements. Also, please note that passing one or more graduate class by no means guarantees that you will be accepted into our graduate program.

## **WHAT CAN I EXPECT IN A GRADUATE HISTORY CLASS?**

Most history graduate classes are taught as “readings classes.” Instructors expect you to master required readings listed in the syllabus and expect you to come to class prepared to discuss those readings. Some instructors lecture on course content—check with individual professors to learn their preferred class style. You will be expected to write in most history courses; writing may take the form of examinations, book reviews, essays, and other history papers.

## **HOW SOON DO I NEED TO DECIDE WHICH TRACK I WILL PURSUE FOR THE M. A.?**

You should make a decision as soon as possible. Consult with the M.A. History Coordinator.

## **WHAT IS HIS 700: HISTORIOGRAPHY?**

Historiography introduces graduate students to various schools of thought within the historical profession. It also serves to introduce students to some [historical research methods](#).

## **WHAT IS PLAGIARISM? HOW DO I KNOW IF I AM PLAGIARIZING?**

See the American Historical Association’s statement on [plagiarism](#).

## **WHAT IS A SEMINAR?**

Some courses (HIS 912, 913, 914, 940 and 941) are titled seminars. Virtually all classes in our graduate program are taught in seminar fashion. That is, they have small numbers of students, and are based in discussion of the readings, rather than lecture. So in reality, a class labeled “seminar” will probably not be any different than one that does not have this designation.

**HOW DOES A SEMINAR DIFFER FROM HIS 990 RESEARCH SEMINAR?**

HIS 990 provides students with the opportunity to produce a 25-35 page research paper. Drawing upon primary as well as secondary readings, the student will craft a paper of publication quality that makes an original contribution to the discipline. The course is taught in seminar fashion, with a small class of students who help each other by discussing their research and writing and critiquing each other's work.

**WHAT IS AN INSTITUTE?**

An institute is a course that meets intensively for five days (most typically Monday-Friday, 8:30-4:30). Readings for an institute are usually given to students in advance, and a major paper or project is handed in several weeks after the last day of class. Institutes take advantage of this format to present course materials in different ways. Depending upon the course, this may involve field trips to museums and archives, or hands-on learning in a computer laboratory.

**HOW MANY INSTITUTES MAY I TAKE?**

Students are limited to two short format courses (week long institutes and travel-study seminars) during their entire course of study.

**DOES SSC OFFER ANY ONLINE GRADUATE HISTORY COURSES?**

We believe that one of the key strengths of our program lies in the face to face interaction of a small seminar-style class. So, we do not currently offer any on-line graduate courses in History.

**CAN I TRANSFER HISTORY GRADUATE CLASSES INTO A PROGRAM?**

The graduate school will consider the transfer of up to three courses before you matriculate. This includes courses taken at the History Department at Salem State. Acceptance is up to the discretion of the program coordinator, the Dean of the Graduate School, and the Registrar. It is the Graduate School's policy that no grade below B will be considered for transfer.

**DO I NEED TO PASS A FOREIGN LANGUAGE EXAMINATION?**

Neither of our graduate programs have any foreign language requirements.

**DO I HAVE TO TAKE ANY COMPREHENSIVE EXAMS?**

Neither of our programs include comprehensive exams. You may hear of comprehensive exams because it was an option for the MA in History in the past, and because they are required in other graduate programs at Salem State College.

**WHEN SHOULD I APPLY?**

Admissions are on a rolling basis, so you may start classes any semester: fall, winter or spring. It is highly advisable to complete your application at least three months prior to when you want to begin the program.

# Appendix A - Procedures for a Thesis

## Pick a Topic

Deciding on a thesis topic is often a matter of serendipity. You can help the process along, however, by keeping your eyes open for possibilities as you read books and articles for your classes. What subjects are of particular interest to you? If you are intrigued by a study that was done in Location A or Time 1, might the topic be something you could replicate in Location B or Time 2? Looking through guides to research collections may also suggest possibilities. Select a subject in which you are interested, since you will be living with it for some time. But you should also be practical and select a topic for which research materials are available and accessible.

## Selecting a Committee

You are responsible for "recruiting" the members of your thesis committee, although the History Graduate Coordinator is available to offer advice and suggestions in this regard. You should select individuals with whom you feel comfortable working and who have some familiarity with or interest in the topic you wish to pursue. Your thesis advisor will chair your thesis committee. They are the person with whom you will be working most closely. Once you have selected your thesis advisor, they will work with you to refine your topic, and to consider who would be good members of your committee. The committee consists of three [faculty](#) members: the thesis director; second reader and third reader. The third reader is usually the History Department chair, or their designee.

## Approving the Topic and the Committee

Once you have selected your thesis topic, your thesis advisor will present it to the History Department Graduate Committee. They will review your topic and the proposed members of your committee. The Graduate Committee has the final authority in approving your topic and selecting your thesis committee.

## Prepare a Thesis Proposal/Precis/Research Design

This is not, technically, a requirement. But the chair of your committee is likely to ask you to prepare such a document—a blueprint for the project—for consideration and approval by the full committee. In conjunction with the faculty thesis advisor, a student will put together a thesis proposal which should include:

- explanation of the topic to be explored
- preliminary bibliography
- identification of the chief primary sources to be used

## Researching and Writing the Thesis

There are no strict requirements regarding length. Most theses are in the range of (75) seventy-five to 100 (one hundred) pages (not including notes and bibliography). The [title page](#) should follow the standard in the library specifications. You may use either footnotes or endnotes (although your advisor may have a preference). You may include a bibliography, a select bibliography, an annotated bibliography, or a bibliographical essay (again, your advisor may have a preference).

You should discuss with your advisor how she or he wishes to direct the thesis process. Most advisors will want to see drafts of chapters as they are written, rather than waiting until the entire thesis is finished. Some will want drafts of chapters circulated to all members of the committee; others will want to wait until near the end of the process to involve the second and third readers. In any event, you should maintain [regular communication](#) with your advisor.

## **Defend Your Thesis**

Once your advisor decides that the thesis is in more-or-less final shape, you and/or your advisor schedule a thesis "defense" that involves all members of the committee. All members of the history faculty are invited to attend, but generally it is just the members of the committee who do so. **Only** Defense Committee votes to approve/disapprove thesis. You may invite your colleagues to attend the defense. The defense is usually held in a seminar or conference room and is normally scheduled for two hours.

Several weeks before the defense (your advisor will help with the precise timing), you need to give copies of your defense draft to all members of the committee.

Advise the History Graduate Coordinator (especially if she/he is not on the thesis committee) once your defense has been scheduled so that required paperwork can be completed.

The term "defense" suggests an adversarial situation. In fact, "discussion" or "oral exam" probably comes closer to the mark. Committee members may—probably will—have questions about your work and suggestions for improvement, but the defense is intended to be a constructive process. Talk with your advisor about what you should expect; they will probably give you some questions to think about. You might also want to prepare some comments about the challenges and strengths of your final product.

Hints: Read over your thesis the night before. Get a good night's sleep. And remember that you know more about the topic than anyone else in the room.

Prepare the "Acceptance Page," take it with you to the defense, and give it to your advisor. This page must be signed by all members of the committee after the defense. (Ask committee members in advance how they would like their names to appear.) The chair of the committee will hold it until any necessary revisions are completed. Once the signed acceptance page is in your possession do not fold, spindle, mutilate, or lose it.

Do something festive after the defense. There is still work to do (see below) but give yourself a reward.

## **Complete Your Thesis**

Make any revisions required by your committee and secure final approval. Get the signed acceptance page from your advisor.

## **Thesis Checklist**

- \_\_\_ 1. Choose thesis advisor
- \_\_\_ 2. Student and advisor propose topic and thesis committee to History Graduate Committee, for its approval.
- \_\_\_ 3. Student and advisor work on proposal (see above description of proposal)
- \_\_\_ 4. Thesis proposal submitted to Defense Committee for approval/disapproval
- \_\_\_ 5. Student undertakes research
- \_\_\_ 6. Student writes thesis
- \_\_\_ 7. Defense of thesis

Defense is open to all History department faculty and graduate students but **ONLY** Defense Committee votes to approve/disapprove thesis

**TITLE OF THESIS IN ALL CAPS, BOLD AND CENTERED**

Name

Submitted in partial fulfillment of the  
requirements for the degree of

**MASTER OF ARTS IN HISTORY ----- ALL CAPS, BOLD**

from

**SALEM STATE COLLEGE**

**THE GRADUATE SCHOOL**

Sample title page of thesis. Read carefully the format requirements (see "[Library Specifications for Theses](#)") and prepare a final copy according to those specifications.

# Appendix B      SSC Library Specifications for Master's Theses

## Specifications for Master's Theses and C.A.G.S Action Research Theses

Three copies of each thesis (1 original and 2 xerographic, offset or letter quality printer copies are to be submitted to the Graduate Program Coordinator. The Program Coordinator will deliver all three copies to the Archivist, who will send them to the bindery. The original copy is designated as the archival deposit copy and must meet more rigid standards for quality than the others. The second copy will be cataloged in the circulating collection and the third will be returned to the student. A small fee may be charged for binding (to be discussed with appropriate deans)

### **Physical requirements:**

**Paper:** Paper should be chosen for its quality and durability. Paper used for the archival deposit copy **MUST** have a watermark that confirms that the paper is either one of the approved brands (listed below) or that it is acid-neutral or 100% rag. The following acid-neutral papers are approved for use for the archival copy:

Crane's Thesis Paper

Permalife

Hollinger Acid-free Bond

Hammermill 20-lb. Bond

Perma-Dur

Xerox Image Elite or Archival Bond

Trojan Bond Technaclear

Strathmore Bond

If there are any questions about the acceptability of paper, please call the Archives (542-6781).

**Margins:** The margin should be 1.5" on the left (the binding side) and 1" on the right, top, and bottom of the page.

**Page numbers:** Every page in the thesis must be counted, including prefatory materials and appendices. Use small Roman numerals for the front matter and Arabic numerals for the text (the text must begin with page 1).

**Typeface/size/print quality/spacing:** Use a standard typeface of 10-, 11-, or 12-point size. Do not use italic (script) print except for foreign words, book and journal titles, and special emphasis. You may use larger size type for the title of the thesis and for chapter headings, as long as it is not larger than 18 point. Reduced type may be used within tables, figures, and appendices. Print resolution must be laser quality and double spaced, although single spacing is allowed in bibliographies and notes.

**Magnetic media:** Non-print magnetic media may accompany the written text of the thesis; one copy should accompany each copy of the thesis submitted. Students should recognize, however, that rapid changes in technology make these formats obsolete quickly. No guarantee can be given that the Library can preserve, reproduce, or make this information available in the future. Therefore, when feasible, the information that is in magnetic form should also be represented in the written text of the thesis.

**Labels:** A label must be applied to all material in non-paper format. The label must include the author's name and degree date. The label should also include any relevant technical specifications, such as:

### **Videotapes:**

1. length of videotape (in minutes)
2. silent or sound
3. color or black and white
4. width of tape

### **Computer disks:**

1. language
2. density
3. Hardware required

All disks should be write-protected

## **Photographs**

Photographs should be black and white whenever possible. When photographs are to be used, an acceptable process must be chosen to reproduce and mount them into the thesis. Tape, glue, and other adhesives are not acceptable. Options include:

### **1. color photocopying:**

You don't have to have color images to use color photocopying. For black and white images, there is a black and white setting on the copier. The process provides a good quality image and is an inexpensive option.

### **2. photoprinting:**

Have the image printed onto 8 1/2-by-11-inch photographic paper so that it may be bound directly into the thesis. You can do this at any commercial photo developing shop at a reasonable cost.

## **Title Page**

The title page is the first page of the thesis (see sample appended to these guidelines). Salem State College and The Graduate School must appear as the first two lines on the title page. The third line should contain the name of your Department. In addition be careful to use the correct title of your major on the line that reads "A Thesis in \_\_\_\_."

Use your legal name as it appears on your records in the Registrar's Office. Your name must appear in exactly the same form each time it is used in the thesis (i.e., title page, signatory page, etc.). If you use a copyright line, you may begin it with either the word "Copyright" or the copyright symbol. It should be followed by the year and your name.

Designate the degree you will be receiving, for example:

Master of Arts

Master of Business Education

Master of Arts in Teaching

Master of Science

Certificate of Advanced Graduate Study in Education

On the date line, indicate the month and year of degree conferral (not the date of the defense or the date you submit your thesis).

## **Permission-to-Copy page**

A statement granting Salem State the right to make single copies of the thesis appears following the title page. It occupies a separate, unnumbered page (do not include it in the pagination) and need not be included in personal copies. Type this page exactly as shown in the example appended to this guide. Whether or not you choose to include a copyright line on the title page, the thesis is your intellectual property. In signing the permission statement you are not relinquishing any rights, but you are making it legally possible for the Library to produce a photocopy if someone wants to consult your work.

## **Signatory Page**

The signatory page follows the permission-to-copy page and contains the signatures of all readers or committee members. The original sign off sheet must accompany the archival copy. A photocopy of the page will suffice for the circulating copy and the personal copy.

Salem State College  
The Graduate School  
Department of History

Salem Politics and Government, 1890 - 1940

A Thesis in History

by

Jane Doe

Copyright 1998, Jane Doe

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts

May 1998

**Permission to Copy**

I grant Salem State College the nonexclusive right to use this work for the College's own purposes and to make single copies of the work available to the public on a not-for-profit basis.

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Jane Doe

## **Appendix C: Procedures for a Portfolio**

### **Deciding on the Portfolio Option**

As early as possible, a candidate should try to identify her or his preferred option (thesis, comprehensives, or portfolio). Candidates are encouraged to speak to the graduate faculty and the M.A. Coordinator about these choices, and to be thinking as they take their courses which assignments might be appropriate for inclusion in the portfolio. In any case, all students should digital and hard copies of all of their submitted graduate course work.

### **Selecting a Portfolio Advisor**

Once a candidate has decided upon the portfolio option, she or he may ask a member of the history graduate faculty to serve as the portfolio advisor. This advisor shall serve as a resource for the student in creating the portfolio. Upon completion of the portfolio, the student will submit it to their portfolio advisor, who in turn will present it to the portfolio committee for examination and grading.

### **Required items in a portfolio**

A minimum of nine items shall be included from the Portfolio. They shall include:

1. The student's Statement of Professional Goals and Achievements
2. A current transcript of graduate work
3. A written assignment from HIS 700, Historiography. Either this paper or your HIS 990 research paper must be re-written for consideration in the portfolio.
4. The research paper produced in HIS 990, Research Seminar. Either this paper or your written assignment from HIS 700 must be re-written for consideration in the portfolio.
5. A second paper that is written specifically for consideration in the portfolio, chosen in consultation with the Portfolio Advisor
6. Formal writing assignment of the student
7. Formal writing assignment of the student
8. Formal writing assignment of the student, or documentation of professional historical activity
9. Formal writing assignment of the student, or documentation of professional historical activity

Graduate candidates may submit additional written assignments, at their discretion. Note that items #8 and #9 may be documentation of professional historical activities, rather than formal written assignments. Examples would include but not be limited to: museum exhibits, archival catalogues and curriculum units. These items demonstrate the successful application of the graduate study of history to current or planned historical professional activities. Exactly what would be submitted as a part of the portfolio would depend upon the project. For example, if a student curated an exhibit, a copy of the exhibit text, as well as some photographs of the installation would be appropriate. If a web page was developed, a printout of the page would be submitted. The candidate shall work with the portfolio advisor to determine how to best submit documentation of professional historical activities.

### **Statement of Professional Goals and Achievements**

A candidate shall write a statement that will serve as the introduction, summary, and rationale for the portfolio. The statement is meant to be a reflective piece, in which the candidate assesses his or her own progress and growth in the M.A. program. The statement shall also list the specific items included in the portfolio, when and why these were written, and how each one of these supports the candidate's statement as well as their application for the M.A. degree.

### **Minimum Length of Written assignments**

Required Items #3-9 shall total a minimum of 60 pages of typed, double-spaced text. However, in lieu of a formal writing assignment, the candidate may submit documentation of professional historical activity. In such cases, the candidate may submit: 1) 50 pages of text, plus documentation of one historical activity, or 2) 40

pages of text, plus documentation of two historical activities. Should items [#3-9] not meet the minimal page requirement, the candidate shall submit additional formal writing assignments in order to meet the requirement.

### **Multiple Drafts**

Candidates shall submit multiple drafts of a **minimum of two papers** submitted as part of the portfolio. **These drafts shall be specifically re-written for consideration in the portfolio.** All drafts of all papers are to be submitted with professor's comments and grades, except for drafts prepared specifically for the portfolio. Such drafts are particularly useful in assessing a student's historical growth, quality of writing and research, and the overall quality of the presentation of the portfolio. Please note that a formal written assignment will only be counted once toward portfolio minimum requirements, regardless of how many drafts are submitted. For example, if two drafts of an eight-page paper are submitted, that paper counts as just one of ten required items, and just eight of 60 required pages for the portfolio.

### **Grading the Portfolio**

Portfolios shall be graded either “pass,” “pass with honors,” or “fail.” The portfolio committee shall each score the portfolio according to the grading sheet (see attached). A minimal average score of 3 (good) in each criterion shall be considered passing for the criteria. Graduate candidates must pass all criteria to receive a passing grade for the portfolio. Graduate candidates who consistently score 4 (excellent) from the committee shall, at the discretion of the committee, receive an honors grade for the portfolio. Students who receive a failing grade will be allowed one resubmission. They shall submit a second time only after addressing portfolio committee comments, and with the written permission of their portfolio advisor. A failing grade on the second submission of the portfolio shall result in the student’s immediate dismissal from the program. Students should consult the Portfolio Assessment form for more information.

### **Portfolio Checklist**

- \_\_\_\_\_ 1. Choose portfolio option—inform Graduate Coordinator
- \_\_\_\_\_ 2. Ask a graduate faculty member to serve as Portfolio Advisor
- \_\_\_\_\_ 3. Consult with Portfolio Advisor on items to include in portfolio, especially papers for revision
- \_\_\_\_\_ 4. Begin assembling materials
- \_\_\_\_\_ 5. Consult with instructors before revising papers
- \_\_\_\_\_ 6. Revise papers
- \_\_\_\_\_ 7. Consult with Portfolio Advisor
- \_\_\_\_\_ 8. Consult with instructors
- \_\_\_\_\_ 9. Write Statement of Professional Goals and Achievements
- \_\_\_\_\_ 10. Consult with Portfolio Advisor
- \_\_\_\_\_ 11. Finish assembling materials, including formal title page (see below)
- \_\_\_\_\_ 12. Consult with Portfolio Advisor
- \_\_\_\_\_ 13. Submit portfolio

## Appendix D Portfolio Assessment Form M.A. in History

Name of Graduate Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Portfolio Advisor: \_\_\_\_\_

1. *Overall Quality and Presentation:* The portfolio exhibits a formal appearance and organization. It is in a binder, has a table of contents, has clearly demarcated sections and reflects a high quality of scholarship. It follows the Chicago Manual of Style in formatting.

Criteria Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Appearance	
Organization	
Formal quality to presentation	

Total Score #1 \_\_\_\_\_

Comments on Overall Quality and Presentation:

2. *Breadth and Depth of Historical Knowledge:* The portfolio demonstrates that the candidate is well grounded in historical knowledge. This knowledge needs to show breadth in different geographical, chronological, and topical areas of the past. The candidate shall also demonstrate depth of historical knowledge in at least two historical fields.

Criteria Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Breadth of Historical Knowledge	
Depth of Historical Knowledge	

Total Score #2 \_\_\_\_\_

Comments on Breadth and Depth of Historical Knowledge:

3. *Development of Historical Skills*: The portfolio is a cohesive unit, demonstrating the growth and development of the Candidate's progress, with representative materials drawn from different stages of the student's growth. The personal statement is a well-written and persuasive presentation of the Candidate's historical skills and interests and provides a clear explanation of the materials submitted in the portfolio.

Criteria                      Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Strength of Personal Statement	
Cohesiveness of Portfolio	
Breadth of Portfolio	
Improvement over Time	
Increasing Sophistication of Analysis	

Total Score #3 \_\_\_\_\_

Comments on Development of Historical Skills:

4. *Overall Quality of Writing*: The portfolio demonstrates a high level of proficiency in graduate-level writing.

Criteria                      Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Overall written expression	
Written organization	
Argumentation	
Creativity	

Total Score #4 \_\_\_\_\_

Comments on Overall Quality of Writing:

5. *Historical Skills and Competencies*: The portfolio demonstrates an understanding of essential historical skills and competencies including research, historical argumentation, use of evidence/data, documentation, and technological skills.

Criteria                      Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Research skills	
Historical argumentation	
Use of evidence/data	
Documentation	
Technology/Computer skills	

Total Score #5\_\_\_\_\_

Comments on Historical Skills and Competencies:

6. *Professional Historical Activities (optional)*: The student may choose to have up to two of their elective portfolio items to be drawn from professional historical activities, rather than formal written papers. Examples would include - but not be limited to: museum exhibits, archival catalogues and curriculum units. These items shall demonstrate the successful application of the graduate study of history to current or planned historical professional activities.

Criteria                      Scoring: 4=excellent; 3=Good; 2= Needs Improvement; 1=Unacceptable

Applies competencies to activities	
Leadership in historical activities	

Total Score #6\_\_\_\_\_

Comments on Professional Activities:

*Summary Evaluation by Portfolio Committee:*

Total Score on Portfolio: \_\_\_\_\_

Summary Comments and Suggestions:

-----

Recommendation of the Committee: \_\_\_\_\_

Signatures of the Committee: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of the Graduate Candidate (Signature acknowledges that the candidate has read this evaluation, and does not imply agreement) : \_\_\_\_\_

Signature of the M.A. History Graduate Advisor: \_\_\_\_\_

Signature of the History Department Chair: \_\_\_\_\_

## Appendix E Plan of Study M.A. in History Thesis Option

### SALEM STATE COLLEGE GRADUATE SCHOOL

#### MASTER OF ARTS IN HISTORY-PROGRAM OF STUDY

Name \_\_\_\_\_ Soc. Sec.# \_\_\_\_\_  
           First                  Middle                  Last                  Maiden

Mailing Address: \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
                           Number/Street                  City          State          Zip          Telephone Number

Email Address: \_\_\_\_\_

Present Employment: \_\_\_\_\_

Undergraduate Degree: \_\_\_\_\_  
                                   Institution                  Degree Awarded          Year of Graduation          Major          Minor

COURSE NUMBER	COURSE TITLE	SEMESTER HOURS	SEMESTER PLANNED	Grade
HIS 700	Historiography	3		
HIS	Asia, Africa, or Latin America History Elective	3		
HIS	European History Elective	3		
HIS	United States History Elective	3		
HIS	Public History Elective	3		
HIS		3		
HIS		3		
HIS		3		
HIS 990	Research and Writing Seminar	3		
HIS 999	Thesis	6		

**33 credit total**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

M.A.-History Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Dean, Graduate School: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix F Plan of Study MA in History Portfolio Option

## SALEM STATE COLLEGE GRADUATE SCHOOL

### MASTER OF ARTS IN HISTORY-PROGRAM OF STUDY

Name \_\_\_\_\_ Soc. Sec.# \_\_\_\_\_  
           First                      Middle                      Last                      Maiden

Mailing Address: \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
                                     Number/Street                      City                      State                      Zip                      Telephone Number

Email Address: \_\_\_\_\_

Present Employment: \_\_\_\_\_

Undergraduate Degree: \_\_\_\_\_  
                                     Institution                      Degree Awarded                      Year of Graduation                      Major                      Minor

COURSE NUMBER	COURSE TITLE	SEMESTER HOURS	SEMESTER PLANNED	Grade
HIS 700	Historiography	3		
HIS	Asia, Africa, or Latin America History Elective	3		
HIS	European History Elective	3		
HIS	United States History Elective	3		
HIS	Public History Elective	3		
HIS		3		
HIS		3		
HIS		3		
HIS		3		
HIS		3		
HIS 990	Research and Writing Seminar	3		
Final Project				

**33 credit total**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

M.A.-History Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Dean, Graduate School: \_\_\_\_\_ Date: \_\_\_\_\_



**SALEM STATE COLLEGE  
GRADUATE SCHOOL**

**MASTER OF ARTS IN TEACHING HISTORY-PROGRAM OF STUDY**

Name \_\_\_\_\_ Soc. Sec.# \_\_\_\_\_  
First Middle Last Maiden

Mailing Address: \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
Number City State Zip Telephone Number

Email Address: \_\_\_\_\_

Present Employment: \_\_\_\_\_  
City or Town School or Company Subject or Grade

Presently Certified as a Teacher in M.A.: \_\_\_\_\_ Year of Teaching Experience: \_\_\_\_\_  
Yes No

Undergraduate Degree: \_\_\_\_\_  
Institution Degree Awarded Year of Graduation Major Minor

**PROGRAM COURSE REQUIREMENTS**

COURSE NUMBER	COURSE TITLE	SEMESTER HOURS	SEMESTER PLANNED	Grade
HIS 700	Historiography	3		
HIS 702	Methods, Techniques & Strategies in Teaching History	3		
HIS 704	History Alive: Using Resources to Teach History	3		
EDU 808	The American High School	3		
EDU 876	Global Perspective in Cultural Diversity	3		
EDU990E	Developing Effective Programs for Special Needs Students in the Mainstream	3		
HIS	Asia, Africa, or Latin America History Elective	3		
HIS	European History Elective	3		
HIS	United States History Elective	3		
HIS		3		
HIS		3		
EDU 925	Practicum in Secondary Education	6		
		<b>39 Credits</b>		

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

M.A.T.-History Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Dean, Graduate School: \_\_\_\_\_ Date: \_\_\_\_\_