

The three common elements

All portfolios will include:

- ◆ Annotated table of contents
- ◆ The c.v.
- ◆ A brief (3-5 page) intellectual biography

The five core competencies

- 1 *Historiographical & methodological understanding*
- 2 *Content mastery of primary and secondary fields*
- 3 *Substantial knowledge of a third field that is geographically distinct*
- 4 *Functional mastery of a foreign language (or approved research skill)*
- 5 *Presentation skills (both oral and written)*

Overview

Portfolios will compile the student's best and most significant work completed in the M.A. program. Mastery of the 5 competencies we aim to cultivate in M.A. students will be documented throughout the portfolio's contents.

Students will choose what to include in consultation with their faculty advisor, who

supervises the creation of the portfolio.

Students will be supervised just as M.A. candidates are now, with an advisor/committee chair and two additional committee members. The current system of major field, minor field, and third field remains unchanged.

Historiographical & methodological understanding

Most likely documented by....

- An historiographical essay written for a course
- An historiographical essay written for the portfolio under advisor's direction
- The Introduction to a thesis, situating the work
- An annotated bibliography, written for the portfolio under advisor's direction
- A series of book reviews, written for the portfolio under advisor's direction

Content mastery of each of the three fields

Most likely documented by....

- Papers written for courses; 700-level seminar papers
- Material generated by public history field service and internships
- PH internship papers & contracts

Presentation skills (both oral and written)

All written work is grammatically sound; portfolio includes evidence of talks, website or exhibit, or other evidence of the student's ability to communicate insights to both academic audiences and the general public.

Presentations outside the department are preferable to in-house events (e.g. end of semester class presentations).

PH students should build in a presentation when crafting their Internship experience.

NOTE:

Students who have not completed this competency by the end of their 3rd semester may take a traditional language exam in their 4th. Notify the GPA during your 3rd semester if you need to take this option.

Most likely documented by....

- Relevant secondary or primary sources in another language engaged in a thesis or seminar paper
- Scholarship demonstrating mastery of a research skill (statistical analysis, GIS, etc.)
- Texts of exhibit labels or tours translated into a second language
- Demonstrated mastery of conversational skill

Functional mastery of a foreign language (or approved research skill)

Capstone Presentations –

more details on page **3**

We anticipate that most students will reach their 4th and final semester during the spring, and will therefore present their portfolio at the April capstone event. For those few students who reach their final semester in the fall, a mini capstone event will be held in December.

Spring Capstone Event

- ♦ Required for May degrees
- ♦ Event is held in early April
- ♦ Must be scheduled through the GPD's office in March

Fall Capstone Event

- ♦ Required for February degrees
- ♦ Event will be held in December
- ♦ Must be scheduled through the GPD's office in November



How is work crafted toward the portfolio?

Sometimes papers will go into the portfolio as written; other times you will want to craft assignments toward the portfolio. For instance, two people may each be enrolled in a seminar on China, one to fulfill the “outside field” requirement, the other pursuing a primary field in the history of China. The former might, working with the instructor, choose to shape an assigned paper to involve an historiographical survey of an issue in the field, so that the paper demonstrates the breadth that is the aim of the outside field requirement; the latter may wish to use the assignment to demonstrate content mastery, or depth.

How are portfolios evaluated?

Advisors will monitor the quality of student work over the semesters a student is enrolled.

Students should meet with advisors (who serve as portfolio committee chairs) at the end of each semester to assess progress and plan for the future.

As students are choosing courses and completing papers geared toward fulfilling the requirements outlined above, students together with faculty will craft work accordingly.

If the advisor – together with the other two committee members – feels that the student has indeed mastered the skills we aim to cultivate, the student will be scheduled to participate in a capstone event at the end of their 4th semester. During the event (held every semester), each participating student gives a 15-20 minute presentation on the contents of their portfolio, explaining why

they chose the fields they did, how the portfolio relates to the knowledge they have gained in the program, and how they plan to apply these insights in the future – but particularly *how their portfolio reflects the major theoretical and methodological principles of their major field*. After the presentation, the student’s advisers and members of the audience ask questions and make comments.

Students will not be scheduled for this event unless their advisor confirms in March (or October, for fall graduates) that they are on track to successfully complete the degree.

At the conclusion of the event, the advisor, in consultation with the other committee members, will add a memo confirming that the five core competencies have been met, and inform the Graduate Program Director whether the student has passed. An assessment of High Pass will be available, but reserved for extraordinary work significantly beyond one’s cohort.

Which system to choose?

+ Class of 2012

Members of the class of 2012 should sit down with their main advisors and hammer this out ASAP. What do you have already in hand? What do you need?

Please report your preliminary plan (committee chairs and advisors of second and third fields) to the GPD's office as soon as you have it.

+ Class of 2013

Members of the class of 2013 must meet with their advisor and decide by the end of their first year which evaluation system they'll use: the traditional written/oral exam, or the portfolio process.

Going Forward

At the end of your first year, meet with your advisor to settle on your fields, determine how to satisfy the language competency (if not yet achieved), discuss conference participation opportunities, plan courses, etc.

At the end of your third semester, meet again to check in, review progress and ensure everything is on track.

In March of your final semester (or November, for February degrees), schedule the capstone presentation.

What Advisors need to know:

- ◆ Committee chairs are responsible for monitoring student progress, checking in with supervisors of the students' other fields to ensure that appropriate progress is being made, and keeping GPD apprised of progress.
- ◆ Committee chairs who can affirm that students are on track to graduate after their 4th semester should confirm with the GPD's office in March that a student can be scheduled for the April capstone presentation event (or, for Fall graduates, notify the GPD's office in November to be included in the December capstone presentation).
- ◆ Committee chairs will consult with other committee members after the capstone event and convey grade/evaluation to GPD.