

UNA English Department  
Graduate Student's Handbook

## Table of Contents

Greetings

People You Need to Know

Expectations

Graduate vs. Undergraduate School

Student Roles and Responsibilities

Being an Online Student at UNA

Keeping on Track in Your Program

Internships

Demonstrations of Mastery

Financial Support and Departmental

Awards

How to Deal with Problems

Academic Problems

Problems with Research

Problems with Money

Problems with Your Major Advisor

Graduate Faculty Roles and Responsibilities

Forbidden Faculty Behavior

Student Resources at UNA

Appendices

- Plan of Study – English
- Plan of Study – Writing
- Internship Application
- Independent Study Course
- Demonstration of Mastery Proposal
- Demonstration of Mastery Preparation Course
- Demonstration of Mastery Completion
- Graduate Teaching Assistantship Application
- Adams Nordin Research Assistantship Application
- Albert S. Johnston Graduate Scholarship Application
- Albert S. Johnston Study Abroad Scholarship Application
- Eleanor Gaunder Scholarship Application

## Greetings

Welcome to the Department of English Master of Art programs. Whether you are in the MA in English or the MA in Writing program, you are now a member of the English Department community. Within that community you will have certain rights and responsibilities. You will also have many opportunities which you may choose to pursue and attendant obligations you will be required to meet. The people here look forward to guiding you as you move forward in the pursuit of your professional goals and aspirations. This handbook is intended to help you succeed in your time with us.

This handbook will acquaint you with information, procedures, and policies with regard to your degree program. Together with the UNA graduate catalog, this handbook will provide you with information about your degree requirements and responsibilities as a student. Please note that the UNA graduate catalog is the “ultimate authority”. This manual does not supersede the catalog. Please use this as a reference and if you cannot find an answer to a specific question, please do not hesitate to contact your program coordinator.

As a graduate student you are fully responsible for knowing and complying with all of the regulations and requirements for the completion of the graduate degree you are seeking. For this reason, it is essential that you become familiar with the policies and regulations outlined in this manual and in the UNA graduate catalog.

## People You Need to Know

Dean of Arts and Sciences

Department Chair Cheryl Price

Department Admin Assistant Dana Burbank

Program Coordinator MA English

Program Coordinator MA Writing Tammy Winner

Writing Faculty

Daryl Brown Creative Writing  
Composition

Jason McCall Creative Writing

Nick Mauriello Rhetoric & Composition

Tammy Winner Professional Writing

Literature Faculty

Nancy Atkinson British Literature

Katie Owens-Murphy American Literature

Cheryl Price British Literature

Jason Price British Literature

Marie Taylor American Literature

Brenna Wardell Film Studies

Karla Zelaya African-American Literature

## Expectations

### Graduate vs. Undergraduate School

Graduate school is significantly different from undergraduate school. To help distinguish between the two, it is useful to outline differences between the goals of undergraduate versus graduate study.

<b>Undergraduate Study</b>	<b>Graduate Study</b>
Many courses outside the field are required as general education requirements. Successful completion of classes is the sole means of evaluation for graduation.	Students complete an in-depth study of one field and enter into an extended research apprenticeship with a faculty member. Along with course work, a research project or thesis is required for graduation.
Most courses are large. Four years of coursework are completed for a bachelor's degree. Involvement with faculty is largely at the initiation of the student.	Courses are small and involvement with faculty is direct and extensive. Usually two years of course work are completed for a Master's degree.
Students are expected to work independently and produce high quality work, as measured by a GPA.	Students are expected to work with even greater autonomy and produce higher quality work, as measured by the quality of their research products, as judged by mentors and peers.
Students may remain enrolled and continue progress on their degree even if GPA falls below a 3.0.	Minimum GPA for continued enrollment is a 3.0. More than two grades below B will result in dismissal.
Undergraduate school is considered "school."	Graduate school is more akin to a full-time job.
Primary Goal: You learn what is already known.	Primary Goal: You learn to create new knowledge.

## Student Roles and Responsibilities

As a Master's student, you are no longer just a student -- you are a junior colleague, a nascent professional. You will be treated as such. You will be expected to assume a greater responsibility for your education. This begins with **registering for classes**. You are expected to seek the counsel of your professors, your program coordinator, and other students in selecting and planning a curriculum in line with your goals and the program's requirements. You are expected to enroll in courses in a timely manner -- earlier is better. Courses are cancelled for low enrollment, which means they may no longer be available if you leave enrolling to the last minute. You are responsible for knowing and meeting your program's requirements.

You are responsible for **securing a major professor** who is willing to serve as your primary mentor and director of your demonstration of mastery. Your program director can help you with this. You should identify this person during your first twelve hours of coursework, as a major professor will be necessary for submitting your demonstration of mastery proposal. Your major professor will help you identify relevant courses, design your demonstration of mastery, set a timeline for completion, and select a second (and possibly third) reader for your demonstration.

You are responsible for **meeting deadlines** set by your program and your professors. This includes assignment deadlines, as well as deadlines for submitting your demonstration of mastery proposal, your application for graduation, and your final demonstration of mastery. You are responsible for providing a copy of your demonstration of mastery for the department's permanent archive, and, if it is a thesis, as copy for the library. If you are in the MA-English program, you are responsible for providing to the program coordinator evidence of competence in a foreign language.

You are responsible for your **professional development**. The department and graduate student organization will offer extracurricular opportunities such as workshops, the graduate conference, and teaching observations, in addition to the for-credit internship and preparing future faculty programs. We can offer some support for attending conferences and professional gatherings. Seek out and join those events which will help you reach your goals. Take a leadership role in EGSO or the planning committee for the conference. Network through the programs' social events. Join the department and EGSO facebook groups and watch your emails for communications from the department, its chair, the graduate coordinators, and the graduate student organization.

Students of the university academic community are expected to adhere to commonly accepted standards of **academic honesty**. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty, and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy. Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

***\*\*Evidence of academic dishonesty in a demonstration of mastery will result in dismissal from the program and denial of the degree.***

All graduate students are expected to maintain a high **quality of work**. Satisfaction of master's degree and program requirements includes an overall grade average of B or better (3.00) on all valid work attempted at the University of North Alabama, with not more than six semester hours of C work or below. If two C's are earned, the student must have at least two A's in his/her program to achieve an overall 3.00 or better. Students will be contacted by their program coordinator in the event of receiving a grade below B in order to ensure that the students are availing themselves of all available support. Students who receive a second grade below B will be required to work with their program coordinator to design a success plan. Students who receive a third grade below B will be dismissed from the program.

For a student who has been eliminated from the graduate program for scholastic or other reasons, **reinstatement** in the program requires approval of the respective College Readmissions Committee on the basis of extenuating circumstances. Reinstatement may be considered by the respective College Readmissions Committee only upon written appeal directed through the dean of the college. Reinstatement, if approved, may be based on special conditions and is subject to the regulations and standards in effect at the time of reenrollment. Following reinstatement, a

new application for admission must be filed in the Office of Graduate Admissions. A student dismissed from one graduate program who desires admission to another graduate program must meet the admission standards of that program and be admitted to that program.

In order to ensure that degrees reflect current scholarship in the field, there are **time limits** on degree completion. Courses may not be applied to degree plans more than eight years after completion, exclusive of time spent in active service in the Armed Forces of the United States. Credit accepted by transfer must comply with these limits.

### **Grades and Retention**

Grades on graduate courses at the University of North Alabama are reported as **A, B, C, D, F, I, IP, S, SP, U, and UP**. Graduate students must maintain a grade average of **B** or better on work attempted. A student who makes a grade of **C** or below on more than six semester hours of work is automatically eliminated from the program. For a student whose progress in a course has been satisfactory, but who is unable to receive a final grade because of circumstances beyond control, such as illness or similar contingency, a grade of **I** (Incomplete) may be reported. An **I** grade which is not removed within the term (fall, spring) immediately following will automatically be changed to a grade of **F**. Students who receive a grade of **I** at the end of the spring semester will have until the end of the following fall semester to remove it. It is the student's responsibility to follow up with the appropriate instructor to complete the required work.

No quality or quantity credits are earned with a grade of **I**. **IP** indicates work in progress. **IP** is used to designate coursework which cannot be completed within a given semester, i.e. Dauphin Island, Study Abroad credit, etc. In progress work must be completed in the following semester (fall, spring). Students who receive a grade of **IP** at the end of the spring semester will have until the end of the following fall semester to remove it. An **IP** which is not removed within the period prescribed automatically becomes an **F** unless an extension of time has been granted by the appropriate college dean. Scholastic ratios are determined on the 4.0 scale with each semester hour of credit attempted producing four quality points on a grade of **A**, three quality points on a grade of **B**, two quality points on a grade of **C**, one quality point on a grade of **D**, and no quality points on grades other than these.

## **Being an On-Line Student**

Whether you are taking an isolated on-line course or are enrolled in an entirely on-line program, being an on-line student requires focus, commitment, and self-motivation. To get the full benefit of the course will require you to actively participate, to reach out to your professors and colleagues. Do not operate in isolation just because you are not coming to campus and meeting face-to-face. Engage in the discussion boards your class sets up. Ask questions. Make observations. Express opinions. Comment on your colleagues' ideas. Encourage them to comment on yours. Address questions and problems earlier rather than later.

**Your rights:** You have the right to expect an on-line course to offer an equivalent educational opportunity to a face-to-face course. To achieve this may require more readings, lectures, and writing assignments to make up for the lost classroom interactions, but the goals of the course should be the same. You have the right to expect a prompt (within 24 hours) response to personal communications with your professor, and timely (within a week) response to your class contributions and written assignments. You have the right to have your questions answered. You have the right to FERPA protections.

**Your responsibilities:** You have the responsibility to motivate yourself to full participation in the course. You have the responsibility to contribute thoughtfully to on-line discussions, to complete assignments promptly, and to seek assistance when you need it. You have the responsibility to fully review all course materials on your own and attempt to understand them -- if your professor posted the material, it is there for a reason. You have the responsibility to address any technical issues you are having, and to let your professor know in advance if they will affect your performance on a given task.

On-line courses offer greater flexibility for your schedule. Be careful not to allow this to turn into an excuse for procrastination. Set a schedule for yourself to keep up with the course, and stick to that schedule. Keep in mind that each graduate credit hour expects a commitment of about 5 work hours per week in a 16 week semester and about 10 hours per week in an 8 week format. That means that a 3 credit hour course expects 15 hours per week -- 30 in an 8 week format. Being a full time student is like having a full time job. It will require an average commitment of 45 hours per week. In face to face classes, part of that time is spent in the classroom. In on-line classes, all of it is on you. Set aside enough time to get the full benefit of the course.



## **Keeping on Track**

When you receive your acceptance letter, you are eligible to enroll. Your program coordinator is your advisor. You should contact your program coordinator to discuss your goals and determine appropriate courses for your first semester. You will be encouraged by your program coordinator to select your concentration (MA-English) or track (MA-Writing), because this choice will affect your course requirements. In the MA-English program, you will focus your studies on either British or American authors. In the MA-Writing program, you will focus on either Professional Writing (Track 1), Rhetoric and Composition (Track 2), or Creative Writing (Track 3). Both programs will require you to enroll in an Introduction to Graduate Studies course in your first Fall semester (EN 601 for MA-English, EN 602W for MA-Writing). The MA-English program will also require you to enroll in EN 655 Literary Criticism in your first Spring semester.

The workload in a graduate course is about twice that of an undergraduate course. Plan accordingly. Nine credit hours per semester is considered normal full time enrollment, will allow you to graduate after four semesters, and is approximately equivalent to 18 hours as an undergraduate. Six hours per semester will allow you to graduate after six semesters, and may be a better choice for you if you have significant outside obligations such as work or family. Twelve hours per semester is the maximum allowed by the university. Most of the writing courses are offered on-line, and many of them are in an eight-week format. This means that they are twice as intensive as a full semester, sixteen week course. Expect to commit twice the time to them.

Your coursework is intended to prepare you for your demonstration of mastery and your career following graduation. Keep both of these factors in mind as you select your courses, but don't be afraid to explore new areas of study. Be aware of special programs offered by the department which will enhance your education and count towards your graduation. We have a series of one credit hour courses in Preparing Future Faculty. We offer internships at both the 500 level (for MA-English) and the 600 level (for MA-Writing). We do a study abroad program in London for a month in summer. We have the Inside-Outside exchange course with the prison system. All of these are credit bearing programs. In addition, we offer monthly professional development workshops and an annual graduate conference. You can also arrange to observe professors teaching general education courses as preparation for your own future role as a teacher. All of these are opportunities you should consider as you plan out your program of study.

Once you have been accepted to your program and consulted with your program coordinator, you are ready to enroll. Log on to Portal and follow the instructions for registering for classes. You will need to verify financial awareness before your registration can be processed. If not, it will show up as a hold on your registration. Just go back in and read and verify the financial awareness statement, and you should be fine.

During your first semester, you should identify a faculty member in your area of specialization who can advise you on your coursework and mentor your professional development. Your program coordinator can help you with this. The degree moves very fast. By the end of your

first year, you should be thinking about your exit project, your demonstration of mastery. While it may be possible to complete the work in one semester, it is generally advisable to plan for two semesters. You can continue to take regular courses while you are working on your project. Discuss this with your faculty mentor. Your mentor will serve as your first reader on your project, and so will have the best perspective on your work and your progress. Work with your mentor to create a timeline for the project. Together you will also select a second reader for the project who can also provide useful feedback.

Before you can enroll in the courses earmarked for preparing demonstrations of mastery (EN 690 for theses, EN 694W for writing program projects, EN 699 for comprehensive examinations) you must construct a proposal, which must be approved by your faculty mentor and your program coordinator. This proposal must, therefore, be completed prior to the beginning of the semester in which you intend to begin officially working on your project. When the project is completed to your faculty mentor's satisfaction, you will need to present an oral defense of that project. The defense should take place at least a week before final exams, and must be scheduled at least a week before that. In other words, you must have a completed and revised project in your mentor's hands at least three weeks before the end of the semester in which you intend to graduate. If you try to do the entire project in one semester, you will actually have less than twelve weeks from start to finish.

- **Time limitations on program**

University policy requires that you complete the degree, including defending your demonstration of mastery, within eight years. If you take time off, the clock is still ticking. Once a course is eight years old, it no longer counts towards your degree, and you will have to begin retaking courses.

- **Grade Point Average and Grade Requirements**

You are required to have a 3.0 or better GPA in order to graduate.

## **SUMMARY TIMELINE for KEEPING ON TRACK**

### MA English

- First Fall semester enroll in EN 601 Intro to Graduate Studies
- First Spring semester enroll in EN 655 Literary Criticism
- During second semester select major professor and develop plan of study and timeline
- Plan of study must include: core courses, at least four courses in your concentration, at least four additional courses, plan for meeting foreign language requirement, plan for demonstration of mastery
- When you are ready to begin formally working on your demonstration of mastery, you must submit a proposal before you can enroll in EN 690 Thesis or EN 699 Directed Readings
- In the semester in which you intend to graduate you must be enrolled in EN 695 or EN 696
- You must apply for graduation through the registrar by the deadline listed on their website (usually about six weeks before final exams)
- Defense or Exam must be scheduled at least three weeks before final exams and must occur at least two weeks before final exams

### MA Writing

- First Fall semester enroll in EN 602W Intro to Graduate Studies Writing
- During second semester select major professor and develop plan of study and timeline
- Plan of study must include: core course, at least five courses in your concentration, at least four additional courses, plan for demonstration of mastery
- When you are ready to begin formally working on your demonstration of mastery, you must submit a proposal before you can enroll in EN 690 Thesis or EN 694 Directed Project
- In the semester in which you intend to graduate you must be enrolled in EN 695
- You must apply for graduation through the registrar by the deadline listed on their website (usually about one month before final exams)
- Defense or Exam must be scheduled at least three weeks before final exams and must occur at least two weeks before final exams

## Internships

### 590 English Internship/Practicum 660W Writing Internship

Internships offer students the opportunity to gain professional experience in the application of the skills and knowledge they are developing through their program of study. Some are unpaid; some are paid. Some are on campus in classrooms or offices; some are off campus in professional settings. It is important to find an internship that is valuable to you and your goals.

An internship is a 3 credit hour course; as such, you need to complete 150 hours of internship in order to earn the credit. Students may complete up to two internships for credit with department approval. All students enrolled in an internship must do so by permission only and must participate in a Canvas class that allows them to report their hours, progress, and upload evidence of work related projects and writing samples. Internship employers and practicum supervisors communicate throughout the internship with the English department's Internship Coordinator in order to ensure a positive experience for both the student and the employer. It is important for you to keep in mind that these are professional experiences and should be treated as professional positions within your career path. That means dressing and behaving professionally, showing up on time and ready to work, showing respect for your supervisor, and performing all assigned tasks to the best of your ability. UNA alumni interns have proven, a successful internship is not just a line on your vita or a grade on your transcript; it can open doors for you professionally and teach you valuable skills.

When you have been registered for an internship, you will be required to complete an orientation through the university which will outline general and specific expectations. You will also be required to meet with your onsite supervisor to determine the details of your specific job description. Every internship is unique; however, in most instances, you will be expected to keep a work journal to document your experience, and at the end of the internship your onsite and campus supervisors will write up evaluations of your performance. Your final grade in this course will be determined in collaboration with your supervisor and the department internship coordinator.

When you are working as an intern, you are representing not only yourself, but also your program, the English department, and the University of North Alabama. We have a vested interest in your success and professionalism. If you have difficulties or questions in the job, you can come to your campus supervisor, who will help you to devise a plan for success.

Demonstration of Mastery 3-6hrs (690, 694W, 699) + (695, 696)

The MA in English program offers two options for demonstration of mastery: a comprehensive examination or a research based thesis. The MA in Writing program offers four options for demonstration of mastery, determined by track. Students in Track 1 Technical Writing generate a Directed Project. Students in Track 2 Composition and Rhetoric may write either a Pedagogical Thesis or a Research Thesis. Students in Track 3 Creative Writing write a Creative Thesis.

#### Preparation

All students in both programs are allotted six credit hours to prepare their demonstration of mastery. These hours may be taken simultaneously, or may be divided between two semesters. Because the demonstration of mastery is, for most students, the first professional style work in both scope and presentation, *the two semester format is strongly encouraged*. The first semester can be used to compile the content, and the second semester, abbreviated as it is by the need to set a defense, can be used to refine the format. The demonstration and the timeline and process for preparing it are designed in consultation with the student's major professor. The proposal must be approved before the student can enroll in these credit hours, and the student must be enrolled in at least three of these credit hours, along with the defense (695) or exam (696) course (zero credit hours) in the semester in which the student intends to graduate.

EN 690 Thesis is the credit hour designation for preparation of English program research based thesis projects. EN 694W Directed Project is the credit hour designation for preparation of all Writing program projects. EN 699 Directed Readings is the credit hour designation for preparation for a comprehensive examination. Your program co-ordinator must register you for these hours.

#### Proposal

All demonstrations of mastery must be planned in consultation with the student's major professor. The resulting proposal must generally include a two page description of the project, a rough timeline for the project, and a preliminary bibliography of sources for the project.

If the selected demonstration of mastery is a comprehensive examination, the proposal should include a list of at least twenty five primary sources which represent the range of genres and periods to be covered by the exam, and at least five secondary sources relevant to the primary texts, along with a justification for the selection.

If the selected demonstration of mastery is a directed project in technical writing, the proposal should include a detailed description of the project and its purpose, along with the resources and media to be included in the final project.

If the selected demonstration of mastery is a creative thesis, the proposal should include a description of the types of writing to be included and the history of their development.

If the selected demonstration of mastery is a pedagogical thesis, the proposal should include an outline of the pedagogical rationale to be presented in the thesis, a justified range of lesson

planning (multiple units, a semester, an academic year) to be included in the thesis, and a clear identification of the target (grade) level of the pedagogy.

If the selected demonstration of mastery is a research based thesis, the proposal should include identification of any primary sources, a brief review of relevant critical literature, and a justification for the selected theoretical frame for the thesis.

MA-English students may elect to take a **comprehensive examination**. The exam may be focused to Early British (up to 1700), Later British (since 1600), Early American (up to 1900), or Later American (since 1850). The exam itself will present six essay prompts which have been constructed by the student's major professor. The student will select four of these prompts, and will have four hours to write four essays. These essays will be evaluated by both the major professor and the second reader. The professors must reach a consensus score of Pass with Distinction, Pass, Pass with Revisions, or Fail. Within two weeks of completing the exam, the student will meet in a single forum with the two professors and at least one of the following: the program coordinator, the department graduate coordinator, the department chair. The student will be asked to orally elaborate on the written essays. Following the oral examination, the score may remain or may be revised by one step up; it may not be revised down. If the resulting score is Pass with Revisions, the student will be allotted one hour per essay for up to three essays from the original four written by the student and selected by the professors. The revisions will be scored by the two professors as Pass or Fail. Students who take the exam before midterm and receive an ultimate score of Fail may retake the exam in the second half of semester. Students who Fail the exam after midterm must register to take the exam in a subsequent semester. Exams must be scheduled at least three weeks prior to the beginning of final exams in order to allow for the revision process if it is deemed necessary.

MA- English and MA-Writing-Track 2 students may elect to write a **research based thesis**. A thesis is generally 50-75 pages in length, and is focused on a single text, author, or critical concept. The thesis is generally divided into three to five chapters. The student composes the thesis under the guidance of the selected major professor, who offers regular feedback and revision suggestions throughout the process. The thesis is expected to demonstrate an awareness of and familiarity with the academic conversation surrounding the central focus of the thesis. The student should offer an original commentary on or addition to that discussion. The student will also select a second reader from the English graduate faculty who can offer useful feedback on the thesis as a whole. When the thesis has been fully written, the student will present it in an oral defense. This defense will consist of the student presenting a summary of the thesis, followed by questions from a committee consisting of the two readers and at least one of the following: the program coordinator, the department graduate coordinator, the department chair. The thesis defense will be open to the campus community, and, following the committee's questions, the community will be invited to ask questions. The defense is not intended to be confrontational, but it may raise issues that the committee determines the student should address in the thesis. The student will then revise the thesis to the satisfaction of the committee. Once the committee and the department chair have signed the cover sheet for the thesis, the major professor will enter a grade of P for EN 695, and the student will deposit one copy of the thesis with the department and one with the library.

The MA in Writing program offers four options for demonstration of mastery, determined by track. Students working on a Directed Project will enroll in 3-6 hours of EN 694; students working on a thesis, whether pedagogical, research-based, or creative, will also enroll in 3-6 hours of EN 694. All students will enroll in EN 695 and present an oral defense in the semester in which they intend to graduate.

Students in Track 1 Technical Writing generate a **Directed Project**. The directed project consists of a "workplace deliverable" and an analysis of that deliverable. The workplace deliverable is prepared for a specific audience, purpose, and context of use. It may be a document or digital product requested by an employer or client (real or hypothetical). The deliverable can take a variety of forms/genres, including a manual, report, online help system, website, grant proposal, training guide, etc. If the deliverable is print based, it should be at least 25 pages in length. If it is digital, its scope/length must be a part of the proposal and approved by the major professor and department coordinator. The project analysis should be at least 25 pages in length and should include a description of the deliverable specifying audience, purpose, and context; an analysis of the process of creating the deliverable, including a review of relevant literature and resources; an assessment of the effectiveness of the deliverable vis a vis its intended purpose; and an assessment of how the experience of creating the deliverable will impact the student's professional future. When the project has been completed, the student will present it in an oral defense. This defense will consist of the student presenting a summary of the project, followed by questions from a committee consisting of the two readers, the client (if applicable), and at least one of the following: the program coordinator, the department graduate coordinator, the department chair. The defense will be open to the campus community (if appropriate), and, following the committee's questions, the community will be invited to ask questions. The defense is not intended to be confrontational, but it may raise issues that the committee determines the student should address in the deliverable or its analysis. The student will then revise the project to the satisfaction of the committee. Once the committee and the department chair have signed the cover sheet for the project, the major professor will enter a grade of P for EN 695, and the student will deposit one digital copy of the project with the department and one with the library.

Students in Track 2 Composition and Rhetoric may write either a **Pedagogical Thesis** or a Research Based Thesis. The pedagogical thesis consists of a researched pedagogy and an application of that pedagogy. The pedagogy should be at least 25 pages in length and should reflect the major relevant approaches and a critical consideration of them. The application should consist of a coherent set of at least five lessons including all support materials (e.g. handouts, power-points, etc.) and a 3-5 page rationale for each lesson explaining how the lesson reflects the pedagogy and meets specific pedagogical goals. The student composes the thesis under the guidance of the selected major professor, who offers regular feedback and revision suggestions throughout the process. The student will also select a second reader from the English graduate faculty who can offer useful feedback on the thesis as a whole. When the thesis has been fully written, the student will present it in an oral defense. This defense will consist of the student presenting a summary of the selected pedagogy and an explanation of at least one of the lessons, followed by questions from a committee consisting of the two readers and at least one of

the following: the program coordinator, the department graduate coordinator, the department chair. The thesis defense will be open to the campus community, and, following the committee's questions, the community will be invited to ask questions. The defense is not intended to be confrontational, but it may raise issues that the committee determines the student should address in the thesis. The student will then revise the thesis to the satisfaction of the committee. Once the committee and the department chair have signed the cover sheet for the thesis, the major professor will enter a grade of P for EN 695, and the student will deposit one digital copy of the thesis with the department and one with the library.

MA-Writing-Track 2 students may elect to write a **Research Based Thesis**. A thesis is generally 50-75 pages in length, and is focused on a single text, author, or critical concept. It must include a review of relevant literature, and may include field research, the collection of which must meet IRB standards and approval. The thesis is generally divided into three to five chapters. The student composes the thesis under the guidance of the selected major professor, who offers regular feedback and revision suggestions throughout the process. The thesis is expected to demonstrate an awareness of and familiarity with the academic conversation surrounding the central focus of the thesis. The student should offer an original commentary on or addition to that discussion. The student will also select a second reader from the English graduate faculty who can offer useful feedback on the thesis as a whole. When the thesis has been fully written, the student will present it in an oral defense. This defense will consist of the student presenting a summary of the thesis, followed by questions from a committee consisting of the two readers and at least one of the following: the program coordinator, the department graduate coordinator, the department chair. The thesis defense will be open to the campus community, and, following the committee's questions, the community will be invited to ask questions. The defense is not intended to be confrontational, but it may raise issues that the committee determines the student should address in the thesis. The student will then revise the thesis to the satisfaction of the committee. Once the committee and the department chair have signed the cover sheet for the thesis, the major professor will enter a grade of P for EN 695, and the student will deposit one digital copy of the thesis with the department and one with the library.

Students in Track 3 Creative Writing write a **Creative Thesis**. The creative thesis consists of an introductory essay and a coherent, organized selection of creative writing (about 25 pages of poetry or 45 pages of prose). The introductory essay should be at least five pages in length, and should reflect the author's inspirations, goals, and organizing principles. The student composes the thesis under the guidance of the selected major professor, who offers regular feedback and revision suggestions throughout the process. The student will also select a second reader from the English graduate faculty who can offer useful feedback on the thesis as a whole. When the thesis has been fully written, the student will present it in an oral defense. This defense will consist of a short statement by the student regarding the craft of writing and a 15-20 minute reading from the creative portion of the thesis, followed by questions from a committee consisting of the two readers and at least one of the following: the program coordinator, the department graduate coordinator, the department chair. The thesis defense will be open to the campus community, and, following the committee's questions, the community will be invited to ask questions. The defense is not intended to be confrontational, but it may raise issues that the committee determines the student should address in the thesis. The student will then revise the



thesis to the satisfaction of the committee. Once the committee and the department chair have signed the cover sheet for the thesis, the major professor will enter a grade of P for EN 695, and the student will deposit one digital copy of the thesis with the department and one with the library.

### Drafts and Revisions

This is the purpose of the three to six credit hours (690, 694W, 699) set aside for preparation. You should consult with your major professor to develop a process and timeline for preparing your demonstration of mastery. Consider the six hours as allotted three for compiling significant content and three for refining a professional presentation. If you are taking a comprehensive exam, you need to review your readings with your professor and write a few practice essays. If you are doing a directed project, your professor should see the parts of the project as they are created. If you are writing a thesis, you should share your drafts with your professor. In all cases, your professor should offer feedback and guidance to help you strengthen the work. You can expect your professor to monitor your progress and ask for regular updates. If you are struggling to make progress, talk to your major professor.

The role of the second reader in the drafting process is generally limited to reviewing the final draft, but if you would like your second reader's input at an earlier point in the process, you may request it.

### Defense

All demonstrations of mastery entail an oral defense, conducted after the written demonstration is complete. In the semester in which they expect to complete their demonstration, students must enroll in the appropriate defense course-- 695 for theses and projects, 696 for exams. (Students must enroll in the appropriate preparation course concurrently with their defense course.) If students fail to reach the point of completion, they must withdraw from the defense course and re-enroll in a subsequent semester. This determination must be made no later than thirty days prior to the start of final exams (fourteen days in summer term).

The purpose of the defense is to allow students the opportunity to demonstrate their ability to comfortably discuss their field of study and the choices they made within their project with other professionals in their field or closely related fields. Research based and pedagogical thesis defenses will include a summary of the theoretical basis and conclusions of the thesis. Creative thesis defenses will include a reading of selected portions of the thesis. The subsequent conversation will include the student, the major professor, any additional readers, and at least one of the following: the program director, the department graduate coordinator, the department chair. Thesis defenses should be announced and open to the campus community. Exam defenses will focus specifically on the questions selected by the student and the student's written essays on those questions. Directed project defenses will be professional presentations of the project, and may include the client, if applicable. Students are strongly encouraged to attend other students' defenses as part of their own professional preparation.

Defenses should be scheduled at least two weeks prior to the beginning of final exams in fall or spring, one week prior to final exams in summer. This will allow time for any final revisions before the major professor submits a grade for the demonstration.

### Completion

Following the defense, the student will have the opportunity to make final revisions to satisfy the readers. The student, the readers, and the department chair must sign the appropriate form attesting to the originality and quality of the demonstration of mastery before the major professor may enter a final grade of P for the demonstration course -- 695 for theses and projects, 696 for exams. This grade must be entered by the deadline for graduating students, generally 9:00 a.m. the day following the last day of final exams. This deadline cannot be extended. Copies of the signed form will be kept by the department. The department will also retain an electronic copy of the final thesis, and a copy will be deposited with the library.

- **Obtain editorial help if necessary to meet the standards of the University and your graduate program.**
- **Understand that the student's faculty committee, the English Department, and the College of Arts and Sciences determine final acceptance of the thesis/project.**

Before final acceptance, all members of your committee, your department chair, and the dean of the College of Arts and Sciences must approve your thesis. Any of these individuals may require you to make changes or corrections. Your committee is primarily responsible for evaluating your thesis, and they will consider both the academic standards of your field and the quality of presentation (e.g., clear and correct writing, neat and easy to understand figures). Usually, the committee will give you required changes or corrections shortly after your defense. You must make those corrections before the committee members will sign the signature page of the thesis, which signifies their final approval.

The department chair also conducts a thorough review, to check for any overlooked errors, and to monitor the quality of theses for the program as a whole. He or she will sign the signature page after you have corrected any additional errors found. Most deans read only parts of theses, or selected theses, again with the purpose of monitoring quality, but they too can require changes.

## **Financial Support and Departmental Awards**

### **Graduate Assistantship**

We have a limited number of competitively awarded assistantships which allow students to gain teaching experience. If you are selected to receive a departmental graduate assistantship, you will be required to complete training outlined in the GA Handbook. Once you have completed 18 credit hours of coursework towards your degree, you will begin teaching two sections of first year composition each semester. During training and teaching, you are committed to 20 hours per week of work. In exchange you receive tuition and a stipend of \$9000. If you are selected to receive the Inside Out assistantship, you will receive training and support from the department and the Inside Out program while you are teaching Basic Writing at the Limestone Correctional Facility. In exchange you receive tuition and a stipend of \$9000. Other non-teaching assistantships are available across the university, and can be researched through the university's job posting site <http://www.una.edu/career>

### **Adams Nordin Research Assistantship**

Each year, one graduate student is selected to receive this research assistantship. This student will work directly with a professor to assist the professor in his/her research. The student will gain valuable research skills, and knowledge of the academic research and publishing process. The commitment is about 75 hours, and the award is about \$1200. This varies from year to year.

### **Gaunder and Cale Scholarships**

These scholarships are specifically awarded to graduate students to support their continued studies. The Gaunder award is targeted towards women returning to complete their education. The Cale award is targeted to promising scholars with financial need.

### **Johnston Scholarships**

The Johnston endowment supports two scholarships for graduate students interested in studying Shakespeare and other Renaissance writers. The first is for students committed to pursuing a thesis in the subject area. The second is for students who wish to explore the subject area through study abroad.

### **CASE Research Funds**

Each year the College of Arts and Sciences accepts applications for awards to support graduate research projects. The college also encourages the pursuit of external grants to support graduate research.

### **Department travel funds**

The department will usually support travel to one conference each year, depending on the availability of funds.

***Note that the deadline for most of the awards is February of the year preceding the year of the award.***

## **How to Deal with Problems**

The specific examples below can't include all of the problems you may face in completing your graduate degree. In general, if you don't know what to do in a particular situation, ask your Committee Chair, Program Coordinator, or Department Chair. If they don't resolve the problem, you can talk with the COAS associate dean.

### **Academic Problems**

**a.** Your GPA falls below 3.0. You cannot advance to candidacy or graduate with a GPA (since enrolling in your graduate program) below 3.0. However, if the problem is due to a "C" in only one or two courses, then you may be able to overcome it by retaking the course(s) and earning a better grade, or earning an "A" or two in other courses. Talk to your major advisor about the courses you should take in subsequent semesters. For example, you may need to take an undergraduate course to prepare for a retake of the course you did poorly in.

**b.** You are doing badly in a course, but it is before the Student Initiated Withdrawal deadline. If you see that there is no way you can succeed in the course, it is probably best to withdraw. However, you should consult with your committee chair before making the decision. Some things to consider are:

- Is this a required course?
- Will it be offered again before I want to graduate?
- Does this course cover material I need to know to carry out my research or complete my demonstration of mastery?
- If you are an international student, or the recipient of most kinds of fellowship support and financial aid, you must be a full-time student. So, you must add another course and there may be research or thesis credits as needed to maintain full-time status.

**c.** You are doing badly in a course but can't withdraw. This is a difficult situation, but here are some things to try:

- Talk with the instructor. Sometimes they can offer extra help, additional reading materials, or other suggestions.
- Talk with your committee chair. Sometimes they will be able to help with the material or suggest other faculty or students who might help.
- Try to find a tutor among other graduate students who have recently taken the class. Some will help for free, but some will want to be paid and you should do so if you really need the help.
- Try to set aside other obligations or activities so you can focus more effort on the class. If you have no "free" time to give up, talk to your program coordinator. They might be willing to help you to reschedule your work, e.g., work less in the week before finals, but more in the week after. However, this isn't always possible, especially for GAs teaching classes.

**d.** You think a course grade or an academic decision (e.g., failure of a comprehensive examination or thesis/project defense, or a dismissal) was not made fairly based on your performance. The Faculty Senate has established an appeal process, which you must follow. The appeals process is detailed on the following web sites, and so won't be covered in detail. However, the first step is to approach the faculty member(s) involved, ask for an explanation of the grade or decision, and provide any information you think should be considered. If the faculty member(s) does not think that the grade or decision should be changed, then you may begin the formal appeal process. Note that there are deadlines for appeals, so you must begin the process

very soon after the end of the semester when the grade was awarded, or immediately after receiving notification of an academic decision.

Grade appeals and appeals of academic decisions typically succeed only if the student can show that the grade or decision was “arbitrary and capricious”. For example, if the grade was not based on course grading policies stated in the syllabus, this can be grounds for a successful appeal. Similarly, if comprehensive examinations or their evaluation did not follow departmental policies, an appeal might be successful. Appeals are usually not successful when they involve questioning academic standards or faculty member’s academic judgment.

### **Problems with Research**

**a.** You don’t know what to do to take the next step with your research or to resolve a problem that has arisen with your current approach.

- Ask your major professor or other faculty, including those in different departments (if the problem lies in an area where they have special expertise), or other graduate students. They can often at least suggest a direction to pursue. However, you should understand that you may reach a point where you know more about some of the specifics of your research than do the people around you. So, you may need to work on the problem yourself. Perhaps you can find an answer through library research. Talk to the research librarian. Or, perhaps an expert at another university would be willing to offer advice by phone or e-mail.

**b.** You need supplies, equipment or other resources. Sometimes the department can provide small amounts of assistance, if you have no other way to get what you need. Usually, any request needs to be endorsed by your major professor and program coordinator, and unfortunately funds are very limited.

**c.** You don’t like doing your research. On one level, this is common. In this respect research resembles mountain climbing; it’s great to get to the top, but the climb itself isn’t necessarily that much fun, especially on the steep parts. There are few kinds of research that don’t involve doing something boring or even unpleasant part of the time, as is true of most jobs. And there are few graduate students who don’t think to themselves, at some point: Why am I doing this? Was that job at the big box store this bad?

However, if you dislike almost everything about your research and/or the courses you are taking, for most of your first year, perhaps it is time to reassess. Especially if you are planning to continue on to a Ph.D. program, you have many years of graduate work ahead. Further, the careers you have to choose from when you finish could well involve your doing much the same thing for 30 years, or so. Ask yourself: Would another field better suit my interests? Would it be possible for me to change to another project within my department? Should I take a leave of absence and try working for a year? Should I drop out and do something entirely different?

## **Problems with Money**

**a.** We have some scholarships through the English department, and others at the college or university level. The departmental scholarships include a teaching based assistantship, a research assistantship, a fellowship based on British Renaissance studies, and one for returning students. Others may be based on availability of funds. Note that the deadline is in February for the next academic year.

Of course, you should pursue all possible funding sources through the Financial Aid Office. Some students take a leave of absence, to work and save money for returning to school. Others take a job and continue with graduate school part-time.

## **Problems with your Major Advisor**

**a.** My major professor is too demanding. I can't possibly do what he or she expects.

Faculty (and departments) vary in what they expect of graduate students. In general, high expectations are good; most people do their best when challenged. However, occasionally a major advisor will make demands that seem unreasonable. To assess the situation, look at other students in similar positions in your department or others in the same school or college...are you being treated much differently? If not, and others seem to be coping, ask them for advice. What strategies do they use to cope with the workload?

If you are being singled out for much more work than other students, it is usually best to approach your major professor first. Explain that you cannot keep up with the workload, or that you don't think you have all the skills needed to do the tasks assigned efficiently. Ask for help or suggestions or adjusted deadlines. It's possible that your advisor simply didn't realize that certain jobs were especially time-consuming, or that you needed more instructions on how to carry out the work.

If you think that approaching your major professor is out of the question, talk with another faculty member or your program coordinator. Describe your situation, ask if it is the norm for the department, and ask what to do. You may also speak to the department chair as a kind of last resort.

**b.** My major advisor is rude and/or hypercritical.

Faculty members are human and sometimes lose their tempers and yell or say inappropriate things. If this happens occasionally, especially if your major advisor apologizes later, usually it's best to forgive and forget. This may not be true in all cases, however, especially when behavior violates UNA policy on sexual harassment or discrimination, and especially when such behavior is repeated with you or with others (see section below on Forbidden Faculty Behavior).

It's part of a major advisor's role to criticize constructively when necessary. No one likes criticism, and often your initial reaction will be unfavorable...you'll think that this criticism is

unfair and untrue. Or alternatively (and probably worse) you'll think this confirms your deepest fear about yourself, that you're incompetent. In most cases neither is true. There is some specific aspect of your work that is not satisfactory. For example, you are not keeping complete and legible records. Or, you have failed to meet an important deadline. If your advisor focuses on the specific issue(s), is courteous, explains his or her expectations for improvement, and is willing to listen to your response, then try to learn and improve. However, if your advisor criticizes you globally, either by using general or offensive terms (stupid, lazy, incompetent...) or by criticizing you (without any praise), almost every time you meet, there is clearly a problem with their supervising style.

Faculty members (like other supervisors at UNA) are expected to maintain an environment that maximizes productivity, teamwork, and morale. If you think that your major advisor is not fulfilling this responsibility, then sometimes you can improve the situation by speaking with him or her. For example, point out that you are upset by frequent criticism and wonder if he is so critical because he really thinks you have few good qualities, or because he sees his role as identifying and eliminating the bad, rather than strengthening the good. Faculty don't always understand how important it is to balance praise and criticism. If you understand this is the case with your advisor, and can encourage him to praise your accomplishments occasionally, you will probably be able to work with the situation.

If you think that approaching your advisor is out of the question, talk with another faculty member (often another committee member is a good choice), your program coordinator, or the department chair. Describe your situation and ask what to do. Often you are not the only one who has had difficulty in working with the person. If there is no help within the department, you can also speak with the associate dean of COAS.

**c.** My advisor does not give me the help that I need. Faculty are usually very busy people, and often they are simply unable to respond as quickly as would be ideal for the student. However, there are limits to what is reasonable delay. Here are some guidelines on what graduate students can expect in ordinary circumstances. (Note that allowances need to be made for leave, travel, illness, unusually demanding short-term projects, and other special circumstances.)

- My advisor meets with me (by appointment) on request, as long as I ensure that the meetings are productive in helping me achieve research or academic goals.
- My advisor meets with me (by appointment) at least every 1-2 months, by audio-conference as necessary.
- When I submit a research plan, progress report, thesis draft, completed thesis or project, or other work to my advisor for review, my advisor tells me when the review will be completed, and completes it as promised (absent serious extenuating circumstances). Most projects and thesis chapter drafts can be reviewed in 2 weeks, most complete Master's theses in 2-3 weeks, unless they are poorly written or fall well below normal academic quality standards. If there will be long delays, the advisor should inform the student, and in some cases should help the student to work with an alternate reviewer, e.g., another committee member, in the interim.
- My advisor gives me a thorough and constructive assessment of my progress.

If your major advisor does not usually follow these guidelines, then perhaps more effort on your part will help. For example, if an e-mail asking for an appointment is not answered after several

days, send another e-mail, call, or stop by the faculty member's office. A few polite reminders that you are eager to get your advisor's feedback on your thesis Chapter 3 so you can complete Chapter 4 are appropriate. There are plenty of real-life absent minded professors around UNA.

If this doesn't help, speak with your program coordinator or the department chair, and ask for their advice.



## Graduate Faculty Roles and Responsibilities

You will have continuous contact with many faculty members in diverse roles, beginning with your program coordinator, who will advise you in selecting your first semester of classes, and will answer questions you have about your program.

### Program Coordinator

- review applications to the program, in consultation with relevant faculty, and determine admission status and conditions
- serve as students' advisor in selecting courses and dealing with problems
- assist students in identifying their appropriate concentration or track, major professor and committee members
- monitor students' progress towards their degrees
- submit a plan of study for each student to the university registrar
- serve as mediator when necessary for students and faculty
- when a student is placed on probation, work with the student to design an improvement plan
- when a student applies for readmission, write a statement supporting or opposing the readmission with rationale
- review demonstration of mastery proposals to ensure adequate quality and scope
- attend demonstration of mastery presentation for the program

### Course Faculty

- provide students with the opportunity to acquire knowledge and skills beyond the baccalaureate level
- challenge students' assumptions and comfort zones with the goal of broadening intellectual horizons
- model academic ethics and practices
- treat all students respectfully and equitably
- respond promptly and professionally to students' academic inquiries

### Major Professor/First Reader

- advise student regarding course selection
- help student design demonstration of mastery
- approve proposal for demonstration of mastery
- help student set a realistic timeline for producing demonstration of mastery
- help student identify additional reader(s) for demonstration of mastery
- communicate frequently with the student to follow progress and assist with problems that arise with the research
- if the student is not meeting timelines in research or academics, meet with the student as soon as the problem is evident. Try to ascertain the reasons and help the student to improve their rate of progress. Or, in some circumstances, revise the timeline
- guide student through preparation of demonstration of mastery, including commenting on drafts

- review drafts of the thesis, practice essays, or project, or portions thereof, in a timely manner
- see that a high standard of writing quality is maintained throughout the thesis/project
- submit grades for EN 690, 694W, 699 as appropriate
- coordinate with student and other reader(s) to schedule an oral defense (or comprehensive examination), and enroll student in EN 695 or 696 as appropriate. Allow two to three weeks for all readers to thoroughly review final draft before the defense
- thoroughly review the final draft of the thesis/project before the defense
- chair the public defense of the thesis/project.
- promptly report the committee's assessment to both the student and the program coordinator
- when demonstration and defense are successfully completed, sign off on the demonstration and submit passing grade for EN 695 or 696

#### Committee Member(s)/Second and Third Readers

- provide feedback on submitted demonstration of mastery
- thoroughly review the final draft of the thesis/project before the defense
- challenge student to achieve highest quality final submission
- consult with major professor to determine final status of student based on the demonstration of mastery
- sign off on that status

#### Department Chair

- ensure that the courses, comprehensive examination topics, and research plan included on the Graduate Study Plan and Demonstration of Mastery Proposal conform to departmental requirements.
- review the final form of the thesis/project. See that a high standard of scholarship and writing quality are maintained in the thesis/project

#### Dean

- review (or delegate a review) of sufficient portions of a thesis to see that a high standard of scholarship and writing quality are maintained.

## **Forbidden Faculty Behavior**

The UNA English Department forbids all employees, including faculty, from engaging in discriminatory behavior. Students and employees should be protected from discrimination based on race, religion, color, national origin, citizenship, age, sex, disability, marital status, changes in marital status, pregnancy, childbirth or related medical conditions or parenthood.

The University of North Alabama is committed to establishing equal educational opportunity, to opposing and prohibiting illegal discrimination in the provision of educational opportunities, and to eliminating illegal discriminatory educational practices. All academic decisions, including those affecting educational programs and activities available to a student, will be based on the student's qualifications, abilities, and performance, as appropriate. All academic decisions will conform with requirements of state and federal laws and regulations pertaining to non-discrimination and equal educational opportunity.

## **University Policy**

It is the policy of the University of North Alabama to afford equal opportunities in education and in employment to qualified persons regardless of age, color, creed, disability, gender, national origin, race, religion, or sex in accordance with all laws, including Title IX of Education Amendments of 1972, Title VII of the Civil Rights Act of 1991, and Executive Order 11246. The coordinator for nondiscrimination policies for students is the Title IX coordinator, Guillot University Center, 256-765- 4223. The coordinator for employees is the Assistant Vice President for Human Resources. Contact information is on the web at <http://www.una.edu/titleix>.

University policy prohibits sexual harassment. It is the responsibility of all students and employees to assure that our community is free from sexual harassment. Accordingly, all members of the university community must avoid any conduct that is or has the appearance of being sexual harassment. The University Ombudsman and the Title IX Coordinator have information about the University's sexual harassment policy. To see the full policy, as well as the University's policy on consensual relationships, visit the Title IX website at <http://www.una.edu/titleix>. Formal reports of sexual misconduct may be made to the Title IX Coordinator at 256-765-4223.

## **Legal constraints**

### **Title IX**

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. Both the Equal Employment Opportunity Commission and the State of Alabama regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also

prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix).

***IE Faculty may not treat students differently based on their actual or perceived sex, gender, or orientation.***

### **ADA**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services.

***IE Faculty may not deny any student with a documented disability reasonable accommodation.***

### **FERPA**

FERPA is a Federal law that regulates how students' educational records are maintained and under what provisions certain student records can/ should be released. Throughout primary and secondary education, rights related to students' educational records belong to parents or legal guardians of the student. When a student becomes 18 years of age or enters postsecondary education, these rights transfer to the student. In accordance with the Family Educational Rights and Privacy Act (FERPA), students of the University of North Alabama are hereby informed of their right to access their official records as described in the Act. A student may examine his/her official academic record during working hours in the registrar's office upon presentation of appropriate picture identification.

***IE Faculty may not discuss any identifiable student's academic performance or status with anyone but the student without written permission of the student.***

### **Alabama State Code of Ethics**

University employees, including faculty, are public employees, and, as such, are subject to the Alabama State Code of Ethics.

§ 36-25-5. Personal use of office (a) No public official or public employee shall use or cause to be used his or her official position or office to obtain personal gain for himself or herself.... (c) No public official or public employee shall use or cause to be used equipment, facilities, time, materials, human labor, or other public property under his or her discretion or control for the private benefit or business benefit of the public official, public employee, any other person, ... which would materially affect his or her financial interest .... (d) No person shall solicit a public official or public employee to use or cause to be used equipment, facilities, time, materials, human labor, or other public property for such person's private benefit or business benefit, which would materially affect his or her financial interest, except as otherwise provided by law.

## **Professional Community constraints**

### **American Association of University Professors**

#### **AAUP Statement on Professional Ethics**

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession

that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

<https://www.aaup.org/report/statement-professional-ethics>

## **Student Resources at UNA**

There are a variety of resources available to graduate students at UNA. For hours and information about services provided, students should contact the department directly.

### **Libraries**

The university libraries include Collier Library (the main library), the Learning Resources Center located in Stevens Hall, the Music Library located in the Music Building and the Kilby School Library. With combined holdings of one million items, the libraries provide users with access to literature from a wide range of disciplines. Materials not found in the libraries are available through interlibrary loan. Library instruction sessions tailored to meet the needs of individual classes may be scheduled through the library. Common topics include locating books and articles, searching the Internet, and evaluating information sources. The library website provides access to the online catalog and to many electronic resources. The address of the UNA website for library resources is <http://www.una.edu/library>.

### **Center for Writing Excellence**

The Writing Center is a student-staffed, student-oriented service of the Student Success Center. Trained tutors can assist you in all phases of the writing process, including use of citation styles—MLA, APA, and Chicago, and editing for clarity and correctness. You may also train to serve as a paid tutor yourself.

### **Career Services**

UNA Career Services assists individuals in identifying and implementing career choices. They provide career counseling, job search and internship advising, and on campus employer recruiting to students, alumni, staff and faculty. Services and resources of Career Center are extended to graduate students. Career advising is available to assist students in making educational and career decisions. Services are also offered to aid students in job search efforts through a variety of programs and services including on-campus interview opportunities, résumé reviews, mock interviews, online career registration (full and part-time job listings) and career events. A variety of related resources and a list of events can be found at <http://www.una.edu/career>, or visit them at their office in the GUC.

Information about the **Military and Veterans Services Center** is available at <https://www.una.edu/veterans/>.

### **Disability Services**

The Disability Services program, located in the GUC, provides services to students with documented disabilities. Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability and is enrolled in at least one credit hour.

## **Title IX**

If you have experienced or observed discrimination or harassment, below are some resources to contact.

### **Confidential Resources**

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

#### **Contact Phone Number**

Student Counseling Services 256-765-5215

University Health Services 256-765-4328

Women's Center 256-765-4380

### **Formal Reporting**

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

#### **Contact Phone Number**

UNA Police 256-765-4357

Title IX Coordinator 256-765-4223

Deputy Coordinator, Student Conduct 256-765-5012

Deputy Coordinator, Human Resources 256-765-4291

Deputy Coordinator, Athletics 256-765-4788

University Ombudsman 256-765-5224

### **Online Reporting**

<https://www.una.edu/titleix>

### **Local Reporting Resource**

#### **Contact Phone Number**

One Place of the Shoals 256-284-7600

Shoals Crisis Center 256-767-1100 (hotline) 256-765-0025 (office)

Safeplace (domestic violence) 256-767-6210 (hotline) 256-767-3076 (office)

### **Bennett Infirmary**

University Health Services, located in the Bennett Infirmary, is an outpatient clinic on campus, designed to meet the basic health care needs of students and employees. Visit the website for more detailed information at <http://www.una.edu/healthservices>.

### **Counseling Services**

Student Counseling Services offers a confidential setting at 555 Oakview Circle where enrolled students may seek help with issues and problems that impact personal well-being, growth, or academic performance. See how counseling can help at <http://www.una.edu/counseling>.

### **Lion's Pride Pantry**

The Student Government maintains a food bank in their offices in the GUC. The Women's Center maintains a hygiene supply cupboard inside the Women's Center.



## Appendices

- Plan of Study – English
- Plan of Study – Writing
- Internship Application
- Independent Study Course
- Demonstration of Mastery Proposal
- Demonstration of Mastery Preparation Course
- Demonstration of Mastery Completion
- Graduate Teaching Assistantship Application
- Adams Nordin Research Assistantship Application
- Albert S. Johnston Graduate Scholarship Application
- Albert S. Johnston Study Abroad Scholarship Application
- Eleanor Gaunder Scholarship Application

**Plan of Study – English**

Student's Name

Student's ID

UNA Email

Faculty Advisor

Concentration

    British through Restoration

    British since Restoration

    Early American

    Later American

\_\_\_Thesis   OR   \_\_\_Comprehensive Examination

First Semester Attended

Anticipated Date of Graduation

Core Courses

Course number	Course title	Planned	Completed	Grade
601	Introduction to Graduate Studies			
655	Literary Criticism			

Concentration Courses

Course number	Course title	Planned	Completed	Grade

Elective Courses

Course number	Course title	Planned	Completed	Grade

Completion Courses (six hours of 690 or 699 + either 695 or 696)

Course number	Course title	Planned	Completed	Grade

Foreign Language Requirement:

Language:

Means of Assessment:

Program Coordinator's signature:

**Plan of Study – Writing**

Student's Name

Student's ID

UNA Email

Faculty Advisor

Track: Technical Writing  
Rhetoric and Composition  
Creative Writing

First Semester Attended

Anticipated Date of Graduation

Core Course

Course number	Course title	Planned	Completed	Grade
602W	Intro to Graduate Studies: Writing Seminar			

Required Courses

Course number	Course title	Planned	Completed	Grade

Technical Writing: 539, 545W, 615W

Rhetoric and Composition: 609W, 610W, (616W or 575W)

Creative Writing: 555W or 556W; five from 555W, 556W, 595W, 645W 657, 658W, 659W

Elective Courses

Course number	Course title	Planned	Completed	Grade

Technical Writing: six from 534W, 540W, 542, 572W, 575W, 595W, 609W, 625W, 635W, 641, 660W, 691W, 697, UNA 500-502

Rhetoric and Composition: six from 534W, 535W, 539, 540W, 541, 542, 545W, 566, 572W, 575W, 595W, 615W, 616W, 617W, 625W, 635W, 641, 645W, 660W, 691W, 697, UNA 500-502

Creative Writing: three additional graduate level courses with program coordinator's approval

Completion Courses (six hours of 690 or 694W)

Course number	Course title	Planned	Completed	Grade
695	Defense			

Program Coordinator's signature:

**Department of English / College of  
Arts and Sciences  
University of North Alabama**

Course Number: 490  660W  Other

Date:

Semester: Spring  Summer  Fall  20

Student Name:

Student ID #:

Telephone:

Student Address:

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Undergraduate  Graduate  Graduating Senior  Other

(If Graduate Student, list names of graduate advisors): \_\_\_\_\_

After a conference with (a) the Chair of the Department in which the course is to be taken, and (b) the faculty member who will act as internship supervisor, **describe the intended project or experience in detail. Please be specific about the project you will be working on and the person(s) you will be reporting to during the internship. Additionally, please provide starting/stopping dates if possible. By signing this form, you acknowledge that a minimum of 150 hours must be served in order to earn university credit for this internship.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty Supervisor:

Department Chair:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Demonstration of Mastery Proposal

Proposal is due at least two weeks before the first semester in which the student intends to enroll in the preparatory course for the demonstration. The proposal must be approved by both the supervising professor and the graduate program coordinator, at which point the program coordinator will request that the department enroll the student in the first semester of preparation.

Degree sought

MA English

MA Writing

Concentration

Track

British to Restoration

Professional Writing

British since Restoration

Rhetoric & Composition

Early American

Creative Writing

Later American

Demonstration of Mastery

Comprehensive Examination

Directed Project

Thesis

Research Thesis

Pedagogical Thesis

Creative Thesis

Attach reading list (for comprehensive examination) or Proposal (500-1000 words)

Proposed timeline: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervising professor: \_\_\_\_\_

I have reviewed this proposal and timeline, and agree to serve as the student's supervisor in the project.

\_\_\_\_\_  
Signature supervising professor

\_\_\_\_\_  
date

\_\_\_\_\_  
Signature program coordinator

\_\_\_\_\_  
date

Demonstration of Mastery Preparation Course

Semester: \_\_\_\_\_

Course: \_\_\_\_ 690 (thesis prep)  
      \_\_\_\_ 694W (directed project prep)  
      \_\_\_\_ 699 (comp. exam prep)

Credit hours:    \_\_\_\_3            \_\_\_\_6

Supervising professor: \_\_\_\_\_

I believe this student will be prepared to present this project as completed in this term, and should be enrolled in \_\_\_\_ EN 695 (thesis/directed project) or \_\_\_\_ EN 696 (comprehensive examination).

Supervising professor's signature: \_\_\_\_\_

Semester: \_\_\_\_\_ date: \_\_\_\_\_

.

Demonstration of Mastery Completion

Thesis or project title: \_\_\_\_\_

Student \_\_\_\_\_

Date of Defense \_\_\_\_\_

Signatures:

First Reader \_\_\_\_\_ date: \_\_\_\_\_

Second Reader \_\_\_\_\_ date: \_\_\_\_\_

Third Reader (optional) \_\_\_\_\_ date: \_\_\_\_\_

Department Chair or  
Program Coordinator  
(not a reader) \_\_\_\_\_ date: \_\_\_\_\_

Comprehensive Examination

Date of examination \_\_\_\_\_

Score

Pass with Distinction \_\_\_\_\_

Pass \_\_\_\_\_

Pass with Revisions \_\_\_\_\_

Revision Pass \_\_\_\_\_ date: \_\_\_\_\_

Failed \_\_\_\_\_

Signatures:

First Reader \_\_\_\_\_ date: \_\_\_\_\_

Second Reader \_\_\_\_\_ date: \_\_\_\_\_

Department Chair or  
Program Coordinator  
(not a reader) \_\_\_\_\_ date: \_\_\_\_\_

# Graduate Teaching Assistant Application for Graduate Students in English

**Full-time graduate students pursuing a Master's Degree in English who have achieved a minimum 3.25 grade point average overall and who are advancing toward their M. A. degree in English, meeting all standards in good standing in the program. Prior-year recipients may apply. Each assistantship is for one full academic year, renewable for up to two additional years. The recipient is to work twenty hours per week in this teaching assistant capacity under the supervision of a named professor to serve as mentor.**

**Applications received in the UNA Department of English by the first Monday in February are considered for the academic year's award, which begins fall semester. Apply online by submitting simultaneously the completed application form, letter/essay, resume' and transcript. Or hand-deliver to the English Department.**

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## **Part I. Applicant Information**

Applicant \_\_\_\_\_ Student Number \_\_\_\_\_

Home Address \_\_\_\_\_ UNA Box \_\_\_\_\_  
Street

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ UNA Phone \_\_\_\_\_

UNA Current Classification (mark one): 1<sup>st</sup> year graduate student  2<sup>nd</sup> year graduate student

UNA grad hours completed \_\_\_\_\_ UNA grad cumulative GPA \_\_\_\_\_ Anticipated UNA M.A. Graduation Date \_\_\_\_\_

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**Part II. Transcript.** Attach a copy of your academic transcript (unofficial transcript accepted).

**Part III. Resume.** Attach a professional resume of your educational, volunteer, and work experience.

**Part IV. Letter of Application.** Submit a 600-word-minimum, original essay for the Graduate Teaching Assistantship. Write about your interest in teaching English, detailing how working as a teaching assistant will benefit your academic experience, and address your financial need, other scholarships or grants you would be receiving simultaneously, and other means of financing available to you. Be sure your name and student ID number appear at the top of your essay and include your signature (electronic signature acceptable) at the end.

Send one email containing four attachments (application form, resume, transcript, and letter/essay) to [klatchaw@una.edu](mailto:klatchaw@una.edu) or hand-deliver to the English Department.

**Part V. Applicant Signature.** The contents of my application for the **Graduate Teaching Assistant** are true and correct to the best of my knowledge.

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Submit**