

UNA English Department

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

reference and if you cannot find an answer to a specific question, please do not hesitate to contact your program coord4.86 Td(abou)TjETdieETQ5 (con)8.9q5 ()5.996 (Q5 (con)8.9q5 .5*nBT/TT1 11.04 Tf431.59 608.62 Td6)Tj

Student Roles and Responsibilities

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.

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

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.



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

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.

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.

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

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-

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.

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

<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.

Gaunders and Cale Scholarships

These scholarships are specifically awarded to graduate students to support their continued studies. The students to be selected for these scholarships will be chosen by the department chair and the department faculty.

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How to Deal with Problems

completing your graduate degree

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 one or two courses, then you may be able to overcome it by retaking the course(s) and earning a

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:

demonstration of mastery?

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.
some things to try:

other suggestions.

ith your committee chair. Sometimes they will be able to help with the material or suggest other faculty or students who might help.

help for free, but some will want to be paid and you should do so if you really need the help.

ing to help
you to reschedule your work, e.g., work less in the week before finals, but more in the week

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,

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

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 ma

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

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

days, send another e-

ers

Chapter 4 are appropriate. There are plenty of real-life absent minded professors around UNA.

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 gohen n4 495p.91 Tdκ(11)-3 (eTJETEMC P MC

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
licy. To see the full policy, as well as

<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

that depends upon freedom for its health and integrity,

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>.

Title IX

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

UNA Email
Faculty Advisor
Concentration

Plan of Study Writing

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:

Completion Courses (six hours of 690 or 694W)

Course number

**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:

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 re

Signature supervising professor

date

Signature program coordinator

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

