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Policies

Overview

The Department of English offers the B.A., M.A., M.F.A., and Ph.D. degrees. M.A. students may choose one of three courses of study, while students admitted to the Ph.D. program may tailor their programs to their research and teaching interests. A student may expect to finish the M.A. in approximately two to three years, the M.F.A. in three years, and the Ph.D. in five to seven years beyond the M.A. Students who must find employment while they complete their graduate degrees may need additional time.

The Graduate Program is administered by the faculty of the Department of English. The Voting Department, a body comprised of all full-time, tenure-track faculty, plus representatives of the lecturers and SAGE (see below), approves requirements for the M.A., M.F.A., and Ph.D. in English. The College Office of Graduate Affairs (COGA) of the College of Liberal Arts and Sciences (CLAS) oversees the student's completion of all requirements.

In the Department of English, the Graduate Committee, headed by Giselle Anatol, the Director of Graduate Studies (DGS), reviews departmental requirements, proposes new policies, and acts on student petitions. The Graduate Admissions Committee is responsible for reviewing applications for admission and recommending students for available fellowships and graduate teaching assistantships (GTAs). The Graduate Director provides first-semester advising, aid in forming exam and thesis committees, and final graduation checks. Graduating students seeking employment may consult, in addition to other faculty, Professor Philip Barnard, the Job Placement Advisor. Additional information can be provided by the Graduate Secretary, Lydia Ash.

The Graduate Committee

Three graduate student members of SAGE (see below) sit as voting members of the Graduate Committee during discussions of general policy. Among the important functions of the Graduate Committee is the consideration of student petitions for the waiver or modification of departmental requirements in individual cases. Such petitions are always discussed carefully, normally by the faculty members of the Committee, and sometimes lead ultimately to changes in Department policy.

SAGE—Graduate Student Organization

In 1967, students in the Department organized the Student Association of Graduates in English (SAGE) for the purpose of stimulating and coordinating student activity in such areas as curriculum, academic standards, ethics, graduate teaching assistantships, and orientation of new graduate students. All graduate students in English become members of SAGE when they begin their graduate studies, and the association encourages active participation. In addition to an annual picnic at the beginning of the school year, SAGE sponsors colloquia and readings.

Meghara Eichhorn-Hicks and Stefanie Torres are the SAGE Steering Committee co-presidents for 2015-2016. SAGE is represented by voting members on the following departmental committees: Advisory, Graduate Committee, First and Second Year English, Graduate Assembly, GTA/Lecturers Committee, Lecturers and Readers Committee, Library Committee, and SAGE Events committee. Other SAGE Officers include Secretary, SAGE Advice Editor, and Treasurer. For additional information, see: <http://groups.ku.edu/~sagegroup/>

Funds for Professional Development

The Travel Funds Committee invites applications from graduate students and part-time lecturers to support professional development activities. Funds are intended to support a trip of significant distance to support your own professional development, such as (in order of preference):

- Presenting a scholarly paper or reading from your own creative work at a regional or national conference,
- Conducting research at a library or archive,
- Engaging in a project at a major workshop or institute, or
- Serving as principal organizer for a session at a regional or national conference.

Graduate student applicants should first seek support from the Office of Graduate Studies, which maintains funds to help defray expenses for one trip per student for a conference presentation or dissertation research (<http://www.graduate.ku.edu/funding>). Applicants for department travel funds are encouraged to submit their

materials well in advance, preferably six weeks before the travel dates. Electronic applications (preferably by Word or PDF attachment) are encouraged. Applications should include:

1. Cover letter detailing the professional activity to be completed, including title(s) of any presentation(s), dates of travel, destination, and an explanation of how the activity will help the applicant meet professional goals for his or her own work;
2. Copy of presentation abstract, conference session proposal, or research project description;
3. Copy of acceptance letter (for conference presentation or session), letter of invitation (for readings or workshops), or information regarding the archival materials to be viewed (for research projects);
4. Copy of completed coursework.

The Committee urges applicants to write their presentation abstracts or research project descriptions in language accessible to non-specialist readers. We look forward to receiving inquiries and applications at dfowler@ku.edu.

The Angela L. Jones Opportunity Fund, which used to be limited to graduate students focused on technical writing, has now been broadened to include graduate students in rhetoric and composition. The fund is designed to support travel, fees, research, and projects. The student does not have to be presenting a paper at a conference to be eligible. Applicants are encouraged to submit their materials well in advance, preferably six weeks before the travel dates. Electronic applications (preferably by Word or PDF attachment) are encouraged. Applications should include:

1. Cover letter detailing the professional activity to be completed, including title(s) of any presentation(s), dates of travel, destination, and an explanation of how the activity will help the applicant meet professional goals for his or her own work;
2. Copy of presentation abstract, conference session proposal, or research project description;
3. Copy of acceptance letter (for conference presentation or session), letter of invitation (for readings or workshops), or information regarding the archival materials to be viewed (for research projects);
4. Copy of completed coursework.

Applicants should write abstracts or project descriptions in language accessible to non-specialist readers. Inquiries and applications can be sent to ganatol@ku.edu.

Academic Misconduct

According to the University Senate Rules and Regulations (Article II, Section 2.6.1.), “Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments, or knowingly misrepresenting the source of academic work.” For discussion of procedures and penalties, see the University Senate Rules and Regulations: <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>

In addition, the departmental Graduate Committee has approved the following statement: “**Written work done for one class will not be accepted in another class.** Questions of interpretation of this rule must be cleared with the instructor in advance. Work submitted for any course is expected to be substantially original (i.e., original with the student) and designed to meet the requirements of the course.”

Grievance Procedures

Should a grievance arise, the student affected should make the circumstances known to the DGS, either directly or through the SAGE Ombuds. If the matter cannot be satisfactorily resolved at the departmental level, the next recourse is the University Ombuds. The last resort is the College Office of Graduate Affairs (COGA).

Grades, Incompletes, and Evaluations

Only grades of A—B are normally taken as indications that a graduate student has done satisfactory work in the courses in which they were received. Under current Graduate School regulations, an A designates above average graduate work; B, average work; C, passing but below average graduate work; D and F, failing graduate work. Instructors may assign + and - grades, as well as full letter grades. At least a 3.0 average in graduate work is required for the M.A.; a 3.5 average or higher is expected of Ph.D. aspirants.

The grade “I” (Incomplete) is used to indicate work of passing quality in a course, some part of which is, for good reason, unfinished. It is given only by advance arrangement between instructor and student. Some instructors may reserve the right not to give I’s. The Department discourages the taking of I’s except in truly unusual emergency situations; students are advised to make the removal of any I’s on their record a matter of first priority. The accumulation of more than three Incompletes or the failure to have an Incomplete removed within one year will result in a graduate student falling out of good academic standing and in non-reappointment to a graduate teaching assistantship.

The Faculty Senate recently changed the policies on incompletes. The bolded text below has been added to the University Senate Rules and Regulations:

2.2.3.1 The letter I should not be used when a definite grade can be assigned for the work done. It shall not be given for the work of a student in any course except to indicate that some part of the work has, **for reasons beyond the student’s control**, not been done, while the rest has been satisfactorily completed. **At the time an I is reported on the electronic roster**, the character and amount of work needed, **as well as the date required for completion and lapse grade if further work is not completed by this date**, should be indicated.

2.2.3.2 **A student who has an I posted for a course must make up the work by the date determined by the instructor, in consultation with the student, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An I not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor, and shall be indicated on the student’s record.**

2.2.3.4 **No graduate student will be allowed to take oral comprehensive exams if an I grade is currently listed on the student’s transcript.**

The letters S or U (Satisfactory or Unsatisfactory) are used in this system to indicate participation in M.A. exam, M.A. or M.F.A. thesis, doctoral exam, and dissertation defense, and in the first semester enrollment of a two-semester sequence course. Upon completion of a two-semester sequence course, the instructor shall assign a regular letter grade for each P (Pass) or S given. A grade of I is not appropriate for enrollment in thesis, exam hours, or dissertation and will not be accepted.

Falling Out of Good Standing

If a student falls out of good standing and has not returned to good standing after one semester out of good standing, the student’s name will be forwarded to the College and the student will be put on academic probation for one additional semester. Following the probationary period, the DGS and Graduate Committee senior staff will review the student’s progress. If satisfactory progress has not been made, the student may be dismissed from the program. S/he can also withdraw voluntarily. NOTE: If dismissed, the student cannot re-enroll at the university at any point in the future. Voluntary withdrawal allows a student to re-enroll at a future time.

Enrollment in Graduate Courses

Graduate work is considerably more demanding, and involves much more independent investigation, than undergraduate study. For this reason, students who have been used to carrying fifteen or eighteen (or more) hours per semester in college are expected to cut down their loads in graduate school. Graduate teaching assistants are expected to reduce their graduate course load according to the amount of time they spend teaching; for a teaching assistant, six hours is the normal course load. For all others, the Department regards nine credit hours as a normal, desirable full-time load in a fall or spring semester; a comparable load in a Summer Session would be three to six hours.

Kinds of Graduate Courses

The students will be aware that there are great differences between the typical graduate course and the typical undergraduate course. It may be less clear, especially at the outset of one’s graduate studies, that differences among graduate courses may be just as great. In general, the following descriptions hold true, in the Department of English:

600-level courses

Rather broad coverage of subject-matter areas; little previous knowledge of the field under study expected. These courses include both undergraduate and graduate students, and there are very few offered in any given semester.

Courses numbered below 600 may not be taken for graduate credit. 500-level courses do not satisfy any requirement towards the M.A., M.F.A., or Ph.D. degrees. A maximum of two 600-level classes can count toward one's graduate degree.

ENGL 800: Methods, Theory, and Professionalism

ENGL 800 is designed to introduce graduate students to the history, methods, resources, conventions, and issues peculiar to English studies and to prepare them to go forward in their graduate careers. Its basic divisions are the history and present status of English studies; the nature and analysis of texts; reference sources and bibliographical tools in all areas of English studies; current critical and theoretical approaches to language, literature, and rhetoric. The course is required for entering Ph.D. students who did not have a similar course in their master's program, and it is one of the courses that can fulfill the theories and methods requirement for the M.A. It is strongly recommended for MFA students who plan to continue in academia. The DGS will decide whether a course taken elsewhere may fulfill this requirement.

Instructors should teach ENGL 800 as a service course. Its focus is the field as a whole (with the exception of creative writing), and the course should benefit students who want a fuller understanding of literary history and criticism, literary theory, composition and rhetoric, and language study. It should not be confined to the instructor's individual interests.

700-level and 800-level courses

Coverage is likely to be more intensive, and field somewhat more limited (although not narrowly confined to the instructor's individual research), than 600-level courses; amount of writing and student participation in class work, much of it reflecting independent study, likely to be greater than in 600-level courses; classes likely to be smaller than in 600-level courses.

900-level courses (seminars)

Coverage likely to be quite limited; amount of writing and student participation in class work, a great deal if not all of it reflecting independent investigation, likely to be larger than in 700-level and 800-level courses; classes likely to be smaller than in 700-level and 800-level courses (normal maximum for seminars: twelve students); previous knowledge of the field, normally acquired in formal coursework, essential. ENGL 800 is a prerequisite for all seminars, except with instructor approval.

A seminar should develop:

- A student's skill in doing research and formulating and articulating the results of such research.
- A student's ability to form an extended critical or scholarly synthesis of materials.

As a challenging intellectual enterprise for advanced graduate students, a seminar will strike some balances:

- Between the interests, qualifications, and responsibilities of the professor and those of the students.
- Between independent investigation and group interaction.

ENGL 897: Preparation for the MA Exam

An independent reading course for students preparing to take the M.A. examination and not otherwise enrolled in the semester of the examination. The grade in the course will be S or U, as determined by performance on the examination.

ENGL 997: Preparation for the Doctoral Examination

Doctoral students will normally enroll for this course during the semester or Summer Session immediately preceding the doctoral examination. There is no formal work required; rather, students use this time to read widely and review intensively, and to consult freely the members of their examining committees and other members of the graduate faculty about appropriate subjects for study. The grade in the course is an S, which is changed to an A or B if the exam is judged Satisfactory. Students are strongly discouraged from enrolling in this course for a total of more than 12 hours. (During the semester in which a student takes the doctoral examination [formally called the

comprehensive examination], he or she should enroll for Dissertation, ENGL 999.) ENGL 997 does not count toward the residence requirement.

Courses Required of Graduate Teaching Assistants

All new graduate teaching assistants are required to take ENGL 801 and 802, Practicum in the College Teaching of English I and II, during their first two years, unless excused by the Director of Freshman-Sophomore English on the basis of appropriate teaching experience elsewhere (in this case, the new GTA must audit the course). These courses carry three and one credits respectively.

Transfer Credit

Thirty semester hours of graduate work must be done at this University, though nine hours of transferred graduate credit may be applied toward this total. Students planning to transfer graduate credit from other institutions are urged to secure advance approval from the DGS; in order to have the DGS consider counting this credit, they must submit, to the Department, an official transcript showing the work done elsewhere and graded A or B, and indicating clearly that it was taken for graduate credit while enrolled in a graduate program but was not counted toward a degree. Graduate Studies will not accept for transfer:

1. Courses taken at a university outside of the United States.
2. Courses from any non-accredited domestic school.
3. Courses listed as workshops or institutes.
4. Distance-learning classes.
5. Courses graded lower than a B.

Changing Programs or Tracks Within the Department

A student wishing to switch between programs within the department must write a short letter of application to the DGS, detailing the reasons for the change. (If the change is approved, the letter will be placed in the student's file.) The application should also include relevant writing samples for evaluation by at least three faculty members in the proposed program (Creative Writing, Rhetoric/Composition/Language Studies, or Literature/Literary Theory). These faculty members will be selected by the DGS based on field of study and availability. Students will not be able to switch programs until the completion of their first year of coursework.

For all MA students in Rhetoric and Composition: Any student who wants to move from the standard MA program to the Rhetoric and Composition 5-year PhD program should consult with the Graduate Director and one of the faculty in Rhetoric and Composition for advice about the appropriateness of the accelerated program for that individual student. If the student wishes to proceed with changing programs, the student should submit to a Rhetoric and Composition faculty member an (unofficial) transcript from KU and a sample paper written in a graduate-level Rhetoric and Composition course at KU. The faculty in the field will consult to determine whether the switch of programs is appropriate.

Application for Degree

Early in the semester in which he or she expects to complete degree requirements, a graduate student should complete the online Application for Graduation form through the Enroll & Pay website. This form must be completed by the deadline set by the Graduate Division (Appendix F).

For the Master of Arts

Course Requirements

Option 1a—Literature

1. A total of 30 hours in English courses carrying graduate credit. No more than 6 hours may be taken at the 600 level. At least 6 hours must be taken at the 900 or seminar level. ENGL 998 does not count as a seminar or 900-level class. **Exam option** students will take 9 conventional courses (27 hours), plus 3 hours of ENGL 897 (exam preparation hours) or another elective course. **Thesis option** students will take 8 conventional courses (24 hours), plus 6 hours of ENGL 899 (MA or MFA thesis hours).
2. 3 hours (1 course) on Methods or Theory appropriate to different areas of focus in Literary Studies: ordinarily 708, 709, 800, or another course appropriately designated by the Graduate Director. A 998 (Directed Reading) directly focused on questions of methods and theory can fulfill this requirement if approved by the Graduate Director.
3. 3 hours (1 course) on Pedagogy: the 801-802 sequence (required for TAs), 780, or other appropriate course as approved by the Graduate Director.
4. 18 (6 courses with **thesis option**) or 21 (7 courses with **exam option**) distribution hours to be selected in consultation with advisors (Graduate Director during first year and thereafter advisors with whom students plan to move toward exam or thesis options). **At least one course must be pre-1700; at least one must be 1700-1900; and at least one must be after 1900.** Two courses (6 hours) outside the department may be included in the 18 distribution hours with approval of the Graduate Director.
5. **Exam option** (3 hours): the student will generally enroll in 3 hours of ENGL 897 (exam preparation hours) and must pass a 90-minute oral exam based on a 30-item exam list of literary and / or theoretical texts, including at least 6 items from before 1700; at least 6 items from 1700-1900; and at least 6 items from 1900-present. The student may opt to enroll in one additional 3-hour elective course instead of ENGL 897.
6. **Thesis Option** (6 hours): The student must enroll in 6 hours of ENGL 899 (MA or MFA thesis hours) over 2 semesters of thesis work: (1) a first semester of work with the thesis director leading to polished proposal with a bibliography; and (2) a thesis semester of writing leading to defense of finished thesis.

Option 1b—Literature and Literary Theory

1. A total of 30 hours in English courses carrying graduate credit. No more than 6 hours may be taken at the 600 level. At least 6 hours must be taken at the 900 or seminar level. ENGL 998 does not count as a seminar or 900-level class. **Exam option** students will take 9 conventional courses (27 hours), plus 3 hours of ENGL 897 (exam preparation hours) or another elective course. **Thesis option** students will take 8 conventional courses (24 hours), plus 6 hours of ENGL 899 (MA or MFA thesis hours).
2. 3 hours (1 course) on Methods or Theory appropriate to different areas of focus in Literary Studies: ordinarily 708, 709, 800, or another course appropriately designated by the Graduate Director. A 998 (Directed Reading) directly focused on questions of methods and theory can fulfill this requirement if approved by the Graduate Director.
3. 3 hours (1 course) on Pedagogy: the 801-802 sequence (required for TAs), 780, or other appropriate course as approved by the Graduate Director.
4. 18 (6 courses with **thesis option**) or 21 (7 courses with **exam option**) distribution hours to be selected in consultation with advisors (Graduate Director during first year and thereafter advisors with whom students plan to move toward exam or thesis options). **At least one course (3 hours) must be pre-1800; at least one (3 hours) must be post-1800. At least two courses (6 hours), besides the course used to fulfill requirement 2 (Methods or Theory) must focus primarily on Literary Theory.** Two courses (6 hours) outside the department may be included in the 18 distribution hours with approval of the Graduate Director.
5. **Exam option** (3 hours): the student will generally enroll in 3 hours of ENGL 897 (exam preparation hours) and must pass a 90-minute oral exam based on a 30-item exam list of literary and / or theoretical texts, including at least 6 items pre-1800; at least 6 items post-1800; and at least 12 items in theory. The student may opt to enroll in one additional 3-hour elective course instead of ENGL 897.
6. **Thesis Option** (6 hours): The student must enroll in 6 hours of ENGL 899 (MA or MFA thesis hours) over 2 semesters of thesis work: (1) a first semester of work with the thesis director leading to polished proposal with a bibliography; and (2) a thesis semester of writing leading to defense of finished thesis.

Option 2a—Rhetoric and Composition

1. A total of 30 hours in English courses carrying graduate credit. No more than 6 hours may be taken at the 600 level. At least 6 hours must be taken at the 900 or seminar level. ENGL 998 does not count as a seminar or 900-level class. **Exam option** students will take 9 conventional courses (27 hours), plus 3 hours of ENGL 897 (exam preparation hours) or another elective course. **Thesis option** students will take 8 conventional courses (24 hours), plus 6 hours of ENGL 899 (MA or MFA thesis hours).
2. 3 hours (1 course) on Methods or Theory appropriate to different areas of focus in Rhetoric and Composition, ordinarily 780 (Composition Studies), or another course appropriately designated by the Graduate Director. A 998 (Directed Reading) directly focused on questions of methods and theory can fulfill this requirement if approved by the Graduate Director.
3. 3 hours (1 course) on Pedagogy: the 801-802 sequence (required for TAs), 780, or other appropriate course as approved by the Graduate Director.
4. 18 (6 courses with **thesis option**) or 21 (7 courses with **exam option**) distribution hours (6 courses) to be selected in consultation with advisors (Graduate Director during first year and thereafter advisors with whom students plan to move toward exam or thesis options). At least **6 hours in Rhetoric and Composition courses (including at least one seminar) beyond the courses used to fulfill requirements 2 (Methods and Theory) and 3 (Pedagogy)**.
5. 6 hours of elective courses
6. For students selecting the **exam option**, 6 hours in second exam area (rhetoric and composition specialty, English language studies, literature, literary theory), including at least one seminar
7. Two courses (6 hours) outside the department may be included in the 18 distribution hours with approval of the Graduate Director.
8. **Exam option** (3 hours): The student will generally enroll in 3 hours of ENGL 897 (exam preparation hours) and must pass a 90-minute oral exam based on two lists developed in consultation with advisors: a) a 15-item exam list of works in rhetoric and composition, and b) a 15-item exam list of works in a second area: literature, literary theory, English Language Studies, or specialty within rhetoric and composition. The student may opt to enroll in one additional 3-hour elective course instead of ENGL 897.
9. **Thesis Option** (6 hours): The student must enroll in 6 hours of ENGL 899 (MA or MFA thesis hours) over 2 semesters of thesis work: (1) a first semester of work with the thesis director leading to polished proposal with a bibliography; and (2) a thesis semester of writing leading to defense of finished thesis.

Option 2b—English Language Studies

1. A total of 30 hours in English courses carrying graduate credit. No more than 6 hours may be taken at the 600 level. At least 6 hours must be taken at the 900 or seminar level. ENGL 998 does not count as a seminar or 900-level class. **Exam option** students will take 9 conventional courses (27 hours), plus 3 hours of ENGL 897 (exam preparation hours) or another elective course. **Thesis option** students will take 8 conventional courses (24 hours), plus 6 hours of ENGL 899 (MA or MFA thesis hours).
2. 3 hours (1 course) on Methods or Theory appropriate to different areas of focus in English Language Studies: 785 or 787, or another course appropriately designated by the Graduate Director. A 998 (Directed Reading) directly focused on questions of methods and theory can fulfill this requirement if approved by the Graduate Director.
3. 3 hours (1 course) on Pedagogy: the 801-802 sequence (required for TAs), 780, 781, or other appropriate course as approved by the Graduate Director.
4. 18 (6 courses with thesis option) or 21 (7 courses with exam option) distribution hours to be selected in consultation with advisors (Graduate Director during first year and thereafter advisors with whom students plan to move toward exam or thesis options). At least **6 hours in English Language Studies courses (including at least one seminar) beyond the courses used to fulfill requirements 2 (Methods and Theory) and 3 (Pedagogy)**.
5. 6 hours of elective courses.
6. For students selecting the **exam option**, 6 hours in second exam area (rhetoric and composition, literature, literary theory), including at least one seminar.
7. Two courses (6 hours) outside the department may be included in the 18 distribution hours with approval of the Graduate Director.
8. **Exam option** (3 hours): The student will generally enroll in 3 hours of ENGL 897 (exam preparation hours) and must pass a 90-minute oral exam based on two lists developed in consultation with advisors: a) a 15-item exam list of works in English Language Studies, and b) a 15-item exam list of works in a second

area: literature, literary theory, or rhetoric and composition. The student may opt to enroll in one additional 3-hour elective course instead of ENGL 897.

9. **Thesis Option** (6 hours): The student must enroll in 6 hours of ENGL 899 (MA or MFA thesis hours) over 2 semesters of thesis work: (1) a first semester of work with the thesis director leading to polished proposal with a bibliography; and (2) a thesis semester of writing leading to defense of finished thesis. No petitions for reduced semesters will be accepted, although students may enroll in 899 concurrently with coursework.

For all MA students, a note on English 998: A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement.

The M.A. Thesis

At least three calendar weeks prior to the defense date, the student will submit the final draft of the thesis to all the committee members and inform the Graduate Secretary. **Failure to meet this deadline will necessitate rescheduling the defense.**

College policy on teleconferencing/remote participation of committee members is as follows:

“Ideally, all members of the committee are physically present at graduate student oral examinations, which include the master’s comprehensive oral exam, the master’s final oral exam (i.e. thesis defense), the doctoral comprehensive oral exam, and the doctoral final oral exam (i.e. dissertation defense). **A majority of committee members must be physically present for an examination to commence;** for doctoral oral examinations this requirement is 3 of the 5 members, for master’s oral examinations the requirement is 2 of the 3 members. In addition, **it is required that the student being examined, the chair of the committee, and the outside committee member all be physically present at the examination or defense.** Mediated attendance by the student, chair and outside member is prohibited. When a situation arises in which a committee member cannot be physically present, attendance via mediated means (tele/video-conferencing) is acceptable at the discretion of the committee chair. In cases where the student prefers an examination in which all committee members are physically present, the student’s preference shall be honored.” <http://policy.ku.edu/graduate-studies/oral-exam-attendance>

The exam room is reserved for two hours to allow for committee deliberation. The defense itself is limited to no more than ninety minutes.

Although compelling arguments have been presented for eradicating the designation of "Honors" altogether, "Honors" on the written thesis is necessary for that work to be nominated for CLAS's annual competition for Outstanding MA Thesis. "Honors" will be given to theses that are rated "Outstanding" in all or most of the categories on the MA thesis rubric (see Appendix F).

Accumulating Grades of Unsatisfactory

If a student does not make progress during the thesis-writing stage, and accumulates more than one Unsatisfactory on his or her transcript, s/he will fall out of good standing in the department. For details on the consequences of falling out of good standing, see “Falling Out of Good Standing,” page 6.

Oral Examination

If the student elects to take the final oral exam rather than write a thesis, he or she will ask a member of the graduate faculty of the Department (preferably his/her advisor) to be the chairperson of the examining committee. The other two members of the committee will be chosen in consultation with the committee chair. To be eligible for the examination, the candidate must have completed coursework. It is the obligation of the candidate to advise the Graduate Director that he or she plans to take the oral examination and confirm coursework completion; this must be done at least one month before the date of the examination.

At least three weeks before the examination, the student must submit to each member of the examining committee the list of texts, prepared in consultation with the chair of the examining committee, on which he or she wishes to be examined (see notations for exam option, above). At the same time, the Graduate Secretary should be given a copy of the student’s list. [For specific list requirements, see the Course Requirements for your track, above.]

College policy on teleconferencing/remote participation of committee members is as follows:

“Ideally, all members of the committee are physically present at graduate student oral examinations, which include the master’s comprehensive oral exam, the master’s final oral exam (i.e. thesis defense), the doctoral comprehensive oral exam, and the doctoral final oral exam (i.e. dissertation defense). **A majority of committee members must be physically present for an examination to commence**; for doctoral oral examinations this requirement is 3 of the 5 members, for master’s oral examinations the requirement is 2 of the 3 members. In addition, **it is required that the student being examined, the chair of the committee, and the outside committee member all be physically present at the examination or defense**. Mediated attendance by the student, chair and outside member is prohibited. When a situation arises in which a committee member cannot be physically present, attendance via mediated means (tele/video-conferencing) is acceptable at the discretion of the committee chair. In cases where the student prefers an examination in which all committee members are physically present, the student’s preference shall be honored.” <http://policy.ku.edu/graduate-studies/oral-exam-attendance>

The exam room is reserved for two hours to allow for committee deliberation. The defense itself is limited to no more than ninety minutes.

Time to Degree

According to the Graduate Catalogue, “Master’s degree students are allowed 7 years for completion of all degree requirements.” Ph.D. students who arrive with an MA from another institution “complete all degree requirements in 8 years,” and those “who complete the master’s degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees.”

The College is intent upon enforcing these time limits. Accordingly, students should not expect the Department to grant extensions of the above limits.

Students may request a leave of absence from the College Office of Graduate Affairs; it must be renewed on a yearly basis. However, after an absence of five years “a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division.”

In addition, the Office of Student Financial Aid has the following guidelines for Satisfactory Academic Progress:

- Complete a Master’s degree within 7 years of the first day of enrollment;
- Complete a Doctoral degree within 8 years of the first day of enrollment;
- Complete a combined Master’s/Doctoral program within 10 years of the first day of enrollment.

Admission to the Ph.D. Program

To apply to the Ph.D. program, M.A. students must submit the materials required of any new applicant, including a new application form and fee. The student need not resubmit transcripts that were included in the M.A. application, but the applicant must submit a current KU transcript that shows all M.A. coursework.

Please note that forms allowing the student to waive access to letters of recommendation are available from the Graduate Secretary. Students seeking letters are advised to sign and give a copy to each recommender, unless the letter-writers prefer to submit their letter electronically.

For the Master of Fine Arts

Course Requirements

1. Four graduate courses in literature, literary theory, forms, or rhetoric/composition/language studies (12 hours).
2. Four graduate creative writing workshops (12 hours).
3. No more than six hours may be taken at the 600-level.
4. Seven to nine hours in electives or practica, chosen from graduate courses in the Department of English, or approved courses in another department.
5. ENGL 899, Thesis (15 hours). Original writing in prose fiction, poetry, drama, or nonfiction prose.

A student wishing to enroll in English 998 (Investigation and Conference) must secure the prior approval of the member of the graduate faculty with whom he or she intends to work and the approval of the Graduate Director. Further, a candidate for the Master of Arts may apply no more than 6 hours of English 998 toward the 30-hour course requirement, and no more than 3 hours of English 998 may be used to fulfill the course distribution requirements in either literature or language and composition.

The M.F.A. Thesis

To be eligible to defend, the candidate must have virtually completed coursework, and finished the thesis. **It is the obligation of the candidate to advise the Graduate Director that he or she plans to take the thesis defense and confirm completion of coursework; this must be done at least one month before the date of the defense.**

At least three calendar weeks prior to the defense date, the student will submit the final draft of the thesis to all the committee members and inform the Graduate Secretary. **Failure to meet this deadline will necessitate rescheduling the defense.**

Accumulating Grades of Unsatisfactory

If a student does not make progress during the thesis-writing stage, and accumulates more than one Unsatisfactory on his or her transcript, s/he will fall out of good standing in the department. For details on the consequences of falling out of good standing, see “Falling Out of Good Standing,” page 8.

Admission to the Ph.D. Program

To apply to the Ph.D. program, M.F.A. students must submit the materials required of any new applicant, including a new application form and fee. The student need not resubmit transcripts that were included in the M.F.A. application, but the applicant must submit a current KU transcript that shows all M.F.A. coursework.

For the Ph.D. in Literary Studies and Creative Writing

Course Requirements

1. At least 24 hours of credit in appropriate formal graduate courses beyond the M.A. or M.F.A. At least 15 hours (in addition to 800 if not taken for the M.A.) of this course work must be taken from among courses offered by the Department of English at the 700-level and above. English 997 and 999 credits cannot be included among the 24 hours. Students may petition to take up to 6 hours outside the Department.
2. ENGL 800.
3. Two seminars (courses numbered 900 or above) offered by the Department of English at the University of Kansas, beyond the M.A. or M.F.A. ENGL 998 does not fulfill this requirement.
4. ENGL 999, Dissertation (at least 12 hours).

Doctoral Exam (formerly called the Comprehensive Exam)

During the oral examination (not to exceed three hours in length), a student will be tested on his or her comprehension of a literary period or movement, including all genres and groups of authors within that period or movement. In addition, the student will be tested on two of the following six areas of study:

1. An adjacent or parallel literary period or movement,
2. An author or group of related authors,
3. A genre,
4. Criticism and literary theory,
5. Composition theory, and
6. English language.

No title from any field list may appear on either of the other two lists. See Best Practices section for more details on these six areas. See below for a description of the Review of the Dissertation Proposal (RDP), which the candidate takes the semester after passing the Doctoral exam.

For the Ph.D. In Composition and Rhetoric, M.A. to Ph.D. standard track

For MA students in Rhetoric and Composition: Any student who wants to move from the standard MA program to the Rhetoric and Composition 5-year PhD program should consult with the Graduate Director and one of the faculty in Rhetoric and Composition for advice about the appropriateness of the accelerated program for that individual student. If the student wishes to proceed with changing programs, the student should submit to a Rhetoric and Composition faculty member an (unofficial) transcript from KU and a sample paper written in a graduate-level Rhetoric and Composition course at KU. The faculty in the field will consult to determine whether the switch of programs is appropriate.

Course Requirements

1. At least 24 hours of credit in appropriate formal graduate courses beyond the M.A. or M.F.A. At least 15 hours (in addition to 800 if not taken for the M.A.) of this course work must be taken from among courses offered by the Department of English at the 700-level and above. English 997 and 999 credits cannot be included among the 24 hours. Students may petition to take up to 6 hours outside the Department.
2. An introduction to the field: either ENGL 800: Methods, Theory, and Professionalism, or ENGL 780: Composition Studies.
3. Two seminars (courses numbered 900 or above) offered by the Department of English at the University of Kansas, beyond the M.A. or M.F.A., at least one of which should be in Rhetoric and Composition. ENGL 998 does not fulfill this requirement.
4. ENGL 999, Dissertation (at least 12 hours).

Doctoral Exam (formerly called the Comprehensive Exam)

During the oral examination (not to exceed three hours in length), a student will be tested on three areas:

1. The literature of Rhetoric and Composition;
2. Two other areas of study selected in consultation with the student's committee
 - a. rhetorical history
 - b. a contemporary body of theory

- c. English language and linguistics
- d. a literary period
- e. program studies
- f. another major area defined in consultation with the student's committee
- g. literacy studies

No title from any field list may appear on either of the other two lists. See the Best Practices section for more details on these areas. See below for a description of the Review of the Dissertation Proposal, which the candidate takes the semester after passing the Doctoral exam.

For the Ph.D. in Composition and Rhetoric, B.A. to Ph.D. accelerated track

Note on the accelerated degree: This 5-year program is designed for students who wish to pursue the Ph.D. degree without an intermediary M.A. degree. Students who decide not to pursue the Ph.D. after at least 30 hours of coursework may elect to stop at a Master of Arts degree by successfully passing the Department's Option II Final Oral Examination. Note that this examination requires knowledge of literature from a range of periods, for which students would need to prepare themselves.

Note for students with M.A. degrees: Students with M.A. degrees, either from the University of Kansas or elsewhere, may apply to and be admitted to this Ph.D. program. Prior coursework that is relevant to this specialization may reduce the number of required hours if approved by the student's graduate advisor in consultation with the Department's Graduate Director.

Each student admitted to the Ph.D. in Rhetoric and Composition program will be assigned a graduate advisor from among the faculty in Rhetoric and Composition, who will help the student plan an initial course of study. After the first semester, students may ask other faculty members in the field to serve as their graduate advisors, depending on availability. The students and their graduate advisors will together design and monitor a coherent program of study, individualized to serve each student's goals within current expectations for a PhD in Rhetoric and Composition. Each student's individualized program of study must meet the minimum requirements detailed below.

Course Requirements

1. At least 36 hours of credit in appropriate formal graduate courses beyond the B.A. At least 30 hours of this course work must be taken from among courses offered at the 700-level and above. ENGL 997 and 999 credits cannot be included among the 36 hours.
2. Students in this specialization may take up to 12 hours outside the Department without petition, with written approval by the students' graduate advisors. Students may petition to take more hours outside the Department, with the approval of their graduate advisors, and provided they can demonstrate how the courses fit within their programs of study.
3. An introduction to the field: either ENGL 800 Introduction to Graduate Study in English or ENGL 780 Composition Studies
4. At least 3 seminars (numbered 900 or above) offered by the Department of English at the University of Kansas, at least two of which should be in Rhetoric and Composition. ENGL 998 does not fulfill this requirement.
5. ENGL 999, Dissertation (at least 12 hours).

Doctoral Exam (formerly called the Comprehensive Exam)

During the oral examination (not to exceed three hours in length), a student will be tested on three areas:

3. The literature of Rhetoric and Composition;
4. Two other areas of study selected in consultation with the student's committee
 - h. rhetorical history
 - i. a contemporary body of theory
 - j. English language and linguistics
 - k. a literary period
 - l. program studies
 - m. another major area defined in consultation with the student's committee
 - n. literacy studies

No title from any field list may appear on either of the other two lists. See the Best Practices section for more details on these areas. See below for a description of the Review of the Dissertation Proposal, which the candidate takes the semester after passing the Doctoral exam.

For all Ph.D. Students

ENGL 998 (Investigation and Conference)

A student wishing to enroll in ENGL 998 must secure the prior approval of the graduate faculty member with whom he or she intends to work. Six hours of ENGL 998 may be counted toward the 24-hour course credit required.

ENGL 998 does not fulfill the 900-level seminar requirement.

Responsible Scholarship and Research Skills (RSRS) Requirement

For Doctoral students, the university requires completion of a course in responsible scholarship (ENGL 800, 780, or the equivalent). In addition, the Department requires reading knowledge of one approved foreign language: Old English, French, German, Spanish, Italian, Russian, Japanese, Greek, Latin, or Hebrew. Upon successful petition, a candidate may substitute reading knowledge of another language that is studied at the University or is demonstrably appropriate to the candidate's program of study.

Doctoral students must fulfill the requirement **before** they take their doctoral examination. Students are permitted three attempts at passing each foreign language or research skill. Three methods of demonstrating reading knowledge for all approved languages except Old English are acceptable:

1. Presenting 16 hours, four semesters, or the equivalent of undergraduate credit, earned with an average of C or better.
2. Passing a graduate reading course at the University of Kansas or peer institution (e.g., French 100, German 100, etc.) with a grade of C or higher. In the past, some of these reading courses have been given by correspondence; check with the Division of Continuing Education for availability.
3. Passing a translation examination given by a designated member of the English Department faculty or by the appropriate foreign language department at KU. The exam is graded pass/fail and requires the student to translate as much as possible of a representative text in the foreign language in a one-hour period, using a bilingual dictionary.
4. Passing a translation examination given by the appropriate foreign language department at the MA-granting institution. Successful completion must be reflected either on the MA transcript or by a letter from the degree-granting department.

To fulfill the language requirement using Old English, students must successfully complete ENGL 710 (Introduction to Old English) and ENGL 712 (Beowulf).

Residence Requirement

An important element in the prior planning of a student's doctoral program is the residence requirement, which may not be waived or satisfied merely by identification of formal enrollment. A doctoral student must fulfill the residence requirement before taking the doctoral exam. Two consecutive semesters, which may include one summer session, must be spent in full-time resident study at the University of Kansas. During this period of residence, the student must be involved full-time in academic or professional pursuits, which may include an appointment for teaching or research, if the teaching/research is directed specifically toward the student's degree objectives.

SEMESTER	Hours	%Employment
	9	--
	6	50%

SUMMER	Hours	%Employment
	6	--
	3	50%

Employment outside the department may be used to fulfill part of the residency requirement, as long as the student can show how the employment relates to his or her degree. Any questionable employment will have to be petitioned to the College office, with support from the student's department.

For international students, nine (9) credit hours will fulfill the U.S. Immigration and Naturalization Service's requirements for full-time enrollment.

Doctoral Exam (formerly called the Comprehensive Exam)

Exam committees must be composed of five members. Three committee members must hold regular graduate faculty status within the English department and the fifth member is the Graduate Studies Representative (formerly known as "Outside Member"). This leaves one committee space for committee members who are (1) regular graduate faculty in the department, (2) outside the department but not serving as the Graduate Studies Representative, or (3) inside the department but without regular graduate faculty status. If your committee does not conform to that policy, you must petition the college to approve your committee. Please see the graduate secretary about this process.

Doctoral students must take their doctoral examination within three semesters (excluding summers) of the end of the semester in which they took their final course. If a student receives an Incomplete for a course, the timeline is not postponed until the Incomplete is resolved. For example, a student completing doctoral course work in Spring 2018 will need to schedule their doctoral exam no later than the end of Fall semester 2019. Delays may be granted by petition to the Graduate Director in highly unusual circumstances. Failure to take the exam within this time limit without an approved delay will result in the student's falling out of good standing. **For details on the consequences of falling out of good standing, see "Falling Out of Good Standing," page 6.**

A student may not take his or her doctoral exam until the university's Research Skills and Responsible Scholarship requirement is fulfilled (ENGL 800 or equivalent and reading knowledge of one foreign language or equivalent).

While many students confer with the DGS as they *begin* the process of developing their lists, they are also required to submit a copy of their *final* exam list to the DGS. Most lists will be left intact, but the DGS might request that overly long lists be condensed, or extremely short lists be expanded.

The student will write a substantial (minimum 6 double-spaced pages) Review of Literature (formerly called the "Rationale") for each of his/her lists. The three together should not exceed 25 double-spaced pages. Each section should demonstrate an advanced awareness of the current critical and/or methodological tendencies and the dominant debates that guide work in the field. To achieve this goal, the Review of Literature will include an overview of critical discussion of the defining attributes of the field, as well as a recent (past 30-40 years) history of major issues and debates in the field. For example, for a literary period, the student might include an overview of critical definitions of the period as a coherent "-field" (i.e. an overview of primary formal and thematic elements, of the relationship between literary and social/historical developments, of prominent movements, etc.) as well as of recent critical debates and topics. If one were doing a genre, the Review of Literature might include major theories of its constitution and its significance, as well as of its changes over time.

The Reviews of Literature will not be produced in an exam context, but in the manner of papers that are researched and developed in consultation with advisors. Final exam lists need to be approved and signed by the committee at least 12 weeks prior to the prospective exam date. The lists should then be submitted to the Graduate Secretary. Reviews of Literature need to be approved and signed by the committee at least three weeks prior to the exam date. Failure to meet this deadline will result in rescheduling the exam. No further changes to lists or Reviews of Literature will be allowed after official approval.

To facilitate quick committee approval, students may copy the graduate secretary on the email to the committee that contains the final version of the lists and reviews of literature. Committee members may then respond to the email in lieu of signing a printed copy.

Each portion of the oral examination must be deemed passing before the student can proceed to the Review of the Dissertation Proposal. If a majority of the committee judges that the student has not answered adequately on one of the three areas of the exam, the student must repeat that portion in a separate oral exam of one hour, to be taken within one month. **Failure in two areas constitutes failure of the exam and requires a retake of the whole.** The doctoral examining committee will render a judgment of Satisfactory or Unsatisfactory on the entire examination. A

student who fails the exam twice may, upon successful petition to the Graduate Committee, take it a third and final time.

Remote participation of committee members via technology

College policy on teleconferencing/remote participation of committee members is as follows:

“Ideally, all members of the committee are physically present at graduate student oral examinations, which include the master’s comprehensive oral exam, the master’s final oral exam (i.e. thesis defense), the doctoral comprehensive oral exam, and the doctoral final oral exam (i.e. dissertation defense).

A majority of committee members must be physically present for an examination to commence; for doctoral oral examinations this requirement is 3 of the 5 members, for master’s oral examinations the requirement is 2 of the 3 members. In addition, **it is required that the student being examined, the chair of the committee, and the outside committee member all be physically present at the examination or defense.** Mediated attendance by the student, chair and outside member is prohibited.

When a situation arises in which a committee member cannot be physically present, attendance via mediated means (tele/video-conferencing) is acceptable at the discretion of the committee chair. In cases where the student prefers an examination in which all committee members are physically present, the student’s preference shall be honored.”

<http://policy.ku.edu/graduate-studies/oral-exam-attendance>

Post-Doctoral Exam Enrollment

Ph.D. candidates must be continuously enrolled in Dissertation hours, including during the summer semester, from the time they pass the doctoral examination until successful completion of the final oral examination (defense of dissertation). If a student does not have a teaching appointment for the summer, they are still responsible for paying for their summer tuition. Enrollment should accurately reflect the amount of work that the candidate expects to accomplish during the semester or Summer Session in question. There are, however, certain minima to be observed:

1. Students enroll for a minimum of 6 hours of Dissertation each Fall and Spring semester and a minimum of 3 hours of Dissertation each Summer Session, until the total of post-doctoral exam Dissertation hours is 18. **In order to more quickly reach the 18-hour minimum, and to be sooner eligible for GRAships, it is highly recommended that students enroll in 9 hours of Dissertation in the Spring and Fall semesters.**
2. Once a student has accumulated 18 post-doctoral exam Dissertation hours, each subsequent enrollment, including the summer semester, will be for a number of hours agreed upon as appropriate between the student and his or her advisor, the minimal enrollment each semester being 1 hour. During the summer semester, GTAs who are past the 18-hour mark may enroll for one hour during the summer, but are responsible for paying their own tuition costs.
3. A student must be enrolled in at least one hour of credit at KU during the semester he or she graduates. Although doctoral students must be enrolled in 999 while working on their dissertations, per current CLAS regulations, there is no absolute minimum number of ENGL 999 hours required for graduation.
4. Students who live and work outside the Lawrence area will, under current University regulations, have their fees assessed at the Field Work rate, which is somewhat lower than the on-campus rate. Students must petition the College Office of Graduate Affairs before campus fees will be waived.

Review of the Dissertation Proposal (RDP)

As soon as possible following successful completion of the doctoral exam, the candidate should establish his or her three-person core dissertation committee, and then expeditiously proceed to the preparation of a dissertation proposal. **Within the semester following completion of the doctoral exam,** the student will present to the chair of his or her dissertation committee a written narrative of approximately **10-15 pages**, not including bibliography, of the dissertation proposal. Copies of this proposal will be submitted to the members of the dissertation committee no later than **three weeks prior** to the scheduled examination date.

In the proposal, students will be expected to define: the guiding question or set of questions; a basic thesis (or hypothesis); how the works to be studied or the creative writing produced relate to that (hypo)thesis; the theoretical/methodological model to be followed; the overall formal divisions of the dissertation; and how the study will be situated in the context of prior scholarship (i.e., its importance to the field). The narrative section should be followed by a bibliography demonstrating that the candidate is conversant with the basic theoretical and critical

works pertinent to the study. For creative writing students, the proposal may serve as a draft of the critical introduction to the creative dissertation. Students are expected to consult with their projected dissertation committee concerning the preparation of the proposal.

The review will focus on the proposal, although it could also entail determining whether or not the candidate's knowledge of the field is adequate to begin the composition process. The examination will be graded pass/fail. If it is failed, the committee will suggest areas of weakness to be addressed by the candidate, who will rewrite the proposal and retake the review **by the end of the following semester**. If the candidate abandons the entire dissertation project for another, a new RDP will be taken. (For such a step to be taken, the change would need to be drastic, such as a move to a new field or topic. A change in thesis or the addition or subtraction of one or even several works to be examined would not necessitate a new proposal and defense.) **If the student fails to complete the Review of the Dissertation Proposal within a year of the completion of the doctoral exams, s/he will have fallen out of departmental good standing.** For details on the consequences of falling out of good standing, see "Falling Out of Good Standing," page 8. **This may result in not being reappointed to graduate teaching assistantships for the following academic year.** After passing the Review of the Dissertation Proposal, the student should forward one signed copy of the proposal to the Graduate Secretary. The RDP may last no longer than 90 minutes.

The Doctoral Dissertation

The Graduate Catalog states that the doctoral candidate "must present a dissertation showing the planning, conduct and results of original research, and scholarly creativity." While most Ph.D. candidates in the Department of English write dissertations of a traditional, research-oriented nature, a creative writing candidate may elect to do a creative-writing dissertation involving fiction, poetry, drama or nonfiction prose. **Such a dissertation must contain a section of scholarly research related to the creative writing.** The precise nature of the scholarly research component should be determined by the candidate in consultation with the dissertation committee and the Graduate Director. Candidates wishing to undertake such a dissertation must complete all Departmental requirements demanded for the research-oriented Ph.D. degree.

The dissertation committee will consist of at least **four members**—three "core" English faculty members, plus a fourth English faculty member for the defense. It may include (with the Graduate Director's approval) members from other departments and, with the approval of the University's Graduate Council, members from outside the University. The candidate's preferences as to the membership of the dissertation committee will be carefully considered; the final decision, however, rests with the Department and with the office of Graduate Studies. All dissertation committees must get approval from the Director of Graduate Studies before scheduling the final oral exam (defense). Furthermore, any changes in the make-up of the dissertation committee from the Review of the Dissertation Proposal committee must be approved by the Director of Graduate Studies.

Membership of the dissertation committee should remain constant. However, under extraordinary circumstances, a student may request a substitution in, or a faculty member may ask to be dismissed from, the membership of the dissertation committee. Such requests must be approved, in writing, by the faculty member leaving the committee and by the Graduate Director.

If a student does not make progress during the dissertation-writing stage, and accumulates more than one Unsatisfactory on his or her transcript, s/he will fall out of good standing in the department. For details on the consequences of falling out of good standing, see "Falling Out of Good Standing," page 6.

Final Oral Exam (Dissertation Defense)

When the dissertation has been tentatively accepted by the dissertation committee, the final oral examination will be held, on the recommendation of the Department. Although the dissertation committee is responsible for certification of the candidate, any member of the graduate faculty may be present at the examination and participate in the questioning, and one examiner—the Outside Member—must be from outside the Department. The Graduate Secretary can help students locate an appropriate outside member. The examination normally lasts no more than two hours. It is the obligation of the candidate to advise the Graduate Director that he or she plans to take the oral examination; this must be done at least one month before the date proposed for the examination. **At least three calendar weeks prior to the defense date, the student will submit the final draft of the dissertation to all the committee members and inform the Graduate Secretary. Failure to meet this deadline will necessitate**

rescheduling the defense. The final oral examination for the Ph.D. in English is, essentially, a defense of the dissertation. When it is passed, the dissertation itself is graded by the dissertation director, in consultation with the student's committee; the student's performance in the final examination (defense) is graded by the entire five-person committee.

Rubric for an Honors dissertation in Literature, Composition & Rhetoric, and English Language Studies

“Honors” should only be given to dissertations that are rated “Outstanding” in all or most of the following categories:

1. Introduction/Statement of the Problem/Focus/Thesis is significant and innovative; the introduction clearly places the problem/focus/thesis in context.
2. The doctoral candidate demonstrates a full and up-to-date grounding in existing literature; the writer also engages in an extensive critique of the literature, not just a summary of it.
3. The doctoral candidate thoroughly understands methodology/approach/theory. His or her application of methodology/approach/theory is innovative and convincing.
4. Summary of materials under examination is clear, concise, and insightful.
5. Detailed discussion of the implications of the research and future directions for research.
6. The dissertation demonstrates original and sophisticated analysis. Novel, important conclusions are drawn, and the results are thoroughly contextualized.

Rubric for an Honors dissertation in Creative Writing

“Honors” should only be given to dissertations that are rated “Outstanding” in all or most of the following categories:

1. Significant and innovative plot/structure/idea/focus. The writer clearly places plot/structure/idea/focus in context.
2. Thorough knowledge of literary traditions. Clear/flexible vision of the creative work produced in relation to those literary traditions.
3. Introduction/Afterword is clear, concise, and insightful. A detailed discussion of the implications of the project and future writing projects exists.
4. The creative dissertation reveals the doctoral candidate’s comprehensive understanding of poetics and/or aesthetic approach. The application of the aesthetic approach is innovative and convincing.
5. The creative dissertation represents original and sophisticated creative work.
6. The creative dissertation demonstrates thematic and/or aesthetic unity.

These sets of attributes are adapted from the Graduate Learner Outcomes that are a part of our Assessment portfolio.

After much discussion about whether the “honors” designation assigned after the dissertation defense should be for the written product only, for the defense/discussion only, for both together, weighted equally, or eradicated altogether, the department voted to accept the Graduate Committee recommendation that “*honors*” *only apply to the written dissertation* since this designation is necessary for that work to be nominated for the Argersinger Prize for Outstanding Dissertation. “Honors” will be given to dissertations that are rated “Outstanding” in all or most of the categories on the dissertation rubric (see Appendix F).

Summer Research Fellowship

The Department can nominate two applicants (an official nominee and an alternate) to Graduate Studies each year for this fellowship. The Graduate Committee will accept and judge applications for the Summer Research Fellowships. For this award, Graduate Studies gives preference to students from underrepresented groups who are actively writing dissertations. Students must apply on their own behalf by submitting a C.V. and a letter describing the project and its significance, and outlining the proposed research plan for the fellowship period. No faculty letters will be considered in the selection process, but once the nominees are chosen, a faculty member (usually the dissertation director) will be asked to write a letter on the nominee’s behalf.

Leaves of Absence

In extenuating circumstances, students may petition for a leave of absence—typically for one semester or one academic year. However, after an absence of five years “a doctoral aspirant or candidate loses status as such and must apply for readmission to the program and the Graduate Division.” In addition, please note that the Office of Student Financial Aid marks the timeline for Satisfactory Academic Progress as starting from the first day of enrollment.

Best Practices for All Students

Time to Degree

According to the Graduate Catalogue, “Master’s degree students are allowed seven years for completion of all degree requirements.” Ph.D. students who arrive with an MA from another institution “complete all degree requirements in eight years,” and those who complete the master’s degree at KU and subsequently begin doctoral studies have a maximum total enrolled time of 10 years to complete both degrees.” The College is intent upon enforcing these time limits. Students should not expect the Department to grant extensions of the above limits.

In addition, the Office of Student Financial Aid has the following guidelines for Satisfactory Academic Progress: Complete a Master’s degree within 7 years of the first day of enrollment; Complete a Doctoral degree within 8 years of the first day of enrollment; Complete a combined Master’s/Doctoral program within 10 years of the first day of enrollment.

Advising and Mentoring

Master’s students, during their first year at KU, are advised by the Director of Graduate Studies (DGS), with whom they are expected to confer about enrollment. Incoming doctoral students will be assigned a faculty advisor by the DGS, who will take into account each student’s preferences as to advisor. At the minimum, the advisor will confer with the new doctoral student about course selection; will assist the doctoral student in developing (or articulating) a specialty; and will suggest avenues for pursuing the student’s professional goals (e.g., suggesting journals or conferences to submit to, fellowships to apply for, etc.). Assignments of doctoral advisors must be evenly distributed among tenured faculty members; junior faculty are permitted, at their choosing, to opt out of advising incoming doctoral students until they are tenured, and should not be asked to advise more than one new doctoral student at a time. Doctoral students will be assigned advisors during their first two years of study or until they designate a chair for the doctoral exam committee, whichever comes first.

M.A. and M.F.A. students are required to find advisors no later than the end of their second year. Advisees are encouraged to meet with their advisors regularly to discuss progress and plans. Each Ph.D. student should confer regularly with the DGS regarding his or her progress toward the doctoral exam examination and the doctorate.

Students need have no doubt as to their academic standing and should not hesitate to approach the DGS and appropriate graduate faculty members for counsel about scholarly, academic, or professional matters. In each course, the instructor will be glad to discuss the student’s work with him or her. Regarding more general questions, the DGS is available for consultation during scheduled office hours and by appointment.

Graduate Mentoring

Mentoring is an extended and ongoing conversation between the student and the graduate advisor—whether about classes, the thesis or dissertation process, professional expectations, or post-graduation plans.

1. The student and the advisor should clearly outline the expectations for the student’s performance.

Here are some questions you might consider:

- What is considered good academic progress when preparing for oral exams? What are the key milestones and timelines for completion?
 - What is considered good academic progress toward the thesis or dissertation? What are the key milestones and timelines for completion?
 - What is expected of students in order to prepare for meetings with the advisor/committee members? What is the appropriate way to submit draft materials? Should something written be prepared?
 - What happens if the student doesn’t meet these expectations as discussed and agreed upon with the advisor? (i.e. What might be the short- or long-term consequences?)
2. The student and the advisor should clearly outline the expectations for the advisor.
 - What is the turnaround time on feedback? How frequently should meetings occur? What is the extent of written comments/suggestions for revision? etc.
 3. The student and the advisor should establish a realistic timeline for completion of the independent study paper / thesis / dissertation / degree that takes into account past performance, the work that remains, the

amount of time the student can reasonably dedicate to the work, and any extenuating circumstances or challenges that might affect progress.

4. The timeline and expectations should be revisited regularly (each semester or annually) and adjusted as needed.

Announcements and Communications

All graduate students are urged to consult the department bulletin boards frequently for announcements of particular interest to them. Whenever possible, announcements will appear on the Department listserv or the graduate student listserv. To subscribe to the Department listserv, please contact Robert Elliott, 864-2519. All graduate students are automatically registered to the grad student listserv, although posting rights are limited. If you wish to submit an item to the graduate student listserv, please contact the Graduate Secretary.

Mail

All English GTAs and first-year graduate students have a mailbox. Non-teaching graduate students who wish to keep their mailbox after their first year must request one from the Graduate Secretary. These mailboxes should be checked frequently, and they should not normally be used for the transmission of valuables or confidential communications, since they cannot be locked. Graduate students should keep the departmental office and Registrar informed of any changes in their names, mailing addresses, and e-mail addresses.

Graduate students may use departmental stationery for professional correspondence such as letters regarding participation in conferences and submission of articles for publication. The Department will also pay for mailing articles to journals. Ask the secretaries for letterhead paper. Leave items to be mailed in the appropriate outgoing basket, and the secretaries will apply the postage for you. Please be prudent in order to conserve supplies and to avoid impropriety. Using State property for private benefit is illegal.

Professional Development

The Department sponsors events that provide an opportunity for students to gain valuable professional experience through the presentation of a paper, or perhaps a dissertation chapter, before fellow students and faculty. Among these opportunities are periodic conferences and events sponsored by SAGE. Also, the Graduate Director and the Job Placement Advisor, in conjunction with SAGE, organize regular sessions on the job market, alternatives to academic employment, interviewing, getting into print, grant writing, and finances. Students are encouraged to participate, receive important criticism of their work, and prepare for future careers, the presentation of research and creative efforts at scholarly and professional conferences, and/or publication.

Loan Fund

The Kansas University Endowment Association manages a small English Department Student Loan Fund. Graduate students in English, as well as undergraduate English majors, may borrow up to \$500, interest free, for periods up to a year from this fund, as long as the money lasts. Potential borrowers should speak to Anna Neill, the Chair of the Department, about their needs; she will ascertain if these can be met from available resources at any given time, and will write the necessary note of introduction to KUEA.

Thesis and Dissertation Defenses

After a successful defense, students must submit their thesis in an electronic version to the Office of Graduate Studies in order to fulfill graduation requirements. Instructions and guidelines for submitting the thesis in may be found at the Graduate Studies ETD (Electronic Thesis and Dissertation) website: <http://guides.lib.ku.edu/etd>.

It is the responsibility of the student to bring to his or her thesis defense a printed copy of the Title Page and Acceptance Page. These two pages must be signed by the appropriate committee members and submitted to the College Office of Graduate Affairs (COGA) by the deadline for graduation (Appendix F). The correct format and layout for these are in Appendix D.

For dates concerning the defense and graduation, see the Academic Calendar (Appendix F). The Department gives no oral examinations between the end of summer session and the beginning of fall semester.

Best Practices for the M.A.

The M.A. Thesis

After his or her graduate program is well-launched, normally in the semester in which he or she expects to complete 15 hours of graduate course credit, a student should confer with the Graduate Director about the way in which he or she expects to carry on the independent investigation that the Department and the Graduate School consider to be an essential feature of the M.A. degree. If the student elects to write a thesis, he or she will ask a member of the graduate faculty of the Department (preferably his/her advisor) to direct the thesis and be the chairperson for the thesis defense. Thesis committees consist of three faculty members: a chair and two other committee members, selected in consultation with the committee chair

The other two members of the committee and the topic for the thesis will be chosen in consultation with the thesis director by the end of the semester prior to enrollment in thesis hours. At this time, the roles of the readers should be agreed upon. At the beginning of the first thesis semester, the student must submit to all members of the thesis committee a short (1-2 page) prospectus and initial bibliography that makes clear the contribution of the thesis to the field. Students preparing their scholarly or creative thesis should show chapters or writing selections to all of their committee members as they go along, for feedback and revision suggestions. They should also meet periodically with committee members to assess their progress.

The thesis itself requires substantial research and original argument and is written with the aspiration toward eventual publication. Although there is no set page requirement for the thesis, **the average length is between 30-60 pages**; longer theses are typically divided into two or three chapters of article length.

A thesis defense includes both questions about the thesis topic, argument, and methodology, as well as questions that discuss the thesis within larger contexts in the field.

The M.A. Exam

Students preparing to take an MA exam should be meeting regularly with all of their committee members to discuss progress made on the exam reading list which must consist of 30 texts. Informal conversations about the selected texts can help committee members to assess the candidate's readiness for the exam.

The oral examination is normally one and a half hours long. It is based on the student's reading lists and assesses the student's understanding of the works on it and his or her ability to make analytical, critical, synthetic, and historical judgments. The candidate should regard the examination as an opportunity to demonstrate his or her highest scholarly achievement.

The procedure of the exam usually allows for rounds of questions from each committee member. The chair generally divides the ninety-minute period into two sections of sixty and twenty minutes, leaving the final ten minutes for committee deliberation. In the first hour, each of the three committee members has twenty minutes to pose questions. The second round provides five to eight minutes for each committee member to pursue follow-up questions or ask about new material. The candidate usually consults with the chair and committee to determine the order of committee members and so forth. Note that this procedure is a matter of tradition and experience, but not a formal requirement. If the candidate and committee agree on an alternate procedure, they may pursue it. For the student's official University record, the examiners will report one of two grades: Satisfactory, or Unsatisfactory.

Best Practices for the M.F.A.

The M.F.A. Thesis

The M.F.A. thesis consists of original writing in fiction, poetry, drama, or prose. After the fall semester of the second year, normally halfway through the program, the student asks a member of the creative writing faculty to serve as the director of the thesis. Students preparing their scholarly or creative thesis should be showing chapters or writing selections to all of their committee members as they go along, for feedback and revision suggestions. They should also meet periodically with committee members to assess their progress.

The thesis in creative writing is the culmination of the student's training and preparation and constitutes the most significant requirement for the student to complete the program and receive the terminal degree. The thesis will consist of a portfolio of the student's best work in poetry, fiction, creative nonfiction, playwriting, or some combination thereof. In completing the thesis, the student will work under the supervision of the thesis director and two other members of the faculty, at least one of whom must be in creative writing. It is required that the thesis be of publishable quality, in parts or as a whole, and be of substantial length: at least one hundred pages of prose; at least fifty pages of poetry; or at least two one-act plays or one full-length play. More specific requirements will be determined for each thesis by the thesis director and other members of the thesis committee. Toward the end of the third year, the student will present the thesis in a timely manner to his or her committee members, and a defense will be scheduled. The student must satisfactorily pass the thesis defense in order to receive the M.F.A. degree.

Best Practices for the Ph.D. in Literary Studies and Creative Writing

Areas of Study for Doctoral Exam

Comprehension of a literary period (e.g., British literature of the 18th century; Romanticism; US literature of the 19th century; Modernism) entails sufficient intellectual grasp of both the important primary works of and secondary works on the period or movement to indicate a student's ability to teach the period or movement and undertake respectable scholarship on it.

Comprehension of an author or group of related authors (e.g., Donne, the Brontës, the Bloomsbury Group, the Black Mountain Poets) entails knowledge, both primary and secondary, of a figure or figures whose writing has generated a significant body of interrelated biographical, historical, and critical scholarship.

Comprehension of one of several genres (the short story, the lyric poem, the epistolary novel). To demonstrate comprehension of a genre, a student should possess sufficient depth and breadth of knowledge, both primary and secondary, of the genre to explain its formal characteristics and account for its historical development.

Comprehension of criticism and literary theory entails a grasp of fundamental conceptual problems inherent in a major school of literary study (e.g., historicist, psychoanalytic, feminist, poststructuralist, etc.). To demonstrate comprehension of that school of criticism and literary theory, a student should be able to discuss changes in its conventions and standards of interpretation and evaluation of literature from its beginning to the present. Students will be expected to possess sufficient depth and breadth of theoretical knowledge to bring appropriate texts and issues to bear on questions of literary study.

Comprehension of composition theory entails an intellectual grasp of fundamental concepts, issues, and theories pertaining to the study of writing. To demonstrate comprehension of composition theory, students should be able to discuss traditional and current issues from a variety of perspectives, as well as the field's historical development from classical rhetoric to the present.

Comprehension of the broad field of English language studies entails a grasp of the field's theoretical concepts and current issues, as well as a familiarity with significant works within given subareas. Such subareas will normally involve formal structures (syntax, etc.) and history of the English language, along with other subareas such as social linguistics, discourse analysis, lexicography, etc. Areas of emphasis and specific sets of topics will be arranged through consultation with relevant faculty.

Best Practices for the Ph.D. in Composition and Rhetoric, M.A. to Ph.D., standard track

Areas of Study for Doctoral Exam

Comprehension of modern composition studies entails knowledge, primary and/or secondary, of the history, research, theories, methods, debates, and trends of scholarship in the field. Students should be able to discuss traditional and current issues by drawing upon their knowledge of the field's emergence and development.

Comprehension of rhetorical history entails knowledge of major themes, concepts, issues, figures and events in the field, with a demonstrated awareness of their relevance to modern composition studies.

Comprehension of one of several theories that bears demonstrable relevance to composition studies: genre, discourse, cultural, feminist, literary, critical, dialogic, pedagogical, theories of composing, etc. In consultation with appropriate faculty, students will choose a theoretical emphasis and will be expected to discuss the significance of their chosen theories for composition studies.

Comprehension of English language and linguistics entails an overall grasp of the field's theoretical concepts, research, and current issues, as well as a familiarity with significant works within given sub areas (the specific topics of which will be arranged through consultation with appropriate faculty).

Comprehension of one of the following literary emphases: period (e.g. nineteenth-century British), movement (e.g. Romanticism), genre (e.g. fiction), author (e.g. Chaucer, Donne), author grouping (e.g. the Beats, the Bloomsbury Group), or specialty (e.g. Caribbean literatures, Native American literatures). In consultation with an appropriate faculty member, students will choose a specific emphasis and be able to demonstrate knowledge of both primary and secondary works relevant to that selection.

Comprehension of the historical, social, and political implications of literacy, especially as these relate to a broad understanding of written literacy. Students will be expected to demonstrate knowledge of methods and developments in recent literacy scholarship, and should be able to discuss the significance of such research for composition studies.

Comprehension of one of several institutional programs related to university writing instruction: writing program administration, writing centers, writing across the curriculum, service learning, English as a second language. In consultation with appropriate faculty, students will choose a single program focus and be expected to discuss the significance of its published literature for composition studies.

Best Practices for the Ph.D. in Composition and Rhetoric, B.A. to Ph.D., accelerated track

As an interdisciplinary field, study in Rhetoric and Composition might involve work in other departments, programs, or schools as well as English, including, for example, Communication Studies, Linguistics, Education, Psychology, American Studies, Women's Studies, or History.

Areas of Study for Doctoral Exam

Comprehension of modern composition studies entails knowledge, primary and/or secondary, of the history, research, theories, methods, debates, and trends of scholarship in the field. Students should be able to discuss traditional and current issues by drawing upon their knowledge of the field's emergence and development.

Comprehension of rhetorical history entails knowledge of major themes, concepts, issues, figures and events in the field, with a demonstrated awareness of their relevance to modern composition studies.

Comprehension of one of several theories that bears demonstrable relevance to composition studies: genre, discourse, cultural, feminist, literary, critical, dialogic, pedagogical, theories of composing, etc. In consultation with appropriate faculty, students will choose a theoretical emphasis and will be expected to discuss the significance of their chosen theories for composition studies.

Comprehension of English language and linguistics entails an overall grasp of the field's theoretical concepts, research, and current issues, as well as a familiarity with significant works within given sub areas (the specific topics of which will be arranged through consultation with appropriate faculty).

Comprehension of one of the following literary emphases: period (e.g. nineteenth-century British), movement (e.g. Romanticism), genre (e.g. fiction), author (e.g. Chaucer, Donne), author grouping (e.g. the Beats, the Bloomsbury Group), or specialty (e.g. Caribbean literatures, Native American literatures). In consultation with an appropriate faculty member, students will choose a specific emphasis and be able to demonstrate knowledge of both primary and secondary works relevant to that selection.

Comprehension of the historical, social, and political implications of literacy, especially as these relate to a broad understanding of written literacy. Students will be expected to demonstrate knowledge of methods and developments in recent literacy scholarship, and should be able to discuss the significance of such research for composition studies.

Comprehension of one of several institutional programs related to university writing instruction: writing program administration, writing centers, writing across the curriculum, service learning, English as a second language. In consultation with appropriate faculty, students will choose a single program focus and be expected to discuss the significance of its published literature for composition studies.

Best Practices for All Doctor of Philosophy Students

Each student beyond the Master's degree should confer regularly with the Graduate Director regarding his or her progress toward the doctoral examination and the doctorate.

Doctoral students may take graduate courses outside the English Department if, in their opinion and that of the Graduate Director, acting on behalf of the Graduate Committee, those courses will be of value to them. Their taking such courses will not, of course, absolve them of the responsibility for meeting all the normal departmental and Graduate School requirements.

Doctoral students in creative writing are strongly encouraged to take formal literature classes in addition to forms classes. Formal literature classes, by providing training in literary analysis, theory, and/or literary history, will help to prepare students for doctoral exams (and future teaching at the college level).

Doctoral Exam (formerly called the Comprehensive Exam)

The recommended time between completion of course work and the doctoral examination is two semesters.

The doctoral oral examination has the following purposes:

1. To establish goals, tone, and direction for the pursuit of the Ph.D. in English for the Department and for individual programs of study;
2. To make clear the kinds of knowledge and skills that, in the opinion of the Department, all well-prepared holders of the degree should have attained;
3. To provide a means for the Department to assess each candidate's control of such knowledge and skills in order to certify that the candidate is prepared to write a significant dissertation and enter the profession; and
4. To enable the Department to recommend to the candidate areas of strength or weakness that should be addressed.

In consultation with the Graduate Director, a student will ask a member of the Department's graduate faculty (preferably his/her advisor) to be the chairperson of the examining committee. The choice of examination committee chair is very important, for that person's role is to assist the candidate in designing the examination structure, preparing the Review of Literature (see below), negotiating reading lists and clarifying their purposes, and generally following procedures here outlined. The other three English Department members of the committee will be chosen in consultation with the committee chair. (At some point an additional examiner from outside the Department, who serves as the Graduate School representative, will be invited to join the committee). Any unresolved problems in negotiation between a candidate and his or her committee should be brought to the attention of the Graduate Director, who may choose to involve the Graduate Committee. A student may request a substitution in, or a faculty member may ask to be dismissed from, the membership of the examining committee. Such requests must be approved, in writing, by the faculty member leaving the committee and by the Graduate Director.

Copies of some approved reading lists and Reviews of Literature are available from the Graduate Secretary. Despite the goal of fairness and equity, some unavoidable unevenness and disparity will appear in the length of these lists. It remains, however, the responsibility of the examining committee, and especially the student's chair, to aim toward consonance with the most rigorous standards and expectations and to insure that areas of study are not unduly narrow.

The Doctoral Dissertation

Normally, the dissertation will present the results of the writer's own research, carried on under the direction of the dissertation committee. This means that the candidate should be in regular contact with all members of the committee during the dissertation research and writing process, providing multiple drafts of chapters, or sections of chapters, according to the arrangements made between the student and each faculty member. Though accepted primarily for its scholarly merit rather than for its rhetorical qualities, the dissertation must be stylistically competent. The Department has accepted the MLA Handbook as the authority in matters of style. The writer may wish to consult also *the Chicago Manual of Style* and Kate L. Turabian's *A Manual for Writers of Dissertations, Theses, and Term Papers*.

Naturally, both the student and the dissertation committee have responsibilities and obligations to each other concerning the submitting and returning of materials. The student should plan on working steadily on the dissertation; if s/he does so, s/he should expect from the dissertation committee a reasonably quick reading and assessment of material submitted.

Students preparing their dissertation should be showing chapters to their committee members as they go along, for feedback and revision suggestions. They should also meet periodically with committee members to assess their progress. Prior to scheduling a defense, the student is encouraged to ask committee members whether they feel that the student is ready to defend the dissertation. **Ideally, the student should hold the defense only when he or she has consulted with committee members sufficiently to feel confident that he or she has revised the dissertation successfully to meet the expectations of all committee members.**

Students should expect that they will need to revise each chapter at least once. This means that all chapters (including introduction and conclusion) are shown to committee members once, revised, then shown to committee members again in revised form to assess whether further revisions are needed, prior to the submitting of the final dissertation as a whole. It is not unusual for further revisions to be required and necessary after the second draft of a chapter; students should not therefore simply assume that a second draft is necessarily "final" and passing work.

If a substantial amount of work still needs to be completed or revised at the point that the dissertation defense is scheduled, such a defense date should be regarded as tentative, pending the successful completion, revision, and receipt of feedback on all work. Several weeks prior to the defense, students should consult closely with their dissertation director about whether the director feels that the dissertation as a whole is in a final and defensible stage. If the dissertation has not clearly reached a final stage, the student and dissertation director are advised to reschedule the defense.

Prior Publication of the Doctoral Dissertation

Portions of the material written by the doctoral candidate may appear in article form before completion of the dissertation. Prior publication does not ensure the acceptance of the dissertation by the dissertation committee. Final acceptance of the dissertation is subject to the approval of the dissertation committee. Previously published material by other authors included in the dissertation must be properly documented.

Grants

Grants enable students to take time away from teaching to focus fully on the dissertation project and speed time toward degree. Grant-writing may also strengthen the dissertation proposal, parts of the dissertation itself, or the cover letters and abstracts for the academic job market. Grant-writing experience looks enticing to employers outside of the academy as well. Consider crafting a list of possible grant and fellowship opportunities early in the academic year, since deadlines are set as early as October, and the proposal writing process often involves intensive revision and polishing. See the Office of Graduate Studies webpage on internal and external resources

at <http://graduate.ku.edu/funding> and the Hall Center for the Humanities page at <http://hallcenter.ku.edu/funding/graduate-support> to get started.

Post-Degree Employment

During the early fall of the academic year in which a graduate student plans to apply for full-time teaching or non-teaching positions, he or she should make his or her availability and particular needs known to the Job Placement Advisor (JPA) --the faculty member in the Department primarily responsible for helping graduate students find employment. After one or more such conversations, each candidate should register with the University Placement Office in the Burge Union, and file copies of his or her curriculum vitae or resume with the JPA. The Department is notified of many job openings and will make such notices available to interested and qualified graduate students who are known to be looking for positions; in order to get on the list of job seekers, the candidate should contact the JPA. He or she regularly posts e-mail notices of job openings to those on the list. The Department also offers access to the on-line Job Information List published by the MLA.

It seems fairly clear that, for the foreseeable future, those who confine themselves exclusively to traditional literary specialties will have a relatively hard time finding teaching positions. Those applying for academic jobs should carefully consider the advantages of doing some work in fields like education, journalism, speech and drama, film, linguistics, rhetoric and composition, English as a second language, or foreign languages, since many positions call for candidates proficient in more than one subject.

Many English graduate students who do not want to pursue an academic career find rewarding positions in business, industry, non-profits, and government, all of which remain extremely interested in job seekers with the skills afforded by an English degree. However, students seeking such employment should be aware of the requirements and expectations of the non-academic world. For information, contact the JPA and/or visit the University Placement Center.

It is impossible to generalize about some of these questions. The best advice is to work as closely as possible with the JPA and to use the information about employment that the Department makes available.

Best Practices for Chairs and Committee Members

It is important that committee members give students timely feedback on their dissertation work. Generally speaking, a chapter should be returned with comments within two to three weeks. It is also helpful to schedule a meeting with the student to discuss revisions of each chapter. Such a meeting provides more extensive feedback, and also sets a de-facto deadline by which the chapter will have been read.

Committee members should be honest and straightforward with graduate students about the degree of revision required before a chapter would be ready to defend. If students ask for an assessment of whether a chapter (or the dissertation as a whole) has been revised satisfactorily, committee members should be willing to offer a candid assessment of this.

As the final oral exam approaches, dissertation directors need to be offering their advisees feedback not just on necessary (or desirable) revisions but on whether the director feels the dissertation is close to ready to defend. Directors do their students no favors by being reassuring as the defense date approaches at the expense of a clear-sighted assessment of readiness. If a student is producing substantial new writing at the last minute, or is producing revisions which have not had time to be properly vetted by the committee, the defense date should in all likelihood be postponed. Also see the Advising and Mentoring section of the handbook.

Appendix A: Graduate Courses in English

Field A. English Language and Literature in Old and Middle English

- 610, The Literature of England to 1500
- 710, Introduction to Old English
- 712, Beowulf
- 714, Middle English Literature
- 720, Chaucer: _____
- 785, History of the English Language
- 787, Modern English Grammar
- 905, Seminar in the English Language: _____
- 915, Seminar in Medieval English Literature: _____
- 916, Seminar in Chaucer

Field B. British Literature 1500-1800

- 620, Renaissance English Literature: _____
- 630, 17th Century Poetry and Prose
- 633, Milton
- 640, British Literature, 1660-1800: _____
- 725, Shakespeare: _____
- 730, Topics in Early Modern Literature: _____
- 920, Seminar in Renaissance English Literature: _____
- 926, Seminar in Shakespeare
- 932, Seminar in Milton
- 940, Seminar in Restoration and 18th Century British Literature: _____

Field C. British and Irish Literature post 1800

- 650, Romantic Literature: _____
- 655, Victorian Literature: _____
- 750, British Literature of the 19th Century: _____
- 760, British Literature of the 20th Century: _____
- 764, Modern Irish Literature
- 767, Studies in Modern Drama: _____ (depending on subject)
- 950, Seminar in 19th Century British Literature: _____
- 960, Seminar in 20th Century British Literature: _____

Field D. American Literature

- 767, Studies in Modern Drama: _____ (depending on subject)
- 774, Topics in the Literatures of Africa and African Diaspora
- 776, American Literature to 1900: _____
- 777, American Literature since 1900: _____
- 779, U.S. Poetries since 1900
- 970, Seminar in American Literature: _____
- 971, Seminar in African-American Literature and Culture: _____

Field E. Composition/Rhetoric and Literary Theory

- 707, Literary Criticism to 1800
- 708, Literary Criticism after 1800
- 709, Critical Theory: Problems and Principles: _____
- 770, Studies in Life Writing: _____
- 780, Composition Studies
- 781, Criticism and the Teaching of Literature
- 880, Topics in Composition Studies & Rhetoric: _____
- 885, Writing Center Theory and Administration
- 904, Seminar in Composition Theory

908, Seminar in Literary Criticism: _____

Other courses which may appear in different fields, depending on subjects

674, African Literature

690, Studies in _____

751, Fiction Writing III

752, Poetry Writing III

753, Writing Workshop

756, Forms: _____

770, Studies in Life Writing: _____

774, Topics in the Literatures of Africa and African Diaspora

790, Studies in _____

896, Internship

897, Preparation for MA Exam

899, MA Thesis

974, Seminar in the Literatures of Africa & African Diaspora

997, Preparation for the Doctoral Exam

980, Seminar in _____

998, Directed Readings

999, Dissertation

Appendix B: Policy on Appointment and Reappointment of GTAs

POLICY: Appointment to a Graduate Teaching Assistantship is based on the candidate's record as a student and potential as a teacher as suggested by personal qualifications, and, where applicable, successful teaching experience. (Usually a student who is a non-native speaker of English may not be considered for appointment unless he or she has been enrolled in graduate course work in the Department of English for at least one academic year and has successfully completed a minimum of 12 hours of such work.) Reappointment is based on teaching ability and progress toward an advanced degree. The First- and Second-year English Office, acting in compliance with the policies of the College of Liberal Arts and Sciences, hires Graduate Teaching Assistants, by the usual procedures, only from those graduate students who are seeking and making normal progress toward degrees in the Department of English or, rarely, in other departments or programs. Graduate Teaching Assistants who started studies in the English Department and were employed as GTAs but who are now seeking and making normal progress toward degrees in other departments, programs, or schools, may also be reappointed if they have satisfactory teaching records in the Department of English. (In the event that graduate teaching assistantships must be terminated for reasons of budgetary exigency, a special subcommittee constituted from the Graduate Committee and the Graduate Teaching Assistants and Lecturers Committee will make decisions for individual terminations on the basis of criteria concerning normal progress.) Additional information on the appointment and reappointment of Graduate Teaching Assistants is included in the Memorandum of Agreement between the University of Kansas, Lawrence, the Kansas Board of Regents and the Kansas Association of Public Employees (KAPE). The full text of that Memorandum can be found on the Provost's Office web site via KUFACTS.

APPLICATION OF POLICY: Graduate Teaching Assistants are usually appointed on an annual basis, and their appointment is based on recommendations to the Director of Composition and the Department Chair by the Graduate Admissions Committee. Reappointment is made by the Director, usually on an annual basis. In unusual circumstances, the Director seeks the advice of the Department Chairperson and Graduate Teaching Assistants and Lecturers Committee.

Evaluation of GTAs: The University's new "Performance Evaluations for Graduate Teaching Assistants" policy (<https://documents.ku.edu/policies/hreo/PerformanceEvaluationGTAs.htm>) requires that the assessment of the performance of GTAs be based on the job duties assigned to the GTA (see the GTA appointment form).

GTAs must be evaluated each semester, and a performance evaluation, including classroom observations and a written performance evaluation, must be completed each year. During the first year of a GTA's appointment, a documented classroom observation must be conducted during each semester of the academic year. For continuing GTAs, a documented classroom observation must be conducted at least once during the academic year.

In order to give GTAs an evaluation of their work as teachers in a way both helpful to the teachers and manageable for the Department, the Department has instituted a system of Teaching Advisors to supplement the existing academic advisors.

At the beginning of each year after the GTA's first, the FSE Associate Director, in consultation with the Chair of the Department, will assign each GTA a Teaching Advisor, a member of the full-time faculty whose task will be to become familiar with the work of the GTA, to advise the GTA about teaching issues, and to give feedback each semester about the quality of teaching.

Annual Performance Review System for GTAs: Each year in late spring, the Director and Associate Director of FSE evaluate the performance of all GTAs, based on the reviews written by Teaching Advisors or the FSE Teaching Mentor and 802 instructors, student evaluations, and teaching statements or portfolios (optional) provided by the GTAs. If a GTA has taught a summer session, that course will be included in the following academic year's review. The Directors will rank the GTA's performance based on the evaluative criteria found on the -Graduate Teaching Assistant

Evaluation Form" (see below). The -GTA Competencies/Performance Factors for Evaluation" that follow this form are provided by the College, and specific competencies related to the English department have been added.

The performance reviews are due to the Human Resources office by May 31st of each year. GTAs will be sent a copy of the review to sign and return and will receive a finalized, signed copy for their records. If GTAs would like to discuss the performance review, they can make an appointment with the Director or Associate Director of FSE, and the review will be finalized after that appointment.

If performance deficiencies exist (overall rankings of needs improvement), the GTA must meet with the Director or Associate Director of FSE to establish specific performance improvement goals and be counseled in how to achieve them.

A GTA can grieve the results of an evaluation if he or she asserts that the evaluation was based on factors other than job performance and adherence to the University and Kansas Board of Regents policies or if he or she receives an overall evaluation ranking of -unsatisfactory.” The grievance will be handled in accordance with procedures described in the Memorandum of Agreement and in consultation with Human Resources. The Memorandum of Agreement can be found on the Provost’s website at http://www.hreo.ku.edu/files/documents/gta_moa.pdf.

Progress toward an Advanced Degree: Graduate Teaching Assistants are expected to remain in good standing as graduate students and to proceed toward their degrees according to the schedule outlined in *Information for Graduate Students in English*. The accumulation of more than three Incompletes or the failure to have an Incomplete removed within one year will result in a graduate student falling out of good academic standing and in non-reappointment to a graduate teaching assistantship. **For details on the consequences of falling out of good standing, see “Falling Out of Good Standing,” page 8.** During their term of appointment, GTAs must enroll in no fewer than six graduate credit hours per semester, unless they are doctoral students who have successfully completed the doctoral exam.

Time Limits on Appointments: Though reappointment is ultimately subject to thorough annual evaluation, a GTA who has been successful as both teacher and student, and who is making satisfactory progress toward her or his graduate degree in English, may reasonably expect to hold that position within these time limits:

- A student who is admitted to obtain only a master’s degree has a six-semester limitation on his or her GTA appointments.
- A student who is admitted to obtain only a doctorate has a ten-semester limitation on his or her GTA appointments.
- A student who is admitted to obtain a master’s degree and is subsequently admitted to obtain a doctorate has a twelve-semester limitation on his or her appointments.
- No GTA may be appointed in excess of twelve semesters.

This policy does not apply to summer session GTA appointments. Semesters in which a student’s sole appointment is as a GRA do not count against the GTA-semester limit.

Voluntary Resignation during a semester, unless it results from an emergency, is a breach of contract. Leaves of absence for medical reasons must be approved by the College Office of Graduate Affairs.

Teaching Load: A half-time Graduate Teaching Assistant in English teaches twelve credit hours (four sections) per academic year; assignments beyond this half-time load are at the discretion of the Provost, and, when available, will usually be offered only to those who are judged to be making good progress toward their degrees and who have demonstrated their excellence as teachers. (Non-teaching assignments through the Departmental budget will be considered equivalent to teaching assignments in proportion to the fraction of equivalent-full-time involvement.) Normally, the teaching load is divided equally between the two semesters. (Out-of-state GTAs should remember that they must teach six hours in a given semester in order to qualify for the in-state tuition rate.) For certification as a full-time student, one of three conditions must be met: 1) enrollment in twelve credit hours, 2) enrollment in nine credit hours plus a quarter-time employment as a GTA or GRA, or 3) enrollment in six credit hours plus a half-time appointment as a GTA or GRA.

Course Assignments: GTAs usually teach English 101 and 102 alternately during their first two years of employment, and then they may request assignment to higher level courses such as English 203, 209, 210, and 211. Sections of 200-level courses will be assigned, as the schedule permits, first to those who have at least two years of

experience teaching 101 and 102, who have made adequate academic progress, and who have demonstrated their excellence as teachers.

Occasional departures from these guidelines, required by shifts in enrollment patterns, sometimes occur.

Assignments of GTAs to teach upper-level courses: The following criteria should be used to decide which GTAs and lecturers are assigned to teach upper-level courses (which occurs only on those occasions when there are not sufficient faculty to teach a given course). Priority goes to PhD students who:

1. Have passed their doctoral exams;
2. Are studying the specific field (312, 332, 466, etc.) or a closely related one;
3. Have received high merit evaluations of their teaching;
4. Have not had a previous opportunity to teach an upper-level course.

The Director of Graduate Studies will identify students who meet criteria 1 and 2. Departmental Administrators will then choose students based on criteria 3 and 4.

Departures from guidelines 3 and 4, required by shifts in enrollment patterns, sometimes occur.

Research Assistantships for graduate students at the dissertation stage: A certain number (which will vary from year to year or semester to semester) of advanced graduate students will be selected as research assistants, in order to facilitate their research and progress toward the degree. Students must be assigned to a faculty mentor, whom they are expected to assist with research. Research not directly related to the student's dissertation may be minimal in many cases, but that is for the faculty mentor and GRA to work out together. Students are expected to benefit and learn from assisting the faculty mentor's research as well as having more time to work on their own research.

Students who are working towards a PhD may apply to the Graduate Committee for a Research Assistantship, using a form to be supplied by the DGS. The applications will be judged by faculty members of the Graduate Committee on the basis of how much progress the graduate student has already made toward the degree and whether or not the research assistantship is likely to facilitate degree completion. All things being equal, students who have never received the assistantship will be given preference. GTAs and Lecturers who were not granted the assistantship but applied for it receive official notification indicating why they did not receive it so that they can make the changes necessary to be eligible in the future.

Schedule of Base Stipends for Incoming GTAs (2013-2014):

GTAs who are pursuing their M. A. and MFA degrees.....\$14,250

GTAs who are pursuing a PhD.....\$14,650

The above rates are for initial half-time GTAs (i.e., those teaching twelve credit hours per academic year). Lighter teaching loads will result in a corresponding decrease of salary; the normal appointment, however, is a half-time one. The above stipend figures are approximate and may increase as the budget allows. Please refer to your contract for a specific stipend amount.

Academic-year appointments are considered to extend for nine months, from mid-August to mid-May. Graduate Teaching Assistants will receive checks on a biweekly basis. The first paycheck (for one week's pay) is distributed on or about the first week of September. All subsequent checks are for the full two weeks' pay, with the last check received on or about May 31.

A GTA's status with respect to these criteria is determined as of 1 August for the following academic year. Satisfactory completion of any requirements after that date cannot be reflected in pay increases for that academic year.

Priorities for Appointing GTAs and Lecturers and Assigning Courses: The following priorities should be used in determining which GTAs and lecturers are assigned FSE and other relevant courses, presuming competent performance or promise in the classroom. The number of lines in any year that is available for GTAships is

determined according to the following criteria: budget, enrollments, capacity to train new teachers, and the need to sustain a competitive graduate program.

1. Incoming graduate students and continuing graduate students who are below the university's semester-limit of eligibility (including students who have not been but wish to be GTAs), presuming teaching promise, competent performance in the classroom, and timely progress to degree. This priority reflects the department's commitment to provide multiple years of support to our incoming graduate students.
2. Those holding a PhD in English from KU who have completed the doctorate in good time and within the previous year
3. Doctoral students who have taught beyond the university's semester-limit of eligibility up to 14 semesters beyond the MA who are making timely progress to the degree. Sections will be awarded according to merit, as judged by the GTAL Committee
4. Part-time lecturers not covered in the above categories. Sections will be awarded according to merit, as judged by the GTAL Committee.

V-6 PROGRAM (Training for New Teachers)

All new GTAs are required to attend a pre-semester orientation and to take English 801: The Study and Teaching of Writing, and English 802: Practicum in the Teaching of College English, historically called the V-6 Program," during their first year of teaching in the Department.

English 801: Study and Teaching of Writing (3): A survey of major concepts and issues in the study of writing, especially as applied to teaching composition. Practices in writing pedagogy are also discussed, and students' teaching of composition is observed and explored. Required of, and enrollment limited to, new teachers of English 101. May not be repeated for credit toward graduate degree.

English 802: Practicum in the Teaching of College English (1): A practicum concerned with teaching English 102. Includes weekly group meetings, individual conferences, and class visitations. Required of, and enrollment limited to, new teachers of English 102. May not be repeated for credit toward graduate degree.

Appendix C: Timelines for Progress to Degree

M.A. Timeline, Standard Track

YEAR 1

FALL SEMESTER

- GTAs take 2 courses (801 + one), teach 2 courses. GRAs take 3 courses.
- Visit DGS or assigned advisor once a month to update on progress and perceptions.

SPRING SEMESTER

- GTAs take 2 courses (800 or 780 + one), teach 2 courses. GRAs take 3 courses. Pay attention to distribution requirements (pre-1700, 1700-1900, post-1900; pre-1800, post-1800, literary theory; rhet/comp; English language studies, etc.) depending on your track.
- Visit DGS or assigned advisor at least once during the semester; discuss best advisor choices for Year 2

SUMMER SEMESTER

- Enroll in Summer Institute if topic and/or methodology matches interests
- Consider conferences suited to your field and schedule; choose a local one for attendance in Year 2. Simply plan to attend if you are getting a feel for future academic work; draft an Abstract for a conference paper (preferably with ideas/materials/writing drawn from one of your courses) if you are considering PhD programs. Even if your abstract is not accepted, you can attend the conference without the pressure of presenting.

YEAR 2

- Attend at least one conference to familiarize yourself with procedures, network with other grad students and scholars in your field, and/or present a paper

FALL SEMESTER

- Take 2 courses, teach 2 courses
- Visit advisor in person at least once during the semester

WINTER BREAK

- If you are considering PhD programs, think about revising one of your seminar papers/independent study projects for submission to a journal. Research the journals most suited to placement of your piece. (“Research” would include talking to your advisor and the professor for whom the piece was originally written).
- Decide whether you want to take the MA exam or write a thesis

SPRING SEMESTER

- Take 2 courses, teach 2 courses. If you have decided on the Exam, and you took one class in the summer of Year 1, these 2 courses will complete the required 9 classes for the MA degree. If you have decided on the Thesis, take one conventional course to complete the required 8 classes and enroll in 3 hours of 899.
- Visit advisor in person regularly during the semester

SUMMER SEMESTER

- Summer teaching, if eligible
- Enroll in Summer Institute if topic and/or methodology matches interests

YEAR 3

FALL SEMESTER

- Take 2 courses, teach 2 courses. Exam students: enroll in 3 hours of English 897 (exam prep). Thesis students: enroll in your second semester of English 899 hours.
- Visit committee regularly during the semester
- Final Oral Examination? (Thesis Defense or MA Exam)

SPRING SEMESTER

- Might be necessary to complete hours/course requirements, or for additional polishing of the thesis.
- Final Oral Examination (Thesis Defense)

M.F.A. Timeline, Standard Track

YEAR 1

FALL SEMESTER

- GTAs take 2 courses (801 + one), teach 2 courses, GRAs take 3 courses
- Visit DGS or assigned advisor once a month to update on progress and perceptions

SPRING SEMESTER

- GTAs take 2 courses (800 or 780 [recommended] + one), teach 2 courses , GRAs take 3 courses
- Visit DGS or assigned advisor at least once during the semester; discuss best advisor choices for Year 2

SUMMER SEMESTER

- Enroll in Summer Institute if topic and/or methodology matches interests

YEAR 2

FALL SEMESTER

- Take 2 courses, teach 2 courses. Remember that by the end of coursework, you must take 4 creative writing workshops and 4 graduate classes in English or American literature.
- Visit advisor and MFA Director, in person, at least once during the semester to check up on progress

SPRING SEMESTER

- Take 2 courses, teach 2 courses
- Ask a member of the creative writing faculty to serve as your thesis director. Discuss the building of the thesis portfolio, and which other faculty members would make a good fit for your committee

SUMMER SEMESTER

- Summer teaching, if eligible
- Enroll in Summer Institute if topic and/or methodology matches interests

YEAR 3

FALL SEMESTER

- Take 2 courses, including at least 3 hours of 899 (thesis); teach 2 courses.
- Visit committee regularly during the semester

SPRING SEMESTER

- Take 2 courses, including at least 3 hours of 899 (thesis); teach 2 courses.
- Visit committee regularly during the semester
- Final Oral Examination (Thesis Defense)

Ph.D. Timeline, Standard Track

YEAR 1

FALL SEMESTER

- GTAs take 2 courses (801 + one), teach 2 courses; GRAs take 3 courses.
- Visit assigned advisor once a month to update on progress & perceptions. 1st-year advisors can assist with selecting classes for the Spring semester, solidifying and articulating a field of specialization, advice about publishing, conferences, professionalization issues, etc.

SPRING SEMESTER

- GTAs take 2 courses (800 or 780 + one), teach 2 courses; GRAs take 3 courses.
- Visit assigned advisor or DGS once during the semester; discuss best advisor choices for Year 2.

SUMMER SEMESTER

- Enroll in Summer Institute if topic and/or methodology matches interests.
- Consider conferences suited to your field and schedule; choose a local one for attendance in Year 2 and draft an Abstract for a conference paper (preferably with ideas/materials/ writing drawn from a seminar paper). Even if abstract is not accepted, you can attend the conference without the pressure of presenting.

YEAR 2

- Attend at least one conference to familiarize yourself with procedure, network with other grad students and scholars in your field, AND/OR present a paper.

FALL SEMESTER

- Take 2 courses, teach 2 courses.
- Visit advisor in person at least once during the semester.

WINTER BREAK

- Begin revising one of your seminar papers/independent study projects/creative pieces for submission to a journal; research the journals most suited to placement of your piece.

SPRING SEMESTER

- Take 2 courses, teach 2 courses.
- Begin thinking about fields and texts for comprehensive examinations.
- Choose an advisor to supervise you through the doctoral examination process.
- Visit assigned 1st-year advisor in person at least once during the semester (at least to formally request doctoral exam supervision OR to notify that you are changing advisors).

SUMMER SEMESTER

- Summer teaching, if eligible.
- Continue revising paper/creative writing for submission to a journal.
- Begin reading for comprehensive exams.

YEAR 3

- Attend one conference and present a paper. To apply for one-time funding for out-of-state travel from the Graduate Studies go to:
<http://www.graduate.ku.edu/sites/graduate.drupal.ku.edu/files/docs/Graduate%20Scholarly%20Presentation%20Travel%20Fund%20Application.pdf>

FALL SEMESTER

- Teach 2 courses; take 997 (exam prep).
- Finalize comps list by end of September; begin drafting rationales.
- Visit advisor in person at least once during the semester.
- Circulate the draft of your article/creative piece to your advisor, other faculty in the field, and/or advanced grad students in the field for suggestions.

WINTER BREAK

- Revise article/creative piece with feedback from readers.

SPRING SEMESTER

- Teach 2 courses; take 997 or 999 (dissertation hours). Enroll in 999 if you plan to take your comps this semester, even if you don't take them until the last day of classes.
- Take comps sometime between January and May.
- Visit advisor in person at least once during the semester.

SUMMER SEMESTER

- Summer teaching, if available.

- Submit article/creative work for publication.
- Continuous enrollment after completing doctoral exam (full policy on p. 20)
- Research deadlines for grant applications—note deadlines come early in the year.

YEAR 4

- Attend one conference and present a paper.

FALL SEMESTER

- Teach 2 courses, take 999.
- Compose dissertation proposal by November.
- Schedule Review of Dissertation Proposal (RDP—formerly DPR).
- Visit advisor in person at least once during the semester.

SPRING SEMESTER

- Teach 2 courses, take 999.
- Apply for at least one grant or fellowship, such as a departmental-level GRAship or dissertation fellowship. (Winning a full-year, non-teaching fellowship can cut down your years-to-degree to 5 ½, or even 5 years.)
- Conduct research for and draft at least 1 dissertation chapter.
- Visit advisor in person at least once during the semester.

SUMMER SEMESTER

- Conduct research and complete a draft of at least 1 dissertation chapter.
- Summer teaching, if available.
- Revise & resubmit journal article, if necessary.

YEAR 5

- Attend one conference and present a paper.

FALL SEMESTER

- Teach 2 courses, take 999.
- Attend 1st round of job market meetings with Job Placement Advisor (JPA) to start drafting materials and thinking about the process.
- Research and complete a draft of at least 1 dissertation chapter, if teaching (1-2 chapters if not).
- Visit dissertation chair and committee members in person at least once during the semester.

SPRING SEMESTER

- Teach 2 courses, take 999.
- Research and complete a draft of at least 1 dissertation chapter (1-2 chapters if not teaching).
- Apply for a departmental grant or fellowship, or, if already held, try applying for one from outside the department, such as those offered by KU's Hall Center for the Humanities or the Office of Graduate Studies ... [For a monthly list of funding opportunities, visit the GS website: https://research.ku.edu/research_grant_funding_opportunities]
- Visit dissertation chair and committee members in person at least once during the semester.

SUMMER SEMESTER

- Research and complete a draft of at least 1 dissertation chapter.
- Summer teaching, if available.

YEAR 6

FALL SEMESTER

- Teach 2 courses, take 999.
- Attend job market meetings with JPA in earnest.
- Apply for external grants, research fellowships, postdoctoral positions with fall deadlines (previous fellowship applications, your dissertation proposal, and subsequent writing should provide a frame so that much of the application can be filled out with the “cut & paste” function).
- Research and complete a draft of at least 1 dissertation chapter (1-2 if not teaching).
- Visit dissertation chair and committee members in person at least once during the semester.

SPRING SEMESTER

- Teach 2 courses, take 999.
- Polish dissertation chapters.
- Apply for grants and fellowships with spring deadlines.
- Visit dissertation chair and committee members in person at least once during the semester.
- Defend dissertation.

Appendix D: Annual Review Form for Post-Coursework PhD Students

To be filled out by post-coursework doctoral students and signed by their advisor each year. Advisors provide comments even if as simple as “steady progress being made” or “no progress.” Insert dates next to each event.

Student _____

Advisor _____

Entry Year _____

GTA Year _____

Graduation Year _____

Please provide answers to the following. We ask you be as precise as possible.

1. Progress toward Degree Data

Dates:

	Coursework completed
	Lists and Rationales for Comprehensive Exams completed
	Comprehensive Exams completed and passed
	Dissertation Proposal Review completed and Proposal approved
	Completed dissertation chapters, or appropriate sections, submitted Please list chapter titles, to whom submitted (advisor, advisor and some committee members, entire committee), and degree of completion (partial draft, complete draft, etc.) in appropriate section below.
	Dissertation defended (indicate level of passing)
	Graduated

2. Professional development Data

	Conference / Readings participation (specify)
	Creative / scholarly work submitted for publication (specify)
	Creative / scholarly work accepted / published (specify)
	Courses Taught, including new preparations (specify)
	Other (specify)

3. Awards and Recognition Data

	Applied for and/or _____ received funds to attend conference
	Applied for and/or _____ received GRA (specify)
	Nominated for and/or _____ received Grad School award (specify)
	Applied for and/or _____ received national fellowship (specify)

Additional information: (list of chapters, conference papers, published papers, etc.)

General Comments:

Faculty Signature and Date: _____

Appendix E: Graduate Mentoring Agreement

DEPARTMENT OF ENGLISH
GRADUATE MENTORING AGREEMENT
(optional)

Student Name:

Advisor Name:

Semester:

Milestones and Timeline: Please provide detailed information on the expected steps toward completion of the project, including the various stages of research, drafts, revisions, and final submissions.

MILESTONES/TASKS to be COMPLETED	DUE DATE

Results of Inadequate Progress: If the student does not complete the tasks set out for the semester, will s/he receive a “U” grade? What are the implications of this “U” grade?

Feedback and Revisions: Please explain who will provide feedback to the student and with what frequency. If a committee will provide feedback and review of student progress, please explain what the student should expect of this process.

By signing below, all parties acknowledge that they understand and agree to adhere to the expectations outlined in this Agreement.

Student Signature: _____

Date: _____

Faculty Signature(s) : _____

Date: _____

Appendix F: Title Page and Acceptance Page Formatting

<<TITLE>>

By

[Optional: Copyright <<year>>]

<<Author (Your Name)>>

Submitted to the graduate degree program in <<Your department name here, example: English>> and the Graduate Faculty of the University of Kansas in partial fulfillment of the requirements for the degree of Master of Arts/Master of Fine Arts/Doctor of Philosophy.

Chairperson <<type committee chair's name>>

<<type committee member's name>>

<<type committee member's name>>

Date Defended: <<insert date>>

[Please use full name as you normally use it on official documents.]

[Use number of lines needed, one for each member of the committee. You should type your committee member's names below the line and have them sign above the line.]

[Do not include a page number on the Title Page.]

The Thesis/Dissertation Committee for <<Author (Your Name)>>
certifies that this is the approved version of the following thesis/dissertation:

<<TITLE>>

Chairperson <<type committee chair's name>>

Date approved: <<insert date>>

[Type your committee chair's name below the line and have her/him sign above the line. If your committee consisted of a chair and co-chair, both signatures are required. Other committee members' signatures are optional ONLY on the acceptance page.]

[Acceptance page should be numbered ii.]

[Advisor (if applicable, co-advisor) original signature(s) are required. Other committee members' signatures are optional only on Acceptance Page.]

Appendix G: Defense Rubrics

The charts below have components on the vertical axis and outcome quality levels on the horizontal axis. Each member of a committee will be asked (anonymously) to complete the form after the defense. We aggregate the data (on the point scale) for each component on all the forms from all the dissertations and theses defended in a given semester.

M.A. Thesis Rubric

5	4	3	2	1
<p><i>I. Thesis/ Problem/Focus:</i></p> <p>► The thesis argument, problem, and/or focus is clearly formulated, challenging, contextualized, and makes an original and significant contribution to the field. It does not merely state the obvious or exactly repeat others' viewpoints, but creatively and thoughtfully opens up thinking about a work, field, or problem.</p>	<p>► The thesis argument/ problem/focus is both clearly formulated and original, but not groundbreaking. The introduction provides adequate context for the thesis/problem/ focus.</p>	<p>► The thesis argument/problem/focus is clearly formulated. It takes a stand on a debatable issue, though it may be fairly obvious. The thesis/problem/focus is minimally contextualized.</p>	<p>► The thesis argument/problem/focus is discernible, but not clearly formulated; the reader has to work to understand it. Thesis/problem/ focus is poorly contextualized.</p>	<p>► The thesis argument/problem/focus is not discernible, insignificant, and/or unoriginal. The thesis/problem/ focus is not put into context.</p>
<p><i>II. Grounding in the Literature:</i></p> <p>► Extensive and appropriately up-to-date. The thesis project integrates secondary sources smoothly and provides extensive critique of primary sources (if applicable) and secondary materials.</p>	<p>► Broad but not extensive; relatively current. Critique is strong but not extensive.</p>	<p>► Critique of all materials employed is satisfactory. Adequate use of secondary sources. The project generally uses secondary sources to support the writer's own thinking.</p>	<p>► Thesis strings together sources in ways that demonstrate understanding, but without providing critical analysis. Thesis uses outdated or minimally related sources.</p>	<p>► There is no use of secondary sources, or the writer lacks understanding of the sources employed.</p>
<p><i>III. Methodology/ Approach/Theory:</i></p> <p>► The writer thoroughly understands the adopted methodology/approach/theory, and the application of it is creative or innovative and convincing.</p>	<p>► Writer displays strong understanding of methodology/theory/approach and applies it consistently and appropriately.</p>	<p>► Writer shows competency in theory/ approach/methodology and applies it adequately.</p>	<p>► Writer demonstrates marginal understanding of methodology/ approach/ theory and applies it sporadically or inconsistently.</p>	<p>► Methodology/ theory/approach is absent or misunderstood.</p>

5	4	3	2	1
<p>IV. Significance and Originality of Results/ Analysis/Conclusions:</p> <p>▶ The thesis project is unusually thoughtful, thought-provoking, creative, and far-reaching in its analysis; novel, significant conclusions; results thoroughly contextualized.</p>	<p>▶ The thesis project is thoughtful and extensive in its analysis; well-founded conclusions; results solidly contextualized.</p>	<p>▶ Analysis is coherent and adequate. Results adequately contextualized.</p>	<p>▶ Some confusing or unclear analysis. Conclusions are in need of further support. Results inadequately contextualized.</p>	<p>▶ Confused, confusing, or inadequate analysis. Conclusions unsubstantiated or absent. Results not placed in any context.</p>
<p>V. Discussion:</p> <p>▶ Summary section, if required, is clear, concise, and insightful. The thesis provides a detailed discussion of the implications of the project and possible directions for future research.</p>	<p>▶ The thesis discusses implications of the study and future directions.</p>	<p>▶ The summary section is solid, but workmanlike. The thesis identifies a few implications of the research and future directions.</p>	<p>▶ The project does not address implications of the research or future directions.</p>	<p>▶ Writer overstates the implications of the thesis project or claims to have proven things not proven.</p>
<p>VI. Style:</p> <p>▶ The language/writing reaches standards appropriate for a published study in the field, in terms of clarity, precision, coherence, and tone.</p>	<p>▶ Language/ writing mostly attains standards appropriate for a published study in the field.</p>	<p>▶ Language/writing is understandable throughout and approaches standards appropriate for a published study in the field.</p>	<p>▶ Language/ writing shows some problems reaching standards appropriate for a published study in the field.</p>	<p>▶ Language/ writing does not reach standards of a published study in the field.</p>

M.F.A. Thesis Rubric

	N/A	4 - Outstanding	3 - Very Good	2 - Acceptable	1 - Unacceptable
Plot/Structure/Idea/ Focus		▶ Significant and Innovative plot/structure/idea/ focus. Clearly places plot/ structure/ idea/focus in context.	▶ Plot/structure/idea/focus is original but not groundbreaking. Provides adequate context for plot/ structure/ idea/focus.	▶ Nature or originality of plot/structure/idea/focus unclear. Plot/structure/ idea/ focus is poorly contextualized.	▶ Plot/structure/idea/focus is absent, trivial, or unoriginal. Does not contextualize plot/ structure/idea/focus.
Grounding in Literary Traditions		▶ Exhaustive knowledge of traditions. Clear/flexible vision of the creative work in relation to literary traditions.	▶ Comprehensive but not exhaustive knowledge. Solid idea of traditions in relation to the author's work.	▶ Adequate knowledge of traditions (but far from comprehensive). Vague idea of how work fits into a larger context.	▶ Incomplete, inadequate. Lacks understanding of literary context and traditions.
Creative Approach		▶ Thoroughly understands poetics and/or aesthetic approach. Applies aesthetic approach consistently.	▶ Competency in poetics/aesthetic approach. Applies aesthetic approach somewhat consistently.	▶ Marginal understanding of poetics/aesthetic approach. Applies aesthetic approach inconsistently.	▶ Poetics and/or aesthetic approach is misunderstood. Does not apply poetics/ aesthetic approach appropriately.
Thematic/Aesthetic Unity		▶ Original and sophisticated creative work. Demonstrates thematic and/or aesthetic unity.	▶ Inventive, sophisticated, and complex (if not wholly original) creative work. Work demonstrates adequate thematic and/or aesthetic unity.	▶ Well-written and interesting, but not wholly original in complex ways. Work inadequately coheres.	▶ Creative work lacks imagination (in structure as well as content). Project seems confused, lacks coherence, movement, narrative arc, thematic unity.
Overall		▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.

Dissertation Rubric for Composition & Rhetoric and Literature

	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1
Introduction/ Statement of the Problem/ Focus/ Thesis	<ul style="list-style-type: none"> ▶ Significant and Innovative problem/focus/thesis. ▶ Clearly places problem/focus/thesis in context. 	<ul style="list-style-type: none"> ▶ Problem/focus/thesis is original but not groundbreaking. ▶ Provides adequate context for problem/focus/thesis. 	<ul style="list-style-type: none"> ▶ Nature or originality of problem/focus/thesis is unclear. ▶ Problem/focus/thesis is poorly contextualized. 	<ul style="list-style-type: none"> ▶ Problem/focus/thesis is absent, trivial, or unoriginal. ▶ Does not contextualize problem/focus/thesis.
Grounding in the Literature	<ul style="list-style-type: none"> ▶ Full and up-to-date. ▶ Extensive critique. 	<ul style="list-style-type: none"> ▶ Substantial; relatively current. ▶ Critique is adequate but not extensive. 	<ul style="list-style-type: none"> ▶ Adequate but dated. ▶ Demonstrates understanding, but lacks critical analysis. 	<ul style="list-style-type: none"> ▶ Incomplete; inadequate. ▶ Lacks understanding of sources.
Methodology/ Approach/ Theory	<ul style="list-style-type: none"> ▶ Thoroughly understands methodology/ approach/ theory. ▶ Application of methodology/ approach/ theory is innovative and convincing. 	<ul style="list-style-type: none"> ▶ Competency in methodology/ approach/ theory. ▶ Applies methodology/ approach/ theory consistently and appropriately. 	<ul style="list-style-type: none"> ▶ Marginal understanding of methodology/ approach/ theory. ▶ Applies methodology/ approach/ theory sporadically or inconsistently. 	<ul style="list-style-type: none"> ▶ Methodology/ approach/ theory is absent or misunderstood. ▶ Does not apply methodology/ approach/ theory or does so inappropriately.
Results/ Analysis/ Conclusions	<ul style="list-style-type: none"> ▶ Original and sophisticated analysis. ▶ Novel, important conclusions. ▶ Results thoroughly contextualized. 	<ul style="list-style-type: none"> ▶ Analysis is germane, well-supported. ▶ Well-founded conclusions. ▶ Results adequately contextualized. 	<ul style="list-style-type: none"> ▶ Analysis is coherent, adequate, but needs more support or explanation. ▶ Conclusions plausible but not compelling. ▶ Results inadequately contextualized. 	<ul style="list-style-type: none"> ▶ Confused, unclear, or inadequate analysis. ▶ Conclusions unsubstantiated or absent. ▶ Does not place results in context.
Discussion	<ul style="list-style-type: none"> ▶ Summary is clear, concise, and insightful. ▶ Detailed discussion of implications and future directions for research. 	<ul style="list-style-type: none"> ▶ Summary is solid, workmanlike. ▶ Identifies some further implications and future directions. 	<ul style="list-style-type: none"> ▶ Summarizes work in unclear or verbose manner. ▶ Does not address implications of research. 	<ul style="list-style-type: none"> ▶ Summary is inadequate or missing. ▶ Claims to have proven things not proven. Overstates implications.
Overall	Outstanding; meets all or most of the qualities in the column above.	Very Good; meets all or most of the qualities in the column above.	Acceptable; meets all or most of the qualities in the column above.	Unacceptable; meets all or most of the qualities in the column above.

Adapted from Barbara Lovitts' *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*, 2007.

Dissertation Rubric for Creative Writing

	Outstanding - 4	Very Good - 3	Acceptable – 2	Unacceptable - 1
Plot/Structure/Idea/Focus	▶ Significant and Innovative plot/structure/idea/focus. Clearly places plot/structure/idea/focus in context.	▶ Plot/structure/idea/focus is original but not groundbreaking. Provides adequate context for plot/structure/idea/focus.	▶ Nature or originality of plot/structure/idea/focus unclear. Plot/structure/idea/focus is poorly contextualized.	▶ Plot/structure/idea/focus is absent, trivial, or unoriginal. Does not contextualize plot/structure/idea/focus.
Grounding in Literary Traditions	▶ Thorough knowledge of literary traditions. Clear/flexible vision of the creative work in relation to those literary traditions.	▶ Substantial knowledge of literary traditions. Solid idea of traditions in relation to the author’s work.	▶ Adequate knowledge of traditions (but far from comprehensive). Vague idea of how work fits into a larger context.	▶ Incomplete, inadequate. Lacks understanding of literary context and traditions.
Discussion/Scholarly Introduction (or Afterword)	▶ Intro/Afterword is clear, concise, and insightful. Detailed discussion of implications and future writing projects.	▶ Intro/Afterword is solid. Identifies some further implications and future directions.	▶ Intro/Afterword is written in unclear or verbose manner. Does not address implications of research.	▶ Intro/Afterword is inadequate or missing. Claims to have proven things not proven. Overstates implications.
Creative Approach	▶ Comprehensive understanding of poetics and/or aesthetic approach.	▶ Competency in poetics/aesthetic approach. Competency in poetics/aesthetic approach.	▶ Marginal understanding of poetics/aesthetic approach. Applies aesthetic approach inconsistently.	▶ Poetics and/or aesthetic approach is misunderstood. Does not apply poetics/aesthetic approach appropriately.
Thematic/Aesthetic Unity	▶ Original and sophisticated creative work. Demonstrates thematic and/or aesthetic unity.	▶ Inventive, sophisticated, and complex (if not wholly original) creative work. Work demonstrates adequate thematic and/or aesthetic unity.	▶ Well-written and interesting, but not wholly original in complex ways. Work inadequately coheres.	▶ Creative work lacks imagination (in structure as well as content). Project seems confused, lacks coherence, movement, narrative arc, thematic unity.
Overall	▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.	▶ Meets all or most of the qualities in the column above.

Adapted from Barbara Lovitts’ *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*, 2007.

Appendix H: Graduate Student Employment Comparison Chart

	GTA	GRA	Lecturer	Graduate Student Hourly
Salary	<p>Initial Salaries for GTAs teaching 50% appointments / 12 credit hours per year (9 months):¹</p> <ul style="list-style-type: none"> ▶ GTA pursuing MA or MFA: \$14,000 per year ▶ GTA pursuing PhD: \$14,400 per year ▶ GTA in MA-PhD program will be considered having an “MA” and pursuing a PhD after the completion of 30 credit hours ▶ Summer: \$3,100.00 per class 	<ul style="list-style-type: none"> ▶ See GTA Salaries for equivalent GRA stipends². ▶ Currently, GRAships are not offered during the summer. 	<ul style="list-style-type: none"> ▶ Base salary: \$4000 per class ▶ Summer: \$3,100.00 per class 	<ul style="list-style-type: none"> ▶ Minimum wage for a student hourly employee is \$7.25/hr ▶ Maximum: \$15/hr³
Tuition and fee responsibilities	<ul style="list-style-type: none"> ▶ GTAs working 50% appointments are eligible for 9-credit hours of tuition assistance per semester, and are responsible for paying half of their campus fees each semester. (~\$225) 	<ul style="list-style-type: none"> ▶ GRAs working 50% appointments are eligible for 9-credit hours of tuition assistance per semester, and are responsible for full campus fees each semester. (~\$450) 	<ul style="list-style-type: none"> ▶ Lecturers who are enrolled as graduate students are responsible for paying tuition at staff rates (in state tuition) and full campus fees each semester. ▶ Lecturers who are not enrolled in the graduate program can apply for the Tuition Assistance program to take one course per semester. 	N/A

	GTA	GRA	Lecturer	Graduate Student Hourly
Enrollment requirements	▶ GTAs must be enrolled in no fewer than six credit hours required for the student's graduate degree, each fall and spring semester. GTAs on summer session appointments may enroll, but are not required to do so, unless they are doctoral candidates. ⁴	▶ During the fall or spring semester, GRAs must be enrolled in no fewer than six credit hours required for the student's graduate degree	N/A	▶ Hourly student workers must be enrolled in no fewer than six credit hours, during the semester(s) in which they work.
Hourly Work at KU restrictions	▶ GTAs may work a maximum of 9 additional hours per week for the university as a student hourly, with 50% time GTA appointment	▶ GRAs may work a maximum of 9 additional hours per week for the university as a student hourly, with 50% time GRA appointment.	N/A	▶ Student hourly workers may work up to a maximum of 29 hours per week during the academic year.
Summer employment	▶ If GTAs are not teaching during the summer, then they may work up to 40 hours per week. If GTAs are teaching one class in the summer, they may work up to 20 additional hours per week.	N/A	▶ Lecturers may work up to 40 hours per week, as lecturers, during the summer.	▶ As long as student hourly employees are not also simultaneously GTAs, they may work up to 40 hours per week.
Social security and taxes withdrawn from paycheck.	▶ If GTAs are not enrolled in the summer, taxes and Social Security are withdrawn from paychecks.	N/A	▶ Social security and taxes are always withdrawn from lecturer paychecks.	▶ If student hourlies are not enrolled in the summer, taxes and Social Security are withdrawn from paychecks.

	GTA	GRA	Lecturer	Graduate Student Hourly
Financial Aid requirements	<ul style="list-style-type: none"> ▶ Graduate students must be enrolled in at least 5 credit hours per semester to qualify for Federal Direct Subsidized and Unsubsidized Loans. Other financial aid programs may have different requirements. Contact the KU office of Financial Aid for further details. 	<ul style="list-style-type: none"> ▶ Graduate students must be enrolled in at least 5 credit hours per semester to qualify for Federal Direct Subsidized and Unsubsidized Loans. Other financial aid programs may have different requirements. Contact the KU office of Financial Aid for further details. 	<ul style="list-style-type: none"> ▶ Lecturers who are also graduate students must be enrolled in at least 5 credit hours per semester to qualify for Federal Direct Subsidized and Unsubsidized Loans. Other financial aid programs may have different requirements. Contact the KU office of Financial Aid for further details. 	<ul style="list-style-type: none"> ▶ Graduate student hourly workers must be enrolled in at least 5 credit hours per semester to qualify for Federal Direct Subsidized and Unsubsidized Loans. Other financial aid programs may have different requirements. Contact the KU office of Financial Aid for further details.
Health Services	<ul style="list-style-type: none"> ▶ Eligible for full service at the student health center as an enrolled KU student with health fee paid (health-fee pay rate applies) 	<ul style="list-style-type: none"> ▶ Eligible for full service at the student health center as an enrolled KU student with health fee paid (health-fee pay rate applies) 	<ul style="list-style-type: none"> ▶ Limited services (immunizations, pharmacy prescriptions, etc.) at the student health center. See website for full details. ▶ Usually may not see Student Health Services provider (non-health-fee pay rate applies) 	<ul style="list-style-type: none"> ▶ Eligible for full service at the student health center as an enrolled KU student with health fee paid (health-fee pay rate applies)
Benefits (health care, etc.)	<p>with at least 50% appointment:</p> <ul style="list-style-type: none"> ▶ Student Health insurance coverage ▶ Approved medical leave ▶ No sick leave or vacation 	<p>with at least 50% appointment:</p> <ul style="list-style-type: none"> ▶ Student health insurance coverage ▶ Approved medical leave ▶ No sick leave or vacation 	<p>with at least 50% appointment:</p> <ul style="list-style-type: none"> ▶ Group health insurance coverage under the State Employee Health Plan (medical, dental, prescription drug and vision plans) ▶ Group Life Insurance ▶ Mandatory Retirement Plan (after serving a one-year waiting period) ▶ Approved medical leave ▶ Sick leave, no vacation 	N/A

	GTA	GRA	Lecturer	Graduate Student Hourly
Parking	▶ Eligible to buy parking pass: Yellow (\$225 per year), or get on the waiting list for the Mississippi street Garage	▶ Eligible to buy parking pass: Yellow (\$225 per year), or get on the waiting list for the Mississippi street Garage	▶ Eligible to buy parking pass: Yellow (\$225 per year), and Red (\$270 per year).	▶ Eligible to buy parking pass: Yellow (\$225 per year), or get on the waiting list for the Mississippi street Garage
Gym use	<p>▶ Current students are automatic member of the ASRFC⁵ if they have paid the relevant fees. Students not enrolled in summer classes who were enrolled the previous Spring semester, can use the ASRFC for \$39.25 for the whole summer.</p> <p>▶ There are special student hours for the pool, racquetball courts, and gyms in Robinson, and during those hours it is free with a KUID</p>	<p>▶ Current students are automatic member of the ASRFC⁶ if they have paid the relevant fees. Students not enrolled in summer classes who were enrolled the previous Spring semester, can use the ASRFC for \$39.25 for the whole summer.</p> <p>▶ There are special student hours for the pool, racquetball courts, and gyms in Robinson, and during those hours it is free with a KUID</p>	<p>▶ Graduate students who are lecturers and lecturers who are not enrolled as students are not eligible for membership in ASRFC unless they pay the total fee required for the Faculty/Staff membership category (\$250 annually).</p> <p>▶ Faculty and Staff can use Robinson Center for free during posted times, and this includes the pool, racquetball courts, gyms, and weight rooms. Graduate Students who are Lecturers may need a letter from Lori to do so.</p>	<p>▶ Current students are automatic member of the ASRFC⁷ if they have paid the relevant fees. Students not enrolled in summer classes who were enrolled the previous Spring semester, can use the ASRFC for \$39.25 for the whole summer.</p> <p>▶ There are special student hours for the pool, racquetball courts, and gyms in Robinson, and during those hours it is free with a KUID</p>

¹ GTA salaries may change in July of each year based on salary terms in Memorandum of Agreement between the GTA Union and KU.

² Salaries may be different than the GTA equivalents if they include grants or fellowships from external sources.

³ Employer must have authorization from HR to offer anything above the maximum. HR does not have any official title or description that distinguishes graduate student hourly from undergraduate, so a difference in pay would be up to the department.

⁴ Doctoral candidates must be continuously enrolled in at least six hours during fall and spring semesters, and enrolled in three hours during summer sessions, except under special circumstances: Doctoral candidates may be enrolled in fewer than six post-comprehensive hours in the fall and spring semesters, and in fewer than three hours during the summer session, if all of the following conditions are met.

(1) Successful completion of the doctoral comprehensive examination;

(2) Completion of all other Graduate School and departmental requirements for candidacy to the doctoral degree;

(3) Completion of eighteen post-comprehensive credit hours;

(4) Enrollment in one or more dissertation credit hours, or, for the professional doctoral degrees, in dissertation-equivalent hours as approved by the Provost Office.

⁵ Ambler Student Recreation Fitness Center

⁶ Ambler Student Recreation Fitness Center

⁷ Ambler Student Recreation Fitness Center

Appendix I: Academic Calendar

FALL 2015

- August 24** Classes begin.
- September 07** Labor Day Holiday.
- September 08** Last day to meet requirements for December 2015 graduation to avoid enrolling for Fall 2015.
- October 10-13** Fall Recess.
- November 25-29** Thanksgiving Recess.
- December 10** Last day of classes.
- December 11** Last day for May 2016 doctoral aspirants to take doctoral oral examinations.
- December 14-18** FINALS.
- December 18** Last day for December 2015 graduates to meet all requirements for degree. No extensions.

SPRING 2016

- January 19** Classes begin.
- February 02** Last day to meet requirements for May 2016 graduation to avoid enrolling for Spring 2016.
- February 26** Last day for August 2016 doctoral aspirants to take doctoral oral examinations.
- March 14-20** Spring Break.
- May 05** Last day of classes.
- May 09-13** FINALS.
- May 13** Last day for May 2016 graduates to meet all requirements for degree. No extensions.
- May 15** Hooding ceremonies and Commencement (tentative date).

SUMMER 2016

- June 07** Classes begin.
- June 14** Last day to meet requirements for August 2016 graduation to avoid enrolling for Summer 2016.
- July 15** Last date for December 2016 doctoral aspirants to take doctoral oral examinations.
- July 29** Last date for August 2016 candidates to take final examinations, submit online Application for Graduation, file theses, dissertations, and other materials. No Extensions by Graduate Divisions.
- July 29** Last day of classes.