

BYU English Department
Graduate Handbook
2011-2012

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BYU ENGLISH DEPARTMENT ORGANIZATION

Department Administration

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Graduate Advisors

American Lit. & Culture	Brian Roberts	4153 JFSB 801/422-1376
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Creative Writing	Steve Tuttle	4139 JFSB 801/422-4425
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GRADUATE COURSES AND POLICIES

Graduate Courses

Expectations Graduate courses are taught at a distinctly more advanced level than undergraduate courses, on more focused subjects, with a more extensive survey of the relevant scholarship. Naturally, professors expect more substantial student involvement in the process of inquiry. The standards of performance should also be higher than in undergraduate courses.

Students should plan to attend every class period and complete every reading and writing assignment on time. They should engage fully in class discussion with a demonstrable sense of collegiality and respect for professors and peers. Remember that seminars which are not focused on a particular area of interest and expertise can provide valuable portable skills and insights.

Generally, the writing for graduate seminars will include genres typical of English Studies such as book reviews, proposals/abstracts, and so forth. In most cases, the capstone writing project for seminars will be a 8-10 page paper geared toward a particular conference. This paper may go through several drafts under the professor's supervision.

The texts (literary, historical, critical, theoretical, rhetorical) from seminars will comprise the reading list for thesis defenses. Students will be examined on these texts during the first hour of the defense.

Grades Most graduate students are fairly knowledgeable and competent in their chosen areas of interest and expertise. Admission to graduate school should be evidence that one is a capable student. Thus, most graduate student work done in the program is generally acceptable. However, acceptable work does not signify "A" work.

Below is a more discriminating basis for grading:

- *A*—signifies work that is clearly superior and important. "A" grades are given only if some outstanding achievement is made and only if there is some conspicuous result of individual initiative as evidenced in written work of professional quality. An "A" grade means your work demonstrates promise for success in a higher level of study.
- *B*—suggests work that is solid and acceptable, showing the competence and knowledge standard for a graduate student. A "B" grade probably means you will complete the graduate degree successfully but probably are not destined for PhD study.

Courses Courses in the English Department are structured according to the following numbers:

- *600 Level*—Courses that are intended for graduate students only and usually conducted as seminars, with students doing substantial independent study and contributing presentations to the class.

- *500 Level*—Courses that are designed for graduate students but may be taken by advanced undergraduates.
- *300 & 400 Level*—Courses that are intended for undergraduates, though graduate students may count up to three hours of such courses toward an English graduate degree with the approval of the student's Graduate Advisor and the teacher of the course.

Graduate students in undergraduate courses should be graded by graduate standards and should normally complete an additional paper or do other work beyond the usual course requirements. Courses below the 300 level and correspondence courses cannot be used toward a graduate degree.

Non-English Department Courses

In some fields of graduate study, classes specific to a student's thesis or speciality may not be offered through the English program. In these cases, students are encouraged to register for classes in other departments. MA candidates may take up to six hours outside of the English Department. MFA candidates are limited to three hours outside the English Department. You should talk with your Graduate Advisor before registering for a non-English Department course; he or she will decide whether these supplementary classes are admissible.

University requirements stipulate that non-degree, senior, and transfer credits combined cannot exceed ten hours on a Program of Study. See the Graduate Secretary for procedures.

Individual Readings

Except in extremely rare circumstances, and on a case-by-case basis, 590R will not be available for inclusion in programs of study. See the Graduate Coordinator regarding a possible exception.

590R forms should be submitted to the Graduate Coordinator by the end of the first week of classes. Those few which are accepted usually involve Study Abroad or 495 senior seminars.

THESIS CREDIT HOURS (ENGL 699R)

Registration for this class is controlled by Permission to Add Codes available from the Graduate Secretary. Only two thesis hours are allowed before a prospectus is filed.

PROGRESS TOWARD THE DEGREE

Time to Graduation

The University allows five years to complete all requirements for an MA/MFA degree; however, the English graduate program is designed as a **two-year** program. Teaching and other opportunities should not interfere with timely progress to the degree.

Students should complete course work before Winter Semester of their second year so they can devote that final semester to finishing and defending theses. Plan on taking 11 hours the first semester in the program, two seminars plus English 610 (if teaching) and English 600. Also consider taking a course during Spring Term of the first year.

English graduate candidates who have not filed a prospectus by October 1st of their second year of study will not be eligible for a tuition benefit the following semester (usually Winter semester). Teaching assignments may not be awarded to students who have failed to make this significant progress toward their degrees.

Suggested Graduate Program Schedule

Semester	Course work	Teaching
Fall of first year	English 600 English 610 (for those teaching) Two seminars (including ENGL 630, 613, or 617 if possible)	One course
Winter of first year	Two or three seminars (must include ENGL 630, 613, or 617 if not previously completed)	Maximum of two courses
Spring of first year	One seminar	One course (if available)
Summer of first year	Thesis reading	---
Fall of second year	One or two seminars 1-3 Thesis Hours	Maximum of two courses
Winter of second year	3 Thesis Hours	Maximum of two courses
Spring of second year	2 Thesis Hours Defend thesis before June 15	One course (if available)

Satisfactory Progress

To meet registration requirements, students must

- Carry a minimum of two credit hours the first semester of their program.
- Complete a minimum of six credit hours each academic year of enrollment in the program. If graduate students do not take a total of six credit hours during an academic year, they will be dropped from the program. If students think they may be dropped, they should contact the Graduate Secretary *before* being dropped.
- Carry a minimum of two credit hours the semester or term of graduation.

Evaluations of Student Progress

Student progress will be evaluated twice a year as satisfactory, marginal, or unsatisfactory. Students who do not receive satisfactory ratings will be notified in writing stating what they must do to achieve that mark. If a student receives an unsatisfactory rating or two marginal ratings in succession, the department will terminate the student's program at the, OR submit a petition to Graduate Studies making a convincing case that the student be given another semester to demonstrate satisfactory progress. A copy of a contract listing student and faculty responsibilities and a time line must be attached to this petition.

Department criteria for a positive evaluation include satisfactory completion of all course requirements, active participation in class discussions, steady progress toward graduation, and evidence of a student's willingness to work with/take correction from thesis committee members. The Department of English maintains the right to dismiss any candidate who refuses to meet these criteria and fails to progress in a reasonable manner.

Graduate students who do not complete 6 credit hours in an academic year will have their graduate status and registration eligibility formally cancelled. In order to continue the program an Application to Resume Graduate Study must be filed and a \$600 fee paid.

Avoiding Spring/Summer Thesis Defenses

Most faculty members spend time during Spring/Summer engaged in their own research and writing projects, some of which take them away from campus. Because it is difficult for faculty to fulfill these obligations while simultaneously helping students prepare for thesis defenses, no thesis defenses will be scheduled between June 15 and September 1 (even if Graduate Studies permits the

scheduling of defenses during this time). So that students can meet this June 15 defense deadline, please observe the following dates for the submission of your completed thesis draft and the scheduling and holding of your thesis defense.

May 15: Completed thesis draft submitted to entire thesis committee

June 1: Last day to schedule a thesis defense

June 15: Last day to hold a thesis defense

Exceptions to this policy for a student in extremely unusual circumstances must be approved by the thesis advisory committee, the Graduate Advisor in their area of emphasis, and the Graduate Coordinator.

Full- and Part-Time Status Policy

Full-Time Status Status

Part-Time Status

Because the English graduate program is a two-year program, graduate students are discouraged from requesting part-time status. Students who wish to be considered part time (enrolled for fewer than 6 credit hours in a semester) must formally apply for part-time status by submitting Form ADV 2a to the Graduate Coordinator prior to the semester they wish to become part-time students. Although every effort will be made to schedule evening seminars, those offerings will be limited. The program is designed mainly for full-time students.

In order to receive a contract assignment or tuition benefit money, part-time graduate students must be registered for a minimum of two credit hours during the semester or term they receive the tuition benefit or contract assignment. Teaching assignments will be awarded to first- and second-year graduate students, and, rarely, to third-year candidates depending upon progress toward the degree. Students may teach a maximum of 8 courses or 5 semesters during their programs.

THE THESIS

The *thesis* is a substantial work that demonstrates knowledge and skills in a particular area of interest. For the English Department, the thesis will be an article-length essay prepared with a particular scholarly journal or other publication in mind. Creative theses will also be prepared with publication in mind.

(Copies of previous graduate theses can be found online at etd.byu.edu, in the HBLL.)

Students should choose a particular area of interest and expertise as early as possible in their graduate studies. Most theses will come out of research and writing done in graduate seminars, especially in connection with preparing conference papers.

Thesis Advisory Committee

The first step toward a thesis is forming a Thesis Advisory Committee. Composed of a chair and two readers, this committee has the major responsibility to guide students in completing a thesis—from preparing the prospectus through the capstone experience of the oral exam and thesis defense. Students should form a committee of faculty members with whom they would like to work and who have strong backgrounds in the thesis area. Students should consult with their Graduate Advisor about selecting a thesis committee before approaching individual faculty members with a formal request to be on a committee. They then consult with this committee to bring the prospectus to final form.

While English Department faculty members offer a wide variety of specialties in literature, creative writing, and rhetoric studies, in very special circumstances students may go outside the department for one reader if the thesis requires it. However, *the Thesis Committee Chair MUST be a full-time English Department faculty member*. Until the Thesis Advisory Committee is formed and the prospectus is filed, the Graduate Advisor acts as primary advisor and chair. A list of English Department faculty specialties follows.

Faculty Specialties

<i>John Bennion</i>	Creative Writing, British Novel, LDS Literature
<i>Grant Boswell</i>	History/Theory of Rhetoric, Renaissance Rhetoric, Argument
<i>Gideon Burton</i>	History of Rhetoric, Renaissance Rhetoric/Literature, Mormon Literature and Criticism
<i>Nancy Christiansen</i>	History/Theory/Philosophy of Rhetoric, Rhetorical Criticism, Renaissance Literature and Rhetoric
<i>Frank Christianson</i>	Late 19 th -Century American Literature, Trans-Atlantic Literature, Victorian Literature

<i>Gregory Clark</i>	Rhetorical Theory and Criticism, Early American Literature
<i>Jesse Crisler</i>	American Realism and Naturalism, Adolescent Literature, Early American Literature
<i>Gloria Cronin</i>	20 th -Century American/Jewish American Literature, 19 th /20 th -Century Anglo-American Women's Literature, African-American Literature
<i>Chris Crowe</i>	Creative Writing, Adolescent Literature, English Education
<i>Dennis Cutchins</i>	American/Native American Literature, Folklore, Film Adaptation
<i>Edward Cutler</i>	19 th -and 20 th -Century American Literature
<i>Deborah Dean</i>	English Education, Composition Pedagogy
<i>Richard Duerden</i>	16 th -and 17 th -Century British Literature, Shakespeare, Literary Theory and Criticism
<i>Aaron Eastley</i>	20 th -Century and Post-Colonial British Literature, Diaspora Studies, Travel Literature, Exploration Narrative
<i>Eric Eliason</i>	Folklore, Mormon Literature
<i>Sirpa Grierson</i>	Critical Reading, English Education
<i>Kristine Hansen</i>	Research Methods in Rhetoric/Composition Theory/Pedagogy, Writing in Academic Disciplines, Writing Program Administration
<i>Trenton Hickman</i>	20 th -Century and Contemporary American Literature, Latino and Caribbean Literature
<i>Jamie Horrocks</i>	Women's Studies, Victorian-Modernist Era British Literature
<i>Susan Howe</i>	Creative Writing, Women's Literature, Contemporary Poetry
<i>Brian Jackson</i>	Rhetoric and Writing, Civic Engagement, American Religious Rhetoric
<i>Kim Johnson</i>	Creative Writing (Poetry), British Renaissance Literature
<i>Bruce W. Jorgensen</i>	Fiction Writing, 19 th -Century American Literature, Contemporary American Fiction, Mormon Literature
<i>Lance Larsen</i>	Creative Writing, American Literature
<i>Keith Lawrence</i>	Asian American Literature, American Literature before 1800, 20 th -Century American Literature
<i>Peter Leman</i>	20 th Century Anglophone Literatures, British/Irish Modernism

<i>Suzanne Lundquist</i>	Native American Sacred Texts and Modern Novels, Third World Literature, Development of Literacy
<i>Patrick Madden</i>	Creative Writing, Non-fiction, Personal Essay
<i>Nicholas Mason</i>	18 th -and 19 th -Century British Literature
<i>Kristin Matthews</i>	20 th -Century American Literature, Cold War Literature & Culture, African American Literature, American Studies
<i>Brett McInelly</i>	Composition, 18 th -Century British Literature, British Novel
<i>Daniel Muhlestein</i>	Contemporary Literary Theory, British Romantic Literature
<i>Jonathon Ostenson</i>	English Education
<i>Danette Paul</i>	Rhetoric of Science, Technical/Professional Writing, Rhetoric and Composition
<i>Dennis Perry</i>	American Literature to 1914, Literature and Film
<i>Zina Petersen</i>	Grammar, History of the English Language, Medieval Studies
<i>Brian Roberts</i>	African American Literature, Late 19 th -Century - Early 20 th -Century American Literature, American Studies
<i>Jamin Rowan</i>	Urban Studies, Late-19 th and 20 th Century American Literature
<i>Jill Rudy</i>	Folklore
<i>Brandie Siegfried</i>	16 th -and 17 th -Century British Literature, Shakespeare, Gender Studies
<i>Phillip Snyder</i>	20 th Century American and British Literature, Western American Studies, Autobiography
<i>John Talbot</i>	Classical Influences on English Poetry, Literary Translation, Meter of Prosody
<i>Leslee Thorne-Murphy</i>	Victorian Literature, Women's Studies
<i>Jacqueline Thursby</i>	Folklore, Ethnography, American Culture Studies
<i>Leonard Tourney</i>	Composition
<i>Stephen Tuttle</i>	Creative Writing
<i>Steven Walker</i>	Victorian Literature, Bible as Literature
<i>Paul Westover</i>	British Romantic Literature

<i>Matthew Wickman</i>	18 th -Century British Literature, Literary Theory, Scottish Studies
<i>Miranda Wilcox</i>	Medieval British Literature
<i>Bruce Young</i>	British Renaissance Literature, Shakespeare, Literary Criticism

Thesis Courtesy

Ideally the process of researching and writing a thesis should be one of the most rewarding experiences of a graduate career, as students build strong relationships with the faculty members on their committee and compose a document that reflects development as a writer and thinker. To ensure that the thesis experience is a positive one for all involved, however, students should follow a few basic protocols:

1. Stay in regular contact with the committee, especially the Chair, but respect their time by visiting them during office hours or other scheduled times. Remember that faculty members have research projects of their own and need blocks of uninterrupted time for writing. Work primarily with the Chair to approve thesis drafts before submitting them to readers. Please give each committee member at least a week to review a draft, and preferably two weeks during busy times of the semester.
2. Unless instructed otherwise, present the committee with printed (not electronic) copies of drafts. Having to print drafts of student theses is not only an inconvenience for faculty but can also become quite expensive for the Department. If students are no longer in Utah while writing the thesis, they should either mail printed drafts to the committee or arrange to reimburse the Department for any expenses incurred in printing drafts.
3. Remember that committees tell students when they are ready to defend, not vice versa. Perhaps the most frequent complaint of faculty members working on thesis committees is that students tend to disappear for several months and then show up right before the defense deadline, with a draft the committee has never seen, declaring they are ready to defend. Committee members will **NOT** sign defense papers until they determine that a thesis is completely ready for the defense.
4. While professional ethics dictate that the committee not agree to schedule a defense until they feel comfortable with the thesis, quite often students pressure faculty to hold a defense prematurely because students already have plane tickets back to Utah for the defense, are moving soon, or have some other extenuating circumstance. The easiest way to avoid putting students and committees in such binds is to submit drafts well in advance of any personal or university deadlines, thus leaving ample time for feedback and revision. Again, committee members will **NOT** sign off on defenses prematurely.

Thesis Prospectus

After organizing a Thesis Committee, students should begin work on a prospectus. For either research or creative theses, the *prospectus* constitutes a proposal of five to eight single-spaced pages including a preliminary annotated bibliography and an oral exam reading list.

MA Thesis Prospectus Guidelines

The research thesis prospectus is an expository statement which defines the thesis topic, delimits its scope, outlines its theoretical assumptions, justifies it in the context of current scholarship in the field, and surveys the lines of inquiry or argument proposed. Guidelines for writing a prospectus include

Proposed Topic and Approach	Review the proposed thesis topic and approach. Although the nature of the thesis may change as research and writing move forward, students should begin with a clear topic and precise approach (theoretical, methodological, or both) in mind. This section a general summary of the entire prospectus.
Justification	Show the relation of the thesis to present scholarship in the field. Although knowledge and command of secondary literature will grow with additional research, the prospectus should demonstrate some preliminary knowledge of scholarship in the field and discuss where the thesis will fit in. Include an analysis of the scholarly journal or other publication intended for submission of the thesis and justify this choice. Consult with the committee on journal choices and follow their advice.
Plan of Development	Outline the thesis argument and the material to be covered. This section should lay out your main argument with key subordinate points and relevant support.
Preliminary Annotated Bibliography	List key preliminary sources to be consulted during research. Include an annotation with each entry describing the significance of the source to the thesis. Students might organize sources under the following categories: Primary Sources (texts to be analyzed, including literary texts, films, art works, and so forth); Theoretical Sources (texts, primary and secondary, that may help form theoretical/methodological approaches); Critical Sources (texts that constitute the scholarly discussion around the topic). Be sure to use proper MLA documentation as demonstrated in the <u>MLA Handbook for Writers of Research Papers</u> , Seventh Edition.
Time Line	Attach a detailed timeline for completing the thesis, reflecting Graduate Studies deadlines as well as thesis committee deadlines.
Reading List	Attach a non-annotated reading list of 25-30 key texts (literary, theoretical, historical, critical, rhetorical) on which students will be examined during

the first hour of the thesis defense. This list should represent the scholarly speciality developed during graduate studies. Consult with the thesis committee to compile this list. If students have not completed course work, texts may be added to this list before the defense.

MFA Thesis Prospectus Guidelines

The creative thesis prospectus explains the general content and context of the proposed thesis project, including its probable benefit to the student's development and career. Guidelines for writing a creative prospectus include.

- Title** In addition to the title of the entire thesis, include, as relevant to the thesis: chapter titles (or the number of titles); titles of stories, essays, or poems (if some are unknown, indicate how many additional are as yet unwritten or untitled); number of scenes or acts of a play.
- Subject/Theme** Explain the general subject matter and/or overriding thematic concerns that developed in the thesis.
- Genre** Explain the genre to be worked in: novel, novella, play, or collection of poems, short stories, or creative nonfiction. Students may mix genres, but need to explain the intention of the work.
- Work Type** Explain the specific type of work to be written within the genre. For example, students might intend to write minimalist stories, an historical novel, an experimental play, free or formal verse or personal essays using fictional devices. State why a particular type of work is to be written and describe the preparation.
- Benefit** Explain how writing the thesis benefits development as a writer and how it might make a contribution to literature, either regional or national. Include a discussion of where the work will be submitted.
- Bibliography** List the critical books and creative works in the genre that have been helpful in developing as a writer. Write two or three sentences explaining each book's basic value.
- Time Line** Attach a detailed time line for completing the thesis, reflecting Graduate Studies deadlines as well as thesis committee deadlines.
- Reading List** Attach a non-annotated reading list of 25-30 key texts (literary, theoretical, historical, critical, rhetorical) on which students will be examined during the first hour of the thesis defense. This list should represent the scholarly speciality developed during graduate studies. Consult with the thesis committee in compiling this list. If students have not completed course work, texts may be added to this list before the defense.

Introduction to Graduate Studies (English 600) will cover the basics of prospectus formation and presentation. Prospectus samples are included in the supporting materials of this handbook.

Once a prospectus meets the chair's requirements, it is ready for committee evaluation and approval. Arrange a meeting with all three committee members in order to discuss the prospectus and communicate expectations concerning content, journal, methods, pace of work, scheduling for submitting drafts, expected time between submission of drafts, feedback, and, if relevant, faculty availability in May.

The Graduate Advisor, Associate Chair for Graduate Studies, and the Graduate Coordinator will review and sign the prospectus after it has been signed by all committee members. Primary responsibility for approval resides with the Chair and committee members, but the Graduate Advisor, Associate Chair for Graduate Studies, and Graduate Coordinator may suggest revisions or express concerns to the Chair about thesis feasibility.

Once the prospectus has been signed by the Thesis Committee, Graduate Advisor, Associate Chair for Graduate Studies, and Graduate Coordinator, students should begin work on the thesis, always proceeding under the direction of the Chair.

Thesis Format

Before beginning the thesis, learn the required format. The thesis in its final form must adhere both to Graduate Studies requirements and to the English Department's official style sheet. As always, follow current MLA conventions in format and documentation. Students (not the Chair, readers, advisor, or anyone else) are responsible for proofing the thesis and ensuring it follows proper format, so allow plenty of time to prepare the final draft. Remember that the Graduate Coordinator is not the proofreader and should not be expected to correct formatting errors.

Usually research theses should be between 7,000 and 10,000 words (approximately 25-35 pages double spaced) depending on the length requirements of the journal or other publication for which it is intended. Theses should reach the maximum, not the minimum, article length. Again, the thesis committee must approve the journal choice and thesis length. If the journal requires much shorter submissions (10-15 pages), it may be necessary for the student to submit two shorter articles to fulfill the thesis requirement.

A creative thesis should be significantly longer than a research thesis, depending on the genre. Poetry collections should be 48-60 pages with an introduction or afterword. Story or essay collections should be around 80-100 pages with an introduction or afterword. Novellas, instead of novels, are encouraged and should be around 120 pages with an introduction or afterword. Plays should be at least 80 pages with an introduction or afterword. The Department cannot approve screenplays.

Electronic Theses and Dissertations (ETD)

All theses must be submitted as ETDs following a successful defense. Information about ETD filing can be found at etd.byu.edu.

Scheduling Final Oral Examination & Applying for Graduation

Defense Deadlines

*graduation
application
due* →

Graduate Studies publishes a list of deadlines which must be met.

The semester of the defense students must apply for graduation, be registered for two credit hours, and complete the items listed below according to Graduate Studies deadlines. Students cannot schedule a defense until they have applied for graduation. Ecclesiastical endorsements must be in effect through the projected graduation date.

Second Week of Semester (or earlier)

- ✓ Apply for graduation– online through Route Y

Three Weeks before Tentative Defense Date.

- ✓ Deliver a final defensible copy of the thesis to the Thesis Committee

Complete Form ADV 8c

It is department policy that no thesis defenses will be scheduled between June 16 and September 1 of each year. See page 6.

Additional Information for MFA Candidates

Due to the nature of creative theses, the Department will allow students to secure theses indefinitely, avoiding publication on the World Wide Web. MFA students who successfully complete the thesis defense must submit ADV Form 8e to Graduate Studies. The Department also requires that MFA graduates provide a copy of their thesis to be kept in the department office. This copy will be paid for by the Department.

Final Oral Examination

The final oral examination tests the students' understanding of the context for the thesis and the finished thesis. The Thesis Committee Chair conducts this defense. The examination will consist of two parts:

Part One The first hour of the oral exam will cover the context of the thesis including course work and area of specialization, based particularly on the reading list. Each member of the committee will have a copy of the transcript. Be ready for some rigorous discussion with the committee.

Part Two The second hour will cover the contents of the thesis and its implications. Because the committee has already made comments on the thesis, expect follow-up on these comments.

Results

- *Pass* means that the candidate performed satisfactorily, and no significant thesis revisions or reruns of part of the examination are required.
- *Pass with Qualifications* means that significant revisions are required on the thesis, or that part of the examination needs to be retaken.
- *Recess* means that the examiners want a student to prepare more and are postponing the examination for a minimum of 30 days. After a recess, a student has only one more chance to pass.
- *Fail* means a student must exit the program without a degree. There are no second chances at this point.

GRADUATION CEREMONIES

Graduate students are officially included in graduation ceremonies by virtue of meeting all the deadlines for applying for graduation, completion of course work, thesis defense, and so forth. Direct questions to the Graduate Secretary, who checks to make sure that students who have successfully defended their theses and submitted copies to Graduate Studies can be cleared for graduation

Students who successfully defend AFTER the deadlines but before the end of a semester/term with graduation ceremonies (Winter Semester or Summer Term) may petition to “walk” through the ceremonies, though the students' names will not be on the program, either at commencement or convocation.

If a successful defense has not been held, a student may not “walk” through graduation ceremonies.

FINANCIAL OPPORTUNITIES & STUDENT EMPLOYMENT

The English Department offers several awards as well as internships and positions in teaching and research. Many opportunities for financial aid exist in the university. It is not sufficient to check boxes on the graduate application form indicating need or desire for tuition assistance, paid teaching, and internship opportunities. Students must apply separately for each area of interest or need.

The following descriptions of student loans, instructorships, teaching and research mentorships, advanced composition internships, editing internships, and other awards provide suggestions for financing graduate education.

Instructorships, mentorships, and internships provide valuable training and experience that can supplement graduate studies and make students more attractive job or PhD candidates. Take advantage of these opportunities.

Please remember, however, that students' first priority must be graduate studies. Students should not overload their schedules with employment and other responsibilities. Plan to graduate on time.

Graduate Student Financial Aid

Graduate Supplemental Tuition Awards

Some money is available each year for supplemental tuition awards. For Fall and Winter Semester, registered students will be considered for a partial tuition award. Students will be notified before Spring Term begins regarding what funds are available.

Graduate students should plan on a tuition benefit award of about \$1000 per semester for the first three semesters of their graduate programs, though this amount may vary due to budgetary constraints. A fourth semester benefit will be awarded if the prospectus is filed by the established deadline. After two years students will be responsible for paying their own tuition. Spring and Summer terms will be considered surplus in terms of tuition benefits; if money is available, students may receive tuition benefits during two Spring or Summer Terms.

BYU Graduate Studies

105 FPH
801/422-4091
Fax 801/422-0270

Graduate Studies posts scholarship and financial aid opportunities on its website
<http://www.byu.edu/gradstudies>.

BYU Office of Prestigious Scholarships and Fellowships

102A MSRB
801/422-613

This Office maintains a comprehensive database of announcements and application forms for dozens of important national and international fellowships available for the support of graduate students.

As portable fellowships, these awards provide a significant resource distinct from the graduate stipends available through individual universities. These include information on Fulbright Grants, Mellon Fellowships in the Humanities, and many others. Most are intended for students just embarking on their graduate education, but others offer support to more advanced graduate students. (opsf.byu.edu)

BYU Student Loans through the Financial Aid Office

A-41 ASB
801/422-4104

Students must submit applications for any BYU need-based loans or federal loans to the Financial Aid Office by the announced deadlines. Applications and information about required academic qualifications, deadlines, and procedures are available from the Financial Aid Office.

Graduate students are only eligible for BYU short-term loans and Federal Stafford Loans (subsidized and unsubsidized). BYU short-term loans are not need-based and can be accessed using the touch-tone registration menu.

Federal Stafford Loans (subsidized) are need-based; application forms are available through the Financial Aid Office. Federal Stafford Loans (unsubsidized) are not need-based; these forms are also available through the Financial Aid Office. Total financial aid cannot exceed the cost of education.

AWARDS

P.A. Christensen Award

Information about all awards and scholarships can be obtained from the English Department Secretary in 4189 JFSB; 422-4939. Other awards are announced as they are made available, see english.byu.edu/awards

Each year the Christensen Family gives awards to outstanding graduate students in the English Department. Two incoming students receive full-tuition scholarships based on their applications. Recipients are selected by the department's Graduate Advisory Committee. No application is necessary.

Clark-Harris Achievement Award

Each semester the English Department gives the Clark-Harris Graduate Achievement Award to a recent graduate of the program who excelled while enrolled. The recipient of this \$600 award is chosen by the Graduate Advisory Committee, which bases its decision largely on the quality of students' completed

theses. Bruce B. Clark and John B. Harris, emeritus professors from the English Department, are the donors who make this award possible.

Ed M. and Minnie Berry Rowe Teaching Award

Each year the English Department gives the Rowe award to an outstanding graduate instructor. Recipient of the Rowe Award must be a graduate student who has completed at least two semesters of teaching. The primary purpose of the award is to recognize excellence in teaching English 150, but other teaching in the department (advanced writing internships or literature assistantships) is also considered. Finalists are selected by the composition coordinators based on course evaluations, observations of teaching, and assessment of citizenship. One winner and up to five finalists are chosen each year. These recipients are recognized at the annual department banquet.

Broadbent Endowed Scholarship

A graduate of the BYU English Department BA and MA programs has made a generous contribution to provide a \$1,000 scholarship for a single parent, with one or more children at home, who is committed to completing an education. Priority consideration will be given to graduate students, although undergraduate English majors may apply. Financial need and academic standing will be considered in the selection process. Applicants must be registered as full-time students. If a recipient drops out of the graduate program or English major, the award will be withdrawn.

Clinton F. and Naomi B. Larson Scholarship

The family of the late Clinton F. Larson, a professor in the English Department, has endowed a scholarship for a creative writing graduate student. Applicants must be in good standing in the BYU English MFA program. If the recipient drops out of the MFA program, the scholarship will be withdrawn.

Wordsworth Award

An anonymous donor has established an endowment to support an English graduate student at the annual Wordsworth Winter or Summer School in Grasmere, England. The endowment's terms are as follows:

- Applicants must have completed at least one upper-division or graduate course in British Romanticism.
- \$800 is available to a student attending the Winter School (held for a week in February).
- \$1000 is available to a student attending the Summer School (held for two weeks at the beginning of August).
- An additional \$500 will be awarded to the Summer School attendee if he or she has a paper accepted.
- The department will provide additional funding to assist with travel expenses.
- Applications will be judged by faculty specializing in British Romanticism.

For more information, see Dr. Nicholas Mason and the Wordsworth Trust website (<http://www.wordsworth.org.uk/conferences/index.htm>).

Graduate Student Employment within the Department

English 150 *University Writing Office*
4110 JFSB 801/422-3565

The English Department offers student instructorships for English 150 (College Writing and Reading). Graduate students who wish to teach must apply directly to the University Writing Office which has application forms which must be filled out and returned by March 31.

University Writing Coordinator, and Program Assistant will interview applicants during the first half of April. Applicants will be notified in early June.

Advanced Writing *University Writing Office*
4110 JFSB 801/422-3565

- The materials required for the application include
 - ▶ a resume or vita
 - ▶ a letter explaining interest in teaching

Following receipt of complete applications, an Associate Chair, University Writing Coordinator, Associate Coordinator, and Program Assistant will interview applicants during the first half of April. Applicants will be notified in early June.

The University Writing Office allows qualifying first-year graduate instructors to teach one section of English 150 and second-year graduate instructors who are making significant progress toward their degrees to teach two sections of 150 or Advanced Writing. First semester third-year instructors are offered sections when available. At this point the University Writing Office sees the importance of focusing on completing the thesis. Due to fewer courses being offered, teaching assignments are not automatically renewed during Spring/Summer terms.

Teaching Assistantships/Mentorships *Graduate Office*
4166 JFSB 801/422-8673

- Student instructors are required to complete the following:
 - ▶ English 610 (Rhetoric and Composition) the first semester
 - ▶ a one-week training seminar in August
 - ▶ a weekly instructor's meeting each semester
 - ▶ no fewer than two credit hours each semester

Graduate student instructors who prove competent and reliable and are making significant progress toward their degrees, may receive teaching assignments for 5 full semesters or 8 courses (including all courses taught), whichever comes first. No teaching contracts beyond this will be offered. (Spring and Summer contracts are not counted in this total.)

Following one semester of successful teaching of English 150, graduate students may apply for teaching internships in advanced writing courses (English 311, 312, 313, 315, 316). Instructors who complete English 611R successfully may be assigned to teach advanced courses in subsequent semesters.

The English Department offers opportunities for graduate students to assist professors in large section, 200-level literature courses. In addition, teaching mentorships are available in which students assist professors in regular section, 300-level literature or rhetoric courses. Available assistantships and mentorships will be announced prior to the semester for which they are offered and are contingent upon funding.

Research Assistantships *Graduate Office*
4166 JFSB 801/422-8673

Research assistantships can provide excellent training in library research, opportunities for scholarly writing, and professional association with a working scholar. They also suggest an extra dimension of capability and motivation to graduate school admissions committees and employers’

Specific research projects of the faculty member requesting an assistant are announced each semester. Funding for assistantships is limited and only a few are given each year. Graduate students must carry a minimum of two credit hours the semester in which they hold a research assistantship within the English Department.

Writing Center
4026 JKB 801/422-4306

One or two graduate student assistantships may be available each semester or term in the Writing Center, depending upon need and funding. These assistantships will be available to students who either completed the internship for the Center or taught English 150 for at least one semester. Graduate students will usually work up to 10 hours a week in these positions. If interested, students should inquire and interview with the coordinator of the Center at least a month before the start of the term. For more information, see the Writing Center Web site (<http://english.byu.edu/writingcenter/>)

Graduate Student Employment Outside of the Department

Internships are frequently offered to English Department graduate students in other schools, departments, and research organizations within BYU. These may involve any combination of research, scholarly writing, editing, and technical writing.

Redd Center
366 SWKT

(801)422-4048

Redd Center graduate assistantships are offered each academic year to qualified students specializing in studies of the Intermountain West. Information may be obtained from the Charles Redd Center for Western Studies.

BYU Studies

403 CB

801/422-6691

Students interested in applying for editing internships should contact *BYU Studies*. ELANG 430R (Editing for Publication) is a prerequisite for editing internships and a valuable experience for students interested in editing and publishing.

Inscape

Dr. Pat Madden

801/422-6439

Students interested in applying for editing internships should contact the faculty advisor of *Inscape*. ENG 419 is a prerequisite for editing internships and a valuable experience for students interested in editing and publishing.

Humanities Publication Center

4037 JKB

801/422-4455

Students interested in applying for editing internships should contact the supervisor of the BYU Publications Center. ELANG 430R is a prerequisite for editing internships and a valuable experience for students interested in editing and publishing.

Internships through Local Businesses

Internships funded by local businesses such as Corel, Novell, IBM, book publishers, and the LDS Church may be listed in local newspapers, the University Writing Office, or the Humanities Publications Center. Students should contact the Academic Internship Coordinator for the English Department. (See Dr. Phillip Snyder who oversees internship opportunities for the department.)

Editorial Internships (LDS)

University Writing Office

4110 JFSB

801/422-3565

Each semester, the English Graduate Program combines with the LDS Church Editing Section to offer editing internships to qualified graduate students. Interns receive up to six hours of credit in ENGL 599R (Academic Internship) in addition to a competitive salary and valuable hands-on editing experience. ELANG 430R (Editing for Publication) is recommended but not required for those internships.

Other Local Teaching Opportunities

**English Dept.,
Utah Valley
University**
Contact
801/863-8577

UVU hires adjunct faculty on an as-needed basis to teach a two-course sequence of college writing. Salary is less than that which graduate student instructors receive in BYU's composition program.

Graduate students already teaching for BYU must inform the University Writing Office and their Graduate Advisor and receive their advice and consent before accepting additional teaching elsewhere. Graduate students who are teaching English 150 for the first year are strongly discouraged from teaching concurrently at UVU.

English graduate students should remember that their "job" for two years is completing all requirements for the MA. All other interests, including outside courses, employment and cultural experiences are secondary. Graduate students must be careful not to over-schedule their time.

PROFESSIONAL DEVELOPMENT

Conferences and Travel

Graduate students should make every effort to participate in conferences dealing with their particular areas of interest and expertise. These conferences provide opportunities to learn of past and current scholarship, clarify and practice research methodologies, and contribute to ongoing scholarly discussion, while getting to know others working in a specific field of interest. Since admission to PhD programs is becoming increasingly selective, participation in formal settings with peers will indicate in a tangible fashion commitment to the profession.

Conferences Some local conferences include:

- ▶ English Department Symposium
- ▶ Graduate Student Symposium
- ▶ Rocky Mountain MLA
- ▶ Wyoming Conference on English

Of course, some conferences carry more prestige than others; that is, generally speaking, a national conference is more important than a regional one.

Students might also consider subscribing to the international Calls for Papers list at cfp.english.upenn.edu

Travel Policy

Graduate travel plans must be submitted **NO LATER THAN TWO WEEKS BEFORE** desired travel. Obtain a travel fund request form from the Graduate Secretary and complete it no later than two weeks before desired travel dates (see Appendix).

The English Department makes every effort to fund one conference experience per student per year. Funds for a second conference will be strictly limited based on available funds; therefore, students should plan as if their attendance at second and subsequent conferences during the same year will not be funded.

The College of Humanities offers matching grants (up to \$250) for graduate student travel as long as funds are available during a given calendar year. Complete forms and comply with all information requests and deadlines (see Dean's office and Appendix.). Applications will not be accepted less than two weeks before anticipated travel.

Travel funds are allocated on a reimbursement basis only. Save all pertinent receipts and, no later than 30 days after travel, deliver them to the Dean's Office or Graduate Secretary. (Students should make a copy for their own records).

Department assistance of up to \$400 per conference is available on a first-come, first-served basis to graduate students for presentation of conference papers.

Within Utah = \$200.00

Within Continental U.S. = \$300.00

Beyond Continental U.S. = \$400.00

Since students are representatives of the university, when presenting papers at conferences, they should ensure the presentation meets the highest standards in both content and manner.

Students can save money on housing by organizing groups of graduate students who plan on attending the same conference and are willing to share hotel rooms. Please do not ask faculty to share hotel rooms.

- Limited additional funds are available through Graduate Studies. Students should check with that office for applications. Deadlines: Oct. 2-Fall; Feb. 5 - Winter

Publishing

The special concern of the English Graduate Program at BYU is not only to diffuse and extend knowledge of literature, rhetoric, and creative writing, but to advance that knowledge through research and creative work. As the University Office of Graduate Studies points out,

The essence of graduate study is insight, seeing with “new” eyes, hearing with “new” ears, heightened perception leading to broader and deeper conception.

Graduate study is not merely more skillful execution. It is not even more daring and imaginative innovation, valuable as these might be. . . . [Graduate study is] to inform and benefit humanity. (BYU Graduate Council, *Some Fundamental Principles for Graduate Education*, 1985)

Students are encouraged to contribute articles to the scholarly community which will inform and benefit the disciplines of English literature and language specifically and humanity generally. Writing and publishing as well as conference participation help graduate students become known by others working in their fields of interest. Writing papers for conferences and publication helps students learn of past and current scholarship, clarify and practice various methodologies and theories, and contribute to ongoing scholarly discussion. BYU’s program provides a variety of opportunities for publishing and participating in conferences.

Students are encouraged to peruse the stacks in the Current Periodical section located in the Reserve Library of the HBL, look over some of the journals, and decide which are the most suitable publications for their work. The *MLA Directory of Periodicals* can help in this process.

Introduction to Graduate Studies (ENGL 600) will discuss these venues. Students should also talk with the Humanities Librarian, Robert Means (5524 HBL, 801/422-6117). BYU offers many opportunities to publish in both literary and scholarly journals. The following is a brief list of local periodicals; it is not intended to be all-inclusive.

Insight

102A MSRB801/422-5226 Accepts submissions demonstrating original thinking and scholarly research addressing subjects of interest to the BYU at-large community.

Literature and Belief

3384 JFSB 801/422-3073 Invites submissions. These may be scholarly interpretive articles that focus on moral/religious aspects of high quality literature, or they may project a critical theory of literary analysis based on moral/religious considerations. Bibliographical articles, interviews, book reviews, and poems are also welcome.

BYU Studies

1063 JFSB801/422-6691 Publishes articles of particular interest to the BYU academic community, especially those dealing with Church history and scholarship. *BYU Studies* also publishes poetry and personal essays.

Inscape

inscapebyu@ gmail.com Solicits student essays, poetry, fiction, art, etc.

The Leading Edge

4171 JFSB 801/422-1717 Publishes fiction (science fiction or fantasy) as well as nonfiction articles on a wide variety of questions of general interest: articles, book reviews, research, etc. Contact Dr. Dennis Perry for writers' guidelines.

Criterion

4153 JFSB 801/422-1376 Seeks original, well-researched, and intellectually rigorous essays written from diverse critical perspectives and about texts from any time period or literary tradition. It is an annual journal dedicated to publishing excellent literary analysis and criticism produced by undergraduate and master's students.

Writing Contests

Students are urged to consider participating in one or more of the following local contests, which may prove more immediately financially rewarding than regular publication and provide an avenue for creative writing recognition.

The David O. McKay Essay Contest

3184 JFSB
801/422-3073

Theme The Restored Gospel and Applied Christianity

Prizes \$1200, \$1000, \$700, \$300

Deadline January 15

Length 3,000 to 5,000 words (10-16 pages)

Winning essays are published each year by the Center for the Study of Christian Values in Literature.

Vera Hinckley Mayhew Creative Writing Contest *Dean's Office*

4002 JFSB
801/422-2775

Awards given for entries in essay, poetry, playwriting, short story general division, and short story specialty division.

Deadline announced annually

English Department Writing Contest

4198 JFSB
801/422-4938

Cash prizes are awarded in three graduate categories: poetry, short fiction, informal essay.

Deadline Mid-February

Specific rules for each division may be obtained from the English Department Office

Graduate Student Essay Contest *University Writing Office*

4110 JFSB
801/422-3565

Cash prizes and publication in *Locutorium*, the University Writing online journal, are awarded to the five best graduate student papers. Specific requirements are available in the University Writing Office.

Prizes \$200, \$175, \$150, \$125, \$100

Founder's Day Essay Contest

Alumni House
801/422-4663

750 word essay on founder's theme and personal reflection, always connected to BYU Homecoming.

Deadline Mid-to-late September

Prizes \$1500, \$750, \$500, \$300

Academy of American Poets Prize

English Office

4198 JFSB

801/422-4938

Contest open to all full-time BYU undergraduate and graduate students registered in fall or winter semesters. Poems can be published, unpublished, or under consideration elsewhere, and are judged anonymously.

Deadline Mid-February

GRADUATE STUDENT ASSOCIATION

Upon admission to the program, all students become members of the Graduate Student Association. The Association serves as a liaison between graduate students and faculty members, provides an organized approach to meeting individual and group needs, and can be a useful vehicle for communicating with faculty and administration about program improvement.

- President** The president for 2011-2012, **Amber Watson**
- ▶ Directs the affairs, activities, and meetings of the Association.
 - ▶ Attends Graduate Advisory Committee as a non-voting member to advise them of student needs, perspectives, and opinions relating to the graduate program.
 - ▶ Attends to both general and specific association objectives and sees that activities are planned to meet them.
- Vice-President** The vice-president for 2011-2012, **Shannon Stimpson**
- ▶ Attends designated meetings with the faculty.
 - ▶ Acts as the GSA Treasurer.
 - ▶ Oversees GSA website.
- Social Chair** The social chair for 2011-2012, **Steve Haynie**
- The social chair organizes a variety of activities during the school year. Some traditional activities include Faculty-Student Sports Events and seasonal parties for Halloween, Christmas, and end-of-Winter Semester.
- Secretary** The secretary for 2011-2012, **Paige Thompson**
- The secretary serves at the discretion of the president.
- Editor of
The Scrivener** The 2011-2012 *Scrivener* Editor will be **Andrew Merrill**. The official GSA newsletter, *The Scrivener*, appears several times during the academic

year and provides news on the program, bios of faculty and students, and other useful information.

Other GSA Roles

In addition, officers of the Association:

- ▶ Create a sense of professional community among English graduate students at BYU and other graduate students through the BYU Graduate Student Society (byu.edu/gss)
- ▶ Increase and improve student-faculty relations.
- ▶ Help disseminate information.
- ▶ Offer practical service in career and graduate school placement.
- ▶ Offer practical support in scholarly, social and spiritual endeavors.

Specifically, these will include:

- ▶ Arranging socials.
- ▶ Producing a periodic newsletter, *The Scrivener*.

Student Influence on Change

- ▶ Organizing a yearly Graduate Student Symposium.
- ▶ Helping to coordinate professional internships, job opportunities and graduate school information.

The English Department urges students to get involved in influencing department policies. There are four major ways that graduate students in English may effectively influence the curriculum and policy-making process:

- ▶ Make suggestions to the GSA President to bring before the Graduate Advisory Committee.
- ▶ Prepare written statements for faculty members to consider.
- ▶ Attend symposia and forums where students are specifically invited to engage in discussions.
- ▶ Approach faculty members directly in a responsible and professional manner.

UNIVERSITY RESOURCES

Several campus resources may be of special help to students in the English graduate program at BYU. For further details regarding BYU facilities, students may refer to the services and directory catalog which is published each year by *The Daily Universe*. Online informational guides include the *BYU Class Schedule* and the *BYU Graduate Studies Catalog*.

Resources

Student instructors will have limited space available for student consultations, grading papers, etc. There will be computers available in 3004 JKB for graduate instructor use in preparing teaching materials. There is no cost for use of the computers, but laser printing costs \$.10 a page (with the first 30 pages free if related to teaching).

Shared desks will be also available in 3004 JKB and 4116 JFSB will be open from 3 to 4 daily for student consultations.

Mail Room

4108 JFSB

Check mailboxes daily for bulletins, instructions, GSA announcements, etc. This room also contains a paper cutter, a copy machine (first 30 copies free if related to teaching), a transparency maker, a stapler, and numerous books and tapes. Graduate instructors will automatically be assigned a mailbox. Any other graduate student may request a box at the beginning of each semester.

Harold B. Lee Library

As the HBLL will probably be the main research resource, graduate students should familiarize themselves with the special features offered. The Humanities Reference Librarian, Robert Means (5224 HBLL, 801/422-6117), who specializes in research assistance, is especially helpful to you. Graduate students may order articles and monographs and

reserve books for personal use. The following is a list of available library resources:

Special Collections Contains rare books and special archives on Whitman, Burns, Wordsworth, Melville, Alcott, Philpott, Victorian literature, Edwardian literature, Mormon history, and Utah history. Level #1, New Addition.

Archives and Manuscripts

Contains primary sources for historical research, including diaries, journals, literary manuscripts, research files, photographs, etc. Level 1, Special Collections, New Addition.

Interlibrary Loan

The library provides this service, borrowing copies of materials not found in the HBLL from other libraries.

Reciprocal Borrowing

Graduate students may check out library materials from any other college or university library in Utah with current BYU IDs.

Learning Resource Center

Provides audiovisual materials including, but not limited to, videos, tapes, television programming, etc. for student use.

ADDITIONAL RESOURCES

Lockers

Lockers are available through locker rental, 285 BRWB, 801/422-5521.

International Cinema

The International Cinema runs films weekly which are more mature, more artistic, and more intellectual than those generally available as commercial entertainment. BYU's International Cinema is the largest foreign film program on a college campus in the U.S. Admission is free for BYU students.

University Policies

Honor Code

It is a violation of the Honor Code for a student to represent someone else's work as their own. Also, as a condition of attending BYU, you affirmed that you would help others obey the Honor Code. We view violations of the Honor Code with extreme seriousness. It is a Department of English policy that those who cheat on examinations or plagiarize the work of another are given a failing grade for the course.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sexual discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sexual discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student harassment. BYU's policy against sexual harassment extends not only to employees of the University but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Honor Code Office.

Students With Disabilities

BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete courses successfully, please contact the University Accessibility Center. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the students and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures.

Student Academic Grievance Policy

There may be occasions when a student believes academic work or conduct has been unfairly evaluated. Usually such difference of opinion can be amicably resolved informally between the student and faculty member. If not, the following procedures are intended to encourage satisfactory resolution with a minimum of formal procedure.

1. English students are encouraged initially to contact the Department Ombudsman.
2. Grievance procedure must be initiated no later than 120 days from the last day of the examination period of the semester in which the alleged unfair evaluation occurred. A grievance related to restrictions limiting participation in university programs must be initiated within 30 days of the decision in question.
3. The student should address the grievance in writing to the faculty member or administrator responsible, requesting review and resolution. If the faculty member or administrator is not available or if the student has a valid reason to believe the matter will not be dealt with fairly or that retribution will result, the student may submit the grievance directly to the applicable department chair. (The faculty member, administrator, or department chair shall have the right to consult others regarding the matter as reasonable necessary with due regard for the student's right to privacy under FERPA.)

4. If the grievance is addressed initially to the faculty member, and it is not resolved satisfactorily, the student may submit a written request for further review to the department chair within 30 days of the faculty member's decision.
5. The department chair's decision shall be given in writing to both the student and the faculty member within 30 days after receiving the student's request and all supporting material for review.
6. If the matter is still unresolved, the student may submit a written request for formal review to the dean or director of the applicable college or school within 30 days of the department chair's written decision.
7. If a formal review is requested, the applicable dean or director shall be assisted in reviewing the grievance by a review panel, as described below.

The dean/director will appoint several individuals associated with the university to serve as an *ad hoc* review panel. At least two of these individuals must be faculty with continuing faculty status from outside the area of study in which the grievance arose. One of these faculty members will be appointed chair and conduct the proceedings, which should take place within 30 days after receiving the student's written request for formal review and all supporting materials. Faculty appointed to a panel reviewing a graduate student's grievance must have graduate faculty status.

In reviewing the grievance, the panel, the student, and the faculty member are responsible to identify or provide relevant sources of information. The review is intended to be collegial and not adversarial; therefore, legal counsel is not allowed to attend nor advocate in the review process. Presentation of issues should be concise and relevant and limited to pertinent issues. Panel members should be allowed sufficient time for questions. Following presentation and discussion, the review panel will deliberate in closed session and submit its written recommendation to the dean/director.

The dean/director will provide to the student and faculty member, in writing, the panel's recommendation. This decision is final and not subject to further appeal, unless it involves termination of a graduate program or termination from the university.

If the matter involves termination of a graduate program and is not resolved to the student's satisfaction, the student may submit a written request for review to the Dean of Graduate Studies. The written request for review should contain an outline of the grievance and its disposition, and set forth facts supporting the student's request for review and must be made within 30 days of the date of the written decision by the dean/director. The dean of Graduate Studies will convene a formal administrative review of relevant matters. Following the review, the dean of Graduate Studies will make the final determination.