

Texas Woman's University English, Rhetoric, and Spanish PhD in Rhetoric Handbook

Statement of Student Responsibilities

It is the responsibility of each graduate student enrolled in the PhD in Rhetoric program to be familiar with information in this handbook, the Graduate Catalog, and Graduate School guidelines, such as the Guide to Thesis and Dissertation Preparation.

For questions related to departmental graduate student guidelines, see the department chair or Graduate Programs Coordinator. In the event that the program handbook is inconsistent with the Graduate Catalog, the Graduate Catalog takes precedence.

For questions related to TWU graduate student guidelines, visit the Graduate School Website (<http://www.twu.edu/gradschool/>), or contact the office of the Dean of the Graduate School.

Important Forms

In most instances, students should obtain official forms for any aspect of graduate study from the Graduate School's website. Some program specific forms are available only through the department Canvas shell (for example, the Request for Appointment/Change of Committee.)

Program of Study

The mission of the PhD program in rhetoric is to prepare students in the following areas: historical, theoretical, and applied rhetoric; linguistics; literature; and critical theory. Students master a body of knowledge in areas selected by the student in consultation with a faculty advisory committee. Students demonstrate a high level of proficiency in discourse analysis; expertise in practices of and extensive preparation for responding to issues in composition and communication studies; the ability to conduct deep, thorough research culminating in an original contribution to the profession; and professional engagement. Students may choose courses in literature, language, linguistics, rhetoric, and composition. A strength of the program lies in its flexibility in regard to both curriculum and degree options to meet the individual student's academic and professional objectives. Faculty's mentoring of students is a hallmark of the TWU PhD program.

Rhetoric provides the coordinating force for the study of composition, linguistics, literary theory, and literature within the field of English. The doctoral program in rhetoric prepares graduate students to be scholars and leaders of discourse and technology which utilizes language to inform, persuade, express, and explore ideas. In keeping with the university's mission of empowering women, the program also encourages scholarship on gender issues in the field of rhetoric. Graduates are qualified to pursue professions in both academic and nonacademic

settings: teaching and research in institutions of higher education, administering writing programs, using technology for teaching writing, or pursuing careers in writing and editing in business settings.

Coursework consists of a core set of rhetoric classes, a self-designed area of specialization, and electives to ensure students have both a broad knowledge base and a deep understanding of their desired sub-field(s). Comprehensive exams in the history/theory of rhetoric, applied rhetoric, and a self-designed area take place at the end of formal coursework. Students can expect a minimum of 12 credit hours to complete the dissertation, including 3 hours to craft the dissertation prospectus.

The educational outcomes for students of the PhD in rhetoric are as follows:

- To effectively synthesize knowledge of historical, applied, and theoretical rhetoric and relevant historical, critical, and theoretical discussions of a major literary area of specialization.
- To coherently articulate and effectively defend positions they have created through analysis, critique, or interpretation of texts.
- To ethically and effectively conduct independent research, situating that research within their disciplines.

Program Requirements

Professionalization	ENG 5103 Introduction to Graduate Studies in English is required of all doctoral students who have not already had a similar course.
Rhetoric Core	Minimum of 24 hours in historical, theoretical, and applied rhetoric. Required Core Courses:
	ENG 5343: Rhetoric and Composition: Theory and Practice
	ENG 5353: Multimodal Pedagogy
	ENG 6203: History of Rhetoric I
	5353: Multimodal Pedagogy ENG 6203: History of Rhetoric I ENG
	ENG 6223: History of Rhetoric III
Rhetoric Electives	6 hours in rhetoric, writing, or linguistics.
	Theory Component
ENG 5283: Literary Criticism	
ENG 6283: Studies in Critical Theory	

	ENG 6313: Studies in Rhetorical Criticism and Discourse Analysis
	ENG 6343: Major Rhetorical Theories
Area of Specialization	Minimum of 15 semester credit hours chosen in consultation with the advisor and advisory committee.
Independent Study	In consultation with the advisory committee chair, a student may elect to take a three hour independent study course to prepare for comprehensive exams. If a student prefers not to take this option, s/he may take an additional course in the area of specialization.
Electives	To complete 90 semester credit hours beyond bachelor's degree.
Dissertation Hours	Students can expect to enroll in a minimum of 12 semester credit hours on the dissertation.
Research Tools	Doctoral students are required to take two research tools, each equivalent to a minimum of 6 credit hours at the graduate level or 12 hours at the undergraduate level.
	Required Research Tool 1 (6 graduate hours)
	The following courses from the Rhetoric Core make up one research tool: <ul style="list-style-type: none"> • ENG 5343: Rhetoric and Composition: Theory and Practice • ENG 6083 Research Methods in Rhetoric and Composition
	Required Research Tool 2 (6 graduate hours or 12 undergraduate hours)
	Students may choose two courses from the following English courses to make up their second research tool. Courses may be repeated when the specific topic of investigation varies. <ul style="list-style-type: none"> • ENG 5083: Bibliography and Research Methods • ENG 5283: Literary Criticism • ENG 5363: Studies in Linguistics • ENG 6313: Rhetorical Criticism and Discourse Analysis • ENG 6323: Studies in Feminist Rhetoric • ENG 6343: Major Rhetorical Theories • ENG 6043: Studies in Writing and Rhetoric

	<p>Students may also choose 1-2 research courses taught in other disciplines, such as information retrieval, ethnography, or statistics; or 6 hours of graduate level or 12 hours of undergraduate level language courses, as approved by the advisory committee and department chair. Undergraduate courses taken as research tools do not count toward the 90 hours of the degree.</p> <p>Students are advised to select research tools which complement their Area of Specialization.</p> <p>Students must receive a "B" or better in all research tools.</p>
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Minor

A minor (six to nine hours) is optional. Students may minor in any subject that offers a graduate degree program: for example, Multicultural Women and Gender Studies, History, or Sociology. Accordingly, one cannot minor in, say, literary theory or linguistics. Students may wish to discuss the value of a minor with their advisors. Consult the Graduate Catalog for additional information about minors.

Eight Year Limitation

All requirements beyond the master's degree must be completed within a period of eight consecutive calendar years from the date doctoral credit is first earned (including transfer credits).

99 Hour Limitation

Any doctoral credit hours in excess of ninety-nine doctoral hours will require payment of out-of-state tuition. Students and their advisors should carefully monitor the student's total hours to avoid paying these additional fees.

Advisory Committees

When a student is accepted into the graduate program, the Graduate Programs Coordinator is assigned as a temporary advisor for assistance with registration until the student selects a permanent advisor. Early in the program (before completing eighteen hours), the student will select an advisor who will assist in developing and filing a degree plan. Subsequent changes in the degree plan must be approved by the advisory committee and filed with the Graduate School.

All members of an advisory committee must be members of the TWU Graduate Faculty. That list can be found at <https://www.twu.edu/gradschool/graduate-faculty/>. The only exception is in the event of a committee member from another institution; in such a case, the proposed member must submit a vita and must be approved by the department chair and Graduate School. Only faculty with full graduate faculty status may chair a student's advisory committee.

Only faculty members whose major faculty appointment is in the English, Rhetoric, and Spanish program qualify to serve as chairs of advisory committees. The PhD advisory committee consists of a minimum of three members, including not fewer than three voting members of the graduate faculty from the student's degree program. When a student presents a minor, a faculty member from the minor department must also serve on the advisory committee. See the Graduate School's web site for graduate faculty status and the departmental website for areas of expertise.

When the advisor and student agree on the composition of the advisory committee, the student formally asks each faculty member to serve. After all members have agreed to serve, the student completes the Request for Appointment of Graduate Committee form, and submits it to the department chair. If, after asking a professor to serve on the committee, a student wishes to change the membership of his/her committee, the member being replaced should be notified by the student as a matter of professional courtesy and sign the Request for Appointment of Graduate Committee form as acknowledgment.

Responsibilities of the Advisory Committee

The advisory committee guides and evaluates the student's program and progress. This committee shall have authority to review the student's course work and to evaluate it through written and/or oral examinations with respect to the student's program. The advisory committee chair coordinates the formation of an advisory committee, supervises the preparation of the degree plan, and chairs any necessary meetings.

Degree Plan Approval Process

The Advisory Committee has the responsibility of formalizing the degree plan early in the student's program. All members of the Advisory Committee must be consulted about the degree plan. After the committee has conferred and approved the student's degree program, the completed form should be submitted to the department chair for approval. The chair will forward the approved program to the Dean of the Graduate School. Only the form from the Graduate School website will be accepted (<https://www.twu.edu/gradschool/forms/>).

Degree Plan Modification

When a degree plan includes electives or special topics, it is the student's responsibility to update the degree plan by completing a Change in Degree Program form. The Change in Degree Program request should be submitted to the student's advisor for approval. If the modifications being requested are substantive, the advisor will discuss the request with all committee members before approving the change. The student's advisor will then forward the request to the department chair and Dean of the Graduate School.

Research Committee

The research committee approves the dissertation prospectus and conducts the final examination (dissertation defense). The chair of the research committee acts as the director of the dissertation, and holds primary responsibility for supervising the completion of the dissertation. Research committees may be composed of the same individuals as the advisory committee; however, such composition is not required. When a student reaches the dissertation prospectus stage, it is not uncommon to change committee chairs or members, depending on the student's evolving research interests. The chair of the research committee must be a full graduate faculty member with dissertation endorsement.

How Research Committees are Appointed

The research committee consists of three or more voting members of the graduate faculty, at least three of whom represent the major discipline. If the student has a minor, one additional member of the committee should be a faculty member from the minor area. Students first choose the dissertation director/chair of the research committee (the major professor) and, in consultation with the director, choose the other members of the research committee who have the necessary expertise in each examination area. Students should give careful consideration to faculty areas of expertise when making this selection. When the chair and student agree on the composition of the research committee, the student formally asks each faculty member to serve. After all members have agreed to serve, the student completes the Request for Appointment of Graduate Committee form and submits it to the chair of the department. All members of a research committee must be members of the TWU Graduate Faculty. The only exception is in the event of a committee member from another institution; in such a case, the proposed member must submit a vita and must be approved by the department chair and Graduate School.

Changes in Advisory/Research Committee

If necessary, changes in committee membership can be made. A request for a change may be initiated by the student, a committee member, or the chair of the committee. On occasion, a faculty member may be unavailable because of academic, medical, or personal leave. Some faculty members are not available over the summer sessions. Students must be prepared to make adjustments. Out of academic courtesy, the committee chair should inform all parties concerned. Requests for changes should be made in writing and approved by the department chair with the Request for Appointment/Change of Committee form.

Guidelines for Publication Agreement Between Faculty and Students

The student is considered an independent researcher and the sole author of the dissertation and any publications coming from it. Exceptions should be designated by a written agreement signed by the student and participating faculty member(s).

The Qualifying Exams

Each doctoral student in the program takes a series of four exams at the close of course work after the student has met the research tools requirement. These examinations are offered only during April, July, or November of each year. In this program, we view exams not only as a formal evaluation of a PhD student's comprehensive mastery of their chosen field(s) of study, but also as an important part of their development as a scholar.

In conjunction with their advisory committee members, students will develop deeper disciplinary mastery by reviewing and synthesizing relevant scholarship; identifying a focused area of research and articulating its core question(s) and significance; and formulating and defending sophisticated arguments in rhetorically-appropriate prose.

These exams are designed to assess a student's preparedness for writing a dissertation and capacity to situate their work within outstanding and ongoing intellectual scholarly conversations. The first two exams are meant to ensure the student is prepared to situate their work in the field and offer an intervention in it. The third area exam in particular is designed as a generative process which serves as a bridge from coursework to the dissertation by helping the student develop their independent scholarly identity.

Accordingly, faculty will evaluate these exams based on how well they evidence the scope and depth of a student's knowledge of their chosen field(s); the complexity and insightfulness of their analyses; the level to which they demonstrate ethical engagement with existing scholarship; and the effectiveness of their argumentation, including clarity of prose.

Students are expected to adhere strictly to the university's Academic Integrity policy throughout the entire written examination period. In each section, the student will be given four questions from which to choose and write responses to two questions. Committee members will formulate questions for each portion of the written examination. Each section of the examination will be graded as "pass" or "fail" by individual committee members. The committee chair notifies the student and the department chair of the examination results in writing.

If a majority of committee members assign a "fail" mark, the student must retake the designated exam or exams at the next available April, July, or November examination period but no longer than one year after the initial attempt. In the event of failure after two attempts, the student may not continue in the program. A student may not take the examinations, in whole or in part, more than twice. Once the student has passed all three sections of the written examination, he or she continues to the oral examination.

The Written Exams

The written exams are administered within a one-week period in the student's last semester of coursework. Historical/Theoretical Rhetoric covers major theoretical movements, figures, and schools of thought in Western rhetoric from classical to modern times. Applied Rhetoric requires

the use of rhetorical principles to analyze texts from patterns associated with purpose and audience; to teach effective writing and speaking for a variety of purposes and audiences; to invent, arrange, and deliver information or communication effectively in electronic media; and to design and deliver effective professional communication.–Students may choose either a three-hour proctored exam or twelve-hour open note exam format for each of the two exams.

Self-Designed Area of Specialization

The third area exam in the self-designed area of specialization will consist of a portfolio including an annotated bibliography, review essay, and reflection connected to the area of specialization. Doctoral students must propose in consultation with their committees their third areas of study for the comprehensive exam. At least six months prior to sitting for the exam, the student submits to the committee a formal written rationale (five pages) for the third area that provides a focused study of a literary period, topic, practice, or question that crosses texts and artifacts (in the broadest sense) and remains grounded in the social, historical, cultural, critical and theoretical texts that inform them. This third area should be chosen strategically. Ideally, the third area will inform or contribute in some way to the dissertation and the student's career goals. As students are selecting their third areas, they should consider the ways in which college curricula are organized; their skills, knowledge, interests and passions; the ways the area informs and reflects their research interests; the trends in the current job market; and the extent to which the faculty in the department can appropriately supervise their studies on the topic.

The five-page rationale includes the following information:

- What the proposed focus is (in detail)
- Why the student would like to focus on that topic, practice or question
- Any foundational course work, any related research, or relevant experience that has prepared the student to undertake this topic
- Goals for focusing the area in this particular way (address dissertation topics, career goals, job market)
- An explanation of the organization of the reading list

The rationale should demonstrate the student's ability to write clearly and correctly, synthesize, organize, and cite appropriately (in either MLA or APA format). The accompanying reading list of roughly 75 primary and secondary sources is intended to guide the student but is in no way exhaustive. It does NOT in any way limit the questions students may be asked during the written or oral exams. The final reading list is negotiated with each committee member.

For example, a student planning a dissertation on Burke and American novelists and hoping to teach courses in American literature after 1865 might choose to focus his or her studies on the 20th century American novel. Doing so would require the student to also be prepared to address the ways in which the years prior to the 20th century influenced the novel as a genre; the way the genre evolves over the century; the way the novel participated in Realism, Naturalism,

Modernism, the Harlem and Southern Renaissances, and Postmodernism; the way the novel was being influenced by and influenced other 20th century genres; foundational scholarship on the novel as a genre; and significant authors and texts. Rather than limit the student to reading only the novel, the goal is to allow the student to focus on the novel. The student would also need to be able to address (in less depth) the poetry, short stories, plays of the period, as the novel does not exist in isolation.

Likewise, a student whose interests (and future research) are tied to "literacy," and who does not wish to teach courses in literature, may benefit from writing a proposal broadly informed by the theory and research specific to this area, considering issues like language education, acquisition, policy, and/or research (studies and methods). A student interested in digital literacy, for example, would need to prepare to address multimodal and community-based literacies and online research methods and ethics while also building strong foundational knowledge of the work already done in this important area of rhetoric and writing studies. Again, attention to both foundational texts and secondary scholarship is expected.

These two examples are intended to be suggestive—not exhaustive. Central to this process is the understanding that students are preparing not only for an exam, but also to enter the discipline as professionals who will in turn shape the experiences of future students, programs, and the discipline itself. Students are expected to engage in one-to-one conversations with their committee members, to study independently to fill gaps in their knowledge and understanding, and to engage in both deep and broad analytical and reflective thinking about their fields and the profession as a whole. Courses are merely the foundation for this independent research and study.

Third Area Exam Prompt

Students should prepare their third area exam as an interlocution portfolio in response to the following prompt:

For your third area exam, you should assemble a portfolio that identifies the key fields, figures, and lines of thought or inquiry that inform your scholarly identity. Importantly, this portfolio is not meant to demonstrate only your comprehensive knowledge but to explain how your synthesis of that knowledge has shaped your current orientation to your areas of expertise. This to ask: what is your personal intellectual genealogy? Who and what have made it possible for you to hold the perspectives you do today and may inform how you grow as a scholar in the future? And how have your perspectives not only emerged but also departed from the perspectives of your interlocutors?

Your portfolio should include (1) an annotated bibliography that names the most important texts to your scholarly identity and explains how each text has contributed to your intellectual development. The portfolio should also include (2) a 15 page double-spaced review essay that maps the scope of your unique area of specialization or position within/against existing fields of study. Last, the portfolio should include (3) a 15

page double-spaced reflective essay that charts you have come to the scholarly identity you now hold. This final document narrates not the “what” but the “how” of your intellectual development. The essay should make sure to include an evaluation of the initial third area justification and reading list, and describe how your perspective on the field of study has changed as a result of deeper engagement with the texts.

The Oral Examination

The oral examination lasts approximately two hours and follows only after successful completion of the written exams and third area portfolio. The oral examination is held within two weeks of the student's successful completion of the written examinations and allows the student an opportunity to demonstrate an ability to synthesize and articulate the extent and depth of her or his knowledge in the same fields tested by the written portion. In order to prepare for the oral examination, students will be given a copy of their written exams to use as preparation for the oral examination.

Exams Timeline

Examinations are offered only during April, July, or November of each year. Third area justifications and reading lists should be approved six months in advance of the student's planned exam month. Students should plan to craft their justification and reading list in conversation with their advisory committee.

Once justifications and reading lists are approved by the student's advisory committee (by September 1st, January 1st, or May 1st), a copy with the appropriate Third Area Approval form is forwarded to the Graduate Programs Coordinator for the Graduate Studies Committee for review and approval by the Graduate Studies. Once all have approved, a copy is then placed in the student's departmental file. The process must be complete by September 15th, January 15th, or May 15th, respectively.

April exams:

8/1: Justification and reading list submitted to advisory committee

9/1: Justification and reading list approved by advisory committee

9/15: Justification and reading list approved by Graduate Studies

First day of spring semester: Exam intent form must be signed by committee and submitted to Chair

4/30: Written and oral exams must be completed

July exams:

12/1: Justification and reading list submitted to advisory committee

1/1: Justification and reading list approved by advisory committee

1/15: Justification and reading list approved by Graduate Studies

First day of summer semester: Exam intent form must be signed by committee and

submitted to Chair

7/30: Written and oral exams must be completed

November exams:

4/1: Justification and reading list submitted to advisory committee

5/1: Justification and reading list approved by advisory committee

5/15: Justification and reading list approved by Graduate Studies First day of summer semester: Exam intent form must be signed by committee and submitted to Chair

11/30: Written and oral exams must be completed

The Dissertation

Dissertations are based on research that makes an original contribution to the literature and research of the student's discipline. The dissertation must be approved by the Research Committee, department chair, Dean of the College, and Dean of the Graduate School. Before research begins, the prospectus should be approved by the Research Committee and the Dean of the Graduate School. Specific requirements for preparing dissertations are listed in the publication entitled Guide to the Preparation and Processing of Dissertations, Theses, and Professional Papers (available on the Graduate School web site).

In selecting a topic for a dissertation, students must be mindful of faculty expertise. It is incumbent upon students to select a topic that matches the competencies of the faculty.

The Prospectus

The Research Committee meets with the student to review and approve the prospectus. Although a longer proposal may be required by the committee, the prospectus filed in the Graduate School must be no longer than ten pages (including a single-spaced bibliography). After the research committee chair reviews the prospectus, and at least ten days before meeting with the research committee, the student gives each member a copy of the prospectus. The research committee meets with the student to consider the prospectus. To indicate approval, each committee member signs the Prospectus form which the committee chair forwards to the department chair. The prospectus for a dissertation is forwarded to the Dean of the College and to the Dean of the Graduate School.

Prospectus approval is required by the Research Committee; the department chair, director, or associate dean; dean of the college (if required); and the Dean of the Graduate School, prior to the student's beginning research for a dissertation (even if IRB approval is not required).

The dissertation prospectus must be filed in the Graduate School along with the Prospectus Cover Page, IRB approval letter, written approval letters from external agencies where data will be collected, and evidence that both the student and major advisor have completed all required modules of the Responsible Conduct in Research (RCR) Training in accordance with

TWU policy 5.11. Data collection may not begin until the Graduate School prospectus approval letter has been received.

Enrollment for Advising on the Dissertation

The student registers for dissertation hours each semester during which guidance is received from the dissertation director and committee. In the final semester of dissertation work, the student may request reduced tuition (see the Request for Reduced Tuition form).

Grades for the Dissertation Work

The grade of PR is assigned to indicate adequate progress on a dissertation. A student writing a dissertation is given CR (credit) for ENG 6983 upon successful completion and defense of the dissertation proposal and PR (progress) for all subsequent enrollments until the last enrollment. The remaining 9 hours of credit for ENG 6993 will be awarded upon successful completion and defense of the dissertation. Students and advisors are encouraged to design projects that can be completed within the 12 hours of credit earned. As per Graduate School policy, students not making adequate progress or no progress on the dissertation in a given semester will be given LP (lacks adequate progress) or NP (no progress) grades.

Style of Documentation

Dissertations follow MLA or APA guidelines in questions or concerns regarding the mechanics of writing, the preparation of manuscripts, documentation, bibliography, abbreviations, and reference works.

The Institutional Review Board

Texas Woman's University recognizes the need for investigations in which human beings may serve as research subjects. The university acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected and operates under a Federal-wide Project Assurance (#FWA00000178).

The university has thus established an Institutional Review Board (IRB) for each site (Denton, Dallas, and Houston) to review and approve the adequacy of human subject protection. The IRB is composed of faculty and staff from a variety of disciplines, as well as community members.

Expectations for the Dissertation

- The research topic or problem is clearly stated and well conceptualized.
- The dissertation is well organized and follows a logical exploration of the topic.
- The argument of the work does not include contradictions and presents depth of understanding of the research topic.

- Research is comprehensive and current as evident in bibliography and endnotes which demonstrate a broad range (past to present) of scholarship related to the topic.
- The subject is placed in the context of current criticism, mentioning significant articles and books related to the study at hand.
- The writer provides definitions of key terms and descriptions of specific theories.
- The significance and contribution to scholarship of the work are stated and supported.
- The student demonstrates significant analytical skills as evident by original analysis, and presents supporting evidence for conclusions.
- Writing is error-free, clear and readable in syntax, and mature in style.

The Dissertation Defense

The Research Committee meets with the student to review the dissertation. A student who has completed all other requirements for the PhD is eligible to defend the dissertation. The defense is a public, two-hour oral examination covering the area of the completed dissertation and areas related to it. The defense will be advertised in Canvas and by email to the entire department. When the student completes the defense, the committee members will sign the Certification of Final Examination form, which is submitted to the department chair, Dean of the College, and the Dean of the Graduate School.

Submission of Dissertation and Graduation

Application for graduation is completed at the beginning of the semester of graduation. The university deadline for filing a dissertation is approximately one month prior to graduation. Please consult the Graduate School for specific dates.

Copies of the approved dissertation and abstract must be delivered electronically to the Graduate School no later than the filing date specified by the Graduate School. Students should refer to the Graduate School website for complete information on submission of the dissertation and other necessary forms for graduation. Please visit their website at: <http://www.twu.edu/gradschool/degree-completion/>.

Graduate students must be enrolled in the university during the semester in which they graduate unless all requirements of the Graduate School are met prior to the Early Deadline filing date published by the Graduate School.

Assessment Documents

Once students submit their approved dissertation to the Graduate School, they should also submit a full copy to the Graduate Programs Coordinator for program assessment.

Scholarships

The department offers a number of scholarships for graduate students. The application system is accessible from all TWU webpages. Applications generally become available in October, and they remain available until early March. Awards are announced in April. Some scholarships require an essay for a writing sample. See the department website for specific information on each opportunity. See the Financial Aid office for other scholarships. Students holding a scholarship need to check with the Financial Aid Office to see whether they are required to be enrolled full-time (9 hours), since some scholarships have different enrollment requirements.

Departmental Graduate Assistantships

Graduate Assistantships may be available to qualified applicants on a competitive basis. Assistantships provide a stipend as well as valuable experience in teaching and/or writing center instruction. The assistantship means working the equivalent of .25 FTE (3 work units or 10 contact hours a week) or 50 FTE (6 work units or 20 contact hours a week) for the university. GAs who work at least 20 hours a week with an appointment of 4.5 months or longer are eligible for partial health insurance as part of the compensation.

Responsibilities may include the following: 1) teaching two 1-2 classes (usually First Year Composition); 2) tutoring ten to twenty hours per week in the writing center; 3) assisting full-time faculty with their classes ten to twenty hours per week, 4) supporting administrative functions in the department for ten to twenty hours per week, or 5) some combination of the above.

Requirements for Graduate Assistantships

- Admission to Graduate School.
- Good academic standing at TWU.
- Proficiency in English as described in the Graduate Catalog and as mandated by the Higher Education Coordinating Board.
- Registration in Graduate School in accordance with Texas academic regulations on residency. If the assistant is employed at least one-half time (.50) in an assistant position, the student registers at the same rate as a Texas resident without regard to the length of time the assistant has resided in Texas.
- Registration for a minimum of six graduate hours or the appropriate number of hours according to the Graduate Catalog. A GA or GTA in his or her last semester of coursework who has met all other graduation requirements and those students writing the dissertation may enroll for only three hours per semester.
- GTAs must have completed a minimum of 18 credit hours in the specified discipline to be appointed as an instructor of record.
- A student is not permitted to hold a graduate assistantship at TWU concurrently with an assistantship at any other college or university or with a student assistantship at TWU.

For more information see the Graduate School's website at <https://www.twu.edu/gradschool/graduate-assistants/>

Maximum Term of Assistantships

- The master's level maximum number of years is three.
- The doctoral level maximum number of years is six.
- The combined master's degree and doctoral degrees maximum number of years is eight.

Exceptions to these limitations as recommended by the department chair must have the approval of the Dean of the Graduate School. More information regarding assistantships can be obtained from the Graduate School.

Application and Renewal Process

Applications for assistantships are available via Handshake, the university's job posting website. The completed application and supporting documents, including official transcripts, verification of graduate status, and letters of reference, must be filed with the chair of the department and reviewed by the chair of the department, the Graduate Programs Coordinator, and the Director of the First Year Composition Program.

Assistantships may require a personal interview. Applications are reviewed and accepted through April 1. Decisions regarding appointment of assistantships are usually made by April 15. In rare instances, summer assistantships may be available.

Assistantships are not automatically renewed. Applicants are required to reapply for their positions each year. Reappointment to an assistantship is contingent upon prior performance, departmental teaching needs, and available funds.

Assistantship Remuneration

Stipends for Graduate Teaching Assistants are set by the university. Stipends are subject to change annually. Students should request current stipend information from the departmental office or from the Graduate School.

Disability Access Policy Statement

Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (e.g. mental health conditions, learning disabilities, chronic medical conditions, etc.), please register with Disability Services for Students (DSS) to establish reasonable academic accommodations. After registration with DSS, please contact me so that we may discuss how to implement your accommodations.

DSS contact information: [DSS website \(https://twu.edu/disability-services/\)](https://twu.edu/disability-services/); dss@twu.edu; 940-898-3835; CFO Ste. 106.

Student accommodations extend to qualifying examinations.

Professionalism and Accountability Policy

At a fundamental level, professionalism means being prepared, being on time, being civil, communicating appropriately for the context, presenting oneself appropriately for the context, and fulfilling one's duties. More complex considerations of professionalism grow from our responsibility to prepare people to enter the classroom as teachers or leaders in community organizations. Of course we want students to master the subjects they study, but part of our goal is also to prepare students for life after graduation and for professional expectations in the multi-generational workplace. This preparation includes considering ethics (our treatment of others, decision making, documentation of sources), accountability (for our interactions, commitments, choices), and professionalism (through self-presentation, communication, behaviors that impact others).

Students should recognize that by enrolling in TWU programs, they become representatives of the department and the University. In keeping with the TWU Code of Conduct, students (including those in online learning environments affiliated with TWU) will at all times recognize and promote the worth and dignity of all students, staff, and faculty. Essential to this goal is behaving professionally in all campus environments, including those outside of the assigned classroom such as the Write Site and other departmental contexts. TWU adheres to a system of progressive discipline that allows for formative feedback. However, there may be instances which call for immediate dismissal, including (but not limited to) academic dishonesty, physical or verbal altercations, doxxing, stalking, harassment or bullying (online or off), theft or destruction of property, or records falsification.

Disciplinary action and dismissal decisions regarding employment and ongoing participation in the program are made collaboratively, either by the Department Chair and the student's immediate supervisor or by the Graduate Studies Committee and the Department Chair, as appropriate.

Academic Integrity

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Academic Integrity Policy and the Student Code of Conduct as found on the TWU website and in the TWU Student Handbook. Cheating, plagiarism, collusion, dual submission of a paper, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing

the class, removal from an academic program, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is in the TWU Student Code of Conduct.

Unless expressly permitted by the instructor, the use of Artificial Intelligence (AI) to outline, compose, draft, or revise your work, in whole or in part, is prohibited as a form of academic dishonesty. Please be aware that policies on AI will vary from class to class and department to department. When in doubt, speak with your professor.

