**GUIDELINES OF THE GRADUATE COMMITTEE**

**I. Composition**

Section 1. The Graduate Committee shall be composed of the Department Chair, the Graduate Advisor or anyone designated to act as Graduate Advisor; four members of the graduate faculty; and one graduate student member, elected by majority vote of the Department graduate faculty. Terms shall be two years for faculty members, staggered to elect two members each year. The term of the graduate student member shall be one year.

Section 2. The officers of the Graduate Committee shall be a chair and a secretary.

## II. Tasks

Section 1. At the beginning of each academic year, the Graduate Advisor or anyone designated to act as Graduate Advisor shall convene the first meeting of the Graduate Committee.

Section 2. The Graduate Committee shall appoint a Graduate Awards Board (GAB) composed of the Department Chair, the Supervisor of Part-time Teachers, the Graduate Advisor or anyone designated to act as Graduate Advisor, and three members from the tenured associate professors and professors. Its duty is to select the graduate students who will be offered positions as Teaching Fellows and Teaching Assistants in the Department of History. The graduate student member shall not vote in the selection of the GAB.

Section 3. The Graduate Committee will study and make recommendations to the Departmental Affairs Committee (DAC) on additions, deletions or alterations of graduate courses or programs before the beginning of fall semester. The Graduate Committee will also be responsible for general policies of admissions and examinations in the graduate program.

Section 4. Each year the Graduate Committee shall consider changes in courses or other revisions for inclusion in the graduate catalog. All course changes must be processed and reported to the DAC in time to be included in the graduate catalog of the following year.

Section 5. The Graduate Committee shall develop criteria for nominations to Categories 1, 2, and 3 of the University graduate faculty, which shall be approved by the Department. The Committee shall then make nominations to these categories to the appropriate body. The graduate student member shall not participate in these nominations.

Section 6. The Graduate Committee shall develop criteria for student appeals, hear student appeals, keep appropriate records, and forward its decisions to the appropriate body as required.

Section 7. The Graduate Advisor or anyone designated to act as Graduate Advisor may require the assistance of other members of the Graduate Committee in the administration of the graduate program.

**III. Procedures for Fulfilling Tasks**

Section 1. The Graduate Advisor or anyone designated to act as Graduate Advisor shall give adequate notice of the time and place of the first meeting of the academic year as early as possible during the first semester of the academic year and after the Graduate Committee has been elected. The Graduate Advisor or anyone designated to act as Graduate Advisor shall act as secretary at the meeting and shall conduct the election of the chair of the Graduate Committee. The chair of the Graduate Committee shall then conduct the election of the secretary, after which both officers shall assume their duties. The chair of the Graduate Committee shall be responsible for the conduct of the committee business in the usual manner. The secretary shall keep and publish the minutes of committee meetings and perform such other administrative tasks as the chair shall designate. All the elections mentioned in this section and elsewhere in these guidelines shall be decided by majority vote.

Section 2. The appointment of the three qualified members of the Department to the GAB shall be conducted as follows: current members of the GAB shall be renominated unless they notify the chair of the Graduate Committee that they do not wish to be considered for renomination. The chair of the Graduate Committee shall solicit candidates for nomination from among the qualified members of the Department to replace any current members who do not wish to be renominated, and in addition shall solicit no fewer than three additional candidates from among the qualified faculty, so that no fewer than six candidates’ names shall be presented to the Graduate Committee. The committee shall vote on the candidates until three are elected (nominated) to the GAB. The chair of the Graduate Committee shall inform all GAB members of their nomination.

Section 3. To discharge the duties of Part II, Section 3, the Graduate Committee shall:

a. Maintain all aspects of the graduate program under continuous review, take any necessary committee action in the usual manner, and make such recommendations to the DAC as are appropriate by the required time.

b. Advise the Department Chair and the Graduate Advisor concerning any issues of admissions and examinations that they bring to the attention of the committee.

Section 4. The Graduate Committee shall consider all matters involving catalog changes under its usual procedures, and report any recommended to the DAC by the deadline date.

Section 5. The standards for Categories 1, 2, and 3 status of the graduate faculty are set forth in "Qualifications for Graduate Faculty, Categories 1, 2, and 3 (Attachment 1). The review and nomination process is conducted annually by the Graduate Committee. The Committee will follow the procedure set forth in the Department of History Charter Article VIII, Section 4. The nomination of a Department faculty member to any category is determined by his/her meeting the standards enumerated. Nomination shall be by election of the Graduate Committee.

Section 6. Implementation of student appeals and issues of confidentiality that arise during student appeals shall be by the guidelines set forth in "Guidelines for Student Appeals" (Attachment 4).

Section 7. The Graduate Advisor or anyone designated to act as the Graduate Advisor shall request assistance directly to the committee or to the committee members, as needed.

**IV. Policies and Procedures Related to the Functions of the Graduate Committee that appear in Related Documents**

Section 1. “Definitions of Graduate Research Seminar and Readings Courses” (Attachment 5)

Section 2. “Grading Guidelines” (see Attachment 6)

**ATTACHMENT 1**

**GRADUATE FACULTY QUALIFICATIONS AND FUNCTIONS**

Graduate faculty membership is in one of three categories (1, 2, and 3). Membership in a category provides authorization to participate in specified functions within the graduate program. Persons with the active rank of Professors, Associate Professor, Assistant Professor, or their equivalent are eligible for membership in Categories 1, 2, and 3 (defined as “Full Membership” in UNT Policy 15.1.5). Lecturers and retired faculty are eligible for membership in Category 1 (defined as “Associate Membership” In UNT Policy 15.1.5).

**Qualifications by Category**

**Category 1**

Eligibility for Category 1 status is a condition of employment in the Department of History, in that all active and retired faculty at the ranks of Lecturer, Assistant Professor, Associate Professor, and Professor are eligible. However, many beginning faculty are eligible for Category 2 status, and some may be eligible for Category 3 status if they have met the requirements for that category.

**Category 2**

A candidate for Category 2 status will show some evidence of scholarly productivity. During

his/her tenure in the Department of History, a Category 2 faculty member must have:

1. Conducted research that has been published in established, peer-reviewed journals or as chapters in books published by known, reputable publishers.

2. Participated in regional and national conferences, or given other evidence of active participation in the profession beyond the confines of this institution.

3. Normally such publication or participation shall have occurred within the past six years, i.e., the six academic years preceding September 1 of the year in which the candidate is considered for Category 2.

**Category 3**

1. The review and nomination process is conducted annually by the Graduate Committee. The Committee will follow the procedure for nomination set forth in the Department of History Charter, Article VIII, Section 4.

2. Faculty Status. Nomination of a Department of History faculty member to Category 3 status is determined by him/her meeting the standards enumerated below, not by a particular number of years of service or rank.

3. A candidate for Category 3 status will show evidence of continuing scholarly productivity. During the previous six years, i.e., the six academic years preceding September 1 of the current academic year. Category 3 faculty must have:

a. Conducted research that has been published in one or more of these formats:

(1) A book-length research monograph, a book-length synthesis, or a fully edited volume of original documents\*, any of which must have been published by a known, reputable publisher. These will not be the only types of books that the Graduate Committee will consider.

(2) Four or more articles in established, peer reviewed journals, or four or more book chapters published by known, reputable publishers.

\*A "fully edited volume of original documents" would not include volumes composed of secondary works to which the editor has added volume or chapter introductions.

b. Participated actively in the profession beyond the confines of this institution. Examples of activities that demonstrate a candidate's having met this qualification would include presentation of research results at state, regional, national, or international conventions; critiquing research presentations at such conventions; organizing or participating in panel discussions at such conventions; organizing and/or chairing sessions at such conventions; serving as an officer of a professional society; reception of an external grant; or performing such other significant professional activities as service on an editorial board, refereeing books or articles for academic publishers or journals, or serving as referee for a granting agency.

c. Within the previous six years, a candidate for Category 3 status will have demonstrated competence in, and commitment to, graduate education by having taught organized graduate courses at the 5000 and/or 6000 level. Teaching organized graduate courses at the 5000 and/or 6000 level is not a requirement for initial appointment to Category 3 status.

**Functions by Category**

**Category 1**

1. teach 5000 or 6000-level courses, excluding 6950 (dissertation);

2. serve as member of Master's Committees;

3. serve as member of Dissertation Committees;

4. serve as a co-major professor with a Category 2 or 3 faculty member on a Master's Committee (cannot chair master's or dissertation committee).

**Category 2**

1. teach 5000- or 6000-level courses;

2. serve as member of Master's Committees;

3. serve as member of Dissertation Committees;

4. serve as major professor for master's degree students;

5. serve as co-major professor with Category 3 faculty member for a doctoral student;

6. serve as Graduate School representative (university member) for doctoral dissertations

**Category 3**

1. teach 5000- and 6000-level courses;

2. serve as member of Master's Committees;

3. serve as member of Dissertation Committees;

4. serve as major professor or co-major professor for master's and doctoral degree students;

5. serve as Graduate School representative (university member) for doctoral dissertations

**ATTACHMENT 2**

 **SPECIALTIES FOR THESES AND DISSERTATIONS**

**Full Members of University Graduate Faculty (with Department Category noted)**

Beebe - Category 2

* European Concentration: Medieval History, Digital Humanities
* Body, Place, Identity Concentration: Culture and Everyday Life; ​Gender and Sexuality; Institutions, Networks, and Power; Religion and Belief; Science, Technology, and Medicine

Calderon - Category 3

* US History Concentration: Late 19th- and Early 20th-Century, Twentieth Century, Texas, Mexican American
* Body, Place, Identity Concentration: Borderlands, Migration, and Diaspora; Labor and Political Economy; Memory and Representation; Politics and Policy; Race and Ethnicity
* World History Examination Field: Latin America

Campbell - Category 3

* US History Concentration: ​Early National, Civil War and Reconstruction, Old South, Texas, Local
* Military History Concentration: Texas Military History

Chet - Category 3

* US History Concentration: ​Colonial and Revolutionary, Early National, Military
* European Concentration: 17th- and 18th-Century Europe, Military
* Military History Concentration: Ancient Greece & Rome, 18th Century Europe, British Empire and Commonwealth, American Military Culture, British/Colonial America, Native American Warfare, American Revolution, Early US Military History to 1815, War and Society, The Military Revolution, Revolution and Insurgency
* Body, Place, Identity Concentration: Borderlands, Migration, and Diaspora; Empire, Indigeneity, and (De)Colonization; Institutions, Networks, and Power; Politics and Policy; War, Society, and Martial Culture
* World History Examination Field: Imperialism

Fuhrmann - Category 3

* European Concentration: Ancient​, Classical Greece & Rome​
* Military History Concentration: Ancient Greece & Rome​, War and Society​, War and Religion​
* Body, Place, Identity Concentration: Environment; Institutions; Networks and Power; Politics and Policy; War, Society, and Martial Culture

Golden - Category 2

* European Concentration: 17th- and 18th-Century Europe​, Early Modern France

Hilliard - Category 3

* World History Examination Field: Africa​

Imy - Category 2

* European Concentration: 19th-Century Europe, 20th-Century Europe​, Military​, Modern Britain, Women and Gender
* Military History Concentration: British Empire and Commonwealth​, World War I​, Race and Wa​r, War and Society​, Gender and War, War and Religion, Culture of War
* Body, Place, Identity Concentration: Borderlands, Migration, and Diaspora; Empire, Indigeneity, and (De)Colonization; Race and Ethnicity; Religion and Belief; War, Society, and Martial Culture
* World History Examination Field: Imperialism

Leggiere - Category 3

* European Concentration: 17th- and 18th-Century Europe, Revolutionary Europe, 19th-Century Europe, Military, Early Modern France, Modern France,
* Military History Concentration: 18th Century Europe, 19th Century Europe, French Revolution & Napoleon, Modern Germany, Modern France, Race and War, War and Society, Culture of War, The Military Revolution, Military Theory and Strategic Thought

McCaslin - Category 3

* US History Concentration: ​Early National, Civil War and Reconstruction, Texas, Military
* Military History Concentration: American Military Culture, US Civil War, Texas Military History​

Mendiola-Garcia - Category 3

* Body, Place, Identity Concentration: ​Institutions, Networks, and Power; Labor and Political Economy
* World History Examination Field: Latin America

Mendoza - Category 3

* US History Concentration: ​Civil War and Reconstruction, Late 19th- and Early 20th-Centur​y, Twentieth Century, Texas, Military, Mexican American
* Military History Concentration: World War II, American Military Culture, Early US Military History to 1815, US Civil War, 20th Century US Military History, Texas Military History, Race and War, War and Society, Culture of War
* Body, Place, Identity Concentration: Race and Ethnicity; War, Society, and Martial Culture

Mierzejewski - Category 3

* European Concentration: 19th-Century Europe, 20th-Century Europe, Military, Modern Germany, Economics & the Welfare State
* Military History Concentration: 19th Century Europe, Modern Germany, Word War II, Cold War

Moran - Category 2

* US History Concentration: ​Late 19th- and Early 20th-Century, Twentieth Century, Women and Gender
* Body, Place, Identity Concentration: ​Food and the Body; Gender and Sexuality; Labor and Political Economy; Politics and Policy; Science, Technology, and Medicine

Morris -Category 3

* European Concentration: 17th- and 18th-Century Europe, Revolutionary Europe, 17th- and 18th-Century Britain, Women and Gender
* Body, Place, Identity Concentration: ​Gender and Sexuality; Institutions, Networks, and Power; Politics and Policy

Moye - Category 3

* US History Concentration: ​Late 19th- and Early 20th-Century, Twentieth Century, New South, African American
* Body, Place, Identity Concentration: ​Institutions, Networks, and Power; Memory and Representation; Politics and Policy; Race and Ethnicity

Pomerleau - Category 3

* US History Concentration: ​Late 19th- and Early 20th-Century, Twentieth Century, Women and Gender
* Body, Place, Identity Concentration: ​Environment; Gender and Sexuality; Memory and Representation; Religion and Belief

Seligmann - Category 2

* US History Concentration: ​Colonial and Revolutionary
* Military History Concentration: American Military Culture

Smith - Category 3

* US History Concentration: ​Colonial and Revolutionary, Early National, American West, Spanish and French Borderlands, Texas
* Military History Concentration: Native American Warfare​
* Body, Place, Identity Concentration: ​ Empire, Indigeneity, and (De)Colonization
* World History Examination Field: Imperialism​

Stockdale - Category 3

* Body, Place, Identity Concentration: ​Borderlands, Migration, and Diaspora; Empire, Indigeneity, and (De)Colonization; Gender and Sexuality; Institutions, Networks, and Power; Memory and Representation; Race and Ethnicity; Religion and Belief
* World History Examination Field: Imperialism, Middle East

Tanner - Category 3

* Military History Concentration: China and Far East, Revolution and Insurgency, Military Theory and Strategic Thought
* World History Examination Field: Imperialism​, Modern China

Torget - Category 3

* US History Concentration: ​Early National, Civil War and Reconstruction, Late 19th- and Early 20th-Century, Old South, Spanish and French Borderlands, Texas
* Military History Concentration: US Civil War​, Texas Military History
* Body, Place, Identity Concentration: ​Borderlands, Migration, and Diaspora; Institutions, Networks, and Power; Race and Ethnicity;
* World History Examination Field: Latin America

Velikanova - Category 3

* European Concentration: 19th-Century Europe​, 20th-Century Europe​, Russia
* Body, Place, Identity Concentration: ​Culture and Everyday Life; Memory and Representation; Religion and Belief

Wallach -Category 3

* US History Concentration: ​Late 19th- and Early 20th-Century, Twentieth Century, New South, African American
* Body, Place, Identity Concentration: ​Culture and Everyday Life; Food and the Body; Memory and Representation; Race and Ethnicity

Wawro - Category 3

* European Concentration: Revolutionary Europe​, 19th-Century Europe, 20th-Century Europe, Military, Early Modern France​, Modern Germany, Austria-Hungary and the Balkans​
* Military History Concentration: 19th Century Europe​, Modern Germany, Modern France, British Empire and Commonwealth​, World War I, World War II, Cold War, 20th Century US Military History​, War and Society, Culture of War​, Revolution and Insurgency, Military Theory and Strategic Thought​

Wise - Category 3

* US History Concentration: ​Late 19th- and Early 20th-Century, Twentieth Century, American West
* Body, Place, Identity Concentration: ​Empire, Indigeneity, and (De)Colonization; Environment; Food and the Body; Memory and Representation; Science, Technology, and Medicine

**Associate Members of the University Graduate Faculty (with Department Category noted)**

Cox - 20th-century US, US Diplomacy, US in the World, War Crimes, Genocide, and Justice - Category 1

Mitchener - US since 1865, Naval - Category 1

Roberts - Late Roman Empire, Byzantine, Pre-1500 Mediterranean World - Category 1

Welch - 20th-century US, Great Depression/New Deal, Labor, Urbanization, Gilded Age, New South - Category 1

*Revised May 2018***Attachment 3: (Effective Date Fall 2018)**

Graduate Study Concentrations with Areas for Comprehensive Exam Fields

The doctoral degree (Ph.D.) is offered in four general concentrations: (1) Europe, (2) United States, (3) Body, Place, and Identity, and (4) Military History. The Graduate Committee and Departmental Affairs Committee approve the following areas for graduate study in preparation for comprehensive exam fields.

Geographic Concentration: United States History Field

Chronological Areas

Colonial and Revolutionary

Early National

Civil War and Reconstruction

Late 19th- and Early 20th-Century

Twentieth Century

Topical Areas

Old South

New South

American West

Spanish and French Borderlands

Texas

Military

Women and Gender

African American

Mexican American

Local

Geographic Concentration: European History Field

Chronological Areas

Ancient

Medieval

Renaissance

Reformation

17th- & 18th-century

Revolutionary Europe

19th-century Europe

20th-century Europe

Topical Areas

Classical Greece and Rome

17th & 18th century Britain

Modern Britain

Early Modern France

Modern France

Modern Germany

Russia

Military

Women & Gender

Austria-Hungary and the Balkans

Economics and the Welfare State

Thematic Concentration: Military History Field

Areas

Ancient Greece & Rome

18th Century Europe

19th Century Europe

French Revolution & Napoleon

Modern Germany

Modern France

British Empire and Commonwealth

World War I

World War II

Cold War

American Military Culture

British/Colonial America

Native American Warfare

American Revolution

Early US Military History to 1815

US Civil War

20th Century US Military History

Texas Military History

China and Far East

Race and War

War and Society

Gender and War

War and Religion

Culture of War

The Military Revolution

Revolution and Insurgency

Military Theory and Strategic Thought

Thematic Concentration: Body, Place, and Identity Field

Areas

Borderlands, Migration, and Diaspora

Culture and Everyday Life

Empire, Indigeneity, and (De)Colonization

Environment

Food and the Body

Gender and Sexuality

Institutions, Networks, and Power

Labor and Political Economy

Memory and Representation

Politics and Policy

Race and Ethnicity

Religion and Belief

Science, Technology, and Medicine

War, Society, and Martial Culture

Geographic Areas in World History Field (Not a Concentration)

Africa

Latin America

Middle East

Modern China

Imperialism

**ATTACHMENT 4**

**GUIDELINES FOR STUDENT APPEALS**

1. Except in cases of emergency, appeals from graduate student requirements will be heard in conjunction with scheduled meetings of the Graduate Committee. Graduate Committee meetings are not open to all faculty, and only those with a specific educational need should be present at appeals.

2. Appeals will be conducted in two phases: 1) The presentation of the appeal; and 2) the Graduate Committee’s deliberation and decision.

3. Appellants must submit appeals in writing. Appellants may appear before the Graduate Committee in support of their written statements. Others may submit written or oral statements in support of the appellants.

4. The Graduate Committee's deliberations and decision will follow the presentation phase. During its deliberations and decision, the Committee shall exclude all persons who have written or spoken on behalf of the appellants. All deliberations and decisions shall be made in executive session. Graduate Committee meetings are not subject to the Open Meetings Act.

5. The Graduate Committee chair shall inform appellants in writing of the Committee's decision, copies of all correspondence with appellants shall be maintained in the file of the Committee chair, and in the appellants' files in the office of the Graduate Advisor.

**ATTACHMENT 5**

**DEFINITIONS OF GRADUATE RESEARCH SEMINARS AND READING COURSES**

Research Seminar: A research seminar in history is a relatively small, organized class centered on a certain topic. The main objective of a research seminar (a minimum of two is required for the M.A. and M.S. degrees, a minimum of four is required for the Ph.D. degree) is the research and writing of a paper based chiefly on primary sources. The end product is then a contribution to knowledge. The purpose is to train graduate students to learn research techniques and develop writing skills that will be invaluable experiences for them prior to their undertaking the research and writing of master's theses and doctoral dissertations. Seminar papers are ordinarily 20-30 double-spaced, typewritten or word processor written, including notes and bibliography, with University of North Texas thesis margins. Structured critiques, in which the students examine closely and comment on their colleagues' papers, are part of a seminar.

Other activities, such as book reviews, or other writing exercises and organized discussions centered on a certain topic, may be requirements for a research seminar, depending on specific assignments by individual professors. Whether other activities are incorporated into the assigned work of a research seminar, the basic purpose remains--the research and writing of a paper based primarily on original sources.

Reading Course: A graduate reading course in history is an organized graduate class that focuses upon the reading and discussion of major work in a historical period or upon a historical topic. The purpose of the reading courses are threefold: to train students in the practice of critical writing and verbal discourse, to provide them with the knowledge of a subject necessary for successful teaching, and to provide them with expertise required for passage of master's degree exit examinations or doctoral qualifying examinations.

**ATTACHMENT 6**

**GRADING GUIDELINES**

The Graduate Committee does not presume to instruct faculty members on how they handle individual students or how they assign grades, but some general agreement on grading guidelines will make our graduate program more systematic and predictable, for students as well as potential employees.

A Clearly excellent work, better than the normal run of graduate work at the University of North Texas, worthy in any program, well-conceived and well-written work

B. Acceptable graduate work but not up to the "best" level, shows evidence of potential for excellence but not yet there, may lack something in content (e.g., research, understanding, logic) or form (e.g., writing, organization)

C Below average work, not acceptable in a graduate program in form or in content. Work that needs considerable improvement

D Clearly below minimum standards

F Failure