Department of History

MASTER OF ARTS DEGREE IN HISTORY

HANDBOOK
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PROGRAM OVERVIEW

The Graduate Study in History at the University of Northern Iowa is a two-year program that prepares students for a variety of history-related careers in the public and private sectors, teaching at the community college level, or further graduate study. Currently employed public school teachers have also completed the M.A. to advance their careers. This program has a thesis option and a non-thesis option. All options require a total of 30 credit hours.

The department has more than 20 faculty who work across a wide range of geographic and historical specialties. We encourage interested students to browse our list of faculty (https://csbs.uni.edu/history/faculty-staff-directory) and connect with professors who teach and research in their area of interest. Students who wish to explore broad topics are encouraged to apply.

The department also has several areas of concentration in which students can specialize. Some concentrations are as follows:

Areas of Concentration:
- Geographic Areas: Includes Africa, Asia, Europe, Latin America, Middle East, and the United States
- Public History: Specializes in museum work and training in oral history and digital history
- Human Rights: Global Justice, Social Activism, Genocide and Memory
- Women's History: US and European women's history and Women's and Gender Studies program
- Environmental History: Particular strengths in U.S. Environmental History

Practicums, in which students interested in teaching can work in the classroom with experienced instructors, and internships that afford students educational opportunities in agencies and institutions committed to the preservation and presentation of the past are available to all students.

Recent Graduate Placements:
Graduates of the Master of Arts in History program have gone on to the following positions and programs:
- Academic Advisor, Community College
- Assistant Director, Historical Society
- Academic Coordinator, Upward Bound
- Test Development Associate, ACT
- Teacher, Teach for America
- Curator, County Archive
- History Instructor, Community College
- History Web Site Creator
- Ph.D Programs in History
APPLICATION INFORMATION

Program Criteria:
Students interested in applying for the Master of Arts program should need to have met the following criteria:

- Completed Bachelor’s Degree
- Cumulative GPA of 3.0 (3.2 recommended)
- The Graduate Record Examination (GRE) is NOT required

Application Process:
Graduate students intending to earn the M.A. Degree in History should carefully follow the procedures listed below in addition to the latest requirements of an all-university nature as recorded in the Graduate College and the current edition of the UNI Catalog (https://catalog.uni.edu/).

Students make application to the Graduate College for general admission to the university. The Graduate Application for Admission should be completed online (http://www.uni.edu/admissions/apply). A non-refundable application fee must be sent to the Office of Admissions, unless you received or anticipate receiving a degree from the University of Northern Iowa. The application review process will be delayed until the application fee is received.

In the application, students will be asked to provide the following:

- 2 letters of reference;
- An applicant statement (describing the motivation and goals for pursuing History graduate work);
- A writing sample (preferably a history research paper).

Official transcripts from all undergraduate and graduate institutions attended must be sent to the Office of Graduate Admissions. (Please have official transcripts sent directly from undergraduate institutions to: Graduate Admissions Office – University of Northern Iowa – Cedar Falls, IA 50614-0018. Do not obtain copies and forward them yourself.)

Application Deadlines:
If students wish to be considered for graduate assistantships or tuition scholarships, the application deadline for all materials is February 1. Otherwise the deadline for fall admission is June 15, and spring admission is November 15.

Graduate Coordinator:
Specific questions about the Master of Arts in History program should be referred to:
Dr. Donna Maier
Graduate Coordinator
Department of History
Seerley Hall 320
Phone: 319-273-2338
E-mail: donna.maier@uni.edu
FUNDING OPTIONS

Graduate students may apply for two types of funding from the University: Graduate College Tuition Scholarships and Graduate Assistantships.

Graduate College Tuition Scholarships:
Graduate College Tuition Scholarships are available to qualified students who are working towards a graduate degree at the university and covers the cost of their tuition. To apply complete the Application Form for Graduate College Tuition Scholarships available on the graduate student Forms, Resources, and Information page (http://www.grad.uni.edu/assistantships-graduate-college-tuition-scholarships).

Qualifications:
- Must be a full-time, degree-seeking student in the Department of History graduate program.
- Must be enrolled in 9 graduate-level credit hours.
- Maintain a Plan and a cumulative GPA of at least 3.00.
- First semester graduate students must have an undergraduate GPA of at least 3.00.

Graduate Assistantships:
The Department has Graduate Assistantships available for qualifying graduate students. The full-time Graduate Assistantship salary is $10,352. There are currently several assistantship options to which graduate students can apply.

Graduate Assistant – Department of History
Terms of Employment: For the fall semester: 20 hours per week for full assistantship or 10 hours per week for half assistantship beginning August 20, 2018 and ending December 14, 2018. Does not include the week of Thanksgiving Break. For the spring semester: 20 hours per week for full assistantship or 10 hours per week for half assistantship beginning January 14, 2019 and ending May 10, 2019. Does not include the week of Spring Break. Does not work during the interims between semesters.

Compensation: Full assistantship salary is $5,176 per semester, for the 2018-19 academic year; half assistantships may be awarded. Graduate Assistants may qualify for in-state tuition and fees.

Position Description:
- Take roll call and proctor tests, especially in large classes or at one of the department’s twice-weekly make-up exam periods.
- Assist faculty with instructional tasks, excluding the routine teaching of regularly scheduled classes.
- Gather information for use by departmental faculty and staff in evaluation, recruitment, retention, and outreach to students, alumni, and donors.
- Support faculty research by providing a variety of research services.

Application Process and Deadlines:
Email the completed Graduate Assistantship Application Form available at Graduate College graduate student Forms, Resources, and Information (https://grad.uni.edu/graduate-students-forms-resources-and-information).

Provide 2 signed letters of reference to Judy Dohlman at Judith.dohlman@uni.edu.

Questions should be directed to Dr. Donna Maier, Graduate Coordinator at Donna.maier@uni.edu.

Applications are due February 1. For more information on the Graduate Assistantship System and procedures, see Graduate College Assistantships (https://grad.uni.edu/assistantships).

Graduate Assistant – Center for the History of Rural Iowa Education and Culture

Terms of Employment: For the fall semester: 20 hours per week beginning August 20, 2018 and ending December 14, 2018. Does not include the week of Thanksgiving Break. For the spring semester: 20 hours per week beginning January 14, 2019 and ending May 10, 2019. Does not include the week of Spring Break. Does not work during the interims between semesters.

Compensation: Full assistantship salary is $5,176 per semester, for the 2018-19 academic year. Graduate Assistants may qualify for in-state tuition and fees.

Position Description:
- Responsible for self-guided software training on Archon, ViewScan, Drupal, and Adobe Photoshop.
- Assist in stewarding, maintaining, and providing access to the Rural School Collections.
- Rehousing materials into archival folders and boxes.
- Creating index labels for microfilm holdings.
- Corresponding with donors.
- Fulfilling research and reference requests.
- Creating and/or updating finding aids via Archon.
- Other possible duties may include: Website maintenance, digital content management, collection management, researcher training, and updating the interpretive plan for the Marshall Center School.

Application Process and Deadlines:
- Email the completed Graduate Assistantship Application Form available at Graduate College graduate student Forms, Resources, and Information (https://grad.uni.edu/graduate-students-forms-resources-and-information).
- Provide 2 signed letters of reference to Judy Dohlman at Judith.dohlman@uni.edu.
- Questions should be directed to Dr. Donna Maier, Graduate Coordinator at Donna.maier@uni.edu.

Applications are due January 15th. For more information on the Graduate Assistantship System and procedures, see Graduate College Assistantships (https://grad.uni.edu/assistantships).

Graduate Assistant – Women of UNI “Business Hall of Fame”

Terms of Employment: For the fall semester: 20 hours per week beginning August 20, 2018 and ending December 14, 2018. Does not include the week of Thanksgiving Break. For the spring
semester: 20 hours per week beginning January 14, 2019 and ending May 10, 2019. Does not include the week of Spring Break. Does not work during the interims between semesters.

Compensation: Full assistantship salary is $5,176 per semester, for the 2018-19 academic year. Graduate Assistants may qualify for in-state tuition and fees.

Position Description:
This person will be responsible for collecting, organizing, and preserving the oral and written history of females associated with the College of Business Administration in the development of Women of UNI "Business" Hall of Fame. In addition, this person will expand upon historic information already known about the College and shared virtually through the Library. Responsible for self-guided software training on Archon, ViewScan, Drupal, and Adobe Photoshop.

Application Process and Deadlines:
- Email the completed Graduate Assistantship Application Form available at Graduate College graduate student Forms, Resources, and Information (https://grad.uni.edu/graduate-students-forms-resources-and-information).
- Provide 2 signed letters of reference to Judy Dohlman at Judith.dohlman@uni.edu.
- Questions should be directed to Dr. Donna Maier, Graduate Coordinator at Donna.maier@uni.edu.

Applications are due February 1. For more information on the Graduate Assistantship System and procedures, see Graduate College Assistantships (https://grad.uni.edu/assistantships).
PROGRAM OPTIONS

Program Goals:
The Master of Arts in History program trains students to demonstrate critical thinking through the ability to evaluate, analyze, and integrate information from a variety of sources in order to develop reasoned positions and solutions to problems, display competence in oral, written, and visual communication, as appropriate for their discipline, and demonstrate discipline-specific knowledge and skills in their major field of study.

Student Learning Outcomes:
Students graduating from the Master of Arts in History program will be able to meet the following learning outcomes upon graduating from the program.

Student Learning Outcome 1: Analysis:
Display originality in their research (whether in a thesis, project, or research paper) in one of the following ways:
- By engaging in and interpreting original research (new topic or new sources);
- By creating a new historical narrative about previously studied topic;
- By developing an original interpretation placed in the context of the current historiography.

Student Learning Outcome 2: Written and Oral Communication:
- Organize their research appropriately and express their ideas clearly, logically, and in an engaging fashion, and will engage with the revise and resubmit practice.
- Pass an oral defense of their thesis or research paper.

Student Learning Outcome Dimension 3: Historical Knowledge:
- Place their research topics in appropriate historical context(s).
- Link those topics to relevant historical events/issues of the period consistently and accurately throughout their work.

Student Learning Outcome Dimension 4: Historiographical Knowledge:
- Distinguish appropriate bodies of historiography for topics related to their research.
- Demonstrate accurately relationships between their ideas and the ideas of other historians.

Student Learning Outcome Dimension 5: Research Methods:
- Select appropriate numbers and ranges of primary sources in their research.
- Consistently utilize primary sources to illuminate the perspectives of people of the time, their values and beliefs to support the argument(s).

Student Learning Outcome Dimension 6: Documentation:
- Use sources ethically and accurately to substantiate their research.
- Properly and accurately format citations for other historians’ verification.
Program Options:
Graduate students in the History department can choose to pursue an MA in History (96G) or an MA in History: Public History (964), which is an MA in History with a Public History emphasis. Within each degree plan, students can elect to pursue the thesis or the non-thesis option. Both degree plans require students to complete 30 credit hours at the graduate level. For more information about each plan, see the categories below.

MA History (96G)
The Master of Arts degree in History (96G) is a 30-credit hour program. Students can elect either the thesis or non-thesis option to complete their degree.

96G History Thesis Option
A minimum of 18 of the required 30 credit hours must consist of 6000 level coursework including 6 hours of thesis research (HIST 6299). Students choosing this option will complete a thesis based on primary source research. Depending on the research topic, competency in a second language may be required by the Faculty Thesis Committee.

Required Coursework: 18 hours
- HIST 6030 Seminar in History (3 hours)
- HIST 6050 Historical Methods (3 hours)
- HIST 6288 Seminar: Topics in World Historiography (3 hours)
- HIST 6289 Seminar: United States Historiography (3 hours)
- HIST 6299 Research (6 hours) In their second year, students take 3 hours of research (HIST 6299) in the third semester and 3 hours of research (HIST 6299) in the fourth semester to complete their thesis.

Elective Coursework: 12 hours
Students can take four additional courses at the 5000 or 6000 level. Students may also consider taking one course (3 hours) outside of the field of History.

96G History Non-Thesis Option
A minimum of 15 of the required 30 credit hours must consist of 6000 level coursework. Students also write a research paper and must pass a written comprehensive examination in the primary field and an oral comprehensive examination in both the primary and secondary field.

Required Coursework: 15 hours
- HIST 6030 Seminar in History (3 hours)
- HIST 6050 Historical Methods (3 hours)
- HIST 6288 Seminar: Topics in World Historiography (3 hours)
- HIST 6289 Seminar: United States Historiography (3 hours)
- Additional HIST 6000-level course (3 hours)

Elective Coursework: 15 hours
Students can take five additional courses at the 5000 or 6000 level. These courses should be selected carefully with consideration for how their subject matter prepares students for
examination in a primary and secondary field. Students may also consider taking one course (3 hours) outside of the field of History.

Fields of Study – Students must choose a primary and secondary field of study. One of these fields must be thematic.

Geographic Fields:
This list includes, but is not limited to the following:
- United States History to 1877
- United States History since 1877
- Medieval European History
- Modern European History 1300-1815
- Modern European History since 1815
- Middle East
- Ancient History
- Latin America
- Sub-Saharan Africa
- China
- India
- Japan

Thematic Fields:
This list includes, but is not limited to the following:
- Cultural History
- Economic History
- Environmental History
- Intellectual History
- Military/Diplomatic History
- Political History
- Social History
- Public History
- Race/Ethnicity History
- Urban History
- Women's/Gender History
- Religion

MA History: Public History (964)
The Master of Arts degree in History: Public History (96G) is a 30-credit hour program that allows students to emphasize Public History. Students can elect either the thesis/proejct or non-thesis option to complete their degree.

964 History: Public History Thesis or Thesis Project Option
A minimum of 18 of the required 30 credit hours must consist of 6000 level coursework including 6 hours of Thesis or Thesis Project research (HIST 6299). Students choosing this option will complete a Thesis or Thesis Project based on primary source research. Depending on
the research topic, competency in a second language may be required by the Faculty Thesis Committee.

Required Coursework: 27 hours
- HIST 5010 Introduction to Public History (3 hours)
- HIST 5030 Internship in Historical Studies (6 hours)
- HIST 6030 Seminar in History (3 hours)
- HIST 6050 Historical Methods (3 hours)
- HIST 6288 Seminar: Topics in World Historiography (3 hours)
- HIST 6289 Seminar: United States Historiography (3 hours)
- HIST 6299 Research (6 hours) In their second year, students take 3 hours of research (HIST 6299) in the third semester and 3 hours of research (HIST 6299) in the fourth semester to complete their Thesis or Thesis Project.

Elective Coursework: 3 hours
Students can take one additional course at the 5000 or 6000 level. Students may also consider taking one course (3 hours) outside of the field of History. Additional public history courses taught through the Department of History include HIST 5020 Introduction to Museum Studies (Spring semester) and LIB 5000 Collections Care and Management (Fall semester).

964 History: Public History Non-Thesis Option
A minimum of 15 of the required 30 credit hours must consist of 6000 level coursework. Students also write a research paper and must pass a written comprehensive examination in the primary field and an oral comprehensive examination in both the primary and secondary field.

Required Coursework: 24 hours
- HIST 5010 Introduction to Public History (3 hours)
- HIST 5030 Internship in Historical Studies (6 hours)
- HIST 6030 Seminar in History (3 hours)
- HIST 6050 Historical Methods (3 hours)
- HIST 6288 Seminar: Topics in World Historiography (3 hours)
- HIST 6289 Seminar: United States Historiography (3 hours)
- Additional HIST 6000-level course (3 hours)

Elective Coursework: 6 hours
Students can take two additional courses at the 5000 or 6000 level. These courses should be selected carefully with consideration for how their subject matter prepares students for examination in a primary and secondary field. Students may also consider taking one course (3 hours) outside of the field of History. Additional public history courses taught through the Department of History include HIST 5020 Introduction to Museum Studies (Spring semester) and LIB 5000 Collections Care and Management (Fall semester).

Fields of Study – Students must choose a primary and secondary field of study. One of these fields must be thematic.
Geographic Fields:
This list includes, but is not limited to the following:
- United States History to 1877
- United States History since 1877
- Medieval European History
- Modern European History 1300-1815
- Modern European History since 1815
- Middle East
- Ancient History
- Latin America
- Sub-Saharan Africa
- China
- India
- Japan

Thematic Fields:
This list includes, but is not limited to the following:
- Cultural History
- Economic History
- Environmental History
- Intellectual History
- Military/Diplomatic History
- Political History
- Social History
- Public History
- Race/Ethnicity History
- Urban History
- Women's/Gender History
- Religion
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### MA HISTORY Thesis Option
- HIST 6050 Historical Methods – Fall only
- HIST 6289 U.S. Historiography – Spring only
- HIST 6288 Seminar: World History - every other year
- HIST 6030 Seminar: U.S. History - every other year
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6299 Research (taken last semesters)
- HIST 6299 Research (taken last semesters)

**TOTAL: 30 HOURS PLUS THESIS**

### MA HISTORY Non-Thesis Option
- HIST 6050 Historical Methods – Fall only
- HIST 6289 U.S. Historiography – Spring only
- HIST 6288 Seminar: World History – every other year
- HIST 6030 Seminar: U.S. History – every other year
- HIST 6000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course

**TOTAL: 30 HOURS PLUS RESEARCH PAPER AND COMPREHENSIVE EXAM**

### MA HISTORY: PUBLIC HISTORY Thesis or Thesis Project Option
- HIST 6050 Historical Methods – Fall only
- HIST 6289 U.S. Historiography – Spring only
- HIST 6288 Seminar: World History – every other year
- HIST 6030 Seminar: U.S. History – every other year
- HIST 6010 Intro to Public History – Fall only
- HIST 5030 Internship in Historical Studies
- HIST 5030 Internship in Historical Studies
- HIST 6000 or 5000 Elective course
- HIST 6299 Research (taken last semesters)
- HIST 6299 Research (taken last semesters)

**TOTAL: 30 HOURS PLUS THESIS OR THESIS PROJECT**

### MA HISTORY: PUBLIC HISTORY Non-Thesis Option
- HIST 6050 Historical Methods – Fall only
- HIST 6289 U.S. Historiography – Spring only
- HIST 6288 Seminar: World History – every other year
- HIST 6030 Seminar: U.S. History – every other year
- HIST 5010 Intro to Public History – Fall only
- HIST 5030 Internship in Historical Studies
- HIST 5030 Internship in Historical Studies
- HIST 6000 Elective Course
- HIST 6000 or 5000 Elective Course
- HIST 6000 or 5000 Elective Course

**TOTAL: 30 HOURS PLUS RESEARCH PAPER AND COMPREHENSIVE EXAM**
GRADUATE ADVISING

Advising:
It is mandatory for graduate students to meet with the Graduate Coordinator before registration EACH semester. At that time, the Advisor Hold restricting registration will be removed.

Graduate Coordinator:
Dr. Donna Maier
Department of History
Seerley Hall 336
University of Northern Iowa
Cedar Falls, IA 50614-0701
Phone: 319-273-5909
E-mail: donna.maier@uni.edu

Program of Study Interview:
In order to ensure first-year graduate students are progressing adequately, the Graduate Coordinator conducts a program of study interview after the completion of nine hours of graduate-level coursework. Graduate students should contact the Graduate Coordinator to schedule their program of study interview. At the interview, the Graduate Coordinator will review the courses already taken, identify program option and courses needed for the remainder of the program, and discuss plans for life after completion of the MA degree. In addition, at the interview, students will discuss the composition of their thesis or non-thesis committee. Graduate students are responsible for contacting the suggested members of their committee concerning their willingness to serve.

Core Requirements:
Effective July 1, 2003, individuals teaching in Iowa community colleges are not required to hold state-issued teaching licenses. However, graduate coursework in postsecondary education may strengthen one's qualifications for teaching at a community college. Contact individual colleges to determine the requirements for teaching appointments at each institution.

Miscellaneous:
- In order that graduate students may know what is expected of them in 5000-level courses and so they can meet those expectations in a timely manner, instructors in all 5000-level courses should routinely include a section devoted specifically to the requirements for graduate students in each of their course syllabi.
- Students may take 0-3 hours outside the Department. A Student Request Form must be submitted in order to include outside hours on your Program of Study.
- It is the student's responsibility to be aware of and meet all university and departmental deadlines concerning their Program of Study, Research Paper, Comprehensive Exams, Thesis or Thesis Project, and Graduation. Please direct questions to the Graduate Coordinator.
M.A. Thesis or Thesis Project Sequence:
A typical sequence for preparation of the thesis or thesis project follows:
1. Identify a topic/problem/issue during HIST 6050 Historical Method or sometime in the first year.
2. Select a thesis or thesis project committee at the program of study interview. In considering the Committee, the faculty member most knowledgeable will serve as Chair, the second faculty member will possess general knowledge about the area, and the third faculty member will come from outside the area.
3. File both the Thesis or Thesis Project Application Form and the Thesis or Thesis Project Committee Approval Form (See Forms section).
4. Select a specific topic during the first 3 hours of HIST 6299, identify significant bodies of primary source material pertinent to the project, and prepare and submit a thesis or thesis project proposal to committee members.
5. Continue to identify significant bodies of primary source material pertinent to the project.
6. Continue work on the thesis or thesis project during the third semester.
7. Complete the thesis or thesis project during the final semester according to the guidelines set out by the thesis or thesis project committee.

Thesis or Thesis Project Committee:
A student’s thesis or thesis project committee must be selected before the student registers for his/her first three hours of HIST 6299 (Research) and shall be composed as follows:
- The Chair and the second member shall be chosen by the student in consultation with the Graduate Coordinator based on student interests and faculty specializations.
- The third member must specialize in an area other than that of the student’s primary field and shall be chosen by the student in consultation with the Graduate Coordinator based on student interests and faculty specialization.
- A fourth reader from outside the department may be added to the committee at the student’s request and in consultation with the committee chair and the Graduate Coordinator.
- All changes to the composition of a thesis or thesis project committee shall be made only with the approval of the Graduate Studies Committee.

Forms:
Students must file a Thesis or Thesis Project Committee Approval Form, available through the Graduate College (https://grad.uni.edu/graduate-college-forms). Students must also fill out a Thesis or Thesis Project Application Form, with the Department (see Forms section).

Thesis Proposal Guidelines:
Prior to beginning a thesis or thesis project, all students taking the thesis option must produce an eight- to ten-page thesis or thesis or thesis project proposal, with an attached bibliography, in which the student links his/her topic to larger historical/analytical issue(s). The proposal must be approved by his/her three-person committee before a student may proceed with work on the
thesis or thesis or thesis project. Students may take no more than three (3) hours of HIST 6299 before the submission and approval of a thesis or thesis project proposal.

Proposals should be in 12-point Times-Roman font with one-inch margins on the sides, top, and bottom of each page. Proposals do not need a title page. Put your name on the first page along with the title of your project.

Make sure to number your pages. During the proposal defense committee members will need to be able to refer to sections of the proposal by page number.

Proposals must include the following two sections:

Section 1: Description of thesis or thesis project [six to eight pages, double spaced]

This section of the proposal should be in narrative form and must include the following:

• An introduction. A good introduction should clearly identify the topic or topics for your research along with its larger historical context. It should also at least suggest a relationship to explore between your topic and an analytical context or set of contexts. Standard analytical contexts for history include: politics, ideology, cultural attitudes, class, race, gender, identity, globalization, nationalism, and power relations.
• Background. This should be no more than a paragraph or two, just enough so readers of the proposal can clearly grasp the importance of the project.
• Historiography. This is a survey of what other scholars have said and argued about your topic, or, if your topic is entirely new, what other scholars have said and argued about its larger contexts.
• A clear statement of your “propositional thesis.” In other words, a statement of how your approach adds to, complicates, or challenges current scholarly understandings of your topic or context area, along with a statement of the historical relationships and issues you plan to explore.
• Method and Theory. This section should lay out the types of primary sources you will be using along with how (with specific reference to relevant scholarship) you will be using them.
• A schedule for the completion of the project. This section should lay out the availability of your sources, when you will complete your research, your number of planned chapters, and your timetable for drafts and revisions.

Section II: Bibliography [no page limit, single-spaced with spaces between each full citation]

• The bibliography should consist of two categories, one for “primary sources” the other for “secondary sources.”
• Follow the Chicago or Turabian style for bibliographic citations (note that this style is different the style for footnotes or endnotes). For references, rules, and models, see:

  The Chicago Manual of Style Online (http://www.chicagomanualofstyle.org/home.html)
  OR
Developing your argument (thesis):

- Keep in mind that good historians do not start with a thesis and then do research to try to "prove" their thesis. If your starting thesis is wrong, you will find little or no evidence to support it. If your starting thesis is right the result will be a restatement of the obvious – since, of course, you had to know it to begin with and you must have learned it from either a class or some reading.
- A good thesis will always emerge as your research progresses. Keep in mind that a thesis does not have to be one simple sentence!

To develop a thesis, follow these steps:

1. Begin by doing primary source research on your topic. Early on, keep your eyes open for documents that interest you – you may want to change topics.
2. Look at your primary sources and find a relationship to explore between your topic and its historical and/or analytical context. This statement that there is a relationship is your initial or proposed thesis.

Your proposal should have a proposed thesis, in effect, a clear statement that your goal will be to explore relationships between your topic and larger historical and/or analytical contexts (these are frameworks of analysis such as gender, race/ethnicity, class, environment, politics, economics, religion, etc.).

Your topic may have more than one analytical context, or even reflect an attempt to establish the ways contexts such as class and race are inextricably linked. You can use historical context to narrow the time frame of your thesis. If your project runs across a broad period of time and through a number of historical contexts, it will probably end up being a narrative history, with less detail than is expected of an M.A. thesis. To avoid this problem, you should limit your time-frame: exploring your topic within one historical context or looking at the ways a shift in historical context from one to another affected your topic.

3. Do some searching for secondary sources, books and articles on or related to your topic. Get some more information, but most important: find out what other historians have said – or not said – about how your topic fits into your larger context, looking at their analysis of the period or how issues like class, race or gender operate during the period.
4. Keep collecting primary source evidence. Continue to ask yourself whether your evidence supports what other historians have said.
5. When you find elements in your evidence that add to, complicate or challenge what other historians have said, you have started the process of discovering your thesis.

By definition, your thesis should not be a repetition of what some other historian has said about your topic. Below is a sample proposal outline:

1. Hook – narrative evidence suggesting the relationship[s] you will explore.
2. Background – stressing importance of topic
3. Proposed thesis – laying out the relationships you will be exploring between your topic, historical context, and analytical context.
4. Historiography placed in some type of order, arranged chronologically to lay out early interpretations of your topic or context, then revisions, then getting to how your approach will add to this chronology; or arranged by schools of thought, then getting to how your approach will work between schools or take off in a new direction.

5. Suggestion of how your primary sources might complicate dominant historiography.

6. Suggestion of ways to shift your analysis to complicate the historiography – by shifting the contexts, or by combining alternate layers of historiography.

7. Statement of type and availability of primary sources.

8. Timeline for completion.

Thesis or Thesis Project Guidelines:
A student’s Thesis or Thesis Project Committee will provide the student with specific guidance as to the required elements of their particular project. In general, the thesis or thesis project should meet all the elements of the program’s student learning outcomes. Theses typically resemble academic historical articles or books and thesis projects typically resemble works of public historians such as museum exhibitions (with an accompanying exhibition narrative) or digital history projects (with an accompanying historiographic and methodological narrative). Refer to the Graduate College’s guidelines for details on how to format the document (https://grad.uni.edu/thesis-dissertation).

Oral Thesis or Thesis Project Defense:
Students completing a thesis or project will have an oral thesis or thesis project defense in place of Comprehensive Examinations. Because thesis defenses are public events:

- The defense time, place, and topic must be announced no less than one week before the defense.
- No defense will be scheduled until the Graduate Coordinator has received one copy of the student’s thesis abstract.
- Students should make a short presentation on their thesis at the start of the thesis defense. They should consult their thesis advisor on the content/length of this presentation.

The process of submitting thesis or thesis project drafts and receiving responses is negotiated between the student and the committee. The final draft of the thesis or thesis project must reach the committee thirty (30) calendar days before the Graduate College thesis submission deadline. The 30-day requirement is stipulated so that revisions in the thesis can be completed in a timely fashion. There are almost always substantial revisions mandated by the student’s committee.

Students bear responsibility for meeting all thesis deadlines stipulated by the Graduate College, as well as submitting the proper number of copies on the appropriate type of paper. Students should complete the Thesis Submission Form and the University Record Sheet, available through the Graduate College (https://grad.uni.edu/graduate-College-forms), and submit them along with a final copy of their thesis to the Graduate College). Students should also submit one copy (on regular paper) to the Department of History and one copy (on regular paper or electronically) to the thesis advisor. Thesis approval will not be granted until the Department has this copy in hand.
**Second Language Competency Requirement:**
Depending on his/her research interests, a graduate student who selects the History M.A. thesis or thesis project option may be required by his/her advisor to demonstrate competency in a foreign language before completing the program. Departmental faculty who are proficient in the language will determine if the student possesses reading competency.

**Application for Graduation:**
A Graduation Application form (sample in Forms section) must be filed by the end of the ninth week of the student’s final semester, or the fourth week of the summer session. A student can either (1) file the form electronically at the time of his/her final registration; (2) access the form through MyUniverse and file it electronically; or, (3) if the student is applying after the deadline, download a paper copy of the form from MyUniverse and file the hard copy with the Registrar’s Office. After this form has been completed, the mandatory graduation fee will automatically be added to the student’s U-bill.

Around the midpoint of the semester a student plans to graduate, he/she will receive a Graduation Information Packet from the Office of the Registrar. Both sides of the enclosed Yellow Card must be completed and returned to the Registrar. If the student is participating in Commencement early, he/she will receive an additional Yellow Card the semester their degree is actually completed. This second card will provide the Registrar’s Office with an accurate mailing address for the student’s diploma.
NON-THESIS OPTION INSTRUCTIONS

M.A. Non-Thesis Sequence:
A typical sequence for preparation of the thesis or thesis project follows:

1. Identify a topic/problem/issue during HIST 6050 Historical Methods or sometime in the first year.
2. Select a research paper director and second reader at the program of study interview. In considering the research paper committee, the faculty member from the student’s geographic area will serve as director and the second faculty member will come from outside the geographic area.
3. File the Comprehensive Examination Application and Research Paper Information Form (See Forms section).
4. Select a specific topic during the first 3 hours of HIST 6299, identify primary source material pertinent to the project and prepare and submit a research paper proposal to the research paper director and second reader.
5. Continue work on the research paper during the third semester.
6. Complete the research paper during the spring semester of the final semester according to the guidelines set out by the research paper director and second reader.
7. Consult with the rotating examiner, assigned at the start of the final semester, and the research paper director on comprehensive exam reading lists and questions.
8. Write the comprehensive examination in April and defend the research paper and examination essays in an oral defense one to two weeks after the examination is taken.

Research Paper and Comprehensive Examination Committees:
Students taking the non-thesis option will choose a faculty member to serve as the director of his/her research paper, as well as another to serve as a secondary reader. The student must choose the secondary reader from a different geographical region than his/her primary field. At the start of their final semester, the student will be assigned a rotating examiner in preparation for their comprehensive examinations. The Comprehensive Examination Committee will be composed of three faculty members: 1) a rotating examiner, 2) the director of the research paper, and 3) the second reader of the research paper.

Forms:
Students must file a Comprehensive Examination Application and Research Paper Information Form (see Forms section).

Research Paper Proposal Guidelines:
Prior to beginning a research paper, students are encouraged to produce an eight- to ten-page research paper proposal, with an attached bibliography, in which the student links his/her topic to larger historical/analytical issue(s). The proposal should be discussed and agreed upon by the research paper director and secondary reader.

Proposals should be in 12-point Times-Roman font with one-inch margins on the sides, top, and bottom of each page. Proposals do not need a title page. Put your name on the first page along with the title of your project.
Make sure to number your pages. During the proposal defense committee members will need to be able to refer to sections of the proposal by page number.

Proposals must include the following two sections:

Section 1: Description of research paper [six to eight pages, double spaced]

This section of the proposal should be in narrative form and must include the following:

- An introduction. A good introduction should clearly identify the topic or topics for your research along with its larger historical context. It should also at least suggest a relationship to explore between your topic and an analytical context or set of contexts. Standard analytical contexts for history include: politics, ideology, cultural attitudes, class, race, gender, identity, globalization, nationalism, and power relations.
- Background. This should be no more than a paragraph or two, just enough so readers of the proposal can clearly grasp the importance of the project.
- Historiography. This is a survey of what other scholars have said and argued about your topic, or, if your topic is entirely new, what other scholars have said and argued about its larger contexts.
- A clear statement of your “propositional thesis.” In other words, a statement of how your approach adds to, complicates, or challenges current scholarly understandings of your topic or context area, along with a statement of the historical relationships and issues you plan to explore.
- Method and Theory. This section should lay out the types of primary sources you will be using along with how (with specific reference to relevant scholarship) you will be using them.
- A schedule for the completion of the paper. This section should lay out the availability of your sources, when you will complete your research and your timetable for drafts and revisions.

Section II: Bibliography [no page limit, single-spaced with spaces between each full citation]

- The bibliography should consist of two categories, one for “primary sources” the other for “secondary sources.”
- Follow the Chicago or Turabian style for bibliographic citations (note that this style is different the style for footnotes or endnotes). For references, rules, and models, see:

  The Chicago Manual of Style Online (http://www.chicagomanualofstyle.org/home.html)
  OR

Developing your argument (thesis):

- Keep in mind that good historians do not start with a thesis and then do research to try to “prove” their thesis. If your starting thesis is wrong, you will find little or no evidence to support it. If your starting thesis is right the result will be a restatement of the obvious – since, of course, you had to know it to begin with and you must have learned it from either a class or some reading.
• A good thesis will always emerge as your research progresses. Keep in mind that a thesis does not have to be one simple sentence!

To develop a thesis, follow these steps:
6. Begin by doing primary source research on your topic. Early on, keep your eyes open for documents that interest you – you may want to change topics.
7. Look at your primary sources and find a relationship to explore between your topic and its historical and/or analytical context. This statement that there is a relationship is your initial or proposed thesis.

Your proposal should have a proposed thesis, in effect, a clear statement that your goal will be to explore relationships between your topic and larger historical and/or analytical contexts (these are frameworks of analysis such as gender, race/ethnicity, class, environment, politics, economics, religion, etc.).

Your topic may have more than one analytical context, or even reflect an attempt to establish the ways contexts such as class and race are inextricably linked. You can use historical context to narrow the time frame of your thesis. If your project runs across a broad period of time and through a number of historical contexts, it will probably end up being a narrative history, with less detail. To avoid this problem, you should limit your time-frame: exploring your topic within one historical context or looking at the ways a shift in historical context from one to another affected your topic.

8. Do some searching for secondary sources, books and articles on or related to your topic. Get some more information, but most important: find out what other historians have said – or not said – about how your topic fits into your larger context, looking at their analysis of the period or how issues like class, race or gender operate during the period.
9. Keep collecting primary source evidence. Continue to ask yourself whether your evidence supports what other historians have said.
10. When you find elements in your evidence that add to, complicate or challenge what other historians have said, you have started the process of discovering your thesis.

By definition, your thesis should not be a repetition of what some other historian has said about your topic. Below is a sample proposal outline:
9. Hook – narrative evidence suggesting the relationship[s] you will explore.
10. Background – stressing importance of topic
11. Proposed thesis – laying out the relationships you will be exploring between your topic, historical context, and analytical context.
12. Historiography placed in some type of order, arranged chronologically to lay out early interpretations of your topic or context, then revisions, then getting to how your approach will add to this chronology; or arranged by schools of thought, then getting to how your approach will work between schools or take off in a new direction.
13. Suggestion of how your primary sources might complicate dominant historiography.
14. Suggestion of ways to shift your analysis to complicate the historiography – by shifting the contexts, or by combining alternate layers of historiography.
15. Statement of type and availability of primary sources.
16. Timeline for completion.

Research Paper Guidelines: Students should work with both the research paper director and the secondary reader to produce a paper that is carefully conceived, well written, and thoroughly documented. In general, the thesis or thesis project should meet all the elements of the program’s student learning outcomes. The style of the paper should conform to the rules of the Chicago Manual of Style. Refer to the Graduate College’s guidelines for details on how to format the document (https://grad.uni.edu/thesis-dissertation). Graduate College policy requires that the research paper must be read and approved by a committee of at least two members of the graduate faculty, presented in a format acceptable for publication, and permanently filed in the departmental office. A Research Paper Information Form must be submitted before final approval can be granted (see Forms section).

A research paper is more limited in scope than a thesis. While considerably shorter (40 to 50 pages) and usually based on fewer primary sources, preparation of a research paper requires utilization of the same skills needed to write a thesis.

Students writing a research paper must:
- Analyze the current secondary literature on the topic and use that analysis to
- Formulate a question of historical interest. They must then
- Locate and use pertinent primary and secondary sources to
- Develop a thesis and, finally,
- Support this thesis in the body of the paper.

Comprehensive Examinations: In order to take the written and oral comprehensive examinations required in the Department’s non-thesis track, a student must have:
- Completed at least 21 hours of the required coursework;
- His/her completed research paper approved by the director and secondary reader, and have submitted a copy of the approved paper to the rotating examiner and the Graduate Coordinator;
- Resolved all “Incomplete” course grades to letter grades; and
- A midterm grade of “B” or above in all courses in which he/she is enrolled in the semester in which the examination is taken.

A Comprehensive Exam Form must be completed no later than two weeks before a student plans to take the exams (see Forms section).

The Comprehensive Examination Committee will be composed of three faculty members: 1) a rotating examiner, 2) the director of the research paper, and 3) the second reader of the research paper.

The Comprehensive Examinations will consist of a three-hour written comprehensive in a primary field plus an oral comprehensive examination in both the primary field and a secondary field.
The three-hour written exam on the student’s primary field will consist of two essay questions; one question will be written by the director of the research paper and one by a rotating examiner, assigned at the beginning of the semester. Both of these questions will be based on a reading list of approximately 20 books/articles based on classes they have taken in their primary field. The student is responsible for generating this list of readings and distributing it to the three examiners, who may suggest changes to it. This list should be finalized by the end of the third week of the semester.

The Coordinator of Graduate Studies will announce the identity of the rotating examiner the second week of each semester. The written exam will normally take place in the second week of November or the second week of April. The rotating examiner will schedule a time for the student to take the written exam.

All three of the Comprehensive Exam Committee members will read and grade the written exam. The committee will inform the graduate coordinator of the results of the exam. If the student passes the written exam, the committee will ask the student to schedule the oral exam. The oral examination should take place a week or two following the written exam.

Oral Defense:
The oral examining committee will consist of the same three faculty members. In the oral comprehensive exam, the student will be asked to do the following: 1) answer follow-up questions based on his/her written exam, and 2) answer additional questions on a second field. The second field should in some way mesh with the student’s research paper topic. Only one field may be a chronological geographic field; the other must be thematic/topical.

Geographic Fields:
This list includes, but is not limited to the following:
- United States History to 1877
- United States History since 1877
- Medieval European History
- Modern European History 1300-1815
- Modern European History since 1815
- Middle East
- Ancient History
- Latin America
- Sub-Saharan Africa
- China
- India
- Japan

Thematic Fields:
This list includes, but is not limited to the following:
- Cultural History
- Economic History
- Environmental History
• Intellectual History
• Military/Diplomatic History
• Political History
• Social History
• Public History
• Race/Ethnicity History
• Urban History
• Women's/Gender History
• Religion

And others as approved by the Graduate Studies Committee

Following the comprehensive oral examination, the committee will immediately inform the student of the decision:
• Pass with Distinction
• Pass
• Provisional Pass
• Fail

A student may not take a Comprehensive Examination in a field in which he/she has not taken at least one substantive course. (Since the Individual Readings course (HIST 6285) is designed for further study of an area already covered in a regular 5000- or 6000-level course, HIST 6285 does not fulfill this requirement.)

Once the research paper, comprehensive exams, and oral defense have been completed, the department will complete the Report of Comprehensive Examination Approval and the Report of Non-Thesis Paper Approval forms available through the Graduate College (https://grad.uni.edu/graduate-college-forms).

Application for Graduation:
A Graduation Application form (sample in Forms section) must be filed by the end of the ninth week of the fall and spring semesters, or the fourth week of the summer session. A student can either (1) file the form electronically at the time of his/her final registration; (2) access the form through MyUniverse and file it electronically; or, (3) if the student is applying after the deadline, download a paper copy of the form from MyUniverse and file the hard copy with the Registrar’s Office. After this form has been completed, the mandatory graduation fee will automatically be added to the student’s U-bill.

Around the midpoint of the semester a student plans to graduate, he/she will receive a Graduation Information Packet from the Office of the Registrar. Both sides of the enclosed Yellow Card must be completed and returned to the Registrar. If the student is participating in Commencement early, he/she will receive an additional Yellow Card the semester their degree is actually completed. This second card will provide the Registrar’s Office with an accurate mailing address for the student’s diploma.
Department of History
Thesis or Thesis/Project Application Form

Name: __________________________________________________________

Student #: ______________________ Date of Application: ________________

Thesis/Project Committee:

1st Reader (Chair): ________________________________________________

2nd Reader: ______________________________________________________

3rd Reader: ______________________________________________________

Thesis/Project Topic, or Title: ______________________________________

_________________________________________________________________

_________________________________________________________________

Anticipated Graduation Date: __________________________

For Departmental Use

Status of Thesis Proposal:

Date Completed: ______________

Status of Thesis Defense:

Date Completed: ______________
Department of History
Comprehensive Examinations Application/
Research Paper Information

Name: ____________________________________________________________

Student #: ___________________________ Date of Application: _____________

Comprehensive Exams:

Rotating Examiner: ________________________________________________

Semester of Examinations: __________________________________________

Major Field of Examination – *written and oral*:

1. _________________________________________________________________

Minor Field of Examination – *oral only*:

2. _________________________________________________________________

*Either the major or minor field must be thematic.*

Research Paper:

Committee Members:

1st Reader (Research Paper Director): _________________________________

2nd Reader: _______________________________________________________

Paper Title: _______________________________________________________

_________________________________________________________________

Anticipated Graduation Date: _______________________________________

Graduate Coordinator Signature

*This form MUST be signed by the Graduate Coordinator and then submitted to the Departmental Secretary.*
Department of History
Internship in Historical Studies Application

Students taking an internship in historical studies must fill out the following information and read the requirements below. By filling out and submitting this form, students acknowledge that they have read and understand the internship requirements.

Student Name: ________________________________ Phone: _______________________

Student ID Number: _______________ Email: ________________________________

Have you completed HIST 4010/5010?   ___ Yes (Semester ______________)   ___ No

Name of Organization: ____________________________________________

Address of Organization: ____________________________________________

Site Supervisor Name: ___________________________ Prior relationship?   Yes ___ No ___

If yes, what in what context? ____________________________________________

Phone: ___________________________ Email: ________________________________

Dates of Internship: _________________________ to _________________________

Internship Course Number:    HIST 5030   _____ HIST 5186

Type of Internship: ___ Paid OR ___ Unpaid    ___ Contract Project    OR ___ Individual

Semester of Credit: ________________

Internships must be pre-approved by the faculty internship coordinator. For more information on internship possibilities and approval of internships, please contact the Graduate Coordinator Dr. Donna Maier at Donna.Maier@uni.edu. Interested students are welcome to make an appointment to discuss options.

Internship Requirements:
Students are responsible for completing the following to receive academic credit for their internship.

1. Complete 120 hours of work on-site (individual) or work on a project (contract project). Keep track of the hours worked and be prepared to report them to the faculty internship coordinator and the internship site supervisor. Students are expected to work solely on their internship while on the clock. Internships typically are completed as follows:
   - 8 hours/week for 15 weeks
   - 10 hours/week for 12 weeks
• 20 hours/week for 6 weeks
• 30 hours/week for 4 weeks
• 40 hours/week for 3 weeks

All hours must be completed for before any consideration can be given to the other requirements.

2. Read best practices and/or methodological literature pertaining to the work conducted. The minimum reading requirement is 2 scholarly books or 4 scholarly articles from a trade or academic journal such as The Public Historian. Readings should appear in the weekly journal.

3. Keep a weekly journal chronicling the internship activities including the work completed, thoughts about the readings, and notes regarding any issues encountered. The faculty internship coordinator will review the journal during regular meetings.

4. Meet with the faculty internship coordinator either in person or by phone regularly. The minimum meeting requirement is one meeting for every 30 hours worked for a total of 4 meetings during the course of the internship.

5. Write a reflective essay (10 pages double-spaced in 12-point font) that synthesizes the readings and the work engaged in throughout the internship. Papers are due finals week.

Students can use the following questions to guide them in crafting their internship paper:
• What did you do during your internship and how did you do it?
• What problems or issues did you encounter during your internship?
• What did you think about the work you accomplished during your internship?
• What literature did you read that corresponded with what you did?
• In what ways did the literature you read highlight the methods you learned during your internship?
• In what ways did the literature you read help you better understand and accomplish the tasks of your internship?
• What do you now better understand about the venue and the vocation this profession?

6. Receive a site supervisor evaluation that rates the work completed during the internship in terms of employee performance.

Internships are graded on an A-F scale based upon their completion of the five requirements. Below are the values assigned to the graded requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings/Journal</td>
<td>50</td>
</tr>
<tr>
<td>Meetings</td>
<td>50</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
</tr>
<tr>
<td>Site Supervisor Evaluation</td>
<td>100</td>
</tr>
</tbody>
</table>

Students will be awarded points based on the thoughtfulness of their written work and their engagement with the readings in addition to their performance on the job during the internship.
Department of History  
MA in History  
PROGRAM CHECKLIST

ADMISSION:

The following items should be completed with or sent to the Graduate Admissions Office:

_____ Application for Admission Form (https://grad.uni.edu/admission)

_____ 2 letters of reference;

_____ An applicant statement (describing the motivation and goals for pursuing History graduate work);

_____ A writing sample (preferably a history research paper).

_____ Application fee paid

_____ Official B.A. and/or M.A. Transcripts

_____ Graduate Assistantship Application (if applicable) (https://grad.uni.edu/graduate-students-forms-resources-and-information)

PROGRAM OF STUDY (All Options):

_____ Program of study interview (after nine credit hours) with Graduate Coordinator Dr. Donna Maier (Donna.Maier@uni.edu)

_____ Research topic for thesis, thesis project, or research paper determined

_____ Committee Chair (thesis/thesis project) or Research Paper Director (non-thesis) selected

_____ Thesis/Thesis Project Committee or Comprehensive Examination Committee chosen

THESIS OR THESIS PROJECT (Thesis or Thesis Project Option):

_____ Thesis/thesis project proposal drafted

_____ Thesis/thesis project proposal approved by committee and thesis or thesis project proposal defended

_____ Thesis or Thesis Project Committee Approval Form (https://grad.uni.edu/thesis-dissertation-forms) and Thesis or Thesis Project Application Form completed

_____ Final draft of thesis or thesis project delivered to committee at least 30 calendar days prior
to Graduate College preview deadline

_____ Preview with Graduate College (https://grad.uni.edu/thesis-and-dissertation)

_____ Oral Defense of thesis or thesis project scheduled

_____ Thesis Approval Form (https://grad.uni.edu/thesis-dissertation-forms) completed

_____ Final copy of thesis delivered—two copies to the Graduate College and one copy to the History department

**RESEARCH PAPER/COMPREHENSIVE EXAMS (Non-Thesis Option):**

_____ Research paper proposal drafted

_____ Research paper proposal approved by director and second reader

_____ Research paper approved by director and second reader

_____ Geographic and thematic fields of study selected

_____ Comprehensive Examinations Application/Research Paper Information form completed (no later than two weeks before the date of the exams)

_____ Rotating Examiner assigned

_____ Reading lists approved by the rotating examiner and research paper director

_____ Oral defense scheduled

**APPLICATION FOR GRADUATION (All options):**

_____ Graduate Application completed in MyUniverse

_____ Graduate fees paid