



RICE UNIVERSITY

Graduate Liberal Studies  
Student Handbook  
2023 - 2024



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Graduate Liberal Studies  
Student Handbook  
2023-2024

**Degree Programs**

Master of Liberal Studies  
Diploma in Liberal Studies

**Graduate Certificates**

Dual Credit Teacher Credentialing – English  
Dual Credit Teacher Credentialing – History

Rice University  
Glasscock School of Continuing Studies  
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## WELCOME

Welcome to the Graduate Liberal Studies Program in the Glasscock School of Continuing Studies at Rice University!

This Graduate Liberal Studies Student Handbook is your guide to your graduate program of study. It will provide you with information about various practical aspects of program requirements and is intended to help you navigate through your degree and its administrative procedures. This handbook is your reference tool for a wide range of student concerns, from new student orientation to graduation and beyond. In many cases, it is the quickest path to answer your questions. If after consulting its contents you still have questions or unresolved issues, please contact the GLS Program Office for assistance. We are here to help you!

In addition to agreeing with the policies and regulations stated in this GLS Student Handbook, students must also be in agreement with the Rice General Announcements, Honor Code, Student Code of Conduct, Sexual Misconduct Policy, and all MLSC Course Syllabi. In case there is conflicting information, university-wide regulations take precedence over department-wide regulations, which take precedence over research group-wide regulations. In doubt, students should seek help first at the GLS Program Office and then at the Office of Graduate and Postdoctoral Studies.

We hope this handbook will help you plan your studies effectively, provide you with useful information and direct you to the resources you need to be a successful Graduate Liberal Studies student.

Sincerely,

Rebecca Sharp  
Director, Graduate Liberal Studies  
(713) 348-4767  
[rksharp@rice.edu](mailto:rksharp@rice.edu)

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# GRADUATE LIBERAL STUDIES AT RICE UNIVERSITY

The Graduate Liberal Studies program at Rice University is designed for those who crave intellectual challenge at a world-class university. Three paths are available: the acclaimed Master of Liberal Studies (MLS) degree, the post-masters Diploma in Liberal Studies (DLS), and Dual Credit Teacher Credentialing Graduate Certificates in English and History.

Exploring liberal arts at a highly integrated level is not always possible in a career-focused undergraduate curriculum. Each GLS option is tailored toward a wide range of students from recent graduates to working adults, retirees, teachers, and other non-traditional university students who wish to broaden their knowledge in fields they may not have studied in their earlier education. Courses are taught by distinguished Rice faculty and invited visiting faculty who maintain the high academic standards of Rice University.

All paths are designed for those who love to learn new ideas, explore new worlds, and enjoy meeting others who are part of the same expedition. By examining timeless, timely human questions within the humanities, social sciences, and natural sciences, students satisfy their curiosity about the world through art, literature, science, politics, human nature, and history.

Since its inception in 2005, the Rice Master of Liberal Studies (MLS) program has attracted a wide spectrum of students. Medical doctors, attorneys, homemakers, recent college graduates, retirees, teachers, a range of business professionals, and others have been accepted into the program. Such diversity – in both age and profession – adds a level of broad-mindedness not typically found in the traditional classroom.

Based on alumni requests for advanced or continued study beyond the MLS, the post-master's Diploma in Liberal Studies (DLS) was developed and approved by the Rice Faculty Senate in 2017.

Rice's Diploma in Liberal Studies (DLS) program complements and extends the educational goals of the Master of Liberal Studies (MLS) program. The DLS is a graduate-level diploma that is currently unique to Rice University. Designed primarily for those who have completed the MLS degree, DLS allows these graduates to maximize and enhance their academic investment. However, the program also welcomes non-MLS students on a case-by-case basis that considers academic background and future goals. Well-prepared applicants who are accepted into the program can deepen their interdisciplinary knowledge while honing research and writing skills, laying the foundation to improve critical publications, community service, doctoral studies, or career work.

The Graduate Certificates in Dual Credit Teacher Credentialing are designed for practicing secondary teachers in English and History who need graduate courses to complete credentialing requirements to teach dual credit or community college courses.

Governance of the MLS, DLS, and Graduate Certificates in Dual Credit Teacher Credentialing is the responsibility of the Faculty Steering Committee which is responsible for overseeing all academic matters including admissions, curriculum, and program policies.

The Faculty Steering Committee currently consists of:

Bruce, Robert. Dean, Glasscock School of Continuing Studies, Rice University.

BA (1991) University of Texas; MA (1993) Texas A&M University; PhD (1997) Texas A&M University

Campana, Joseph. Alan Dugald McKillop Chair and Associate Professor of English, Rice University.

BA (1996) Williams College; MA (1997) University of Sussex; MA (2000) Cornell University; PhD (2003) Cornell University

Cohen, G. Daniel. Samuel W. & Goldye Marian Spain Associate Professor of History, Rice University.

BA (1991) Tel Aviv University; MA (1992) Institute of French Studies; MA (1993), PhD (2000) New York University

Fleisher, Jeffrey. Associate Professor of Anthropology and Director of Undergraduate Studies, Rice University.

BA (1992) University of Virginia; MA (1997) University of Virginia; PhD (2003) University of Virginia

Henze, Matthias. Isla Carroll & Percy E. Turner Professor of Biblical Studies and Professor of Religion, Rice University.

MDiv (1992) University of Heidelberg; MA (1996) Harvard University; PhD (1997) Harvard University

Sharp, Rebecca. GLS Director, Rice University

BS (1992) and MS (1998) Texas A&M University

Stoll, Richard, Chair. Albert Thomas Professor of Political Science, Rice University

A.B. (1974) University of Rochester; PhD (1979) University of Michigan

Additionally, the Master of Liberal Studies, Diploma in Liberal Studies, and Graduate Certificates in Dual Credit Teacher Credentialing programs are governed by the Rice University Office of Graduate and Postdoctoral Studies.

Graduate liberal studies programs exist at nearly a hundred universities and colleges nationwide, many of them peer institutions such as Harvard, Washington University, Chicago, Stanford, Northwestern, Dartmouth, University of Pennsylvania, Georgetown, Johns Hopkins, Columbia, and Duke. Almost all these institutions are members of the Association of Graduate Liberal Studies Programs (AGSLP). Rice Graduate Liberal Studies is a member of the Association of Graduate Liberal Studies Programs (AGLSP) and hosts the National Office of this academic organization which has approximately 65 member institutions in the United States and Canada.

# RICE UNIVERSITY GOVERNING POLICIES

## GENERAL ANNOUNCEMENTS

The General Announcements describes university-wide academic policies and procedures for graduate study at Rice University. Students are responsible for meeting all program and university requirements. In addition to agreeing with the regulations stated in their graduate program handbook, students must also be in agreement with the General Announcements and the Code of Student Conduct (see next section). A student failing to meet department or university requirements is subject to dismissal from the program.

In cases where there is conflicting information, university regulations take precedence over graduate program regulations, which take precedence over research group regulations. When in doubt, students should first seek help at the department level (academic program administrator) and then at the central administration level (Office of Graduate and Postdoctoral Studies).

The General Announcements summarizes the university regulations and procedures for Doctoral Degrees, Diploma Programs, Non-thesis Master's Degrees, and Thesis Master's Degrees. Please read and familiarize yourself with the following academic policies and procedures:

- University Graduation Requirements
- Candidacy, Oral Examinations, and Thesis
- Academic and Judicial Discipline
- Academic Regulation and Good Standing
- Grades
- Leaves, Interruptions of Study, and Withdrawals
- Registration and Courses
- Transcript Policies and Transfer Credits
- Transfer of Graduate Program
- Rights and Responsibilities

The General Announcements are available online at <http://ga.rice.edu/>.

## CODE OF STUDENT CONDUCT

*“The life and work of a Rice University student should be based on integrity, responsibility, and consideration and respect for others.”*

– *Rice University Code of Student Conduct*

The Office of Student Judicial Programs oversees the judicial system and enforces the Code of Student Conduct, which governs the administration of student order and discipline, and may participate in Title IX investigations. The Code of Student Conduct applies to all students, including undergraduate, graduate, and transfer students; those enrolled in professional and Continuing Studies programs; and visiting students, Visiting Post Baccalaureates, second degree students, and auditors, from the time they arrive on campus for orientation until their degree is conferred or they have permanently left Rice. Organizations are also subject to this Code. All enrolled students are also subject to Rice University policies, rules, and regulations.



Alleged violations of university or college rules are handled in accordance with the Code of Student Conduct. Students may appeal decisions as described in the Code of Student Conduct. Rice retains ultimate authority in all matters of discipline and over all actions that affect its educational function or the safety and wellbeing of members of the university community. The Code is not intended to—and does not—confer any contractual rights on any individuals involved.

The Code of Student Conduct can be found at <https://sjp.rice.edu/code-of-student-conduct>.

## HONOR CODE AND GRADUATE HONOR COUNCIL

*“On my honor, I have neither given nor received any unauthorized aid on this assignment.”*  
– Rice University Honor Code

The honor system, one of the oldest and proudest traditions at Rice, is administered by the Honor Council, whose student members are elected each year by the student body. Adopted by a student vote, the honor system has remained essentially the same since that time but for changes in the procedures and membership of the Honor Council.

Students take all written examinations and complete any specifically designated assignments under the honor system. By committing themselves to the honor system, all students accept responsibility for assuring the integrity of the examinations and assignments conducted under it.

The Faculty Senate and the Provost established the Graduate Honor Council to consider all cases of possible violation of the Honor Code by graduate students. The Graduate Honor Council adopts the spirit of the constitution, by-laws, and procedures of the Honor Council except as modified by the Graduate Honor Council Policies and Procedures. The Graduate Honor Council is responsible for investigating reported violations and for conducting a hearing when the facts warrant. For course work violations, Graduate Honor Council shall determine an appropriate penalty, taking into consideration the totality of the circumstances in a case as well as reviewing any consensus penalties adopted by the Honor Council. The Graduate Honor Council may modify these penalties for graduate students.

The Honor Code and other related information and resources are located at <http://gradhonor.rice.edu/>.

## RESEARCH MISCONDUCT

*“As an institution of higher learning, Rice University expects all its members to maintain the highest standards of conduct in pursuing research and scholarly activities. Any form of research fraud or misconduct is contrary to the University's principles and adversely affects the reputation of all individuals in the Rice community.”*  
– Rice University Policy No. 324

Research misconduct means fabrication, falsification or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented

in the research record. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

A finding of research misconduct requires that there be a significant departure from accepted practices of the relevant research community. Research misconduct may also include a failure to comply with the federal requirements for protecting researchers, human and animal subjects and the public. Any action in connection with proposing, conducting, reviewing, or reporting research taken with the intent to defraud is also a form of research misconduct. Research misconduct does not include honest error or differences in opinion.

The Research Misconduct Policy and other related information and resources are located at <http://research.rice.edu/research-policies/>.

## **PLAGIARISM**

In the United States, plagiarism is academic misconduct, and you are expected to be able to recognize and avoid plagiarism. It is YOUR responsibility to use quotation marks when using exact source words, to paraphrase correctly, and to cite all sources whether on slides or in written text. You must cite the source even if no author is identified, as on Wikipedia.

## **SEXUAL MISCONDUCT POLICY**

Rice University is committed to providing an environment that is free from gender-based discrimination. Title IX of the Higher Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities. Consistent with Title IX, the University does not tolerate sex discrimination, including sexual misconduct and relationship violence.

### **Consent**

Rice University defines consent as “active, ongoing, voluntary agreement between all partners to participate in an activity communicated by clear words or actions.”

- Alert, aware, and cognitively able to make a decision
- Old enough (17 years or older in the state of Texas)
- Saying yes and actively showing they are enjoying themselves through their words and actions

It is your responsibility to make sure your partner is giving full consent throughout any interaction. If you're not sure, then stop, step back, and ask.

### **Prohibited Behaviors**

Rice's Sexual Misconduct Policy prohibits a wide array of behaviors that fall under the umbrella of sexual misconduct. All forms of sexual misconduct are behaviors without a person's consent. These behaviors can be perpetrated by people of all genders, just as people of all genders can experience these behaviors.

Sexual assault, harassment, stalking, or relationship violence are not your fault. If you experience any of these behaviors, there are resources available for you at Rice to seek support and make a report.

## Options for Support

### *Confidential Counseling and Medical Support:*

- Rice Counseling Center: 713-348-3311 (24 hours)
- Student Health Services: 713-348-4966 (M-F, 8 am – 5pm)
- The Houston Area Women's Center: 713 - 526-7273 (24 hours), <http://www.hawc.org/>
- The Montrose Center (LGBT specific): 713 - 526-3211 (24 hours), <http://www.montrosecenter.org/hub/>

### *Additional Support:*

- RUPD: 713-348-6000 (24 hours)
- Office of Sexual Violence Prevention and Title IX Support: 713-348-3311 (24 hours)
- Student Wellbeing and Counseling Center: 713-348-3311(24 hours)
- Student Judicial Programs: 713-348-4786 (M-F, 9 am – 5 pm)

The Sexual Misconduct Policy and other related information and resources are located at <http://safe.rice.edu/>.

## SEXUAL HARASSMENT PREVENTION

*“Rice University is committed to maintaining an environment free of sexual harassment.”*  
– Rice University Policy 830-01

The policy of Rice University is to provide an environment that is free from sexual harassment. Such conduct seriously undermines the atmosphere of trust and respect essential to a healthy work and academic environment. This policy applies to all members of the university community, and they are encouraged to report, promptly, complaints about sexual harassment. Persons found to be in violation of this policy shall be subject to disciplinary action that may include, but is not limited to, written warning, demotion, transfer, suspension, or dismissal.

No faculty member, administrator, staff member, applicant for employment, student, or member of the public may be subject to restraint, interference, coercion, or reprisal for action taken in good faith to seek advice concerning a sexual harassment matter, for filing a sexual harassment complaint, or for serving as a witness or as a panel member in the investigation of a sexual harassment complaint.

### **The Law**

Sexual harassment is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964 (as amended), by Title IX of the Education Amendments of 1972, and by the Texas Commission on Human Rights Act.

SEXUAL HARASSMENT is a form of sex discrimination. It is illegal.

### **Sexual Harassment Defined**

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature where:

- Submission to such conduct is made, either explicitly or implicitly, a term or a condition of an individual's education or employment;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual's welfare; or
- Such conduct has the purpose or effect of substantially interfering with an individual's welfare or academic or work performance or creates an intimidating, hostile, offensive, or demeaning educational or work environment.

Sexual harassment can occur between persons of the same or opposite sex. In addition, the victim does not necessarily have to be the person to whom the unwelcome sexual conduct is directed but could be a third party who is affected by behavior that substantially interferes with that third party's welfare or academic or work performance.

Two types of sexual harassment are recognized; quid pro quo and hostile environment harassment.

- Quid pro quo harassment occurs when someone in a supervisory position conditions the granting of a work or academically related benefit upon the receipt of sexual favors or punishes the subordinate for rejecting the offer.
- Hostile environment harassment occurs when persons create an atmosphere so pervasive with sexual harassment that it has the purpose or effect of unreasonably interfering with an individual's psychological well-being or ability to be productive.

The Sexual Misconduct Policy and other related information and resources are located at <https://policy.rice.edu/828>.

## **ALCOHOL POLICY**

The Rice community encourages safe, responsible behavior toward alcohol. All students are personally responsible for their behavior, and all students should, under Rice's Culture of Care, consider themselves responsible for the safety of themselves and all fellow students. For those permitted to consume alcohol, Rice encourages with both regulations and sanctions a shift away from distilled spirits toward beer and wine, which pose a less serious danger of abuse.

To familiarize yourself with the Alcohol policy, visit <https://policy.rice.edu/848>.

Students, organizations, or colleges violating campus alcohol rules will be sanctioned under the Code of Student Conduct, with sanctions ranging from fines to expulsion.

## **DISABILITY SUPPORT SERVICES (DSS)**

Rice students registered with DSS may have a wide range of disabilities including learning disabilities, attention deficit disorders, physical or medical conditions, sensory loss, or psychiatric or psychological conditions, etc. DSS establishes eligibility for disability-related assistance, notifies and consults with faculty on needed accommodations, and provides adaptive equipment or resources as needed.

New students that are admitted to Rice are advised to contact DSS following admission to ensure eligibility is established and any needed, reasonable accommodations are evaluated and approved in

a timely manner. Accommodations are not retroactive.

For more information, visit the DSS website <http://dss.rice.edu/> or contact DSS via phone 713-348-5841 or email [adarice@rice.edu](mailto:adarice@rice.edu).

## CAMPUS SAFETY

As the school year gets under way, there are plenty of things to occupy your thoughts: class work, jobs, friends. However, safety and security should never be far from your mind. Here are a few basic safety tips from the Rice University Police Department:

### Parking lot safety:

- Place valuables in the trunk or under the seats.
- Always lock your car, even if you leave it for only a few minutes.
- Have your keys in hand before you leave to go to your car.
- Have someone walk you to your car, especially at night.
- Use the Rice escort service at any time when you feel uneasy or worried about getting to and from campus buildings.
- Check your backseat before entering your car.

### Personal safety

- Walk with someone whenever possible, especially at night. The night escort service is available Sunday through Thursday through the Transportation Department. Call the dispatcher at 713-348-6000 or 713-348-3333.
- Be aware of your surroundings and walk with confidence.
- Walk where the sidewalks are well-lit and well-traveled.
- Trust your gut. If you feel like someone is following you, go to a populated place where people can help you and then call the police.
- Do not hesitate to use the campus emergency phones located throughout the campus, in the elevators of campus buildings and at the entrances of residential colleges.
- Report anyone suspicious loitering around the colleges or academic buildings.
- Always lock your door and don't prop open your room or office doors, even if you are going to be gone for just a short time.

The campus police office is just inside Entrance 8 at Stockton Street and University Boulevard. The dispatch/reception office is open and a supervisor is available 24 hours a day. Most administrative services are available during normal business hours. Other supervisory and administrative staff are on 24-hour response. The RUPD phone number is ext. 6000 on campus or 713-348-6000 off campus.

For more information, visit the RUPD website at <http://rupd.rice.edu/>

## RICE UNIVERSITY WEAPONS PROHIBITION POLICY

Pursuant to section 30.06, penal code (trespass by holder of license to carry a concealed handgun), a person licensed under subchapter h, chapter 411, government code (concealed handgun law), may not enter this property (Rice University) with a concealed handgun. Rice University has a policy

banning various other weapons from campus. If you have any questions about the Campus Handgun Policy or the Weapons Prohibition Policy, please contact the Rice University Police Department.

### **Rice University Policy No. 835 - General Policy**

This policy applies to all Rice University students, faculty, staff members, contractors, and visitors. The university seeks to provide a safe, secure environment in which to pursue its educational mission. Consequently, all members of the Rice community, including faculty, staff, students, contractors, and visitors are prohibited from possessing firearms, explosives, other dangerous weapons and replicas of dangerous weapons (as described in this policy) while on Rice property, in buildings where a Rice-sponsored activity is held or within or on Rice's vehicles. This prohibition against weapons possession is in effect to the fullest extent allowed under Texas laws, including laws pertaining to weapons generally (Texas Penal Code § 46.03) and to concealed handgun licenses (Texas Penal Code § 46.035). The only exceptions to this weapons prohibition are those authorized in writing by the Rice University Police Department (RUPD) chief of police and those exceptions below, which include exceptions mandated by law.

Any Rice student, faculty member, staff member or contractor violating this policy is subject to disciplinary action, up to and including expulsion, dismissal or termination of employment. When appropriate, anyone violating this policy may also be subject to prohibition from the campus and/or criminal prosecution.

Rice University expects all members of the campus community to help safeguard the community by reporting promptly to RUPD any weapons discovered to be present on campus. Persons should report any concerns about violations of this policy to the chief of police, associate vice president for human resources, dean of undergraduates, dean of graduate and postdoctoral studies, Office of Student Judicial Programs or a supervisor. Any person concerned about an imminent threat of violence on university property or at a university-sponsored event should report the concern immediately to RUPD at 713-348-6000.

### **Definitions**

As used in this policy, the term "weapon" encompasses any object or substance designed to inflict a wound, incapacitate, or cause injury, and includes, but is not limited to, the following:

- firearms, including, without limitation, rifles, shotguns, handguns, BB or pellet guns, compressed-air guns, stun guns, paintball or airsoft guns;
- ammunition, including materials for making ammunition;
- explosive material, including bombs, grenades, rockets and fireworks;
- chemical weapons (other than small chemical dispensers sold commercially for personal protection, such as pepper spray);
- daggers, swords, spears, knives with blades longer than 5½ inches, switchblades, butterfly knives and other bladed weapons (including those intended for ceremonial or decorative uses);
- slingshots, bows and arrows, clubs, blackjacks, nightsticks, hunting or martial arts weapons;
- weapons prohibited by Texas Penal Code Chapter 46 (which includes a variety of firearms, handguns, zip guns, clubs, knives, fake bombs, explosive weapons and components of explosives that are possessed with the intent to create an explosive weapon);
- other dangerous weapons, especially those intended for warfare, combat or hunting; and
- replicas or other objects that are made to look like actual weapons and could reasonably be

mistaken by community members or police officers as actual weapons (including toy, fake or facsimile weapons).

Any questions about whether an item may constitute a “weapon” addressed by this policy should be directed to RUPD.

The term “possession” includes, but is not limited to, having the weapon on one’s person or storing the weapon in workplaces, residential facilities, lockers, desks, briefcases, any type of carrying bags or containers or in vehicles on university property.

### **Exceptions to the Policy**

The only exceptions to this prohibition on possession or storage of weapons at Rice are the following:

- State law (Texas Labor Code § 52.061) permits employees (including Rice employees) who hold concealed handgun licenses and lawfully possess a firearm or ammunition, to store or transport the firearm or ammunition in a locked, privately owned vehicle in a parking lot, garage, or other parking area that the employer provides to the employee. This permission extends only to employees and not to visitors or contractors; it pertains only to locked, privately owned vehicles in Rice parking facilities and does not extend to Rice owned vehicles.
- In addition, state law (Texas Government Code § 411.2032) permits persons who hold concealed handgun licenses (including enrolled Rice students) to store or transport firearms or ammunition in a locked, privately owned or leased vehicle located in Rice parking facilities or on campus streets or driveways.
- Exceptions permitted in writing by Rice’s chief of police.
- Commissioned law enforcement officers or military personnel in the performance of their official duties, to the extent they are legally permitted to possess weapons in the city of Houston and on college campuses.
- Approved university experiments or projects, if written permission has first been obtained from Rice’s chief of police.
- Official ROTC activities, provided that the person in charge of the activity has alerted the RUPD dispatcher in advance of the activity utilizing the weapons.

### **Implementation**

Persons licensed by the state to carry concealed handguns may not bring such weapons into any area not permitted by law, such as Rice buildings or residences (including the Rice Graduate Apartments, Rice Village Apartments, other residences owned by Rice and the Rice Children’s Campus), and they should instead store their weapons in a secure manner that does not violate state law or this policy.

The RUPD does not provide storage of non-RUPD firearms.

University classes, clubs and other sponsored activities that will be using items included in the definition of “weapons” (such as classes using martial arts weapons or theatrical productions using fake guns) must, prior to any use, obtain written permission from Rice’s chief of police to use weapons as part of the activity. It is important that RUPD be notified in advance of any weapons (including replicas or facsimiles) that are being used on the campus, even in university sponsored

activities, in order to avoid misunderstandings with police officers and to permit RUPD to respond appropriately to any reports regarding the weapons. Any weapons permitted as part of university-sanctioned events must be stored in the location designated in the written permission obtained from the chief of police. For example, the chief of police may sometimes require that nonfirearm weapons be stored in the Recreation Center equipment room. Weapons storage is not permitted in Rice's residential facilities unless written permission is obtained from the chief of police.



## GETTING STARTED: NEW STUDENT ORIENTATION

All new students in the Graduate Liberal Studies Program must attend a new student orientation before matriculation. Orientation provides an overview of what to expect at Rice University, including information on policies, procedures, resources, and services on campus. Additionally, new students will meet their Graduate Student Association (GSA) representative. While GLS students are not required to attend the general student orientation offered by the Rice University Office of Graduate and Postdoctoral Studies, they are encouraged to do so. For information, visit <https://graduate.rice.edu/admissions/after-admission/graduate-student-orientation>.

### RICE ID

The Rice University ID card identifies you as a current member of the Rice community. All registered graduate students must carry a Student ID card. The Identification Office is responsible for Rice student ID cards and electronic Building Access Control. The office is operated by and housed in the Rice University Police Department next door to the Anderson-Clarke Center.

Depending on your relationship to the university and the services that you sign up for, your ID card may be used for:

- Fondren Library
- Gibbs Recreation Center
- Dining

Cardholders are responsible for keeping the ID card safe and in good working condition. Hole punching, bending, folding, or otherwise damaging the card, or losing the card by negligence, accident, or theft will result in a \$10 replacement fee. The ID card becomes void upon termination or interruption of enrollment at Rice.

### RICE HONOR COUNCIL

The Rice Honor System was created by students in 1912. That it has functioned so well for so long is a reflection of the trust and respect that Rice students show to one another and to the University. It is one of Rice's most highly valued traditions and a vital part of your education—education in responsibility and integrity.

The Honor System provides flexibility to you in completing coursework and taking examinations. A signed pledge to uphold the code accompanies all student work. To function effectively, this system requires everyone's commitment and active participation.

Please study the Honor Code and the role of the Graduate Honor Council so that you understand how they function, how to support them, and what happens in the rare cases when violations may have occurred. Through your continuing investment in this Rice tradition, you, your fellow students, your teachers, and all members of the Rice community can continue to reap the benefits of the Honor System.

You will learn more about the Rice Honor Council and Honor Code via a video presentation at orientation and can learn more on their website at <http://honor.rice.edu>.

## ESTHER, NETID, RICE EMAIL, VPN

Before orientation, you should receive a “Welcome to Rice University” email from [graduate@rice.edu](mailto:graduate@rice.edu) that contains your ESTHER login and Rice Email information to the email address given on your application. Use your student ID number and the unique link in the email to set up your ESTHER account and NetID. If you have not received information regarding your ESTHER login, please contact the GLS Program Office for assistance.

### ESTHER

ESTHER (Employee and Student Tools, Help, and Electronic Resources) is the web application that allows you to access your academic records and course schedules, submit course evaluations, pay bills, view financial aid, and other tools. You can visit ESTHER at <http://esther.rice.edu>

- Log in to ESTHER requires your netID and the PIN you created after receiving the “Welcome to Rice University” email from the Office of Graduate Studies.
- You will be required to set up Duo two-factor authentication prior to accessing ESTHER. For information on how to set up Duo, visit the Duo Enrollment Guide at <https://kb.rice.edu/page.php?id=70779>
- Log into ESTHER to Update your Address and Emergency Contact Information and Affirm the Honor Code.
- If you want more information about or assistance with ESTHER, please contact the Office of the Registrar at [registrar@rice.edu](mailto:registrar@rice.edu).

### NetID

The Rice NetID is the unique login credential for each Rice student, faculty, or staff member. Your NetID is established within 24-48 hours of your graduate student department acceptance. Refer to the “Welcome to Rice University” email you received from the Office of Graduate and Postdoctoral Studies. Your NetID creation activates your Rice email account and your personal storage account at Rice. Your NetID is used to access multiple Rice University systems as well as log in to campus computers.

- To activate your NetID, navigate to <http://mynetid.rice.edu/> and click the "Start by activating your NetID" link. Then provide the information requested accurately and click submit.
- If you already have an active NetID, clicking submit will tell you that you already have an active NetID. Additionally, you can click on the blue link at the top of the page: "I already have a NetID" to log in to MyNetID.rice.edu.
- After successfully setting up your NetID password, you will receive a "Congratulations" message, and a prompt to set your Rice Google account password.
- Your NetID will be used to log in to campus computers, access email, ESTHER, Canvas course pages, etc.
- Learn how to set up Rice Google Apps for Calendar and Drive and much more at: <https://kb.rice.edu/102292>.

### Email

Information Technology has automatically assigned you an email account. Refer to the “Welcome to Rice University” email. Once your NetID and Google password(s) are set, you can access your Rice email through <http://webmail.rice.edu>.

Your Rice Email is your official means of communication with the university. Read all emails from your department and graduate@rice.edu regularly.

Your netID and Rice Google password provide access to your Rice Google Apps for Education (GAE), including university calendars and Google Drive. Google Mail (Gmail) is not part of the GAE for Rice faculty, staff, and graduate students because Google stores messages on external servers not deemed secure for research and other confidential Rice data.

### VPN Account

If you have an off-campus high-speed broadband connection (cable or DSL), you can use **Virtual Private Network** (or **VPN**) to gain access to secured resources like library reserves and journals, even when connecting from off-campus. You will use your NetID and NetID password to connect to VPN. For the complete VPN Guide, visit: <https://kb.rice.edu/82263>.

### Need IT Help?

Submit a request for help at <http://helpdesk.rice.edu> or call **713-348-HELP** (4357). The Help Desk is in Mudd 103 and is open **9am to 5pm Mondays-Fridays**.

***Beware that IT will NEVER ask you to send your NetID and NetID password in an email. NEVER!***

## REGISTRATION HOLDS

All new and returning students at Rice University have specific holds on their student account which will prevent course registration until the university has received all the information needed. Students are responsible for clearing holds in ESTHER prior to each semester.

### To check if holds are clear:

Login to Esther: [www.esther.rice.edu](http://www.esther.rice.edu)

Go to:

- Student Services and Account Information
- Student Records and Account Information
- View Holds

## GRADUATE STUDENT TRAINING

As a new graduate student, there are some training requirements which you must complete. These are MANDATORY for all new graduate students at Rice.

All trainings are due by **October 1** for Fall matriculates and **February 15** for Spring matriculates. Students will not be able to register for future semesters until the training is completed. Resulting late registration fees will not be waived.

### Sexual Harassment Prevention

**Sexual harassment is not tolerated at Rice, and it is everyone's responsibility to be informed about what kind of behavior crosses the line and how to deal with awkward situations.** Sexual Harassment Prevention training is mandatory for all new students. The training, "Lasting Choices:

Protecting Our Campus From Sexual Assault," can be accessed [here](#). Once you access with your NetID and password, visit the dashboard to begin the course. Once you have completed the course click on Grades. Your score should appear as 100%. If you don't see 100%, you have not completed the course. Return to Lasting Choices course and complete all screens. Students will not be able to register for future semesters until the training is completed. Resulting late registration fees will not be waived.

### **Suicide Prevention Training**

Offered by the Rice Wellbeing Office at New Student Orientation.

## **PARKING**

Most graduate students choose one of two annual parking options:

1. Greenbriar Lot – “Night Owl” (\$99/year) grants access to:

- West Lot 4 – after 5:00pm and weekends.
- North Lot – after 5:00pm and weekends.
- Greenbriar/Stadium Lot – all day, every day.

The price for this looks very attractive; however, if you come to campus before 5:00pm on any weekday, you must park in Stadium Lot (\$2/day) or in one of the paid visitor lots until 5:00pm.

2. West Lot Commuter (\$327/year) grants access to:

- West Lot 4 – all day, every day.
- North Lot – after 4:00pm and weekends.

You must use your proximity (“prox”) card to access all of the above parking lots. It is relatively easy to break the circuitry in the card. Prox cards will not tolerate abuse, holes punched in them, heat or bending and continue to function properly. Protect the card by not placing it in sustained sunlight (warping occurs), placing it in a hot location, sitting on it, bending it, or putting it in a reader for credit cards. The prox card is NEVER inserted in the reader – place it near the reader surface but not inside for entrance into the parking lot. The replacement fee for lost, broken or damaged proximity cards is \$30. If needed, you can obtain a replacement card from the Parking Office.

You must display your parking sticker according to the guidelines provided by the Parking Office to avoid being ticketed by Rice University Police. Resulting tickets can be expensive and students are responsible for parking violation payments.

### **Bus Service**

Although bus service should not be necessary for GLS students due to the close proximity of the Anderson-Clarke Center classrooms, you may take advantage of the on-campus shuttle bus. Buses typically run every 5-10 minutes on weekdays. Bus stops are marked in black and white on the curb. You can track the location of each bus using the online bus tracker and can download the tracker app to your mobile device: <http://www.rice.ridesystems.net/default.aspx>.

### **Parking Registration**

Returning students can register for parking in ESTHER. Permits will be sent to the GLS Program Office via campus mail and students can pick up permits from the ACC reception desk on the first

floor. New Students must register for parking at the Parking Registration Office located in the Central Campus Parking Garage. GLS Alumni auditors must visit <http://alumni.rice.edu> for “Alumni Parking Registration” at the bottom of the page.

## CANVAS

Canvas is Rice's Learning Management System for all course-related curriculum needs. Canvas is a virtual workspace designed to promote teaching and learning, as well as collaboration between members of the Rice University Community. The goal of CANVAS is to bring together services that will enhance the professional activities of Rice faculty, students and staff.

To access CANVAS, go to: <http://www.rice.edu/canvas/>. Click the “Rice Login” link and use your NetID and NetID password to login.

Not all GLS professors use Canvas for their classes. Check with your instructor.

## GRADUATE STUDENT ASSOCIATION (GSA)

The Graduate Student Association (GSA) comprises degree seeking graduate students at Rice University. The GSA mission is to enrich the graduate student experience and to represent, support, and promote graduate student interests and values. An integral and essential part of the Rice community, the GSA provides programs and services aiding in recruitment and retention of graduate students, represents graduate student interests to the University administration, and builds a strong sense of community both on and off campus.

The Graduate Student Association (GSA) of Rice University is the inclusive governing body of all Rice students enrolled in a graduate-level degree program. The officers and representatives of the GSA strive to continually improve the Rice graduate experience. Members of the Rice Graduate Student Association (GSA) consist of the entire graduate student body, with students from the eight academic schools.

The GSA Executive board has made Community Engagement, Student Wellbeing, and Career/Professional Development the goals for improving graduate student life.

- Graduate Community Engagement – Empowering graduate cultural groups, funding student-run initiatives, and enabling dialogue between the public and the administration.
- Graduate Student Wellbeing – Improving mobility safety, counseling/health/wellbeing services for graduate students, and information on graduate student healthcare & insurance.
- Career/Professional Development – Developing resources with Rice organizations on soft skill development, leadership training, and network building.

Graduate school is difficult in its own right; however, the way we live does not have to be.

## Getting Involved

Another easy way to get involved and meet people on campus is to volunteer for major GSA events like orientation, picnics, culture night, and Beer Bike! Just look for the signup sheets a week or two in advance in the weekly GSA announcements. Also, always look for upcoming events on the GSA Calendar.

Many students get involved in the GSA as part of their departmental GSA, or other student clubs.

If you would like a more detailed understanding of how GSA works, feel free to read the GSA Constitution and the GSA By-laws.

GSA Council Meetings are held every third Tuesday of each month at 6 PM in the GSA Lounge in the basement of the RMC (student center).

In addition, there are several GSA Committees:

- **Grants:** The Grants Committee meets monthly to overview grant applications and allocate funds for GSA grants. This includes the GSA Student Travel Grant, GSA Activities Grant, and GSA Enrichment Grant.
- **Community Service:** The Community Service Committee plans on- and off-campus community service events to provide graduate students a means for giving back to campuswide, local, and/or international sources.
- **Media:** The Media Committee cover the advertising and marketing of GSA events, as well as document events on the GSA website and social media accounts. Check us out on Twitter @RiceGSA and Instagram @Rice\_GSA!
- **Professional Development:** The Professional Development Committee coordinates with the Center for Career Development and other relevant professional offices on campus to provide Professional Development programming. It also works to maintain relations with graduate student alumni.
- **Programming:** The GSA Social Committee plans various GSA community events and other programming throughout the year to engage the graduate student community. This includes the GSA Picnics, cultural events, and other GSA sponsored programs.

Volunteers are always welcome so feel free to contact the committee chair to join or get onto the email list!

GSA members participate in university governance by serving as graduate student representatives on University Committees:

- Athletics
- Center for Teaching Excellence Liaison
- Council on Diversity and Inclusion (CODI)
- Commencement Speaker
- Graduate Council
- IT Council (ITC)
- Laboratory Safety
- Library
- Parking
- Passport to Houston Representative
- Rice Women's Resource Center Liaison
- Student activities and President's Programming Fund Allocation (SAPP)
- Student Health Insurance

- Teaching
- University Committee on Research
- Wellbeing

If you are interested in serving in any of the committee appointments which are currently vacant, please apply by filling out the GSA Committee Application Form for GSA Committees or the University Committee Application Form for University Committees. The VP of Student Advocacy will then be in contact with you.

Additional information about GSA can be found on their website at <http://gsa.rice.edu>

## **GLS WRITERS GROUP**

Rice GLS Writers is a dynamic group dedicated to the art of creative writing. The Rice GLS Writers' primary focus is sharing our original pieces and improving our craft through workshopping the works of members. We will also have speakers, attend writers' events, and discuss subjects of interest, such as contests, agents, and publication. Our plans also include the publication of an online literary magazine. The group meets once a month.

Visit the website at: <https://sites.google.com/view/riceglswriters/home>

## **GLS ALUMNI ASSOCIATION**

The Rice Graduate Liberal Studies Alumni Association was founded in the fall of 2013 with the goal of providing opportunities for our alumni and current students to be together in order to continue our relationships in the close-knit community of like-minded people which is GLS! The GLSAA hosts the annual Winter Social in December and other events as occasions arise. Other goals include increasing the number of students in GLS and raising money for tuition assistance and scholarships. It is the desire of the GLSAA to have all alums and current students join us as we continue to flourish and grow. At Rice, alumni groups do not have dues—alumni, students, family, and friends can all enjoy the benefits of participation.

## **LIBRARY ORIENTATION**

New GLS students should make every effort to attend the Fondren Library Orientation. Especially given the technological changes in library use, this orientation should be a helpful update on research techniques. Reference Librarian, Joe Goetz, will present information about the library and topics will include:

- Online Catalog
- Journal Catalog
- Interlibrary Loan
- Course Reserves

This orientation is typically scheduled during the MLSC 500 Introduction to Graduate Liberal Studies course.

## DEGREE WORKS

Degree Works is a web-based, degree-auditing and tracking tool that enables students and advisors to evaluate academic progress towards graduation in accordance with university and academic program requirements as they are outlined in the General Announcements. This tool will allow students to quickly and easily identify which requirements have been satisfied, and which requirements are outstanding.

In addition, Degree Works can be used to perform a "what if" analysis to determine how current coursework and coursework in a student's academic history would be used if a different academic program were selected.

How Degree Works Benefits Students:

- Supports real time delivery of progress towards degree completion
- Easily determines which courses have been taken or transferred, which count as electives and requirements, and what's outstanding to complete a degree
- Online environment reduces paperwork and manual degree checklists
- Confirms your academic standing
- "What If" feature shows students how progress towards degree completion changes if they change academic programs or add a major, minor, or certificate

How Degree Works Benefits Advisors:

- Supports real time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Reduces paperwork and manual program check sheets
- Allows advisors to search for students by school, degree, and/or major to view degree progress

Important Note: Degree Works is designed to aid and facilitate academic advising but is not intended to replace the valuable one-on-one sessions with the GLS Program Office.

For additional information about Degree Works, including Step-by-Step Instructions on how to use Degree Works, visit [https://registrar.rice.edu/students/degreeworks#what\\_is](https://registrar.rice.edu/students/degreeworks#what_is).

## PROGRAM EVALUATION

As part of our ongoing effort to improve the graduate experience in the GLS degree and certificate programs, and to gather data for SACS accreditation program assessment, the GLS Program Office conducts ongoing program evaluation.

Your satisfaction and evaluation of your educational experiences are important to us and will be used to determine if goals and objectives were met and to improve the program. We encourage all students to help us with these important endeavors by completing all requested evaluations, surveys, assessments, and feedback requests in a thorough and timely manner. Your input counts!

All assessments are confidential and individual responses cannot be identified to any particular



student.

### Course and Faculty Evaluations

The course and instructor evaluation process is an essential ingredient in the university's ongoing effort to monitor and improve the quality of instruction at Rice. As part of this valuable process, each semester students are encouraged to submit candid, accurate feedback on the quality of the course and the effectiveness of its instructor. The evaluations are intended to be available only to Rice students, faculty, and staff on its internal computer network and to be used only for legitimate, education-related purposes.

Student evaluators should be aware that the university reserves the right to remove or redact narratives or comments that may be considered harassing, obscene, indecent, personally attacking and/or otherwise inappropriate.

Regardless of the manner by which a user obtains evaluation information, this information is considered confidential and is to be used solely by, within and amongst the Rice University community and its members. Failure to follow this rule may result in a student's access to the evaluations being restricted or other disciplinary action.

Near the end of each semester, the GLS Program Office will remind students to complete their course and faculty evaluations. Students will login to their ESTHER account to complete both a course and faculty evaluation.

*Please note that the evaluation process is always confidential, and we encourage every student to participate and submit evaluations early. Instructors cannot view course/faculty evaluations until the Registrar releases them after final grades are due.*

**Students cannot view semester grades on ESTHER until course/faculty evaluations are completed.**

Your responses are important to the GLS program and will help us to plan future classes and assess the program as a whole. Please provide complete and honest feedback so we can address issues in a timely manner and support and encourage great things happening.

### Graduate Exit Survey

Upon completion of either the Master of Liberal Studies, Diploma in Liberal Studies or Dual Credit Graduate Certificate program, students will be asked to complete a Graduate Exit Survey to determine how well the program met goals related to the curriculum, coursework, capstone or diploma project experience, faculty, and administration.

## SCHOLARSHIPS

Currently, Graduate Liberal Studies at Rice University offers four scholarships to current students who demonstrate financial need. All scholarships are made possible by the generous contributions made by students, alumni, faculty, and staff. Application announcements are sent to all GLS students via email at least one month prior to each scholarship deadline.

### Margaret Denson Endowed Scholarship

Each fall, limited funds from the Margaret Denson Endowed Scholarship are available for MLS students who have been enrolled for at least one semester. Up to \$3,000 per semester may be made available for students in need of financial aid. Each semester requires a separate submission of the application form. No student can receive funds for more than three semesters, successive or otherwise. The student must be in good standing with a GPA of 3.0 or higher. New students (first-semester) are not eligible for financial aid. Financial need must be demonstrated by supplying the appropriate information on the application form.

### **GLS Alumni Association John Freeman Scholarship**

The GLS Alumni Association was founded in 2013 to provide opportunities for alumni and current students to foster relationships in the close-knit GLS community. GLSAA goals include helping the program recruit students and raise money for tuition assistance and scholarships. Funds received in honor of John W. Freeman, Founding Director of MLS, were combined with GLSAA to form the GLS Alumni Association John Freeman Scholarship. The GLSAA is offering a financial need-based \$1,000 scholarship for students enrolled each spring semester.

### **Shipman-Gresik Scholarship**

Two members of the GLS Alumni Association, Karin Shipman and Vicky Gresik, made a generous donation to create the Shipman-Gresik Scholarship which offers a need-based \$1,000 scholarship for students enrolled each summer semester. To be eligible for consideration, applicants must be currently enrolled in the MLS program and taking at least the fourth class toward completion of the degree, have a 3.33 GPA or higher and able to make the case for receiving the scholarship based on financial need.

### **Bernard F. and Vivian M. Clark Endowed Scholarship**

Each year, limited funds from the Bernard F. and Vivian M. Clark Endowed Scholarship are available for currently enrolled GLS students who are teachers or other service-oriented professionals working in the service of others. Applicants must be in good standing with a GPA of 3.0 or higher. Financial need must be demonstrated by supplying appropriate information on the scholarship application. This scholarship is funded by a generous donation from Ms. Virginia Clark, MLS alumna.

## **ASSOCIATION OF GRADUATE LIBERAL STUDIES PROGRAMS**

Rice Graduate Liberal Studies is a member of the Association of Graduate Liberal Studies Programs (AGLSP) and hosts the national office of this professional organization. The AGLSP is an international organization of more than 65 institutional members that share a common interest in graduate level liberal education primarily serving adult, part-time learners. The AGLSP, founded in 1975, represents a broad selection of American higher education from small liberal art colleges to large, research-oriented universities in the public and private sectors.

The AGLSP is a forum for the exchange of information and ideas among Graduate Liberal Studies programs, their students, their alumni, and all others with related intellectual and institutional goals. The Association promotes the concept and goals of Graduate Liberal Studies, fosters high standards in GLS programs, provides guidance for institutions considering initiating, sustaining, and improving such programs, and promotes public awareness of the programs.

The programs represented by the members of the Association offer graduate degrees and certificates that are interdisciplinary in nature and adhere to the values of liberal arts education. These programs provide an alternative approach to continued learning for students who seek broad, interdisciplinary paths to knowledge, usually in a flexible format that accommodates all students. Degrees commonly offered by GLS programs are the Master of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS), Master of Liberal Arts (MLA), Master of Interdisciplinary Studies (MIS), Master of Arts in Interdisciplinary Studies (MAIS), Master of Humanities (MH), Doctor of Liberal Studies (DLS), and Doctor of Liberal Arts (DLA).

AGLSP member institutions may nominate eligible faculty for the annual AGLSP Faculty Award. Four times in the history of GLS our faculty have received these national honors: Dr. Dennis Huston, Professor Emeritus in English in 2014; Dr. John Freeman, Professor Emeritus in Physics and Astronomy and the Founding Director of the MLS program in 2016; and Dr. Joseph Campana, Professor of English in 2021; and Dr. Newell Boyd, GLS Lecturer in History in 2023. Additionally, two of our students have received AGLSP Student Writing Awards, one for Excellence in Interdisciplinary Writing and one for Excellence in Creative Writing.

The AGLSP annual conference, usually held in mid to late October, explores issues of both academic and societal concern and offers students, alumni, and faculty opportunities to present their research.

*Confluence* is a national, peer-reviewed, interdisciplinary journal published by the Association of Graduate Liberal Studies Programs (AGLSP) that reflects the best scholarly and creative work produced within and beyond AGLSP member institutions. Publishing scholarly essays and creative work such as short stories, poetry, creative nonfiction, and visual art, *Confluence* stands as a demonstration of and an inspiration to the kind of interdisciplinary engagement that is constitutive of a liberal education, while emphasizing the fundamental relations that transcend the boundaries of discipline and form that must be engaged and explored.

We encourage you to visit *Confluence* at <https://www.confluence-aglsp.org/>. The journal welcomes research essays, short fiction, nonfiction, photography, poetry, and art, and is eager to receive submissions from students, alumni, and faculty of GLS programs.

## **AGLSP HONOR SOCIETY**

The GLS program at Rice University has been approved by the Association of Graduate Liberal Studies Programs to create our own charter of the AGLSP Honor Society!

The goals of the AGLSP National Honor Society of Graduate Liberal Studies are:

- To recognize the scholarly achievement of graduate students and scholars in liberal studies programs across the United States and Canada
- To serve as a vehicle for the promotion of liberal studies programming on campuses
- To provide a network of graduate students and scholars in liberal studies nation-wide

During the student's final semester in their respective academic program, the GLS Program Office will invite eligible students to apply for nomination by the program to the AGLSP Honor Society (see membership criteria and additional information below). Once the GLS Program has approved

eligible students for nomination, their names will be forwarded to the AGLSP Home Office which will then contact those students and invite them to join.

Students who join and pay dues will be officially inducted into the honor society. We are very excited to be one of the first graduate liberal studies programs in the nation to be approved to create our charter of the AGLSP Honor Society.

### **Honor Society Membership – National Criteria**

The AGLSP Honor Society is open to liberal studies graduates who have met the criteria set by the member institution and the AGLSP Honor Society. The member institution must have an AGLSP approved chapter. The criteria are as stated:

- Students who have earned a minimum of 3.75 cumulative GPA on a 4.0 scale
- Students must have at least 24 credits toward their master's, doctoral degree or 16 credits toward a certificate of advanced graduate study.
- Students will have demonstrated leadership in the classroom and in the greater community
- Students have been selected, approved, and invited to join the Honor Society by their enrolling institution.

### **Membership Benefits, Recognition and Support**

- Discounted registration fee at annual AGLSP Conference as long as inductee remains a member in good standing.
- Access to *Confluence*, the Journal for the Association of Graduate Liberal Studies programs, which is a member only journal. Members are eligible to submit work for publication
- Wear gold cords at graduation (ordered/supplied by the nominating university).
- Honors indication on the official commencement program.

### **Explanation of Individual Dues**

As an Honor Society member, inductees can opt for a life-time membership (\$75) or a one-year membership (\$45). The fee pays for a certificate, membership dues, and a subscription to *Confluence*, the AGLSP online journal. The charter institution is responsible for ordering honors gold cords through the local regalia company.

The annual membership renewal fee is \$25 and is required to be an active member and receive full benefits of membership for one year. Inductees will be listed on the AGLSP website as new members the year they are initially inducted.

For additional information, visit <https://www.aglsp.org/national-honor-society>.

## **TEXAS GRADUATE LIBERAL STUDIES SYMPOSIUM**

Since 2015, the Texas Graduate Liberal Studies Symposium provides an opportunity for students and alumni from Texas graduate liberal studies programs to share their experiences and studies and continue to explore timeless and timely human questions within the humanities, social sciences, and sciences. Students and alumni are encouraged to submit papers to be considered for presentations during the symposium.

Typically held in July each year, this one-day symposium opens with a breakfast on Saturday

morning followed by student and alumni presentations. A keynote speaker delivers a lecture during lunch. Whether you are presenting a paper or attending to listen to presentations, we hope you will register and join us to share ideas, network and socialize with other graduate liberal studies colleagues.

Participating Universities:

- Dallas Baptist University
- Houston Christian University
- Rice University (2015, 2017, 2019 host)
- Southern Methodist University (2016, 2018, 2023 host)
- Texas Christian University
- University of Dallas
- University of Houston–Clear Lake
- University of St. Thomas
- University of Texas at Austin
- University of Texas–Dallas

For additional information, visit the symposium website at <https://glasscock.rice.edu/texas-graduate-liberal-studies-symposium>.

## RESOURCES FOR RICE STUDENTS

### Fondren Library

The Fondren Library provides resources to all Rice Students. The website is an interactive guide that hosts information about Books/Articles/Studies/Reports, Fellowships/Grants, Societies/Agencies, Rice Info, Responsible Research, Post Docs, Getting Published, Open Access Resources, Income Tax Info. Visit their website at <http://library.rice.edu/>.

### Valhalla

Valhalla started over 40 years ago as a place for graduate students to hang out, relax and socialize after a long day of school/work. They are staffed by graduate students and alumni volunteers. Four decades later, not much has changed. Visit their website at <https://valhalla.rice.edu/>.

### Barbara and David Gibbs Recreation Center

The mission of the Recreation Center is to encourage a lifetime of health and wellness for the students, faculty, and staff of Rice University by promoting the physical, social, and emotional benefits of physical activity. To that end, a wide array of recreational programs and services have been created and are offered in an effort to increase knowledge about and provide opportunities for the development of healthy behavior patterns. Visit their website at <http://recreation.rice.edu/>.

### Rice Transportation Department

The Rice Transportation Department is committed to providing safe and convenient transportation services and commuting information to the Rice community. Take the shuttle and track the buses. Visit their website at <https://transportation.rice.edu/>.

### Rice News

As a leading research university with a distinctive commitment to undergraduate education, Rice

University aspires to pathbreaking research, unsurpassed teaching, and contributions to the betterment of our world. It seeks to fulfill this mission by cultivating a diverse community of learning and discovery that produces leaders across the spectrum of human endeavor. Visit their website at <https://news.rice.edu/>.

### **The Thresher**

*The Rice Thresher*, the official undergraduate student newspaper at Rice University since 1916, is published by the students of Rice University each Wednesday during the school year, except during examination periods and holidays. Visit their website at <http://www.ricethresher.org/>.

### **Center for Academic and Professional Communication**

The Center for Academic and Professional Communication provides instruction and support for all members of the Rice community to develop the skills needed to effectively share their ideas with the world. The Center offers workshops, courses, and one-on-one consultations to help all students make their written, verbal and visual communications clear, well-organized and persuasive. Topics for workshops and courses range from writing effective research reports and presenting scientific journal articles to sending professional emails and improving clarity in academic conversations. The Center also offers English-as-a-second-language courses for international graduate students. Visit their website at <https://pwc.rice.edu/whom-we-serve/graduate-students>.

### **Digital Media Commons**

The Digital Media Commons (DMC) supports the creation and use of multimedia in education, scholarship, and creative expression. Working toward this end, they provide services that include hands-on training, assistance with digital projects, and access to the essential tools for creating digital resources such as digital video and audio, images and animations, PowerPoint presentations, web pages, and more. Visit their website at <https://library.rice.edu/places/dmc>.

### **The 3-Minute Thesis Competition**

The 3-Minute Thesis Competition (3MT®) celebrates the exciting research conducted by graduate students. Developed by The University of Queensland (UQ), 3MT cultivates students' academic, presentation, and research communication skills. The best presentation will represent Rice University at the regional finals at the Conference of Southern Graduate Schools. Visit their website at <http://3mt.rice.edu/>.

### **Rice Cinema**

For half a century, Rice Cinema has maintained an international reputation as an important cultural center in Houston, Texas. Rice Cinema regularly shows documentaries, foreign films, and experimental cinema and has brought filmmakers from all parts of the world to present their work. Visit their website at <https://vada.rice.edu/rice-cinema>.

### **Center for Civic Leadership**

The mission of the Center for Civic Leadership is to foster engaged citizenship through integrated curricular and experiential learning opportunities. These opportunities help students develop the capacity to exercise civic leadership by better understanding themselves, their responsibilities as citizens, the complexity of social issues, and the mechanisms for creating sustainable change in Houston and communities beyond. Graduate students have the opportunity to be graduate advisors for Houston Action Research Teams (HART), where they mentor and assist students with research methodology, team-building, and working in a professional context. Visit their website at

<http://ccl.rice.edu>.

### **Moody Center for the Arts**

The Moody Center for the Arts at Rice University is dedicated to cross-disciplinary collaboration between the arts, sciences and humanities. Visit their website at <https://moody.rice.edu/>.

### **Rice Memorial Center / Ley Student Center**

Website: <http://studentcenter.rice.edu/>.

### **Marching Owl Band (MOB)**

What is the Marching Owl Band? An age-old question. Some say they're tacky. Distasteful. Shameless. Offensive. And they agree completely. The MOB is all of those things and more. They pride themselves on playing good music, mocking those who deserve it, and having fun. They're "Marching" in name only. Instead, they scatter to various formations and play from them. In truth, they're performance artists, but rather than just dance interpretively to hazy saxophone, or spin fire, they do these things while also making fun of people. Visit their website at <http://mob.rice.edu/>.

### **Rice Athletics**

The Rice University athletic teams are known as the Rice Owls. The name comes from the owls in Rice's crest. Rice participates in NCAA Division I athletics and is part of American Athletic Conference (AAC). Visit their website at <https://riceowls.com/>.

**GLS Student Fees DO NOT provide access to services from the following:**

- **Center for Career Development**
- **Student Health Services (health clinic)**
- **Wellness Center (counseling center)**

# MASTER OF LIBERAL STUDIES

## MISSION AND GOALS

The Master of Liberal Studies Program will contribute to the mission of Rice University by providing a rigorous academic program for adults who, based on a love of learning, desire a graduate-level education in the liberal arts. The MLS program will accomplish this by offering its students a broad education in the humanities, social sciences, and the natural sciences.

The Rice Master of Liberal Studies Program will develop graduates who:

- Appreciate major perspectives and methods of the liberal arts;
- Appreciate the connection of the liberal arts to their lives and the larger world;
- Demonstrate a capacity for analytical thinking;
- Demonstrate good writing skills;
- Practice critical listening and good discussion and oral communication skills;
- Demonstrate academic research methods.

## ADMISSION

Admission to graduate study is open to qualified students holding a bachelor's degree (or equivalent) from an accredited university or college. A minimum GPA of 3.0 from the applicant's undergraduate work is expected, though the admissions committee also considers applicants' postgraduate experience and recent accomplishments.

### Admission Requirements and Process

- Completed Application for Admission
- \$85 Application fee
- Current resume
- Personal statement outlining academic and/or professional objectives in applying to the MLS program and various influences that have been important in the applicant's intellectual development.
- Writing sample that demonstrates the applicant's ability to think and write critically; demonstrates coherent and concise arguments; provides support for assertions made; leads to a logical, meaningful, and clearly stated conclusion; and properly credits all ideas and quotes from sources. Applicants are given three essay topic choices (one each in humanities, social sciences and natural sciences) and must choose one topic and prepare a four to five page essay.
- Official transcripts from all previous colleges or universities attended
- Two letters of recommendation, each accompanied by a completed Letter of Recommendation form.
- Application interview

## PROGRAM STRUCTURE

Students will begin the MLS Program by taking MLSC 500 Introduction to Graduate Liberal



Studies, followed by three core courses - one in humanities, one in social sciences and one in natural sciences. These courses are designed to acquaint first-year students with the contrasting perspectives and methodological approaches that define academic inquiry in the three broad fields.

The next six courses a student will take will be electives. Students may focus on just one “track” (natural science, social science, or humanities) or choose electives more broadly. All courses will require research papers; some may require tests or oral presentations.

As a prerequisite to the capstone course, students are required to complete the one-hour MLSC 699 Capstone Seminar. This course is designed to familiarize students with the academic requirements of the MLS Capstone Project and to assist students with the research, preparation, and defense of the MLS Capstone Proposal. Required for all MLS students who have completed at least 24 hours.

The final course will be a capstone course, designed to help students integrate their knowledge through writing an extended paper or completing a project to be presented to the program orally. Students may take one semester (MLSC 701) or two semesters (MLSC 700 and MLSC 701) to complete the capstone project. A thesis is not part of the degree program. Refer to the MLS Capstone Course section for additional information.

The total course of study is 34 credit hours. Part-time students can complete the degree in approximately four years and are allowed up to seven years to complete the degree. Full-time students can complete the degree in approximately two years and have up to five years to complete the degree.

## MASTER OF LIBERAL STUDIES PLAN OF STUDY

The MLS degree is a non-thesis master's degree. For general university requirements, see [Non-Thesis Master's Degrees](#).

COURSE	TITLE	HRS
<b>CORE</b>	<i>Introduction course and one each in humanities, social science, and natural science</i>	
MLSC 500	Introduction to Graduate Liberal Studies	3
MLSC		3
MLSC		3
MLSC		3
<b>ELECTIVES</b>	<i>All core courses must be complete before enrolling in Electives</i>	
MLSC		3
MLSC		3
MLSC		3
MLSC		3
MLSC		3
MLSC		3
<b>CAPSTONE</b>	<i>The Capstone Seminar may be taken once 24 hours are complete. All elective courses and Capstone Seminar must be complete before enrolling in the Capstone course.</i>	
MLSC 699	Capstone Seminar	1
MLSC 700	Capstone I (optional)	-
MLSC 701	Capstone II	3
<b>TOTAL HOURS:</b>		<b>34</b>

- All students must take MLSC 500 in their first semester of study.
- The core requirements are designed to acquaint first-year students with contrasting perspectives and methodological approaches that define academic inquiry in the three broad fields of humanities, social sciences, and natural science. Core courses must be completed before courses that satisfy the electives can be taken.
- MLS students must maintain a 3.0 (B) grade point average (GPA) for all courses counted toward the degree.
- MLS students must maintain continuous enrollment in the program and are expected to successfully complete at least two courses an academic year and be enrolled in at least two semesters of the academic year unless granted an official leave of absence.
- Part-time students may take up to seven years to complete the degree and full-time students may take up to five years to complete the degree.

## MLS CAPSTONE COURSE

### Capstone Course Policy

The final course will be a capstone course designed to help students utilize the knowledge gained in the previous courses and to demonstrate mastery of the intellectual skills required for a Master of Liberal Studies degree. Therefore, the capstone course must be taken after all core and elective courses have been successfully completed. All students are required to attend the Capstone Workshop prior to submitting a capstone proposal. Beginning Fall 2015, all new students are required to attend at least 10 capstone presentations over the semesters prior to their capstone. Each student is responsible for his or her own record of attendance and this falls under the Rice Honor Code.

The capstone course will culminate in an extensive written paper or original creative work such as poetry or fiction and an oral presentation to GLS faculty and fellow students. Above all, the capstone course paper must be exemplary of the quality typical of Rice University graduate research projects and theses.

The capstone course will be a designed, independent study course (MLSC 700/701) that the student will plan and carry out with the help of a GLS faculty member (capstone course advisor) and second reader, each of whom agrees to work with the student. The course may involve independent reading and a research project on a topic chosen by the student and approved by the capstone course advisor. The paper should include an original analysis or critique of work found in the literature or data taken by the student. In other words, a goal for the paper should be the creation of a new perspective or new knowledge on the research topic. The paper must have a logical, well-ordered structure and should include references in an accepted format. The paper should meet Rice University graduate thesis standards but may be shorter in length than a typical master's thesis.

Alternatively, the capstone may be a creative work such as an original short story, novel, book of poetry, memoir, or creative non-fiction; again, with the guidance of a capstone advisor and second reader. In the case of a creative work, along with the creative content the paper should include a scholarly analysis pertaining to some aspect of the work or the genre. For example, in the case of poetry the paper should include a discussion of some aspect of the methodology of the creation of the work.

The student will be expected to provide to the GLS Program Office, in writing, a proposed topic with a short description approved by his or her prospective capstone course advisor and second reader by the deadline stated in the GLS Academic Calendar for the semester in which the student plans to register for MLSC 700 or MLSC 701. Evidence of the capstone course advisor's and second reader's approval of the topic and description of the project must be provided with the presentation of the topic to the GLS Program Office. The student should consult, in person, with his or her capstone course advisor on a regular basis as the work progresses.

The paper will also be read by a second faculty reader who will consult with the capstone course advisor on the details and academic quality of the paper. In order to allow for adequate input from the second reader, he or she should receive regular copies of drafts of the paper as early as possible.

### Capstone Course Guidelines

The specifics of the Rice University Master of Liberal Studies capstone course are spelled out in the

Capstone Course Policy Statement. The following guidelines will serve to augment that policy statement:

1. The goal of the capstone course is to demonstrate the student's mastery of the intellectual skills and core competencies required for the Master of Liberal Studies degree. These include:
  - A capacity for analytical thinking;
  - Good graduate level writing skills;
  - Excellent oral presentation, listening and discussion skills;
  - The ability to perform outstanding research and scholarship.
2. The capstone course should be relevant to the Liberal Studies program by demonstrating an integration of the breadth of knowledge of previous MLS courses, an understanding of the depth/substance of a previous MLS course, or an investigation of a new area related to the Liberal Arts.
3. The capstone course is an independent study research course; however, close cooperation between the student and the capstone course advisor is essential throughout the duration of the course. This includes the following:
  - There should be consultation between the student and the capstone course advisor and second faculty reader during the selection of the research topic to ensure that the topic is challenging, relevant, suitable and doable within the timeframe of the course;
  - Early on, the capstone course advisor should discuss with the student expectations for the course including his or her standards for the course grade;
  - The student should develop a "work plan" (or timeline) approved by the capstone course advisor that lays out what will be accomplished throughout the semester and exactly when;
  - There should be consultation between the student and the capstone course advisor on a regular basis as the work progresses to ensure that the student stays on track and paces the work in order to allow adequate time for the completion of the paper, oral presentation, revisions if necessary and, if appropriate, preparation for publication in *Confluence, The Journal of the Graduate Liberal Studies*;
  - Time should be allowed for the second faculty reader to provide input;
  - The capstone course advisor should coach the student on the oral presentation technique well in advance of the presentation and the student may want to have one or more practice runs.
4. Careful attention should be paid to the "work plan" in order to ensure that the project can be managed within the timeframe of the course and does not outgrow the original objectives.
5. The oral presentation should be scheduled early enough so that changes may be made in the final version of the paper based on suggestions that might arise at the oral presentation.
6. The role of the second faculty reader is to support the capstone course advisor and to provide additional expertise and input. When possible, it is desirable for the second faculty reader to be from a different academic area than the project topic and the capstone faculty advisor.

7. Submission of the final version of the paper (in electronic form) to the GLS Program Office should take place on or before the last day of the semester of the capstone course.
8. Submission of the final paper to *Confluence, The Journal of the Graduate Liberal Studies* is at the discretion of the student in consultation with the capstone course advisor.

### Capstone Course Checklist

- Attend the mandatory Capstone Workshop prior to submitting the capstone proposal. Or, for students starting Fall 2020 or after, successfully complete MLSC 699 Capstone Seminar.
- Check that all requirements for the degree, except the Capstone Course, are completed:
  - All core courses (one in humanities, social science, and natural science) are complete (9 hours)
  - All elective courses are complete (21 hours)
  - All courses completed with grade of B- or better
  - Cumulative GPA is at least 3.0
- Refer to "Capstone Course Policy" and "Capstone Course Guidelines" for information.
- Come up with a few capstone course topics of interest to you.
- If needed, meet with the GLS Program Office to discuss your ideas and/or to develop a list of possible capstone advisors.
- Contact a GLS faculty member in the general area of your proposed topic to see if he or she is interested in working with you as your capstone advisor.
- Contact a GLS faculty member (in any subject area) to see if he or she will serve as your Second Reader.
- Decide on a final capstone project with your capstone advisors. Work out the details of your project and write a proposal (See "Capstone Course Proposal Guidelines").
- Submit your proposal at <https://gscs.formstack.com/forms/mlscapstoneproposal> by the proposal deadlines state in the Academic Calendar (May 15 for fall semester, October 15 for spring semester, and February 15 for summer semester). Your proposal will be reviewed by the GLS Program Office and you will be contacted when approved.
- Upon approval, register for MLSC 701 or MLSC 700 (for two-semester capstone) and pay tuition/fees for the course.
- Begin working on the capstone project, following the work plan and timeline established in your proposal and the requirements outlined in "Capstone Course Writing Guidelines."
- Attend Capstone Student Meeting with GLS Program Office scheduled early in the semester for which you are completing your project. This meeting will cover administrative processes associated with the capstone project, including scheduling the capstone presentation and applying for graduation.
- Submit Application for Graduation to Registrar's Office by posted deadline (check with GLS Program Office for dates)
- Give Capstone Presentation at least 2-3 weeks prior to the end of the semester. Be prepared to note issues that arise as a result of your presentation for changes in your written paper or project.
- Make any necessary changes to your written paper and have those checked by your Capstone Advisor and Second Reader.
- Follow "Capstone Course Title Page" and "Capstone Course Copyright Page" guidelines.

- Send final paper to GLS Program Office on or before the last day of the semester. In addition, send electronic copies of any handouts or PowerPoint presentations used at the Capstone Presentation. Both final paper and presentation files will be archived.
- Celebrate!!!

### Capstone Workshop

The MLS Capstone Workshop is required for all students prior to submitting a capstone proposal. The Capstone Workshop will discuss various aspects of the capstone, such as:

- Capstone Policy and Guidelines
- Goals of the Capstone
- Role of the advisor and project expectations, including selection of appropriate topics
- Setting proper time and effort constraints
- IRB/Human Subjects Review requirements
- Capstone proposal process and deadlines
- Capstone presentations
- Student perspective

The GLS Program offers the Capstone Workshop as an asynchronous course in Canvas. Contact the GLS Program Office to be added to the Canvas course. Students who begin the program Fall 2020 or after will instead register for and successfully complete MLSC 699 Capstone Seminar.

### Capstone Proposal

The Capstone Proposal is an important step and is required to ensure you are meeting the requirements for the Capstone course and MLS degree. Students are strongly urged to submit proposals *before* beginning major research into the project.

Deadline for submission of Capstone Proposals:

- Fall semester capstone: May 15
- Spring semester capstone: October 15
- Summer semester capstone: February 15

The capstone proposal is submitted online at

<https://gscs.formstack.com/forms/mlscapstoneproposal> and must include the following:

- Capstone Paper/Project Title
- Name of Capstone Advisor
- Name of Capstone Second Reader
- IRB Human Subject Review Approval, if appropriate. Visit the IRB Human Subjects in Research website at <https://compliance.rice.edu/irb> for information and contact GLS Program Office for additional guidance.
- Capstone Abstract including an overview of the topic, timeline of deliverables (dates when literature review will be complete, sections/chapters due to advisors, rough draft to advisor, tentative capstone presentation date, final paper due date, etc). This is uploaded as a Word document.
- Capstone Workshop attendance date

- Bibliography of research to date, included at the end of the Capstone Abstract
- Select one-semester or two-semester capstone option

The Capstone Advisor and Second Reader must have agreed to serve as advisors and have read and approved the proposal before submitting to the GLS Program Office for review. Once submitted, the proposal will be reviewed by the GLS Director to ensure the project meets all of the requirements for Capstone study. The student will be notified via email when approved. See “MLS Capstone Proposal Abstract Page.”

### Capstone Paper Guidelines

**Style Guide References:** Capstone papers written for the Master of Liberal Studies Program may follow any editorial style appropriate for the subject matter to be researched. Examples include American Psychological Association (APA), Modern Language Association (MLA) or *The Chicago Manual of Style*. Recommended reference manual: Diane Hacker's *A Writer's Reference*.

The responsibility for writing and editing the paper is the student's. Matters of style, content and the arrangement of contents are decided by the student and Capstone Advisor. Correct grammar, punctuation and spelling are the student's responsibility. All references and documentation are to be accurate and complete.

Length of the capstone paper is dependent upon the subject matter being researched and the methodologies used.

**Format:** All pages are to be 8.5 inches x 11 inches, double-spaced. Standard word processing practices, including spacing and punctuation, must be consistent throughout the manuscript. The typeface must be a standard, bookface type (e.g., Times Roman, Arial). The only acceptable font size is 12. Double spacing is mandatory. All pages must be clearly and consistently numbered. Italics may be used in conjunction with the typeface as a substitute for underlining titles or foreign terms, provided it is used consistently. The margins for each page (including title page, bibliography, acknowledgements, etc.) should be one inch on all four sides.

**Additional Considerations:** Photographs or other images must be scanned into the final copies of the text. Very large maps, charts or blueprints not reducible or scannable may be submitted in hard copy to accompany to the electronic copy provided to the GLS Program Office.

**Components and Organization of the Capstone Project:** In general, the capstone consists of several parts and should be arranged in the order listed below. (Some of the sections are designated optional and will not be included in every capstone project). Formatting questions should be directed to the Capstone Advisor.

1. **Title Page (required):** A title page plays an important role in all kinds of capstone projects as it gives the readers information about the project that is written. See “MLS Capstone Title Page Guidelines.”
2. **Abstract (required, from proposal but may be edited):** After the title page, an abstract is used to get an overview of the capstone project that is written. An abstract should include the main problem area that is assessed in the project.
3. **Copyright Page (optional):** A copyright page is necessary so that no one can misuse your writing without your permission. Copyright of the capstone project is at the discretion of the

student. Students wishing to copyright their work may file the claim to copyright by corresponding directly with the U.S. Copyright Office, Library of Congress, Washington, DC 02540. Alternatively, students may include a copyright notice without official filing. See “MLS Capstone Copyright Page Guidelines.”

4. **Dedication (optional):** The Dedication is brief and centered on the page. It customarily begins with the word "To" or "For."
5. **Epigraph (optional):** The Epigraph is centered on its own page. The source of a quotation used as an epigraph is given below the epigraph. Bibliographic information is usual limited to the author's name and the title of the work.
6. **Acknowledgements (optional):** The text on this page is limited to thanks for or recognition of special assistance, but may also include recognitions of permissions granted to the author to use published and/or copyrighted material.
7. **Table of Contents (optional):** Beneath the heading "TABLE OF CONTENTS" (centered), all titles in the capstone following – but none preceding – the Table of Contents are listed. These include major divisions, and at least first-order subheads must be listed.
8. **Main Body Text:** The main body of text should have major sections or divisions. Each section is a major division, and each is to be captioned and its materials handled consistently throughout the paper. Each major division begins on a new page, but subdivisions must always follow each other immediately without gaps in texts. An example of major divisions or sections might include:
  - **Introduction.** Introduction gives a detailed overview of your project. It also describes the problem area that you are going to discuss. This also should include a historical background of the topic. Has anyone done research like this before? If so, what were the conclusions?
  - **Methods used for research.** There are many methods that are used for research. You can utilize any method that suits your project. Research methods include questionnaire, interviews, assessment of background information, surveys, etc.
  - **Findings gathered from the research methods.** The results which you have assembled from the research methodology are included in the findings section to show what you have done.
  - **Results of the research, including limitations if found.**
  - **Conclusion or summary along with suggestions for improvement, if needed.** A conclusion or summary is very important for good research and should be according to the results that you have gathered in the findings section.
9. **Reference Material:** Reference material includes appendices and bibliographies, and provides supporting and supplementary information to the text.
  - **Appendix (or Appendices) (optional, as needed).** Examples of material that may be appropriate for the appendices include explanations helpful to a reader but too long for inclusion in footnotes or text, texts of original documents such as letters, laws, questionnaires, listings of material, original data and computer programs.
  - **Bibliography, References, Notes/Footnotes (required).** Every capstone project that makes use of other sources either by direct quotation or by reference must have a bibliography or listing of these sources at the end. There are many forms of bibliographies depending in part on the nature of the material and the discipline involved. Only one system of referencing is to be used throughout, culminating in a single bibliography or reference list.



## Capstone Archive

Capstone Project documents, including final papers or creative works, presentation PowerPoints, and presentation videos) are archived in RiceBox and made available to current students and alumni.

Students may access the archive folder at <https://rice.box.com/v/MLScapstones>.

This is a work in progress and not all projects are posted.

## MLS CAPSTONE PROPOSAL ABSTRACT PAGE

*Information in heading is centered. Use 12-point font with one-inch margins. Include Title. Date is semester and year. Abstract text is single-paced, left-justified and follows four spaces below the heading.*

### MLS CAPSTONE PROPOSAL

[Title of project]

by

[Name]

Master of Liberal Studies  
Rice University

Under the supervision of [Capstone Advisor] and [Second Faculty Reader]

[Date]

Abstract begins here and should include:

- Overview of the project (abstract)
- IRB Human Subject Review Approval, if appropriate. Visit the IRB Human Subjects in Research website at <https://compliance.rice.edu/irb> for information and contact GLS Program Office for additional guidance.
- Timeline of deliverables (dates when literature review will be complete, sections/chapters due to advisors, rough draft to advisor, tentative capstone presentation date, final paper due date, etc). This is uploaded as a Word document.
- Bibliography of research to date, included at the end of the Capstone Abstract

## MLS CAPSTONE TITLE PAGE GUIDELINES

*All items centered. Use same 12-point font on all pages with one-inch margins. Date is month and year the project is completed.*

<p>[Title of project]</p> <p>[OPTIONAL: Picture may go here]</p> <p>by</p> <p>[Name]</p> <p>A Capstone Project</p> <p>Submitted in Partial Fulfillment of the</p> <p>Requirements for the Degree of</p> <p>Master of Liberal Studies</p> <p>at</p> <p>Rice University</p> <p>[Date]</p>
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## MLS CAPSTONE COPYRIGHT PAGE GUIDELINES

*All items centered. Use same 12-point font on all pages with one inch margins. Date is month and year the project is completed.*

© Copyright by [Student Name], [Year]  
All Rights Reserved.

# DIPLOMA IN LIBERAL STUDIES

## MISSION AND GOALS

The Diploma in Liberal Studies provides an opportunity for graduates of the Rice University Master of Liberal Studies or other post-graduate interdisciplinary programs to employ their broader knowledge to focus more narrowly but still in an interdisciplinary way. The program gives students an opportunity to take advantage of their academic investment by deepening their knowledge in a more limited interdisciplinary area, hone their research and writing skills further, and thus, lay the foundation for a potentially richer contribution to their community, e.g., in publication, community service, doctoral studies or career work.

Upon completion of the Diploma in Liberal Studies, students will be able to:

- Identify significant interdisciplinary problems or issues and select one that the student can successfully address in a research project.
- Apply current interdisciplinary research methodologies and techniques, appropriate to the student's selected disciplines, to a problem.
- Demonstrate a critical and creative use of primary sources and content appropriate for the research topic.
- Critically analyze and evaluate one's own findings and those of others.
- Effectively communicate ideas, methodologies, analyses, and interpretations of the research topic.
- Demonstrate an understanding of the current interdisciplinary work in at least two academic disciplines.

## ADMISSION

Admission to the Diploma in Liberal Studies program requires a 3.5 GPA in successfully-concluded post graduate degree work from either: 1) the Rice MLS program or 2) a liberal arts or liberal studies graduate degree program at an AGLSP member institution. Other post-graduate degrees may be considered (e.g., MA, MD, JD), but only along with evidence of significant academic work in areas relevant to a student's proposed interdisciplinary work in the Diploma program -- for example, an interdisciplinary undergraduate major with relevance to the work proposed for the DLS program or an undergraduate double major in the two disciplines chose for interdisciplinary work in the DLS.

### Admission Requirements and Process

- Completed Application for Admission
- \$85 Application Fee
- Current Resume or CV
- Personal statement describing what the applicant considers the most important steps in their life that have prepared them for the study of the two focus disciplines chosen for DLS study and interdisciplinary research. The applicant must include the course background in each of the two focus disciplines chosen, including courses taken in each discipline in the MLS program. The applicant will discuss also examples of any interdisciplinary research (or teaching or reading, etc.) already done involving the two focus disciplines.
- Proposal for DLS study describing how the applicant plans to integrate the chosen focus disciplines chosen in an interdisciplinary way.

- Writing sample which provides solid evidence of writing ability by submitting one of the following:
  - An interdisciplinary paper from a post-baccalaureate program, e.g. MLS/MALS;
  - An interdisciplinary research paper not from a post-baccalaureate program;
  - A single-discipline research paper from a post-baccalaureate program, e.g. MLS/MALS;
  - A single-discipline research paper not from a post-baccalaureate program.
- Official transcripts from all colleges and universities attended mailed directly from the institution. This requirement is waived for graduates of the Rice MLS program.
- Two letters of recommendation, each accompanied by a completed Letter of Recommendation form.
- Application interview

Applications will be accepted for Fall admission only and will be due on the May 15 prior. Completed applications will be forwarded to the GLS Faculty Steering Committee for review and admission decision. Admitted students will attend a new student orientation.

## PROGRAM STRUCTURE

Diploma in Liberal Studies program requires 24 hours of content coursework, beginning with MLSC 750 Introduction to Diploma Research, followed by 7 courses from the Graduate Liberal Studies catalog. After completing these 24 hours, you will take 6 hours of research coursework (MLSC 798 Diploma Project I and 799 Diploma Project II) under the direction of three faculty advisors. The diploma project may take the form of an interdisciplinary diploma thesis but it may also take the form of two interdisciplinary academic papers of publishable length and thesis quality. The program concludes with a public defense of the diploma project.

The interdisciplinary journal of the Association of Graduate Liberal Studies Programs, *Confluence*, serves as an example of the academic research level required. *Confluence* is a peer-reviewed journal, publishing articles that reflect “the best scholarly and creative work produced by faculty, students and alumni of AGLSP member institutions,” all of which programs offer graduate degrees in liberal studies, in some cases doctoral programs.

## DIPLOMA IN LIBERAL STUDIES PLAN OF STUDY

For general university requirements, see [Diploma Programs](#). Students pursuing the Diploma in Liberal Studies must complete:

COURSE	TITLE	HRS
<b>INTRODUCTORY COURSE</b> <i>Required for all new DLS students</i>		
MLSC 750	Introduction to Diploma Research	3
<b>ELECTIVES</b>		
MLSC 501-699		3
MLSC 501-699		3
MLSC 501-699		3
MLSC 501-699		3
MLSC 501-699 or MLSC 797 Advanced Independent Readings		3
MLSC 501-699 or MLSC 797 Advanced Independent Readings		3
<b>DIPLOMA PROJECT</b> <i>All DLS courses must be complete before enrolling in the Diploma Project.</i>		
MLSC 798	Diploma Project I	3
MLSC 799	Diploma Project II	3
<b>TOTAL HOURS:</b>		<b>30</b>

- The Diploma in Liberal Studies program consists of 30 credit hours.
- Students must take MLSC 750 Introduction to Diploma Research in their entering semester, before taking any other DLS courses.
- Students must maintain a 3.0 (B) grade point average (GPA) and all courses must be completed with a grade of B- or better to count toward the degree.
- MLSC 750 must be completed with a grade of B or better.
- Students must maintain continuous enrollment in the program and are expected to successfully complete at least two courses an academic year and be enrolled in at least two semesters of the academic year unless granted an official leave of absence.
- Students may take only one course, MLSC 750 Introduction to Diploma Research, in their entering term. Afterwards, students may take up to two courses per term.
- With respect to the two main disciplines chosen by the student for interdisciplinary work in completing the diploma project, the primary focus discipline and the secondary focus discipline, a student must complete a minimum of three courses in each before taking the two diploma project courses. An additional course or courses are recommended in any intended focus discipline where the student begins DLS study without much prior foundation in the focus discipline. A student may petition to have post-baccalaureate courses taken before entering the DLS program considered as a partial satisfaction of this requirement. An undergraduate degree in one of the disciplines could similarly serve as the basis of a petition.

- If one of the two main disciplines chosen by the student for the interdisciplinary work of the diploma project is outside the humanities, then the humanities discipline is the primary, the non-humanities discipline the secondary discipline. In such a case, the student must complete a minimum of three courses in the primary discipline before taking the two diploma project courses (MLSC 798 and MLSC 799), and a minimum of two courses in the secondary discipline. More are recommended. A student can petition to have post-baccalaureate courses taken before entering the DLS program considered as a partial satisfaction of these requirements. An undergraduate degree in one of the disciplines could similarly serve as the basis of a petition.
- Diploma students are allowed to take up to seven years to complete the degree.
- Students must successfully complete all content coursework before taking the research coursework of MLSC 798 and MLSC 799.

## DLS ADVANCED INDEPENDENT READINGS

MLSC 797 is an independent study course under faculty supervision and open only to students in the Diploma in Liberal Studies Program. The primary purpose of this course is to allow for study centrally relevant to the two disciplines chosen by the DLS student not covered by existing coursework in liberal studies curriculum.

Existing Liberal Studies faculty will be the primary advisors for such independent study, but, as in the case of some diploma project advisors/readers, and in the case of some MLS capstone project advisors/readers, Rice faculty members who do not normally teach in MLS or DLS might be enlisted to advise.

Assignments and evaluation will be established in advance with consultation between the program, faculty and student for this course and will be put in writing. There should be periodic meetings between the student and faculty advisor. Extensive reading in the subject matter is expected and the final product will be a formal research paper.

Deadline for submission of Independent Study Proposals:

- Fall semester independent study: June 1
- Spring semester independent study: November 1
- Summer semester independent study: March 1

The independent study proposal is submitted online at [https://gscs.formstack.com/forms/dls\\_independent\\_readings](https://gscs.formstack.com/forms/dls_independent_readings) and must include the following:

- Independent Study Advisor
- Proposal for Independent Study which must include a description of the specific topics/disciplines and type of research to be conducted, the final product the student will submit, how the advisor will assess that work, and a timeline of meetings and deliverables.

The professor listed as advisor must have agreed to serve as the Independent Study Advisor and has read and approved the proposal before submitting to the GLS Program Office for review. Once submitted, the proposal will be reviewed by the GLS Director to ensure the project meets all of the requirements for independent study. The student will be notified via email when approved.

Final papers are due to the GLS Program Office on the last day of the semester for which the student



is registered for the course.

## **DIPLOMA PROJECT**

### **Diploma Project Policy**

Diploma in Liberal Studies program requires 24 hours of content coursework, beginning with MLSC 750 Introduction to Diploma Research, followed by 7 courses from the Graduate Liberal Studies catalog. After completing these 24 hours, students will take 6 hours of research coursework (MLSC 798 Diploma Project I and 799 Diploma Project II) under the direction of three faculty advisors. The diploma project may take the form of an interdisciplinary diploma thesis but it may also take the form of two interdisciplinary academic papers of publishable length and thesis quality. The program concludes with a public defense of the diploma project.

With respect to the two main disciplines chosen by the student for interdisciplinary work in completing the diploma project, a student must complete a minimum of three courses in each before taking the two diploma project courses. This is a minimum. Additional courses in the two chosen disciplines are recommended.

If one of the two main disciplines chosen by the student for the interdisciplinary work of the diploma project is outside the humanities, then the humanities discipline is the primary and the non-humanities discipline is the secondary discipline. In such a case, the student must complete a minimum of three courses in the primary discipline before taking the two diploma project courses (MLSC 798 and MLSC 799), and a minimum of two courses in the secondary discipline. More are recommended. Given that a student is only admitted into the program with a secondary discipline outside the humanities if they already have a strong background in that discipline, the student, therefore, is required only to take two courses in the secondary discipline.

In both cases, a student may petition to have post-baccalaureate courses taken before entering the DLS program considered as a partial satisfaction of this requirement. An undergraduate degree in one of the disciplines could similarly serve as the basis of a petition.

Students must successfully complete all content coursework before taking the research coursework of MLSC 798 and MLSC 799. Diploma students are allowed to take up to seven years to complete the degree.

The Diploma Project will be a designed, independent study course (MLSC 798 and MLSC 799) that the student will plan and carry out with the help of three advisors, each of whom agrees to work with the student. The course may involve independent reading and a research project on a topic chosen by the student and approved by the Diploma Project advisors. The paper should include two focus disciplines and include an original analysis or critique of work found in the literature or data taken by the student. In other words, a goal for the paper should be the creation of a new perspective or new knowledge on the research topic. The paper must have a logical, well-ordered structure and should include references in an accepted format. The paper should meet Rice University graduate thesis standards and students will be required to publicly defend their project to their advisors, the GLS program, students, and faculty.

The student will be expected to provide to the GLS Program Office, in writing, a proposed topic with a short description approved by his or her Diploma Project advisors by the deadline stated in

the GLS Academic Calendar for the semester in which the student plans to register for MLSC 798. Evidence of the Diploma Project advisors' approval of the topic and description of the project must be provided with the presentation of the topic to the GLS Program Office. The student should consult, in person, with his or her advisors on a regular basis as the work progresses.

### Diploma Project Guidelines

The specifics of the Rice University Diploma in Liberal Studies Diploma Project are spelled out in the Diploma Project Policy Statement. The following guidelines will serve to augment that policy statement:

The goal of the Diploma Project is to demonstrate the student's mastery of the intellectual skills and core competencies required for the Diploma in Liberal Studies degree. These include:

- Identify significant interdisciplinary problems or issues and select one that the student can successfully address in a research project.
- Apply current interdisciplinary research methodologies and techniques, appropriate to the student's selected disciplines, to a problem.
- Demonstrate a critical and creative use of primary sources and content appropriate for the research topic.
- Critically analyze and evaluate one's own findings and those of others.
- Effectively communicate ideas, methodologies, analyses, and interpretations of the research topic.
- Demonstrate an understanding of the current interdisciplinary work in at least two academic disciplines.

The Diploma Project should be relevant to the Diploma in Liberal Studies degree by demonstrating an integration of the depth of knowledge in two focus disciplines, the breadth of knowledge in the DLS coursework, an understanding of the interdisciplinary nature of the focus disciplines, and an investigation of a new area related to the liberal arts.

The Diploma Project courses (MLSC 798 and MLSC 799) are independent study courses; however, close cooperation between the student and the Diploma Project advisors is essential throughout the duration of the courses. This includes the following:

- There should be consultation between the student and the advisors during the selection of the research topics to ensure that the topic is challenging, relevant, suitable and doable within the timeframe of the courses;
- Early on, the advisors should discuss with the student expectations for the course including his or her standards for the course grade;
- The student should develop a "work plan" (or timeline) approved by the advisors that lays out what will be accomplished throughout the two courses and exactly when;
- There should be consultation between the student and the advisors on a regular basis as the work progresses to ensure that the student stays on track and paces the work in order to allow adequate time for the completion of the paper, oral defense, revisions if necessary and, if appropriate, preparation for publication on the Rice University Digital Scholarship Archive website and in *Confluence, The Journal of the Graduate Liberal Studies*;
- Time should be allowed for the third advisor to provide input;
- The advisors should coach the student on the oral presentation technique well in advance of

the defense and the student may want to have one or more practice runs.

Careful attention should be paid to the “work plan” in order to ensure that the project can be managed within the timeframe of the course and does not outgrow the original objectives.

The oral defense should be scheduled early enough so that changes may be made in the final version of the paper based on suggestions that might arise at the oral defense.

The GLS Program Office will upload the final project to [RiceBox](#) and the [Rice University Digital Scholarship Archive](#) website. Submission of the final paper to *Confluence, The Journal of the Graduate Liberal Studies* is at the discretion of the student in consultation with the Diploma Project advisors.

### Diploma Project Proposal

The Diploma Project Proposal is an important step and is required to ensure that the student is meeting the requirements for the Diploma Project courses and the DLS degree. Additionally, it marks the final stages in the course of study in the Diploma in Liberal Studies program and signals that the student has:

1. completed all required coursework,
2. demonstrated the ability for clear oral and written communication, and
3. shown the ability to carry on scholarly work in his or her subject area(s).

Deadlines for submission of Diploma Project Proposals occur in the semester before registering for the MLSC 798 Diploma Project I course:

- **May 1** for fall semester MLSC 798 registration
- **October 1** for spring semester MLSC 798 registration
- **February 1** for summer semester MLSC 798 registration (with special permission from all three diploma project advisors)

The Diploma Project proposal is submitted online at

[https://gscs.formstack.com/forms/diploma\\_project\\_proposal](https://gscs.formstack.com/forms/diploma_project_proposal) and must include the following:

- Diploma Project Title
- Names of Diploma Project Committee members (3 advisors total)
- IRB Human Subject Review Approval, if appropriate. Visit the IRB Human Subjects in Research website at <https://compliance.rice.edu/irb> for information and contact GLS Program Office for additional guidance.
- Diploma Project abstract including an overview of the topic, details of the two focus disciplines; timeline of deliverables (dates when literature review will be complete, sections/chapters due to advisors, rough draft to advisor, tentative Diploma Defense date, final paper due date, etc). This is uploaded as a Word document.
- Bibliography of research to date, included at the end of the Diploma Project abstract

The Diploma Project Advisors must have agreed to serve as advisors and have read and approved the proposal before submitting to the GLS Program Office for review. Once submitted, the proposal will be reviewed by the GLS Academic Director to ensure the project meets all of the requirements

for Diploma study. The student will be notified via email when approved. See *Appendix A: Diploma Project Proposal Template*.

## **Diploma Project Format Guidelines**

After reviewing these guidelines, if doubt exists as to the correct format of the Diploma Project, the student is encouraged to consult with the GLS Program Office before the final versions are submitted.

### **Fonts and Desktop Publishing**

The availability of sophisticated word processor packages and of desktop publishing software has made possible a variety of presentation options. However, the candidate should remember that features that should stand out in the thesis include the quality of the scholarship or research, the soundness of the logic, the originality of ideas, and the lucidity of the prose, but not the size of the headlines. Therefore, the use of headers or chapter titles larger than 3/16" is discouraged and the use of excessive ITALICS or BOLD print is discouraged.

Acceptable fonts generated by word processing programs include, but *are not restricted to*: Times 14, Helvetica 12, and Geneva 12 for Postscript printers (Mac), and Times Roman 12, Letter Gothic 12, and Helvetica 12 for the PC.

### **Spacing**

Use 1.5 or double spaced text. Only footnotes, long quotations, bibliography entries (double space between entries), table captions, and similar special material may be single spaced.

### **Paper Size**

The paper should be formatted to be printed on 8.5 x 11 inch paper within your PDF.

### **Margins**

We recommend left margins of 1-1/2 inches; top, bottom, and right should be 1 inch if the paper is to be bound. Page numbers do not need to meet the 1" margin requirement. If you do not follow the appropriate margin guidelines that are included here, you might lose content if your paper is bound. Some students may wish to extend their work beyond the margin requirement for aesthetic reasons, this is acceptable.

### **Title Page**

Follow in detail the sample template in *Appendix B: Diploma Project Title Page Template* when preparing the title page. Note which items are in all upper case and which are not. Note the approximate size of print.

The month shown on the title page should be that in which the final copy is submitted to the GLS Program Office OR the month in which the degree will be conferred (May, August, or December). The month of the oral defense should not be shown unless the thesis is actually presented to the GLS Program Office during that month.

The titles (i.e., faculty rank) of committee members should be typed below the signature lines with their names and departments. For example, John Smith, Associate Professor of Biology. The word Chair or Director should appear after the faculty title as appropriate.

All signatures on the title page must be original signatures. No electronic or proxy signatures may

be taken at the time of the Diploma Project defense. Please make arrangements in advance if one or more of your committee members will be unavailable to sign.

Once the committee has signed the title page, you will scan this title page as a PDF and merge into a single document with the PDF of your project. Adobe Acrobat has this functionality. If you do not have Adobe Acrobat there are several resources available to merge PDFs online including [MergePDF](#) and [PDFsam](#).

Original signature documents must be delivered to the GLS Program Office after you have emailed the PDF of your project to the GLS Program Office.

### **Abstract**

An abstract is to be included with the project. Particular care should be taken in preparing the abstract. The abstract should not exceed 250 words. In style, the abstract should be a miniature version of the project. It should be a summary of the results, conclusions or main arguments presented in the paper.

The heading of the abstract must contain the word Abstract.

### **Hyperlinks**

Hyperlinks are not to be used as a substitute for complete bibliographic citations.

### **Assembling the Paper**

In some cases, the project might be created as multiple documents. These must be merged into a single document. The paper should be assembled in this order:

1. Title page
2. Copyright Notice (if applicable)
3. Abstract
4. Acknowledgments
5. Table of Contents
6. List of Tables, etc., if any
7. Preface, if any
8. Text (the first page of the text is the first Arabic-numbered page)
9. Notes (unless they appear on pages of text or at end of chapters)
10. Bibliography or list of references
11. *Appendices, if any, may follow Text, Notes, or the Bibliography*

### **Page Numbering**

Page numbers should be placed in the upper right corner of the page. Only the number should appear, not "page 9" or the abbreviation "p. 9." On the first page of each chapter, the number may be placed at the center bottom, one double space below the last line of type (the conventional placement), or at the top right corner.

Page numbers should not be shown on the Title Page, the Abstract, or on the first page of the Acknowledgments, Table of Contents, List of Tables or the Preface. However, following pages (e.g., the second and succeeding pages) of each of these sections should be numbered using Roman numerals. The count for these preliminary pages should start with the title page. For example, if the paper has a two-page abstract, then the second page of the acknowledgments should be the first page

showing a number, and it should be numbered with the Roman numeral v.

Pages of the text itself and of all items following the text (i.e. the notes and bibliography) should be numbered consecutively throughout in Arabic numbers, beginning with number 1 on the first page of the first chapter or introduction (but not preface). Please number every page to be bound, including pages on which only illustrations, drawings, tables, or captions appear. The page numbers do not need to meet the 1" margin requirements.

### **Drawings**

Any material which cannot be typed or computer generated should be drawn with permanent black ink in neat and workmanlike manner in heavy lines, to allow for reduction in microfilming. Scans of drawings are acceptable. If this is necessary, you will scan this page as a PDF and merge into a single document with the PDF of your thesis.

Please note that when a graph, map, etc. is oversized, there is a limit on how much of this can be handled by the archiving process with the Rice University Digital Scholarship Archive.

All figures should appear within the text at the point where reference to them is first made.

### **Footnotes**

In presenting footnotes and bibliography, use a consistent form acceptable in your discipline, such as Kate L. Turabian, *A Manual for Writers* (University of Chicago Press), the *MLA Style Sheet*, or *Campbell's Form and Style* (Houghton Mifflin). *Electronic Styles: A Handbook for Citing Electronic Information* (Information Today, Inc.) is helpful for noting electronic information. There are style guides for almost every discipline. Check with the library or your advisors for further information and preferences.

### **Diploma Defense**

The public oral defense of the Diploma Project is intended to be an examination of a completed body of work and should be scheduled only when the project is essentially completed. At least one copy of the project must be available in the departmental office not less than one calendar week prior to the date of the oral defense. The length of the oral examination and the subject matter on which the candidate is questioned are left to the judgment of the committee. The defense should be scheduled by the student with the GLS Program Office after consultation with the Diploma Project advisor, who agrees that the project is completed and ready to be defended. All members of the project committee must be present for the oral defense, in exceptional cases an appeal to this requirement may be granted.

A candidate must be enrolled in the semester in which his or her oral examination is held. Students who defend during the summer must enroll in the summer semester of classes and must have received prior approval from all three diploma project advisors.

### **Time Boundaries**

Diploma students must defend their projects before the end of the sixth year of their residency at Rice. Diploma students have seven years to complete the degree. A student's individualized time boundaries are available in Esther. Students who are approaching or who have passed their deadline to defense must submit an extension of candidacy request to the Office of Graduate and Postdoctoral Studies.

## Procedures

All Diploma students must submit and have approved a Proposal for Diploma Research prior to the oral defense of their thesis.

1. Schedule the final oral examination in defense of the Diploma Project to take place at a time agreeable to all members of the committee. Be sure to consult the deadlines listed in the [Academic Calendar](#) to ensure that you meet the defense deadline for commencement. In order to graduate, the final project must be submitted to the GLS Program Office before noon on the deadline listed in the [Academic Calendar](#) (or six months after the oral defense, whichever occurs first).
2. Coordinate with the GLS Program Office to arrange for public notice to appear prior to the oral examination.

**For the Diploma degree**, the examination must be publicly announced. **Students should note that announcements should be made at least three weeks before the scheduled defense.** Defense announcements will be submitted to the Office of Graduate and Postdoctoral Studies by the GLS Program Office to be in the official [Rice University Calendar of Events](#). In appropriate circumstances an oral examination for the project may be scheduled during the summer (with prior approval of all three diploma project advisors, and the procedure for posting of notice is the same as during the regular school year).

**The members of your committee must sign TWO copies of your Diploma Project title page, so be sure to have them on hand at your defense.** If extensive corrections are needed, you can often get most of the signatures at the defense and your advisor can sign after the corrections are made.

Within a week after the final oral examination in defense of the Diploma Project and after all edits have been made to your final paper (see Diploma Project Format Guidelines), email a PDF copy of your project to the GLS Program Office. Be sure to include the signed Title Page (scanned copy). This signifies a successful defense of the project.

Diploma Project submission is not considered complete until all documents have been sent and original signatures have been delivered to the GLS Program Office.

### Diploma Project Archive

Diploma Project documents, including final papers, presentation PowerPoints, and defense videos are archived in RiceBox and made available to current students and alumni. Students may access the archive folder at <https://rice.box.com/v/DLSprojects>.

Additionally, the Diploma Project paper will be uploaded to the [Rice University Digital Scholarship Archive](#) on the Fondren Library website.

## DIPLOMA PROJECT PROPOSAL TEMPLATE

*Information in heading is centered. Date is first semester of MLSC 798 Diploma Research course.  
Abstract text is single-paced, left-justified and follows four spaces below the heading.*

RICE UNIVERSITY

DIPLOMA PROJECT PROPOSAL

**[Title of project]**

by

**[Name]**

Under the supervision of:

[Diploma Advisor #1], Chair  
[Official Title], [Departmental Administrative Position (if appropriate)]

[Diploma Advisor #2],  
[Official Title], [Departmental Administrative Position (if appropriate)]

[Diploma Advisor #3],  
[Official Title], [Departmental Administrative Position (if appropriate)]

[Date]

Abstract begins here and should include:

- Overview of the project
- IRB Human Subject Review Approval, if appropriate. Visit the IRB Human Subjects in Research website at <https://compliance.rice.edu/irb> for information and contact GLS Program Office for additional guidance.
- Timeline of deliverables (dates when literature review will be complete, sections/chapters due to advisors, rough draft to advisor, tentative diploma defense date, final paper due date, etc). This is uploaded as a Word document.
- Bibliography of research to date, included at the end of the Diploma Project Abstract





# DIPLOMA PROJECT TITLE PAGE TEMPLATE

RICE UNIVERSITY

**[Diploma Project Title]**

by

**[Name]**

A PROJECT SUBMITTED  
IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE

**Diploma in Liberal Studies**

APPROVED DIPLOMA COMMITTEE

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[Diploma Advisor #1], Chair  
[Official Title], [Departmental  
Administrative Position (if appropriate)]

---

[Diploma Advisor #2]  
[Official Title], [Departmental  
Administrative Position (if appropriate)]

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[Diploma Advisor #3]  
[Official Title], [Departmental  
Administrative Position (if appropriate)]

HOUSTON, TEXAS  
[Defense Date]

# GRADUATE CERTIFICATES IN DUAL CREDIT TEACHER CREDENTIALING

## PROGRAM OVERVIEW

The Graduate Liberal Studies Program offers two Graduate Certificates in Dual Credit Teacher Credentialing through coordinated coursework from the Graduate Liberal Studies Program. Certified K12 teachers can provide students with first-hand exposure to college-level instruction, make a 2- or 4- year degree more affordable for their students, increase their own earning potential, and fill their district's need for credentialed, dual credit teachers.

Texas high school students can participate in dual credit coursework, helping them earn college credit, or even an associate degree, before they step foot on a post-secondary campus. Dual credit courses are designed to challenge students with rigorous, college-level curriculum, and provide them with a jumpstart on their futures—all public colleges and universities in Texas are required by the state legislature to accept dual credit. Teachers that possess the appropriate credentials to teach dual credit courses in their content areas are in high demand and have the potential to maximize their earning power while providing college access and increasing college affordability for their students.

These graduate certificate opportunities are designed for the practicing secondary teacher in English or History.

There are two paths available for certified teachers:

1. Created for teachers who hold a master's degree (in any subject) but lack the required 18 graduate content hours, this (standalone) Graduate Certificate option helps teachers with a master's degree efficiently meet the requirements to teach dual credit courses in English or History.
2. Teachers who need a master's degree can complete their credentialing requirements to teach dual credit and earn this Graduate Certificate concurrently with the Master of Liberal Studies (MLS) degree. The MLS plan of study will allow you to earn the master's degree while specializing in the English or English content.

## ADMISSION

Admission to the Graduate Certificate in Dual Credit Teacher Credentialing program is open to currently admitted MLS students as well as qualified Graduate Certificate applicants holding a master's degree from an accredited university or college. Applicants must meet the same admission standards as MLS students. A minimum GPA of 3.0 from the applicant's undergraduate work is expected, though the admissions committee also considers applicants' postgraduate experience and recent accomplishments. We also require that teacher applicants hold an active State of Texas Standard Secondary Teaching Certificate in English or History/Social Studies. Requirements for this credential include a bachelor's degree (typically in the subject area to be taught), successful completion of a state-approved educator preparation program (either as part of the bachelor's degree or as a post-baccalaureate student), and state required certification exams in the subject area (English or History/Social Studies) and Pedagogy and Professional Responsibilities. Additionally, teachers must meet federally mandated NCLB "Highly Qualified" status by holding at least 24 hours of college-level coursework in the subject to be taught.

## Admission Requirements and Process

- Completed Application for Admission
- \$85 Application fee
- Active State of Texas Standard Secondary Teaching Certificate in English or History/Social Studies
- Current resume
- Personal statement outlining academic and/or professional objectives in applying to the Graduate Certificate in Dual Credit Teacher Credentialing and various influences that have been important in the applicant's intellectual development.
- Writing sample that demonstrates the applicant's ability to think and write critically; demonstrates coherent and concise arguments; provides support for assertions made; leads to a logical, meaningful and clearly stated conclusion; and properly credits all ideas and quotes from sources. Applicants are given three essay topic choices (one each in humanities, social sciences and natural sciences) and must choose one topic and prepare a four to five page essay.
- Official transcripts from all previous colleges or universities attended
- Two letters of recommendation, each accompanied by a completed Letter of Recommendation form
- Application interview

Currently admitted MLS students can add the Graduate Certificate to their existing degree status by notifying the GLS Program Office. A unique aspect of the DCTC Graduate Certificate is that it will exist as both a standalone graduate certificate, and a graduate certificate available to Rice graduate students in degree-granting programs.

In some instances, upon completion of the certificate, a Dual Credit standalone graduate certificate recipient might want to apply for the MLS degree. If they do so within 3 years of completing the certificate, and are approved for admission into the MLS program, they may petition to have their eligible certificate coursework applied towards their MLS degree. In this way, the DCTC standalone graduate certificate is "stackable" towards the MLS degree.

## PROGRAM STRUCTURE

For the Dual Credit Teacher Credentialing graduate certificate, students will complete six courses (18 hours) of graduate coursework from among identified GLS courses currently being offered. In order to meet SACS credentialing requirements set forth by the community colleges, students must complete 18 hours of graduate-level coursework (coursework at the 500-level or above). Through a Memorandum of Understanding, these courses meet the Houston Community College System SACS requirement for dual credit teachers and place an emphasis on English or History. These courses deepen K12 teacher content knowledge to improve instruction.

## PLAN OF STUDY – DUAL CREDIT TEACHER CREDENTIALING IN ENGLISH

The certificate in Dual Credit Teacher Credentialing - English is a graduate certificate. For general university requirements, please see [Graduate Certificates](#). For additional requirements, regulations, and procedures for all graduate programs, please see [All Graduate Students](#).

Upon completion of the Dual Credit Teacher Credentialing-English Graduate Certificate, students will be able to:

- Demonstrate mastery of scholarship in English as defined by SACS accreditation requirement for Dual Credit Teachers.

Graduate Certificate students will build on their content mastery from their Texas Teacher credential with what they learn and practice in GLS content courses to achieve this learning outcome. The courses listed below satisfy the requirements for this certificate. In certain instances, courses not on this official list may be substituted upon approval of the GLS Program Director.

COURSE	TITLE	HRS
<i>Select 6 courses (18 hours) from the following:</i>		
MLSC 505	Shakespeare and Film	3
MLSC 517	Modern Drama in Film and Literature	3
MLSC 543	The City in Literature	3
MLSC 554	My Favorite Novels and Films	3
MLSC 556	Heaven and Hell: From Dante to Milton and Beyond	3
MLSC 559	Environmental Literature	3
MLSC 560	Women in Southern Literature	3
MLSC 573	Women Writers and Heroines: From Myth to Reality	3
MLSC 574	Great Literature, Great Music	3
MLSC 617	Creative Nonfiction	3
MLSC 620	Masterpieces of the Poetic Tradition	3
MLSC 624	Advanced Creative Nonfiction	3
MLSC 637	The Literature of the Sixties	3
<b>TOTAL HOURS:</b>		<b>18</b>

- Graduate Certificate students must maintain a 3.0 (B) grade point average (GPA) and all courses must be completed with a grade of B- or better to count toward the certificate.
- Graduate Certificate students must maintain continuous enrollment in the program and are expected

to successfully complete at least two courses an academic year and be enrolled in at least two semesters of the academic year unless granted an official leave of absence.

## PLAN OF STUDY – DUAL CREDIT TEACHER CREDENTIALING IN HISTORY

The certificate in Dual Credit Teacher Credentialing - History is a graduate certificate. For general university requirements, please see [Graduate Certificates](#). For additional requirements, regulations, and procedures for all graduate programs, please see [All Graduate Students](#).

Upon completion of the Dual Credit Teacher Credentialing-English Graduate Certificate, students will be able to:

- Demonstrate mastery of scholarship in history as defined by SACS accreditation requirement for Dual Credit Teachers.

Graduate Certificate students will build on their content mastery from their Texas Teacher credential with what they learn and practice in GLS content courses to achieve this learning outcome. The courses listed below satisfy the requirements for this certificate. In certain instances, courses not on this official list may be substituted upon approval of the GLS Program Director.

COURSE	TITLE	HRS
<i>Select 6 courses (18 hours) from the following:</i>		
MLSC 536	Traditional Chinese Culture and Its Modern Legacy	3
MLSC 537	Profiles from the Past: Famous Figures in Western History	3
MLSC 539	Immigration and the State: Europe and the US in Comparative Perspective	3
MLSC 547	Profiles from the Past II: Famous Figures in Western History	3
MLSC 551	Profiles from the Past III: Famous Figures in Western History	3
MLSC 555	Political Philosophy of the American Revolution	3
MLSC 564	The Politics of World War Two in Europe	3
MLSC 576	Jefferson and His World	3
MLSC 640	America Through Foreign Eyes	3
<b>TOTAL HOURS:</b>		<b>18</b>

- Graduate Certificate students must maintain a 3.0 (B) grade point average (GPA) and all courses must be completed with a grade of B- or better to count toward the certificate.
- Graduate Certificate students must maintain continuous enrollment in the program and are expected to successfully complete at least two courses an academic year and be enrolled in at least two semesters of the academic year unless granted an official leave of absence.

# GRADUATE LIBERAL STUDIES ACADEMIC POLICIES

## REQUIREMENTS FOR GRADUATE STUDY

Master of Liberal Studies (MLS), Diploma in Liberal Studies (DLS), and Graduate Certificate students must meet the following minimums, deadlines and course or grade requirements to graduate in good standing from the university. These policies are based on the policies for all Rice graduate students. In case of questions or the need for further details, the student is referred to the policies for graduate students in the [General Announcements](#).

### Time to degree

Typically, completion of the MLS or DLS degree will take approximately four years if one class is completed every semester. Part-time students are allowed to take up to seven years to complete the degree. Full-time students have five years to complete the degree. Completion of the Dual Credit Graduate Certificate will take approximately two years if one class is completed every semester.

### Credit for previous degrees or coursework

Because the MLS and DLS are cohesive, interdisciplinary degrees, credits earned in other degree programs at Rice or elsewhere typically will not be counted toward the MLS or DLS degree. Contact the GLS Program Office for any exceptions to be made on a case-by-case basis.

### Course registration

Students may register for courses of study and drop or add courses only with the approval of the GLS Program Office.

### Deadlines

Students must observe all university deadlines listed in the [Rice Academic Calendar](#) published each semester and the GLS Handbook published each academic year.

### Grades

Instructors are required to report a grade for all students whose names appear on the class list. Faculty grade their students using the following conventional symbols: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. For any course to count toward the degree requirement, they must be taken for a grade. There is no Pass/Fail or Satisfactory/ Unsatisfactory option with the exception of the MLSC 699 Capstone Seminar course. According to policies listed in the Rice General Announcements:

INC (“Incomplete”) – Instructors report this designation to the Office of the Registrar when a student fails to complete a course because of verified illness or other circumstances beyond the student’s control that occur during the semester. Students must provide independent corroboration of their illness or circumstances, and they are expected to coordinate with the instructor prior to final grades being submitted.

For an INC received in the fall semester, students must complete the work by the end of the first week of the spring semester or an earlier date as defined by the instructor, and instructors must submit a revised grade by the end of the second week. For an INC received in the spring or summer semester, students must complete the work before the start of the fall semester or an earlier date as defined by the instructor, and instructors must submit a revised grade by the end of the first week. If a grade is not submitted by the appropriate deadline, the INC will be automatically converted to a

failing grade.

Students with an INC must be certain that tests, papers, and other materials affecting their grade or essential to completing a course requirement are delivered by hand to the appropriate professor or office according to the timeline previously stated, for the instructor to grade the documents and submit the final grade to the Office of the Registrar by the deadline. Loss or lateness because of mail service is not an acceptable excuse for failing to meet academic deadlines.

A student who receives two “incompletes” in a semester may not enroll in the next semester. Students also should be aware that they may be placed on probation or suspension when the “incomplete” is changed to a grade, either by an instructor or by default.

In order to graduate, MLS and DLS students must achieve at least a B (3.0) grade point average in courses counted toward the degree. Dual Credit Graduate Certificate students must achieve at least a B (3.0) grade point average in courses counted toward the certificate. All courses, with the exception of the capstone course for MLS students and MLSC 750 for DLS students, must be completed with a grade of B- or better. Courses for which the grade is below B- will not be counted toward the degree but will be included in the cumulative GPA calculation. If a student chooses to repeat the same course, the record of the first attempt (and grade) remains on the student transcript, and both grades are included in the cumulative GPA; however, the student receives credit for only that course where the grade is a B- or better. MLS students are required to make a B grade or better in the capstone course in order to graduate. DLS students are required to make a B or better on the Diploma Project in order to graduate.

To compute grade point averages, the credits attempted in semester hours for each course and the points for the grade earned (from A+ = 4.33 to F = 0.00) are multiplied, then the products (one for each course) are added together and the sum is divided by the total credits attempted.

### **Grade Change Petitions**

According to the Rice University General Announcements Faculty Grading Guidelines, instructors may not change a semester grade after the grade has been submitted to the Office of the Registrar, except when there is a clerical error in calculating the grade. This is a long-standing university rule of which the faculty are reminded by the Office of the Registrar at the end of each semester. It is designed, in part, to protect the faculty from student pressure for grade changes. All other grade changes, including retroactive change to withdrawal, incomplete, or other, must be approved by the Committee on Examinations and Standing on the basis of a written petition from the student and on information from the instructor.

In the event that a student feels that he or she has received the wrong grade in a GLS course, the student must first petition the GLS Faculty Steering Committee for a change of grade providing full details and explaining the reason for the request. The GLS Faculty Steering Committee will examine the petition, if necessary, confer with the instructor, and make a recommendation on the petition. If the petition is approved the request will be forwarded to the Dean of Graduate and Postdoctoral Affairs for approval. If the GLS Faculty Steering Committee does not approve the petition, the student is allowed one level of appeal to the Dean of the Glasscock School of Continuing Studies. If the Dean of the Glasscock School of Continuing Studies approves the petition, the request to change the grade will be forwarded to the Dean of Graduate and Postdoctoral Studies for approval and then to the Committee on Examinations and Standing (as noted above). Note: grade changes that are the result of a bookkeeping error or other genuine error or mistake are exempt from this procedure.



## Residency

GLS students must be available to attend classes required for the entire program.

## Continuous Enrollment

Students are expected to complete two to three courses a year unless granted an official leave of absence. The normal expectation is that students will successfully complete at least two courses an academic year and be enrolled in at least two semesters of the academic year. Students who wish to waive the policy of taking courses in two or more consecutive semesters must submit a Leave of Absence request with the GLS Program Office. Failure to request leave will result in a de facto withdrawal and students must reapply to continue study.

Rice has updated its leave and withdrawal policies; therefore, students should become familiar with the [Interruptions of Study: Releases, Leaves, and Withdrawals](#) section of the General Announcements for specific details.

## Nonenrollment Restrictions

Students may not do degree work at Rice or work involving Rice faculty or facilities during any period of nonenrollment—a leave, separation, or withdrawal, except during the period following successful oral defense prior to submission of the final thesis where ongoing registration is not a requirement.

All nonenrolled students must return their student ID to the Office of Graduate and Postdoctoral Studies. All university keys must be returned to the appropriate offices. Participation in student activities on and off campus and use of Rice facilities, including, but not limited to, the student center, the playing fields, the recreation center, and the computer labs, are limited to enrolled students. In addition, nonenrolled students will lose the benefit of enrolling in student health insurance.

## REGISTRATION

### Overview

Students new to the program will be required to attend an orientation session. The Rice Honor Code, course counseling, GLS academic policies and registration will be included in the orientation. Continuing students will be emailed before each semester and invited to register for courses. In special circumstances, we will accept written requests for registration or registration changes. Please contact the GLS Program Office for more information. We do not accept any registrations, changes of registration or withdrawals from classes over the telephone.

Please note that a \$75 late fee will be assessed if registering for a course after the registration deadline.

### Drop/Add

During the first week of classes, students may change their registration without a penalty fee by adding or dropping courses with the GLS Program Office approval. Students must obtain approval of the GLS Program Office to add a course after the first week of classes. Class size is limited, so changing or adding courses is on a space-available basis. Students may not add courses after the third week of classes without the permission of the Office of Graduate Studies.

Refer to the [Rice University Academic Calendar](#) for drop date deadlines and refund schedules.

### **Auditing Classes**

Admitted MLS and DLS students and alumni may be allowed to audit GLS courses by following these guidelines:

- Space is available in the class,
- Instructor has given approval,
- Student pays \$900 fee per audited course, plus GLS Activity Fee; and
- Student understands h/she cannot later take the course for credit.

### **TUITION AND FEES**

As part of tuition and fees, students will be issued a campus ID from the campus police, a Rice e-mail account and Fondren Library privileges.

#### **2023-2024 Tuition and Fees**

Master of Liberal Studies Students Tuition:	\$3,270/course
Diploma in Liberal Studies Students Tuition:	\$3,600/course
Graduate Certificate Tuition:	\$3,270/course
MLS audit fee:	\$900/course plus GLS Activity fee
DLS audit fee:	\$950/course plus GLS Activity fee
GLS Activity Fee:	\$75/semester
GSA fee:	\$22.50/semester (\$45/annually)
Health & Wellness Support Fee (FT students only)	\$338.50/semester (\$677 annually)
Parking:	\$99-327/year, lot dependent

### **Tuition Payment**

Tuition is due according to dates published by the university Cashier's Office. Payment plans are available.

### **Forms of Payment**

Tuition is payable only by check, MasterCard or e-check. There is a \$30 returned check fee.

### **Refund of Tuition and Fees**

All tuition refunds are subject to the refund schedule according to the Rice University Academic Calendar.

### **Billing**

After the student's entering semester, tuition statements will be emailed via Esther before each semester and should be paid no later than the date indicated by the Cashier's Office. If tuition is not paid by the due date, a late payment charge of \$140 will be added to the tuition bill. Students with a past-due balance are blocked from future registration.

### **Tuition Reimbursement From Employers**

If your employer will pay part or all of your tuition, inform the employer of the date on which your bill is due. Some employers will reimburse students only after successful completion of a course. In this case students must pay tuition and fees and be reimbursed from the employer later. GLS is not eligible for Rice tuition waiver.

### **Discount for Rice Staff**

Benefits-eligible Rice staff who demonstrate a financial need may be eligible to receive a 50% tuition discount. An application is required. Contact the GLS Program Office for information and to apply for this discount.

### **Discount for K12 Educators**

K12 educators who demonstrate a financial need and are currently employed in a Texas public school may be eligible to receive a 50% tuition discount. An application is required. Contact the GLS Program Office for information and to apply for this discount.

### **Discount for Rice Alumni**

Admitted students who are Rice alumni will receive a 10% tuition discount.

## **ACADEMIC AND JUDICIAL DISCIPLINE**

Students should refer to the General Announcements section on [Academic and Judicial Discipline](#) for specific university requirements.

### **Academic Probation and Dismissal**

Graduate students are placed on academic probationary status by the Office of Graduate and Postdoctoral Studies if their overall grade point average falls below 2.67, their semester grade point average falls below 2.33, or they receive an unsatisfactory grade in a research credit course.

The period of probation extends to the end of the next semester in which the student is enrolled. If that probationary semester results in an overall grade point average below 2.67 or a semester grade point average below 2.33, the student may be dismissed without further warning.

Graduate students with a cumulative or overall grade point average below 2.00 may be dismissed by the Office of Graduate and Postdoctoral Studies without a probationary period.

Additionally, students with two unsatisfactory grades in research during their graduate student tenure at Rice may also be dismissed by the dean of graduate and postdoctoral studies without further warning.

As a courtesy, students will be notified of their probationary status once final grades have been received and posted to their records.

S/U grades cannot be used to end probationary status for low overall grade point average. Departments or programs may identify and define in their General Announcements Requirements tab stricter standards than the minimum grade point average for coursework that satisfies their academic program requirements. A program can dismiss a student without a probationary semester by vote of the faculty in the department or degree program. Please also see [Dismissal](#) and

Disciplinary Probation, Suspension and Expulsion.

### **Other Disciplinary Sanctions**

Additionally, the assistant dean of Student Judicial Programs may place students on probation or suspension for violating the Honor Code or Code of Student Conduct or for other disciplinary reasons. Students on disciplinary suspension (including for an Honor System violation) may not receive their degree even if they have met all academic requirements for graduation. They must leave the university within 48 hours of being informed of the dean's decision. Any tuition refund will be prorated from the official date of suspension, which is determined by the registrar. Students seeking admission after leaving the university because of a sanction imposed by the assistant dean should submit a petition in writing for review by the assistant dean of Student Judicial Programs.

### **Dispute Resolution**

Graduate students may petition for exceptions to academic requirements, regulations, and judgments. A course requirement is an example of an academic requirement. Allowed time to degree is an example of an academic regulation. Course grades and dismissals from programs are examples of academic judgments. If a petition is denied, one level of appeal is allowed.

Additionally, problems or conflicts may arise during a student's graduate education. Students should take responsibility for informing the appropriate faculty of any such problem. All parties involved should work together amicably with the goal of resolving the problem informally if at all possible. When attempts to resolve a problem informally do not meet with success, the following grievance procedure should be adopted:

The student should submit the grievance in writing to the GLS Program Director, who will then work to resolve the issue. If the student remains unsatisfied, the problem should be presented to the Dean of the Glasscock School of Continuing Studies for resolution. Both the student and the Program Director should submit a written record of their views to each party named above. If the student remains unsatisfied, the problem will be referred to the Office of Graduate and Postdoctoral Studies and follow requirements and processes set forth in the [Dispute Resolution](#) section of the General Announcements.

## **RICE UNIVERSITY ACADEMIC CALENDAR**

Academic calendars are approved by the Faculty Senate and may be found on the Office of the Registrar's website at <https://registrar.rice.edu/calendars>.