English Department PhD Student Handbook

https://english.uncg.edu/wp-content/uploads/2020/09/PhD-Student-Handbook.pdf
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Program Overview

Degree Requirements for Students Entering before Fall 2024

No more than three courses at the 500 level may be submitted for the degree. All other work must be at the 600 level and above.

Required Courses (9-12 hours)

All students have three course requirements in their doctoral program, and all are taken as a part of the 27-hour plan of study. The course requirements are based on the student's declared primary area of specialization from the following options:

Areas of Specialization
Old and Middle English
Renaissance/Early Modern English
Restoration and Eighteenth Century British
Nineteenth-Century British
Post 1900 British and Anglophone Literature
Postcolonial and World Literatures and Theory
American Literature Before 1900
American Literature After 1900
African American Literature
Native American Literature
History and Theory of Rhetoric
History and Theory of Writing Studies
Literary Theory

If a student's specialization is in literature before 1800, the course requirements are

- 2 courses in literature after 1800
- 1 course in rhetoric and composition or literary theory

If a student's specialization is in literature after 1800, the course requirements are

- 2 courses in literature before 1800
- 1 course in rhetoric and composition or literary theory

If a student's specialization is in rhetoric and composition, the course requirements are

- 1 course in literature before 1800
- 1 course in literature after 1800
- 1 course in literary theory

If a student's specialization is in literary theory, the course requirements are

- 1 course in literature before 1800
- 1 course in literature after 1800
- 1 course in rhetoric and composition

In addition, all graduate teaching assistants are required to take ENG 747: Teaching College Writing. This course does not fulfill a doctoral course requirement above but may be included in the plan of study.

Electives (15-18 hours)
For the remaining hours of electives, students should choose graduate courses that will help them specialize in their primary and secondary areas in English and in supporting fields. These courses selected in consultation with the Director of Graduate Study and the student's advisory committee, should form a coherent plan to prepare the student in the areas of specialization.

Degree Requirements for Students Entering Fall 2024

No more than three courses at the 500 level may be submitted for the degree. All other work must be at the 600 level and above.

Required Courses (12 hours)

All students have four course requirements in their doctoral program, and all are taken as a part of the 27-hour plan of study.

Students admitted in fall 2024 have the following course requirements, regardless of specialization:

1 course in literature before 1800
1 course in literature after 1800
1 course in rhetoric or writing studies
1 course in literary theory

In addition, all graduate teaching assistants are required to take ENG 747: Teaching College Writing. This course does not fulfill a doctoral course requirement above but may be included in the plan of study.

Electives (12-15 hours)
For the remaining hours of electives, students should choose graduate courses that will help them specialize in their primary and secondary areas in English and in supporting fields. These courses selected in consultation with the Director of Graduate Study and the student's advisory committee, should form a coherent plan to prepare the student in the areas of specialization.

Areas of Specialization
Old and Middle English
Renaissance/Early Modern English
Restoration and Eighteenth Century British
Nineteenth-Century British
Post 1900 British and Anglophone Literature
Postcolonial and World Literatures and Theory
American Literature Before 1900

American Literature After 1900
African American Literature
Native American Literature
History and Theory of Rhetoric
History and Theory of Writing Studies
Literary Theory

For All PhD Students, Regardless of Admission Year

Minor in a Supporting Field

With the approval of students' advisory/dissertation committee and the Director of Graduate Study, students may use their electives and additional courses toward achieving a minor in certain supporting fields outside of English. A minor consists of at least 12 hours of advanced work in a single cognate subject. All course work applied toward the minor must be approved by the Director of Graduate Study.

Graduate Seminar Format

Graduate seminars will be delivered in an in-person format. Under extraordinary circumstances, a general exception may be made by the Department Head in consultation with the Director of Graduate Studies.

Foreign Language Requirement

Ph.D. students fulfill the foreign language requirement before taking the preliminary examination. A level of proficiency in one foreign language, equivalent to completion of the second semester of an intermediate course (such as 204 at UNCG with a grade of B or better in the final course), must be documented either by previous course work completed during the last five years and approved by the Director of Graduate Study, or by course work while enrolled in the Ph.D. program, or by an appropriate score on a written examination. Native speakers of other languages can demonstrate foreign language proficiency through their graduate course work in English.

Preliminary Comprehensive Examination

At the end of the course work and after satisfying the foreign language requirement and other requirements, students must pass the preliminary comprehensive examination. In preparation for the examination, the student prepares reading lists for one primary field and two secondary fields in consultation with the advisory committee.

Dissertation (15-21 hours)

ENG 799 Dissertation (15-21)

A dissertation demonstrates the ability to do original research and to present this investigation in an orderly, exact, and complete manner.

See PhD Dissertation & Prospectus (p. 21) for more information.

Final Oral Examination

The examination administered by the advisory committee is largely related to the dissertation but may cover topics from the entire field of the candidate's study, including courses taken here and elsewhere.

Academic Progress Policy

approved 24 April 2019

To enable you to complete your degree successfully, regular consultation about program requirements is essential. This policy ensures that every student has regular and frequent opportunities to review progress in close consultation with graduate faculty and advisors, so that you can complete the program in good time and meet your long-term goals. It keeps you in regular and expected contact with your committee at periodic stages throughout the program. The Graduate School and the English Department determine good progress in the PhD program by the following measures.

Graduate School Policies on Academic Progress

Academic Good Standing

After completing nine credit hours of graduate coursework, students must maintain a cumulative GPA of at least 3.0 in all graduate coursework at UNCG to remain in Academic Good Standing.

Academic Probation and Academic Dismissal

Any student who has completed at least nine credit hours of graduate coursework and whose cumulative GPA for all graduate courses drops below 3.0 will be placed on Academic Probation. Probationary status will be removed if, within the next nine credit hours, a student brings the cumulative GPA to at least 3.0 for all graduate coursework. If probationary status is not removed, the student will be dismissed from the program and is ineligible to continue in the Graduate School.

Academic Progress and Professionalism

Satisfactory performance in The Graduate School also involves maintaining the professional standards and academic progress expected in a particular discipline or program. Failure to maintain the standards or progress set out in a student's departmental or program handbook may result in dismissal of the student from the program.

Failure to meet any of the following measures will result in dismissal by the Graduate School.

English Department Policy on Measures of Good Progress

First-Year Review and Evaluation

The first-year review and evaluation are early opportunities to reflect upon and receive feedback on your progress in the beginning stages of the program.

At the conclusion of each semester of the student's first year in the Ph.D. program, faculty in the student's courses will be asked to submit confidential evaluative comments available only to the Graduate Studies Committee. These comments will discuss three major areas: 1) content acquisition, 2) writing skills and 3) progress toward exams. The Graduate Studies Committee will evaluate each student's progress on the basis of these comments according to the following scale: (1) satisfactory progress or (2) unsatisfactory progress. At the beginning of the student's second year in the Ph.D. program, the Graduate Studies Committee will provide the student with a letter identifying particular strengths on which to build and particular areas for improvement.

The Graduate Studies Committee will meet with each student receiving a rating of (2) unsatisfactory progress before Fall Break of their second year in the Ph.D. program to discuss their evaluations and offer suggestions for improvement. These students will in turn be asked to provide evidence of sufficient progress, as specified in an email from the Director of Graduate Studies, no later than the first day of classes the following semester. The committee may request evidence that includes but is not limited to improved grades, enrollment in a foreign language course, or a faculty letter that attests to improvement on a particular issue.

Exams

Students must pass the Ph.D. Preliminary Comprehensive Examinations, both the written and oral components, to continue in the program. For a fuller description of the examination process, see the "Doctoral Preliminary Exam" section of this handbook.

Committees

In preparation for the exams, throughout the exams, and throughout the writing of the prospectus and the dissertation, students are expected to maintain a committee of at least three (3) UNCG English Department faculty members. It is crucial that students' committees consist of faculty members who can successfully guide them in their chosen specialties and provide them with strong recommendations. The particular areas needed may shift between exams and the dissertation or as the dissertation project progresses, and committee members may be added or replaced as the project proceeds. Faculty from other departments and institutions with appropriate credentials may serve on either exam committees, dissertation committees, or both, but they must be in addition to these three (3) UNCG English Department faculty members. Once the committee is constituted, students should consult with each member to ascertain what they consider to be good progress standards. The standards may include but are not limited to the timely submission of drafts, the ability to incorporate feedback in an effective manner, or the ability to produce original research. Students and their committee Chairs must remain in regular contact about the progress students are making toward their degree. Ordinarily, the Chair or student should respond to the other's inquiry within a month. If such timely communication proves a continuing or significant problem, the Chair or student should consult with the DGS about the issue.

If an individual member of this committee has concerns about the academic progress of a particular student, that faculty member should indicate these to the student in writing with clear expectations for how the student can demonstrate sufficient progress. If, after the student has had multiple opportunities to demonstrate sufficient progress, a faculty member determines that the student's work does not constitute good progress and elects to leave the committee for that reason, he or she must notify the student and the DGS in writing. The DGS will then assume responsibility for determining the student's good progress and may recommend that the student identify another committee member or consider discontinuing the program. The student will then have until the end of the first week of classes of the following semester of the regular academic year to constitute a complete committee, the members of which will then assume responsibility for determining good progress. The first step in the process, after an initial consultation with the DGS, is the identification of the committee Chair; the rest of the committee will be formed by the student with the advice of the Chair.

If the student is unable to constitute a complete committee either because he or she is unable to identify three (3) UNCG English department faculty members with the appropriate expertise to guide the dissertation, or because he or she has been unable to show sufficient promise of a dissertation completed

in a timely fashion in the professional determination of (3) UNCG English Department faculty members, the Graduate School will dismiss the student from the program.

Should a committee member leave the institution while serving on a student's committee, the student should consult with the DGS to determine how to reconstitute the committee.

Fourth-Year Requirement

Students who do not apply to graduate in May of their fourth year should request written permission to continue from each of their committee members. Students must provide this permission by May 1 of the end of their fourth year. Should a committee member be unwilling to provide such an endorsement, the student should refer to the committee policy above.

Students seeking a teaching assistantship in their fifth year must have advanced to candidacy by May of their fourth year.

Fifth-Year Review

In order to continue past the fifth year, students must convene a formal meeting with all committee members to discuss their progress. No later than two weeks after this meeting, students must submit a timeline for completion to the DGS signed by all committee members. Should a face-to-face meeting prove difficult to arrange, the committee chair should seek an accommodation from the DGS. This meeting must be completed by June 1 of the fifth year.

Graduate Student Committees

English Department Policy on Doctoral Committees

November 3, 2011

This document updates the English Department's policies on the composition of doctoral committees to accord with the revised Graduate School policy on doctoral committees approved in October 2009. The revised Graduate School policy states:

"Of the four members,* the chair must hold an Endorsement to Chair Doctoral Committees, and no more than one may be an Adjunct Member** of the graduate faculty. The committee chair must be from the major department, and it is recommended that when appropriate, one member be selected from the minor area of study. If at any time the advisory/dissertation committee decreases in number to fewer than four members, additional members of the graduate faculty must be approved by the Dean of The Graduate School to bring the number to at least four."

In accordance with these requirements, the English Department's policies on doctoral committees (which here includes both exam and dissertation committees) are as follows:

1) English Department doctoral committees will consist of three faculty members. However, if a student's committee includes a faculty member from outside the Department or University, that committee would be required to have four members (i.e. three from English plus one other).

2) The chair must hold an Endorsement to Chair Doctoral Committees from the Graduate School.

3) No more than one member of a doctoral committee may be an Adjunct Member of the graduate faculty.

4) At least one member of a doctoral committee must be a tenured faculty member.

5) If warranted by specific circumstances, Advanced Assistant Professors, with the approval of the Head and the Director of Graduate Studies, may direct a doctoral committee, if they are successful in applying for an Endorsement to Chair from the Graduate School.

*NOTE: The English Department has made special arrangements with the Graduate School allowing us to have only three members on each doctoral committee.

**NOTE: The Graduate School considers Adjunct Professors, visiting faculty members, lecturers, part-time faculty, and other (primarily non-tenure track) faculty who still hold an advanced degree in their field to be "Adjunct Members" of the graduate faculty.

Putting Together a Doctoral Committee: Guidelines

Preliminaries

- Doctoral Committees in the English Department consist of at least three members. All three must be faculty in the English Department, and at least one member of your doctoral committee must be a tenured faculty member. If you wish to include a committee member from outside the Department or University, then you must have a four-person committee (i.e. three from English plus one other).
- When possible, it is preferred that two members of a doctoral committee are tenured faculty members. Under most circumstances, it is also preferable that the chair of the doctoral committee be a tenured faculty member. Whether s/he is tenured or untenured, the chair of the committee must hold an Endorsement to Chair Doctoral Committees from the Graduate School.
- During your first year in the PhD program, get to know faculty members in your field. Even if you are not taking a course with them, try to arrange a time to introduce yourself, learn about their fields of expertise, and share your own professional interests. The more faculty members in your field (and in the Department as a whole) whom you know and with whom you have a professional relationship, the easier it will be to ask them to serve on your committee later on. Plus, you will have a better sense of which faculty have research interests, methodologies, or theoretical approaches that overlap with your own.
- During your first year, begin identifying your field of specialization and specific research topics you hope to pursue.
- Especially when considering faculty to serve as members (rather than chair) of your doctoral committee, be sure to consider faculty who might be outside your immediate field of study (e.g. nineteenth-century American literature) but who have expertise in a specific sub-field or theoretical approach in which you hope to do work (e.g. the novel or feminist theory).
- By the end of your first year or the beginning of your second year, you should have a working relationship with several faculty members in your field(s) and have developed a short list of faculty members who could serve as your advisor and/or as members of your committee.
- Once you have some specific people in mind for your committee, you will need to email or schedule a brief meeting with the Director of Graduate Studies to discuss your options in more detail before asking those faculty members directly. We do this in part to avoid overloading individual faculty members with multiple committee requests at once, and so that we can suggest alternative faculty members if someone is on leave, etc.
- After the DGS has given approval, you should then contact faculty members directly with whom you are interested in working. It is often best to start by asking the faculty member you wish to chair, as then you can discuss with that person the other members you wish to have on your committee. Try to have these conversations during an in-person meeting, if at all possible.

Paperwork and the Exams

- Once all of your faculty members have agreed to serve on your doctoral committee, you will need to fill out the Doctoral Committee Form (available from Alyson). Ideally, you should file this form once you have completed 18 hours of course work, or shortly thereafter. You may always file a revised form later, if needed.
- Consult with the members of your committee frequently as you prepare for your doctoral exams and put together your reading lists.
- You should discuss with one or more of your committee members the possibility of doing a Directed Reading (ENG 778) as you lead up to your exams. You may count up to 6 hours of ENG 778 within your plan of study. If you wish to approach faculty members about doing a directed reading, please be sure you arrange to speak with them well in advance, as these courses represent additional workload and planning for faculty members as well. For more information, please consult the document: "English Department Guidelines on Directed Readings."
- Early in the preparation for your exams, you must consult with your committee chair and schedule a meeting with your committee as a group, not individually, to preview preparation for the examination. At this session you should present the tentative reading lists, previously drawn up in consultation with the individual committee members, for further revision and ratification by your entire advisory committee. Ideally, this group meeting should occur at least one year before you take exams (six months at the minimum).
- In many instances, students choose to revise their doctoral committee after they have completed their exams, in order to (for example) work with faculty members who are better suited to the specific topic of their dissertation. Discuss these choices with the chair of your committee and file a Revised Doctoral Committee Form with Alyson if needed.
- If you run into any difficulties or have any questions throughout the process of putting together your Doctoral Committee, please don't hesitate to contact the DGS.

For more information, please see the following document: "English Department Policy on Doctoral Committees" Please also review the information on PhD Exams on our website.

Best Practices for Graduate Committees and Advising

November 17, 2010

This document is meant to supplement and expand upon the policies outlined in Appendix B of the English Department Faculty Workload Policy (rev. April 2010), which aim to encourage equitable distribution of dissertation and thesis direction and graduate supervision. The goal of this "Best Practices" document is to elaborate in greater detail the recommended procedures for graduate committee work and advising to help ensure equity among faculty members and consistent practice in graduate committees throughout the department. The phrase "doctoral committee" here includes both exam and dissertation committees.

1. Chairs and co-chairs of doctoral committees and MA thesis committees are expected to be a student's primary advisor throughout the dissertation/thesis process. As such, it is expected that these faculty will take on a greater share of the workload than other committee members, including: meeting with students on a regular basis; reading drafts of proposals and chapters and offering oral and written feedback in a timely manner; assessing the student's performance throughout the process and alerting him/her (as well as other committee members and the DGS, as appropriate) about perceived weaknesses in the work; and serving as a primary source of information about the field of specialty, the job market, and possible career options post-degree. Upon agreeing to chair a student's committee, the faculty chair should meet with the student to set out an appropriate work schedule and to clarify what standards the faculty member will expect of the student's work.

2. Members of doctoral committees and MA thesis committees are expected to be available to consult with a student throughout the dissertation/thesis process, but their share in the committee's workload should be less than that of the chair. Upon agreeing to serve on a committee, faculty members should arrange to meet with the student to set out an appropriate work plan, including: how often the member will meet with the student throughout the process; when and in what format the faculty member would like to review drafts of written work; and what standards the faculty member will expect of the student's work.

3. When possible, it is preferred that two members of a doctoral committee are tenured faculty members. Under most circumstances, it is also preferable that the chair of the doctoral committee be a tenured faculty member.

4. Ideally, members of doctoral committees and MA thesis committees should have a conversation with the chair early in the process to discuss preferred procedures for submission of drafts, responsibility for reading drafts, and other matters related to timeline, workload, and methods of reading and assessment. In the case of doctoral committees, the meeting held to discuss the dissertation prospectus might be a useful time to discuss and clarify these issues.

5. Normally, it is expected that Assistant Professors will have on average no more than 15 points of committee work (calculated according to the formula outlined in Appendix B (p. 6) of the Faculty Workload Policy). For all faculty, including full Professors, it is desirable that the total number of points of graduate supervision in any given year not be greater than 30.

Doctoral Preliminary Examination

Revised April 14, 2021

Effective Fall 2021; first exams eligible Fall 2022

Qualifications for Taking the Exam

The preliminary examination for the PhD in English is taken after you have completed course work and satisfied the foreign language requirement and other conditions or research skill requirements. The examination is preliminary in that you must pass the examination, both the written and oral parts, before approval of a prospectus and being officially admitted to candidacy for the degree by the Graduate School.

Purpose of the Preliminary Examination

It is important that you understand the nature and purposes of the preliminary examination. Such knowledge will aid in your preparation and will enable you to make the examination a significant part of study for your degree.

The purpose of the examination is multi-fold, and it forms a bridge between the wide-ranging period of formal coursework and the highly focused work of the PhD dissertation. When drawing up the reading lists, you and your advising faculty should bear in mind the possibilities of the current job market, the focus of your anticipated dissertation topic, the logical integration of the various parts of the exam, your interests, and the faculty's expertise. Successful completion of the exams strengthens the faculty advisor's ability to certify your professional competence in the areas of examination. In grading the exams, faculty members will ask themselves, "Does this student seem to know the material and understand the concepts that all competent professors teaching in this field should be expected to know and understand? And is this student prepared to conduct dissertation research?" The examiners will assess your ability to respond appropriately to the questions by integrating and synthesizing large amounts of information and expressing it in coherent and persuasive prose.

Structures of the Preliminary Examination

In consultation with their committee, students may elect one of two exam formats – the **timed essay format** and the **portfolio format**. The ultimate decision as to which structure is appropriate belongs to the committee chair in consultation with the full committee. Students may not elect an exam format not approved by the committee chair. Both formats require the production of lists associated with three exam areas and an oral exam.

Areas of Specialization (exam areas and reading lists required in both formats)

Your exams and reading lists are based on your choice of one primary area and two secondary areas of specialization for teaching and scholarship.

I. Primary Areas

Choose one of the following areas:

- Old and Middle English
- Renaissance/Early Modern English
- Restoration and Eighteenth Century British
- Nineteenth-Century British

- Post 1900 British and Anglophone Literature
- Postcolonial and World Literatures and Theory
- American Literature Before 1900
- American Literature After 1900
- African American Literature
- Native American Literature
- History and Theory of Rhetoric
- History and Theory of Writing Studies
- Literary Theory

II. Secondary Areas

Choose two of the following:

- An examination in a different area selected from the list above
- A third examination in a different area selected from the list above
- A Negotiated Exam that addresses a cross-period or critical problem.

Although a list may repeat authors, it may not repeat works on the other two lists.

Reading lists: In consultation with their committee members, students will generate a list of primary texts and relevant secondary scholarship for each of their exam areas. Students are encouraged to consult with more advanced graduate students and available sample lists in their exam fields for guidance when preparing their lists. The primary exam should include around 45-50 article/chapter-length primary texts, while each secondary exam (including a negotiated secondary exam) should include around 20-25 primary texts. These are guidelines; the actual numbers of texts required will vary with the length and genres of texts, as determined by the student's committee. For each exam field, you also need to provide a 400–600-word rationale explaining your selection of texts and focus.

Negotiated reading list: Because this optional exam is intended to allow you to pursue a specialized interest within a context that is broad enough to constitute a secondary teaching area or area of inquiry related to your dissertation, the list should adhere to the following principles:

- The list should represent one of the following
    - preparation for a career specialty or subspecialty not represented by the other exams (e.g. homiletics, gender studies),
    - concentration upon a particular genre that cannot be covered by a traditional historical exam (e.g. romance, the novel, tragic drama), or
    - a critical problem that transcends the traditional historical categories (e.g. What is the relation of German aesthetics to nineteenth-century American and British poetic form? What was the impact of the colonization of Americas upon British literature? How might ethnography be used to study multi-cultural literacies in academic and non-academic contexts?)
- In general, the list for such an exam should provide the appropriate background for the specialized research anticipated for the dissertation but should not represent works confined to a single historical period. Usually, the list will include authors from at least two historical periods (as defined by the categories for the primary lists).
- For a negotiated reading list, your 400–600-word rationale should explain what authors and what works you chose and why, what theoretical questions you are examining with this list, how the

list meets the criteria above, and how the list supports your future work in the doctoral program and in your areas of specialization.
- It is in your best interest that the faculty member(s) responsible for the negotiated list exam be confident of his or her expertise and reputation in the field or sub-field represented by the exam, and that she or he either already has sufficient knowledge of the texts and their secondary literatures or is willing to attain this knowledge prior to the examination date. For this reason, *faculty members are not obligated to accept any proposal for a negotiated exam, in whole or in part*.

Preparation for the Preliminary Examination

Preparation for the preliminary examination should be a joint effort between you and your advisory committee.

The following guidelines should be followed as you prepare for your exams:

- During the first and second years in the program, students meet with the DGS and individual faculty members to form their Doctoral Committees.
- Students should aim to form their Doctoral Committees and file the Doctoral Committee Form (available from the Administrative Assistant for English Graduate Programs) once they have completed 18 hours of course work, or shortly thereafter.
- Students shall consult with the individual members of their committee to compose their exam lists and rationales.
- The Chair and the student shall schedule a mandatory meeting of the entire committee to preview preparation for the exam and approve the reading lists and rationales. Ideally, this should occur at least one year before exams; it should occur no later than six months before the exams. At this session you should present the tentative reading lists, previously drawn up in consultation with the individual committee members, for further revision and ratification by your entire advisory committee, along with your rationales for each list.
- No later than two weeks after this mandatory meeting, the student must provide a copy of the final approved lists and rationales to each member of the committee AND to the Administrative Assistant for English Graduate Programs, who will place the lists in a public online file and place the answers in your confidential file.
- It is expected that students will consult with their committee chair and members throughout the period in which they are preparing for their exams. In addition to these other meetings, which are strongly recommended, the student must schedule a meeting with the committee chair no later than two weeks before taking or submitting the exams to discuss any remaining issues or concerns.
- Early in the semester in which the exams are scheduled, the Administrative Assistant for English Graduate Programs and the DGS will email all students taking exams to discuss scheduling details.

In addition to discussion of the lists, you should gain the committee's advice on such matters as the following:

1. Preferred texts or editions of items on the reading list, including useful introductions.
2. Secondary texts (critical or historical) to supplement the primary texts on the reading list. (Such additions and stipulations will reflect the particular views of the committee and your needs.)

3. Guidance in selecting emphases for study (these will vary according to your previous work and the predilections of the committee), including advice about which works are to be known intensively and which are to be known more generally.
4. Guidance about ideas on which you should concentrate for further study.
5. Discussion about the general format of the written and oral parts of the examination.
6. Decisions on whether the committee will confer with you about responses on the written examination before the oral examination is taken.

In addition, you should ask your committee chairperson for some examples of previously given preliminary written examination questions. You will find the information to be a useful record of precedent and example for guidance in preparation.

The Timed Essay Format

In the timed essay format, students will respond in writing to questions constructed by their committee according to the procedure described in what follows:

- Approximately one month prior to the student's exams the committee chair should contact the other committee members to request exam questions. The Chair should give committee members at least two weeks to compose their questions and revise them (as needed). If the committee cannot agree upon questions, it is the responsibility of the Chair to compose the final examination questions so that the examination may proceed. The Chair should submit final sets of exam questions to the Administrative Assistant for English Graduate Programs no later than two business days prior to the student's first scheduled exam.
- For the **primary exam**, you will be given FIVE HOURS (of which, one hour should be reserved for revision) to answer three out of five questions; for a **secondary exam**, you will be given THREE HOURS to answer two out of four questions; for a **negotiated secondary exam**, you will be given THREE HOURS to answer two questions out of four. The questions will be answered on a computer, and your location will be established in consultation with the Director of Graduate Studies.
- The written preliminary examination will be administered by the Administrative Assistant for English Graduate Programs on three separate days within a seven-day period at a time agreed upon with your chair.
- The written portion of the exams will be administered either in-person (with laptops approved by the Director of Graduate Studies) or virtually (on a learning management system such as Canvas) at the discretion of the students in consultation with their committees.
- If taken in-person, you are not allowed any electronic devices, except for a laptop approved by the Director of Graduate Studies during the exam. Additional items allowed in the examination room include only pen or pencil, blank paper, your lists (with no dates or rationales), ear plugs, and any snacks or beverages you may need. All other materials must be left with the Administrative Assistant.
- Once the student has completed the written exam, the Administrative Assistant for English Graduate Programs will circulate his or her answers to members of the committee, each of whom should respond in writing to the chair within two weeks with comments (which may range from a few phrases or sentences per exam to full paragraphs) and a grade (pass/fail) for each section of the exam. Unanimous approval of the committee is required for passing the written preliminary

examination. In the English Department, there are no contingent passes: the exam is graded as either pass or fail.

- If a faculty member fails to respond to the chair with a grade and comments on the written exam within the two-week window the student shall automatically be granted the grade of pass from that committee member and the exam process shall proceed accordingly.
- Once the chair has received feedback from the committee (and no later than two weeks after completion of the written exams), the chair should contact the student in writing (via email) to convey the results of the written exam.
- While sharing the complete set of evaluative comments with the student is optional, the committee chair should convey any significant reservations about the exam, whether in whole or in part, in writing to the student, again within two weeks of completion of the written exams.
- At this time, the chair must also contact the Administrative Assistant for English Graduate Programs to convey the results of the written exam and schedule the oral exam if the written exam was passing. If the chair and committee agree to do so, they may schedule a date/time for the oral exam in advance of the written exam, with the understanding that this date/time is subject to modification and dependent on the results of the student's written exam.
- If the student fails one part of the written exam (primary or secondary) and passes the others (primary or secondary), s/he may be re-examined only on the part failed. The student is thus allowed one further opportunity to pass the written portion of the examination, whether in part or in whole. Re-examination will not be permitted until the following semester of the regular academic year. The student is required to meet with the faculty member(s) who wrote the questions for the failed part of the examination to discuss weaknesses and methods of preparation for re-examination. The student may not take the oral examination until all parts of the written examination are passed.

The Portfolio Format

In this format, students will produce three documents as described below. These documents will collectively address the areas of scholarly writing, course design, and scholarly research. All three lists must be substantively addressed among the products listed below. The student and committee may agree to focus each of the documents in a single list or may distribute engagement with various lists across the three documents.

1) Production of **lists and rationales.** The process will be as described in the previous section, with the addition that the rationales should indicate how the list is being incorporated into the items in the portfolio.

2) **Scholarly Writing**: One journal-length article of publishable quality, as judged by the exam committee. The article will be written for a specific target journal, to be determined in consultation with the exam committee.

3) **Course Design**: the design should be more than simply a reading schedule or even a syllabus. It might include a description/rationale; syllabus; sample assignments; discussion of how some of the texts might be taught and how particular intellectual throughlines would be maintained in the course; discussion of the choice of texts (especially why those and not others that might have chosen); discussion of the

connection between the course's organization and choice of readings and extant scholarship in areas relevant to the course. The Graduate Studies Committee suggests that this design be for an upper division undergraduate course.

4) Scholarly Research: extensive annotated bibliography on a topic determined by the exam committee.

5) Oral Exam on (2), (3), (4) and the lists upon which they were based (1). Oral exams will proceed as described in the section on Oral Exams below.

- At the time the lists are approved (at least six months prior to the submission of the portfolio), the committee and the student will determine the decision deadline for the portfolio and how the work of preparing the portfolio will be delegated among committee members. Ordinarily, committee members will see preliminary drafts of the documents prior to the submission deadline.
- The committee will set the submission deadline within the month of October for the fall semester or the month of February for the spring semester.
- The student will circulate the portfolio to members of the committee, each of whom should respond in writing to the chair within two weeks with comments (which may range from a few phrases or sentences per submitted document to full paragraphs) and a grade (pass/fail) for each section of the exam. Unanimous approval of the committee is required to pass the written preliminary examination. In the English Department, there are no contingent passes: the exam is graded as either pass or fail.
- If a faculty member fails to respond to the chair with a grade and comments on the written exam within the two-week window the student shall automatically be granted the grade of pass from that committee member, and the exam process shall proceed accordingly.
- Once the chair has received feedback from the committee (and no later than two weeks after submission of the portfolio), the chair should contact the student in writing (via email) to convey the results of the written exam.
- While sharing the complete set of evaluative comments with the student is optional, the committee chair should convey any significant reservations about the exam, whether in whole or in part, in writing to the student, again within two weeks of completion of submission of the portfolio.
- At this time, the chair must also contact the Administrative Assistant for English Graduate Programs to convey the results of the written exam and schedule the oral exam if the portfolio was passing. If the chair and committee agree to do so, they may schedule a date/time for the oral exam in advance of the portfolio submission deadline, with the understanding that this date/time is subject to modification and dependent on the results of the student's portfolio.

Students who fail one part of the portfolio and pass the others may resubmit only the part that failed. The student is thus allowed one further opportunity to produce a passable portfolio, whether in part or in whole. Resubmission will not be permitted until the following semester of the regular academic year. The student is required to meet with all faculty member(s) to discuss weaknesses and methods of preparation for resubmission. Students may not take the oral examination until all parts of the portfolio are passed. Committee members must respond to the written materials within two weeks of the date they are submitted.

The Oral Examination (both formats)

The oral part of the preliminary examination, normally scheduled **two to four weeks** after successful completion of the written portion of the exams (whether timed essay or portfolio), will also cover your primary and secondary fields. Although most of the questions posed during the oral will derive from your performance on the written examination, questions on additional matters relevant to your lists will also be posed. The oral examination provides an opportunity for you to give evidence of long, thoughtful, and critical consideration of questions related to your lists. You should consult your committee on the types of questions you may be asked, which might include the intrinsic qualities of works and the relationships of those works to a broader literary and historical context.

You should be prepared to answer all questions as fully as possible, with ample reference to examples, passages, or other details as well as with full consideration of literary and historical context. The preferred outcome is that you have much more to say than there is time to say it.

The following guidelines govern the administration of the oral examination:

- The oral exam must be held within one month of the submission of the written portion of the exams, assuming the written portion of the exams is passing. All members of the advisory committee must participate in the preliminary oral examination. (Graduate School policy)
- The oral portion of the exams will ordinarily occur in person. The Director of Graduate Studies may approve special requests to hold oral exams synchronously online. Such requests may be made either by students in consultation with their committees or by any committee member.
- It is expected that students will consult with their committee members prior to the oral exam to discuss strengths and weaknesses of the written exam and how best to prepare for the oral exam.
- The oral exam lasts between two and three hours, and it will proceed as the chair directs. Ordinarily the chair will begin the questioning and continue uninterrupted by other questioners for an agreed-upon period (about 20 minutes). The chair will then be followed by each member of the committee in a like manner for a similar period. Usually, the committee will divide responsibilities in order to ensure coverage of the major and minor fields. After a short break, the committee will re-open questioning on any matters earlier posed or on new lines of inquiry.
- Upon completing the examination, the committee members will excuse the student while they confer. If the committee disagrees, they will discuss evaluations to reach consensus. The committee may decide whether to render individual decisions by open discussion or secret ballot. Unanimous approval is required for passing the oral examination; as with the written exams, in the English Department there are no contingent passes: the exam is graded as either pass or fail. All members of the committee should be present when they convey their decision to the student.
- After the student has completed the oral exam and the committee has reached a consensus about the results, the chair shall convey these results to the Administrative Assistant for English Graduate Programs in writing (via email).
- If a student fails the oral exam (in whole or in part), the student will be allowed one further opportunity to pass the exams; re-examination will not be permitted until the following semester of the regular academic year. The committee will determine the focus and scope of the re-examination and communicate this to the student in writing well in advance of the second exam.

If the student fails the oral exam, he or she is required to meet with the appropriate committee members to discuss weaknesses and methods of preparation for re-examination.

- Upon the successful completion of the oral examination, the committee chair will notify the Director of Graduate Studies and the Graduate Admin, who will report the examination and date as a matter of record to the Graduate School. The Graduate Admin will then place the questions from the written examination in a public online file and place the answers from the written examination in your confidential file.

Dissertation & Prospectus

Revised August 2024

This document is intended to offer guidelines, timetables, and models of "good progress" for doctoral candidates who have completed their preliminary examinations and are working on the final component of the degree, the dissertation. A dissertation demonstrates the ability to perform original research and to present the results of this investigation in an orderly, accurate, and persuasive manner.

Registering for dissertation hours

Students completing dissertations should register for ENG 799. A minimum of 15 hours of ENG 799 is required for the degree; the maximum students can take is 24. Before being officially admitted to candidacy, TAs and other students on assistantships will register for 6 hours of ENG 799 each semester. After entering candidacy status, a doctoral student may be considered full-time while enrolled in a 3-credit hour dissertation course (799). Doctoral candidates may maintain full-time status in this way until completion of the number of dissertation credit hours specified by their programs in *The Graduate School Bulletin* and designated on the plan of study. Continued enrollment in dissertation (799) credit hours beyond those that are required on the plan of study will not provide full-time status unless the student also enrolls in dissertation extension (802) to fulfill the 6 credit hours required for TAs and 9 credit hour requirement for others.

The graduate school stipulates that the doctoral degree must be complete within 7 years. If a student takes a Leave of Absence (which must be approved by the Graduate School, and which covers such situations as military service, bereavement, illness, care giving, maternity, and paternity), that period of leave (up to one academic year) will be counted toward the seven-year maximum. Please note**:** extensions to the seven-year policy will only be granted in unusual circumstances and must be approved by the Graduate School.

Dissertation Committee

The dissertation committee should be composed of 3-4 professors with some degree of expertise in the field of study or a related field. It is important for students to know that they may select a dissertation committee and/or Chair that differs from the committee assembled for the preliminary examination. A minimum of three committee members must be from the English Department of UNCG. If a student wishes to include a faculty member from another department or university on the committee, that person must be a fourth member. Under most circumstances, it is also preferable that the chair of the doctoral committee be a tenured faculty member.

For more information on the doctoral committee, see English Department Best Practices for Graduate Committees (p. 11 of this document) and "English Department Policy on Doctoral Committees"

Dissertation Prospectus

The first step in planning the dissertation is to write a prospectus and obtain approval of it by the committee. The final prospectus must be formally approved by the committee within six months of completing the oral portion of the preliminary exam. If this deadline is not met, the Chair may recommend that the committee be dissolved and that he or she be replaced as director of the dissertation.

The prospectus is typically 10-15 double-spaced pages in length, not including bibliography. It typically comprises an introduction in which the candidate describes concisely the focus, the main thesis, and the methodology of the dissertation, and in which she or he explains how her or his contribution relates to and advances existing scholarship. It should include a chapter-by-chapter outline, possibly followed by a tentative conclusion, and a bibliography.

The Chair should work with the candidate to revise the prospectus, after which the candidate (in consultation with the chair) should arrange a meeting of the entire committee to discuss and formally approve it. (Prior to

this meeting, the committee chair should obtain the appropriate forms (see below) from the Graduate Administrative Assistant so that these can be submitted at the conclusion of the meeting or shortly thereafter). At the conclusion of this meeting, the committee should give the candidate clear confirmation that the prospectus has been unanimously approved or, if not, what further revisions are necessary. After the meeting, the Chair of the committee should send an email to the student and the Graduate Administrative Assistant (copying the other committee members) formally confirming the approval of the prospectus, pending any final revisions (as needed). The meeting provides an opportunity for the candidate to think through the issues pertaining to the dissertation, further refine and organize ideas on the subject, and receive feedback on the direction of the project.

Based on input from the committee meeting and in consultation with the Chair, the candidate should revise the prospectus and provide a final copy to the entire committee and the Graduate Administrative Assistant, who will place it in the student's department file. After the dissertation defense, a copy of the prospectus may be made available to future doctoral candidates in a public file.

Forms: "Dissertation Topic Approval" and "Application for Admission to Candidacy"

Upon approval of the prospectus, the graduate student must file two forms; these may be completed and circulated after the committee meeting devoted to the prospectus.

First, the "Dissertation Topic Approval" comprises a title and brief description of the work to be undertaken. The entire committee must sign this form, and the Graduate Administrative Assistant will forward it to the graduate school with the approved prospectus attached to it.

Second, the "Application for Admission to Candidacy." This form must be signed by the graduate student and the committee Chair and will be submitted at the same time that the student submits the "Dissertation Topic Approval" form.

Writing the Dissertation: Planning and Demonstrating Good Progress

Though the time frame and length will vary, dissertations are typically completed within a span of 1½ to 2 years, during the candidate's third, fourth, and fifth years in the program. They typically consist of 4-5 chapters plus an introduction and bibliography, and they often include a conclusion of some sort. The final dissertation typically comprises 150 to 300 pages.

Sample Dissertation in American Literature
Sample Dissertation in British Literature
Sample Dissertation in Rhetoric and Composition

Developing and evaluating a dissertation timeline

After the prospectus is approved, the candidate should develop a realistic timeline for completing the entire dissertation. The dissertation timeline should be evaluated and approved by the entire committee at the beginning of the process, though this may be circulated and approved without a formal meeting. Ideally, the candidate will begin preparing the timeline by establishing an anticipated final submission date and working backwards. To determine an accurate final submission date, the candidate should consult with the Director of Graduate Studies (DGS) to clarify deadlines during the semester for oral defense of the dissertation and final digital submission to the graduate school. Though the length of time will vary by committee, the candidate should typically allow 3-4 months of writing and research to complete a working draft of each chapter. The

dissertation timeline should plan for each chapter to be read and commented upon within approximately 2-4 weeks of its submission to the Chair and/or committee members.

Ideally, the candidate will be in frequent contact with both the Chair and the members of the dissertation committee, seeking advice and guidance and relying upon their expertise. At least one time per semester, the candidate must arrange to meet with the Chair to evaluate his or her writing progress against the original dissertation timeline. If revisions to the timeline are necessary, these should be agreed upon and outlined as well. The candidate should bring the timeline to the meeting and is responsible for making any revisions thereto and redistributing it to the committee after the meeting.

If a candidate fails to schedule and attend a progress evaluation meeting with the Chair for more than two semesters, the Chair may recommend that the committee be dissolved and that he or she be replaced as director of the dissertation.

Sample Timeline 1
Sample Timeline 2

Drafting, revising, and distributing chapters

Candidates should follow the guidance of their Chair and committee, but in general, dissertation chapters should typically:

- Range from 40-60 pages each, including notes
- Make a clear claim and argue in support of it with textual evidence based on a clear methodological or theoretical foundation
- Extend, expand, and augment the central claims of the project rather than repeat them
- Make use of scholarly or standard editions of primary sources whenever possible
- Refer to scholarship in its original form rather than in anthologies or compilations of criticism

After the prospectus is approved, the candidate and the Chair consult to determine the method whereby drafts of individual chapters are distributed to the committee and evaluated. Typically, the Chair will consult at this point with the committee members to determine which of the evaluation models (below) they prefer.

The Chair acts as the primary point of contact with the candidate: meeting with the candidate on a regular basis; reading drafts of proposals and chapters and offering oral and written feedback in a timely manner; assessing the student's performance throughout the process and alerting him or her (as well as other committee members and the DGS, as appropriate) about perceived weaknesses in the work; and serving as a primary source of information about the field of specialty, the job market, and possible career options post-degree.

The roles played by dissertation committee members vary, but they typically adhere to one of the following models and should be determined in consultation with the candidate and the Chair. Note that different members within an individual committee may choose to adopt different approaches. After the Chair has read and approved revisions to each individual chapter:

- Committee members may read and provide comments on the chapters as they are finished and approved by the Chair
- Committee members may read and provide comments on the chapters in sets of two or three at a time, in which case the candidate should plan and be prepared to make larger-scale revisions to the project upon receiving each member's feedback.

- Committee members may read and provide comments only once a draft of the entire dissertation has been completed and reviewed by the director. In this case, the candidate should plan for committee members to review the work for 4-6 weeks, and the candidate should plan and allot time for large scale revisions to the project upon receipt of returned chapters.

If a candidate receives conflicting advice about the dissertation from committee members, he or she should always consult directly and frankly with the chair in order to resolve the conflict.

Final submission and the Oral Defense

Departmental policy requires that candidates must submit a "final" draft of the dissertation—complete with revisions already made in response to the full committee's suggestions and remarks—to their committee one month before the anticipated oral defense.

Unanimous final approval of the dissertation project—that is, verbal or written assent from all committee members that the dissertation meets research expectations—is required by the Graduate School before the candidate can proceed to defense.

Once the dissertation has been unanimously approved by the committee (but potentially while the student is still formatting it for formal submission to the Graduate School), it must be orally defended by the candidate. The defense will be scheduled by the chair of the dissertation committee in consultation with the candidate and the other committee members.

Dissertation defenses will ordinarily occur in person. The Director of Graduate Studies may approve special requests to hold defenses synchronously online. Such requests may be made either by students in consultation with their committees or by any committee member.

At least two weeks before the defense, a Final Oral Examination Schedule form must be completed by the Chair and sent to the Graduate School. The Chair should obtain the necessary form from the Graduate Administrative Assistant, complete and sign it, and return it to the Assistant. This form must include the following key details: Title of Dissertation, an Abstract, Place and Time of Defense. The Graduate School will publish this information prior to the defense. The defense is open to all members of the University community who may wish to attend as required by state laws on public meetings.

The oral defense lasts between two and three hours and allows the opportunity for each member of the committee to question the candidate about the dissertation. Possible defense topics include (but are not limited to): the nature of the project's methodology; the validity of the evidence offered in support of the thesis; the overall soundness of the argument; the use of theoretical and secondary material; and future directions in which the project may develop. Upon completing the examination, the committee members will excuse the student while they confer. If the committee disagrees, they will discuss evaluations to reach consensus. The committee may decide whether to render individual decisions by open discussion or secret ballot. Unanimous approval is required for passing the dissertation defense. All members of the committee should be present when they convey their decision to the student. The result of the defense should be conveyed by email or memo to the Director of Graduate Studies and the Graduate Administrative Assistant. In addition, the results of the defense are reported in writing to the Dean of The Graduate School through the Results of Oral Defense form (available from the Graduate Administrative Assistant), which is submitted and signed by the committee Chair.

If the candidate plans to graduate in December, the oral defense must occur no later than October (the exact date is set by the Graduate School each year). If the candidate plans to graduate in May, the oral defense must happen no later than March (again, the exact is set by the Graduate School each year). According to English Department policy, if the candidate is to graduate in August, the oral dissertation defense must happen before the end of May. Exceptions to this policy will only be made in rare circumstances and must be unanimously approved by all members of the student's committee, the DGS, and the Department Head.

Teaching Internship—English 680

English 680, Teaching Internship in English, allows graduate students to intern in upper division courses for majors. **Interns who have teaching or grading duties must register for English 680.**

English 680, Teaching Internship in English, is designed to introduce MA students to college teaching and to allow doctoral students to broaden their preparation for teaching. Ordinarily, MA students intern in lower division courses (100- and sometimes 200-level); PhD students may intern in upper division courses for majors. Under no circumstances are interns to be placed in courses at the 500-level or above. Interns who have teaching or grading duties must register for English 680.

Nature of Internship

Internships are designed to allow the student to work with or under a mentor, not as team-teaching experiences. MA students will normally have insufficient course work to hold a teaching position; PhD students may have ample course work completed, but they also have substantial duties as TAs in one or two courses they teach independently each semester. Further, undergraduates who enroll in upper-level English courses reasonably expect that the course will be taught by a member of the faculty. Accordingly, interns are expected to teach under direct supervision of the faculty member in charge of the class, with no more than one class taken by the student in the absence of the supervising faculty member. In extraordinary and unexpected circumstances (jury duty, illness, etc.), the faculty can, in consultation with the Graduate Director, modify this policy.

Intern's Responsibilities

Interns should be required to do no more than an average of 10 hours work per week, including class preparation and attendance, grading, student conferences and teaching. They are responsible for consulting with the faculty member in the planning stages of the course and syllabus, where possible, and for working with the faculty member in all aspects of the course, including responding to assignments and teaching classes. It is normally expected that in intern will teach one "unit" of a course (e.g. a text, an author, a section of a topic); in a literature course, for example, this might amount to about two or three weeks, while in a writing course it might amount to the preparation and revision of one paper or story.

When students should take the internship

Normally MA students should take the internship after at least 12 hours of graduate course work are completed. PhD students should defer the internship until the end of their regular course work; this deferral helps them to maintain continuous enrollment without exceeding allowable dissertation hours and allows them to target their internship toward their preparation for the job market.

Who can supervise the internship

Ordinarily tenured or tenure-track members of the graduate faculty supervise internships. Exceptions may be made under unusual circumstances in consultation with the Department Head.

How to register for the internship

Registration for an internship is manual. You can get the required paperwork from the graduate administrative assistant. You must get the permission of a faculty supervisor AND file a short summary of the responsibilities to which you and the faculty supervisor agreed. This summary must be given to the graduate administrative assistant before you register for the class.

English Department Guidelines on Directed Readings

Approved by the Department on April 13, 2011

Directed Reading courses (ENG 778) exist to accommodate extended or more specialized research in a particular area. Students seeking Directed Readings are expected to have a pre-existing relationship with the faculty member who will direct their work in ENG 778. Directed Reading courses are not intended to provide substitutes for existing graduate courses. A student must have already completed 9 credit hours in the PhD program to take a Directed Reading.

In a Directed Reading course, the graduate student is expected to work independently, pursuing a specific project (or group of projects) with the participating professor, who serves principally as guide and consultant. The professor and the graduate student are expected to agree in advance upon specific projects to be undertaken, a specific arrangement regarding consultations, and a specific set of expectations regarding the work to be accomplished.

The following scenarios for Directed Readings offer a list of three possible (but not exhaustive) approaches that faculty and graduate students may choose to structure their work together:

1) At the beginning of the semester, the faculty member and student will agree on a substantial reading list, complete with secondary sources. This list should be compiled entirely by the student but will be subject to the professor's revisions and suggestions. A reading schedule should also be determined that plots the activity over the course of the semester and lets the professor know what, at any point, the student is working on. Minimal face-to-face hours are required; instead, correspondence might consist of two or three email "check-ins" or other brief assignments over the course of the semester. A final paper (which might run 10-20 pages) is due at the end of the semester. Students need to be entirely responsible for the conception, research, drafting, and completion of the essay; the professor's role would be limited to reading the paper and commenting upon it. This scenario emphasizes product over process and is designed to give students the opportunity to refine and distill the semester's reading into a focused argument, perhaps feeding into the dissertation project.

2) At the beginning of the semester, the faculty member and student decide on a set of readings (approximately a book a week). The faculty member and student meet every 2 to 3 weeks for one to two hours to discuss the readings, the readings' relationship to each other, and their connection to the student's broader area of interest. Before each meeting, the student submits a 5-page paper addressing the readings, whose purpose is to serve as a launching point for conversation. The faculty member may or may not offer written comments on these papers. Over the course of the semester, the student writes 25-35 pages, but in the form of shorter pieces, rather than a single final paper. The primary pedagogical engagement comes through discussion, which can allow for a less argument-driven investigation of the student's field of choice than a final essay. Such exploration can help provide a contextualizing sense of a field or specific area of study before the student seeks to hone his/her interests into a more focused argument for the dissertation prospectus.

3) Similar to paradigm #1 in its emphasis on the production of standard academic forms of writing and a minimal number of face-to-face hours during the semester, this model is centered not on a single research paper but on either a) the production of one or two papers for an academic conference or b) the development of a detailed syllabus, series of lesson plans, assignments, lecture notes, and other materials pertaining to an area of specialization related to the student's doctoral exams or field or research.

NOTE: For more information about Directed Readings as they relate to faculty workload, please see the English Department Workload Policy, Appendix B.

Course Loads (Graduate School Policy)

Graduate students enrolled in nine or more credit hours per term are considered full-time. After completing all required coursework, a master's student may be considered full-time while enrolled in a 3-credit hour thesis course (699). Master's students may maintain full-time status with 3 credits of 699 for two terms.

After entering candidacy status, a doctoral student may be considered full-time while enrolled in a 3-credit hour dissertation course (799). Doctoral candidates may maintain full-time status with 3 credits of 799 until completion of the number of dissertation credit hours specified by their programs in the Graduate School Bulletin or their departmental plan of study.

Continued enrollment in thesis or dissertation credit hours beyond those that are required will not provide full-time status unless the student also enrolls in thesis extension, dissertation extension, and/or research extension courses to fulfill the 9-credit hour requirement.

Permission to enroll in extension courses will require verification by the committee chair that the student is making satisfactory progress.

Meeting Visa Requirements for International Students on an F-1 or J-1 Visa

Doctoral students on an F-1 or J-1 visa, upon and after admission to candidacy and after completion of all dissertation hours required on the plan of study, may enroll in one hour of dissertation extension each term to meet visa requirements.

Master's students on an F-1 or J-1 visa, upon completion of all required course work and any thesis hours required on the plan of study, may enroll in one hour of thesis extension or research extension each term to meet visa requirements.

Each term, the academic department must supply a letter to the International Programs Center verifying that the student remains in good standing and is making satisfactory progress toward completion of the degree.