

Ph.D. Program in Texts & Technology

University of Central Florida
College of Arts and Humanities
Doctoral Student
2012–2013 Handbook

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CONTENTS

Welcome

1. Mission Statement

2. Advising/Mentoring

Program Director

Program Assistant

Mentoring of Teaching

Mentor

Candidacy Examination Chair

Dissertation Chair

Changing Advisors

Doctoral Student Progress to Degree Annual Review Reporting Form

3. Registering for Courses

Enrolling in Courses

Satisfactory Academic Performance

Enrolling in Candidacy Examination Hours

Enrolling in Dissertation Hours

Continuous Enrollment Requirement for Doctoral Candidates

4. Degree Requirements

Milestones for Completion of Ph.D. Degree

Overview of Coursework

First-Year Review

Internship

Candidacy Examination

Article

Dissertation and Oral Defense

Dissertation Topics

Dissertation Chair and Committee

Dissertation Prospectus

Writing the Dissertation

Dissertation Defense

Turnitin.com

UCF Thesis and Dissertation Manual

5. Preparing for Doctoral Coursework

Overview

Best practices for reading

Best practices for presentations and discussion

6. Graduate Research

Research Methods

Human Subjects

Travel Support

Ethics in Research
Plagiarism
Patent and Invention Policy

7. Graduation

Intent to Graduate
Deadlines for Dissertation Format Review
Required Enrollment

8. General Policies

Florida Residency (for in-state tuition)
T&T Program Residency
Disabilities
Students' Rights and Responsibilities: The Golden Rule
Time Limit for Coursework
Awards
Transfer of Coursework
Incomplete Grades
Withdrawing from Courses
Petitions and Grievances

9. Financial Support

Fellowships
Graduate Assistantships
 Tuition Remission
 Applying for Graduate Assistantships
 Required Training for Graduate Teaching Assistantships (GTAs)
 Performance Evaluation
 Other Employment
Length of Fellowship/Graduate Assistant Support
International Students
 General Employment
 Graduate Teaching Assistantships
 SPEAK Test

10. Grading in T&T Courses

11. Core T&T Faculty

12. Forms and Procedures

13. Other Contact Information

14. Appendix

 Doctoral Study Progress to Degree Annual Review Reporting Form

WELCOME

Welcome to the University of Central Florida's Ph.D. graduate program in Texts and Technology. The Texts and Technology Ph.D. Program is an important part of the mission of the College of Arts and Humanities and of the University of Central Florida that focuses on the challenges of digital and other technologies in twenty-first century literacy. The program provides a solid grounding in theory and research relevant to the challenges of understanding literate practice in the digital age as well practical experiences with digital technology and with the challenges of teaching in online environments.

This handbook is designed to help T&T students negotiate their way through the Ph.D. program, including such topics as program requirements, first-year review, annual reviews, the candidacy exam, and dissertation writing. The information in this handbook supplements but **does not replace** information in the *UCF Graduate Catalog*.

T&T Web Site: The current T&T web site can be found at this URL: <http://tandt.cah.ucf.edu/>.

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1. MISSION STATEMENT

The doctoral program in Texts and Technology initiates an interdisciplinary field combining scholarly study, creative production, and assessment of digital media texts. Texts include visual, audio, multimedia, and performance, as well as printed and spoken words. The curriculum emphasizes theory and practice in new media supplemented by historical grounding in pre-digital media studies. This unique and innovative program prepares students for research, teaching, and program development. Areas of research and production include web design, multimedia production, distributed education, entertainment, publishing, information architecture, and visualization.

2. ADVISING / MENTORING

T&T students are advised in a number of ways during their studies in the Ph.D. Program.

T&T Director

The T&T Director is students' primary adviser and assists them in preparing a program of study, specifying degree requirements, and providing feedback about their academic performance in the first-year review. The Director assigns incoming students a faculty mentor and can also help guide students towards a dissertation adviser. In addition, the T&T Director is the appropriate person to contact for all policy matters related to students' program of study and, if applicable, graduate assistantships.

Program Assistant (Program Coordinator)

The Program Assistant serves as the contact person for matters relating to the management of college and university policies. Along with the Texts and Technology Director, the Program Assistant assists students with their program of study.

Mentoring of Teaching

New T&T students teaching within the College of Arts and Humanities will be supervised by the T&T Program Director or a T&T faculty member assigned by the Director and will be required to attend a GTA orientation prior to the start of the fall semester. They will also attend bi-weekly or monthly workshops focused on teaching at the undergraduate level.

Students assigned courses in the Department of English will be supervised by faculty members in the English Department. The Chair of the English Department, currently Dr. Patrick Murphy (Patrick.murphy@ucf.edu), can provide more information about specific policies and procedures for English GTA assignments.

Students assigned courses in the Department of Writing and Rhetoric will be supervised by Dr. Elizabeth Wardle, Associate Chair of Writing and Rhetoric. These students will be required to attend a separate GTA orientation geared towards teaching Composition. For additional information regarding Department of Writing and Rhetoric's policies regarding GTAs please contact Latisha McCray, Academic Support Services Coordinator for DWR, at Latisha.McCray@ucf.edu or 407-823-5417.

Students assigned courses in the School of Visual Arts and Design will be supervised by faculty members in that department. The Director of SVAD, currently Dr. Paul Lartonoix (Paul.Lartonoix@ucf.edu), can provide more information about specific policies and procedures for SVAD GTA assignments.

Any other departmental GTA assignments will follow the policies and procedures of those departments. However, students should remain in regular contact with the T&T program administration to report progress, attend trainings, and complete necessary paperwork.

- **All students, regardless of departmental placement, will need to attend the mandatory T&T GTA training sessions.**

The student's supervisor will observe the student's teaching at least once every semester. Prior to observing the student, the student should provide the supervisor with the course syllabus as well as the current unit assignment sheet and any materials relevant to the day of observation. After each observation, the supervisor will write a teaching observation letter, at least one each semester.

The observation letter will describe and evaluate the clarity, rigor, and effectiveness of the course goals, materials, and activities. The letter may mention:

- What course was observed and the date of observation
- The goals of the day/unit
- The materials (including syllabus) in support of the unit/day goals
- The day's activities
- Student/teacher interaction
- Student engagement

The supervisor will make suggestions for improvement if necessary, and might recommend that the student draw upon resources such as Teaching Circles and the Faculty Center for Teaching and Learning.

The observation letter will be used along with the GTA's student perception of instruction evaluations to monitor the GTA's teaching and alert the Program Director to the need for additional training and mentoring. At the end of each semester, the Program Director will write a summary of the GTAs. If the evaluations indicate problems with the student's teaching, the Program Director will request a meeting with the student to determine ways for the student to improve his/her teaching or, if necessary, to terminate the assistantships of the students who demonstrate a pattern of ineffective instruction from their GTA position.

Mentor

During their first year, T&T students are assigned a faculty mentor whose primary purpose will be to help them to transition successfully to doctoral study and to aid their professional development. Mentors provide useful advice about courses, possible dissertation topics, conference proposals, and other matters related to professional development in the field of T&T.

Candidacy Examination Chair

During the semester before taking the candidacy examination, students must identify a core T&T faculty member to serve as the examination chair. In most cases, the candidacy examination chair will also serve as the student's dissertation chair, although this is not required. Candidacy examination chairs help students identify examination committee members and are in charge of all aspects of the candidacy examination. Associate faculty members can also serve as exam chairs, but they are not eligible to chair dissertations.

Dissertation Chair

Dissertation chairs must be members of the core T&T faculty; in most cases, a student's examination chair will also be his/her dissertation chair. Dissertation chairs aid students in refining of their dissertation topic, preparing a dissertation prospectus, and forming the dissertation committee. Dissertation committee chairs are also the primary reader of the dissertation, and they assist students in negotiating the roles that the other committee members will take in the project. The dissertation chair also chairs the oral defense and may call other meetings of the dissertation committee as necessary. Dissertation chairs should be selected with care, and the program requires that a student complete at least 27 credit hours before a dissertation chair can be officially identified. In addition, should it be necessary to change dissertation topics or chairs, the student must meet with the T&T Director to discuss an appropriate plan of action.

Note that associate faculty members can serve as readers, but they are not eligible to serve as dissertation chairs. You can always find the current list of core and associate faculty members on the T&T web site.

3. REGISTERING FOR COURSES

Enrolling in Courses

Each semester, course descriptions for the following semester are sent via e-mail prior to registration to all students admitted into the Texts and Technology program and/or updated on the T&T web site. After receiving the course descriptions and selecting courses, students need to obtain a permission number from the T&T Program Assistant in order to register. Registration into a T&T graduate course can only be achieved with a permission number because the courses are kept closed on the My UCF registration page (<https://my.ucf.edu>). Once a student has received a permission number for a course, a seat in that course is provided.

NOTE: Permission numbers can be used only once. If a student drops the course after having registered for it but then decides to take the course, s/he will need to obtain a new permission number to register for that course again.

Satisfactory Academic Performance

Satisfactory performance involves maintaining the standards of academic progress and professional integrity expected in a particular discipline or program. Failure to maintain these standards may result in termination of the student from the program. The T&T Program assesses students' academic performance in their first-year review and in their candidacy examinations. The following policies governing satisfactory academic performance are enforced by the CAH Graduate Office:

Students are required to maintain a 3.00 GPA in all coursework included in the program of study. A grade of B- (2.75) negatively impacts one's GPA. Students are allowed to have no more than six hours of C (2.00) grades or lower (including U and I) in their program of study. Grades of D+ and lower count against a graduate GPA and cannot be used toward completion of a degree requirement.

A program GPA below 3.00 at the end of any semester will result in a student being placed on "academic provisional" status. In this status, a student is not eligible for tuition waiver support or employment in a graduate position. Such students are given the next nine hours of their program coursework to improve their GPA to 3.00 or better. Exceeding six hours of C or lower grades or a program GPA of 2.00 or lower will result in removal from the program.

Enrolling in Candidacy Examination Hours

Students are admitted to doctoral candidacy after the successful completion of their candidacy examination, which occurs at the end of their regular coursework. Although students may begin preparing for their candidacy

examination at any point during their programs, they are not permitted to enroll in candidacy examination hours (ENC 7919) or to schedule their candidacy examination until their last semester of coursework. Students should spend the equivalent of at least one full semester preparing for their candidacy examination.

In the first semester in which a student enrolls in ENC 7919 (candidacy examination hours), he/she must enroll for at least three hours of credit. If the student does not take and pass the candidacy examination in that semester, he/she must be registered for at least one credit hour during the semester when he/she takes the examination again. The student may enroll for one hour of ENC 7919 to fulfill this requirement. **NOTE: students must be enrolled for at least one credit hour to use the university library facilities even during summer semesters.** Students who are on graduate assistantships or fellowships may enroll for up to nine hours of ENC 7919 in order to maintain their full-time status.

Any student who enrolls for more than nine hours of ENC 7919 or who registers for ENC 7919 in three or more semesters before successfully completing the candidacy examination must get approval from the T&T Director before he or she can register for additional ENC 7919 hours. Students on university support who fail the candidacy examination can be supported for only a maximum total of eighteen hours of ENC 7919.

Enrolling in Dissertation Hours

After students have successfully completed the candidacy examination, they are admitted to doctoral candidacy, and they may begin taking their required dissertation hours (ENC 7980) during the next semester. To register for ENC 7980, students must: (1) have formed a complete dissertation committee, (2) have a dissertation committee approval form completed and approved by Graduate Studies, and (3) have a dissertation chair who is under contract to teach at UCF during the semester in which the credits are taken. **NOTE: the third requirement is usually only a problem if a student's chair goes on leave/sabbatical or if the chair is not under contract to teach during the summer session.**

Continuous Enrollment for Doctoral Candidates

UCF requires that doctoral students who have begun dissertation hours (i.e., have taken any ENC 7980 hours) must continue to enroll in at least one dissertation hour each semester (including summers) until they complete their dissertation and graduate.

NOTE: Doctoral candidates on UCF fellowship or departmental assistantships are considered full time if they enroll in three hours of ENC 7980 per semester. However, a student may be held to other requirements for full-time status outside of UCF (e.g., financial aid agencies, veteran status, or employers).

4. DEGREE REQUIREMENTS (Fall 2005 admission or later)

Milestones for Completion of Ph.D. Degree (for full-time students)

First-Year Review (end of first year)

Core Coursework and Electives (about two years)

Internship

Teaching Practicum

Candidacy Examination (usually one year)

Dissertation Prospectus (usually one semester)

Writing Dissertation (usually one to two years)

Dissertation Defense

Overview of Coursework

Required Core Courses: 12 credit hours

ENG 6800 Introduction to Texts and Technology

ENG 6801 Texts and Technology in History

ENG 6810 Theories of Texts and Technology

ENG 6812 Research Methods for Texts and Technology

Students awarded a graduate teaching assistantships (GTA) who are assigned courses with the Department of Writing and Rhetoric and who have not taught at the college level must take ENC 5705, Theory and Practice of Composition.

Internship and Teaching Practicum: 6 credit hours

ENG 6813 Teaching On-Line in Texts and Technology

ENG 6947 Internship in Texts and Technology

Students who have significant and relevant experiences in industry may petition the T&T Program Director to waive this requirement. If this petition is granted, the student must replace this requirement with three additional hours of coursework in T&T or interdisciplinary electives.

Electives in Texts and Technology: 12 credit hours

(Choose four)

ENC 5225 Theory and Practice of Document Usability

ENC 5337 Modern Rhetorical Theory

ENC 6425 Hypertext Theory and Design
ENC 6426 Visual Texts and Technology
ENC 6428 Rhetoric of Digital Literacy
ENG 6806 Digital Editing and Databases
ENG 6811 Cultural Contexts of Texts and Technology
ENG 6814 Gender in Texts and Technology
ENG 6939 Topics in Texts and Technology
ENG 6948 Teaching Practicum in Texts and Technology

Interdisciplinary Electives: 9 credit hours

(Choose three)

Students are encouraged to identify interdisciplinary courses that will contribute most effectively to their dissertation research. Permission to take courses not on this list granted with permission of the T&T Director and in consultation with the dissertation adviser.

AMH 6429 Seminar in Community and Local History
AMH 6591 Seminar in Documentary Editing
AMH 6592 Seminar in Oral History
ARE 6905 Research Trends in Art Education
CPO 6075 Comparative Political Economy
DIG 5647 Science and Technology of Dynamic Media
DIG 6825 Digital Media Research Methods
DIG 6546 Previsualization and Concept Development
DIG 6432 Transmedia Story Creation
DIG 6551 Applied Interactive Story
DIG 6136 Design for Media
DIG 5137 Information Architecture
DIG 5487 Principles of Visual Language
DIG 6550 Digital Media Pre-Production
EIN 5225 Interactive Simulation
EIN 6258 Human Computer Interaction
EME 5225 Media for Children and Young Adults
EME 6058 Current Trends in Educational Media
EXP 5256 Human Factors I
EXP 6255 Human Performance
EXP 6506 Dramatic Theory and Criticism

FIL 6XXX Documenting Cultural Heritage
FIL 6XXX Seminar: Documentary Poetics
FIL 6XXX Modes of Inquiry and Research
FIL 6XXX The Poetics of Interactivity
FIL 6XXX Special Topics in Film
HIS 5067 Introduction to Public History
HUM 5802 Applied Contemporary Humanities
HUM 5803 Theories and Methods of the Humanities
IDS 5709 Autonomous Character
IDS 5718 Science and Technology of Dynamic Media
IDS 5787 Design Media
INP 6605 Training and Performance Appraisal
INP 6088 Applied Problems in Industrial/Organizational Psychology
MMC 6307 International Communication
MMC 6402 Mass Communication Theory
MMC 6567 Seminar in New Media
MMC 6600 Media Effects and Audience Analysis
MUS 5365 Music and Technology
THE 6507 Dramatic Theory and Criticism

Candidacy Exam 3 Credit Hours (minimum)

ENC 7919 Doctoral Research

Dissertation 15 credit hours (minimum)

ENC 7980 Doctoral Dissertation

First-Year Review

At the end of the first year of study, each full-time student's performance will be reviewed. Students must submit to the program director a narrative evaluation of their performance in the first year of the program. For part-time students this review will occur after eighteen hours of coursework or two years of study, whichever comes first. The First-Year Review is intended to help identify students' strengths and weaknesses in completing the Texts and Technology program. Students who pass their first-year review continue their coursework and face no additional programmatic evaluation until their candidacy examinations. Students whose first-year review identifies significant problems will be given feedback about those problems and will be required to have a second review during the second regular (excluding summer) semester after their first review. Students who do not make

sufficient progress in addressing the problems identified in their first-year review by the time of their second review cannot continue in the program.

In the first-year review, evaluation of a student's progress is based on three components: GPA (3.5 or higher is expected), the student's progress in moving through the program's requirements (completing core courses successfully, clearing any incompletes), and evaluations written by the instructors of the student's Texts and Technology courses during the appropriate period. The written evaluations are submitted to the Texts and Technology Director who summarizes the student's progress (including both strengths and weaknesses) and informs the students of their progress.

Internship

Purpose

The purpose of the internship is to provide students the opportunity to integrate valuable practical experience with the theory and content of their courses in the Texts and Technology program. Additionally, students who are working as interns should make a meaningful contribution to the company or organization during the internship experience.

Sample Internship Experiences

- A student working for Harcourt School Publishers on template development for the Social Studies department and participating in a range of new media and technology issues
- A student assisting with staff understanding and use of Boardmaker software and integrating basic Augmentative Assistive Communication (AAC) strategies into staff in-service training for Achievement Academy, a pre-kindergarten/kindergarten charter school for developmentally delayed children
- A student working on a project for the Center for Humanities and Digital Research, the Institute for Simulation and Training, or the Media and Learning Lab on grant-funded research

Timeframe

The internship will normally be completed in eight to fifteen weeks. In some cases, companies may need interns for a longer period. The minimum number of contact hours for the entire internship experience is eighty hours. Details of the internship, including timeframe and hours per week, must be outlined in the student's internship proposal.

Compensation

Compensation may be negotiated for some internships, but any negotiation for compensation is strictly between the student and the company or organization. The Texts and Technology program does not handle compensation for internships. Many internships are on a voluntary basis.

Eligibility

To apply for an internship for credit, students must meet the following criteria:

- Completion of at least twelve credit hours of required coursework.
- Submittal of three copies of the internship proposal (one to the Texts and Technology Director, one to the faculty internship supervisor, and one to the company or organization mentor).
- Submittal of one copy of an internship approval form with the signatures of the student, Texts and Technology Program Director, the faculty internship supervisor, and the company or organization mentor.
- Enrollment in ENG 6947-Internship in Texts and Technology (3 credit hours)

Getting Started

Students in this course may self-initiate and obtain an internship from an appropriate for-profit or non-profit company or organization in industry; local, state, or federal government; the military; the arts; or education. Involvement in various grassroots companies or organizations is encouraged. Also, the internship experience must include some emphasis on technology—ranging from using technology to helping to develop technology.

If a student is unable to find an appropriate internship, the faculty member teaching the internship course will attempt to locate one for them. If students have an interest in a company or organization or if they have a contact for a possible internship, they should follow up on any possible opportunities. In most cases, potential interns will need to submit an application, cover letter, and/or resume and then interview for the position.

Internship Waiver

Students who have significant experiences in industry may petition the T&T Program Director to waive this requirement. If this petition is granted, the student must replace this requirement with three additional hours of coursework in T&T or Interdisciplinary electives.

Candidacy Examination

Students are admitted to doctoral candidacy status upon successful completion of a written examination with three parts—one part based on a reading list reviewed annually by the Texts and Technology faculty and the other two parts based on a reading list prepared by each student and approved by that student's examination committee. The candidacy examination for each student is written and evaluated by a committee of three UCF graduate faculty

chosen by the student; at least two members of each candidacy examination committee must be members of the Texts and Technology core or associate faculty. Associate faculty members are eligible to chair exam committees, but not dissertations. Students must be registered for ENC 7919 during the semester in which they take their candidacy examination, and they must find a Texts and Technology faculty member to serve as the chair of their examination during the semester before taking ENC 7919. Students cannot register for dissertation credit (ENC 7980) until the semester after they have successfully completed their candidacy examination.

The general portion of the examination will be timed and proctored on campus, and students will have a maximum of five hours to write answers to two questions. At the discretion of a student's examination chair, the remaining two sections of the examination may be conducted following the same procedure as the general portion (i.e., two additional timed and proctored five-hour sessions conducted on campus) or in a take-home format agreeable to the student's examination committee.

If the latter option is used, the student will have no more than forty-eight hours to complete each section of the take-home portion of the examination. No matter which option is used, students must complete the remaining portion of the examination within one semester or its equivalent. A standard practice is to take the entire examination in one semester at five-week intervals: Part 1 in the fifth week of the semester, Part 2 in the tenth week of the semester, and Part 3 in the fifteenth week of the semester.

If the written answers provided by a student are not satisfactory, exam committee chairs will have the option to assemble the committee and ask the student more questions about the exam. At this point, the exam chair can specify whether an oral defense by the student or written follow up from the student is more appropriate. No oral defense of the examination is required; however, an examination committee chair may choose to schedule one.

Students who do not pass all three sections of the examination on the first attempt may retake the examination once. In such a case, the student's examination committee will decide whether the student needs to retake the entire candidacy examination or part thereof. Students who fail the candidacy examination a second time cannot continue in the program.

Best Practices for the Candidacy Examination

The Candidacy Examination is best viewed as a preparatory experience for the dissertation, one that bridges between course work and the dissertation. Typically, the three parts of the exam includes (1) a general exam based on the program's reading list of fifty texts, of which thirty texts will be selected upon consultation with the student's advisor; (2) a primary field of concentration; and (3) a distinct secondary field or subfield.

Exams test a student's overall knowledge of their larger fields, as well as sufficiency of breadth and depth within their specialty fields. As mentioned above, the first part of the exam is based on a reading list reviewed annually by the Texts and Technology faculty; the reading lists for the other two parts of the exam should usually consist of 25 to 30 texts each. The student drafts these reading lists, and they are approved by the student's Candidacy Examination Committee. Students should typically allot a summer and a semester to prepare for the Candidacy Examination.

Beginning with the Fall 2012 cohort of students, at least 10% of the primary and secondary field readings lists (at least three sources on each) must be composed of scholarly digital sources (academic blogs, digital installations, or other relevant online materials). It will be up to the student to explain to the exams committee how these sources are relevant and appropriate for these reading lists.

NOTE: In addition to the dissertation proposal approval form, a dissertation committee approval form must be completed and on file with Graduate Studies before students are allowed to sit for their candidacy exams (or take dissertation hours [ENC 7980]).

Article

As part of their advanced studies, students are strongly encouraged to submit at least one substantial scholarly article to a peer-reviewed journal with a national reputation with the approval and assistance of their dissertation chair. Students are encouraged to participate in structured writing groups (or to form their own writing groups) to assist with developing regular and productive academic writing habits.

Dissertation, Prospectus Defense, and Final Oral Defense of Dissertation

Overview

Students must write a dissertation on their research that will explain and defend a significant original contribution to the field of Texts and Technology. It may be of a theoretical, historical, or programmatic nature but must meet academic standards of rigor, scholarship, relevance, and excellence.

Dissertation Chair and Committee

Students should begin the process of identifying a dissertation chair and committee when they complete twenty-seven credit hours toward the degree (or after the first year-and-a-half of coursework for full-time students). Depending on their course of study, some students may require additional time to form their committees, but as

course work draws to completion, students should begin thinking of their dissertation project and how the candidacy exam and prospectus will develop.

A dissertation committee consists of a chair (a core T&T faculty member) and at least three committee members. Students choose their dissertation chair from the core T&T faculty, matching as closely as possible their research interests with a faculty member's research specialties. Because Texts and Technology is an interdisciplinary field, students also need to pay attention to selecting a chair and committee members who reflect as best as possible their chosen field with respect to its subspecialties. Also, students should seek a chair with whom they can establish a mutually productive working relationship. In this regard students should assess their strengths and weaknesses as a writer honestly, and find a faculty member who can work with them to improve their performance.

In consultation with their dissertation chairs, students choose at least three additional committee members—two from among T&T faculty and one from outside the College of Arts and Humanities. Students who plan to have an outside committee member who is not a faculty member at UCF must consult with the T&T program director. All dissertation committee members, including outside readers, must hold a Ph.D. or other relevant terminal degree, and their credentials must be approved by the College of Arts and Humanities Graduate Office. One adjunct or visiting faculty member may serve as a departmental or outside committee member.

Dissertation Prospectus

After completion of the candidacy examination, doctoral candidates prepare a prospectus that serves as a proposal for the dissertation project. The prospectus should provide a description of the project itself that specifies its potential contribution to the field of Texts and Technology, a review of literature relevant to the project, a discussion of the methodologies that will be used, and a proposed timetable for completion of the project.

An oral defense of the dissertation prospectus is mandatory. Your dissertation committee must meet and approve an oral presentation of your dissertation prospectus. The prospectus must be approved by all members of the dissertation committee, and a copy of the approved prospectus must be filed with the T&T Program Assistant.

Writing the Dissertation

In writing the dissertation, students must communicate clearly with their chair and the rest of the committee in a timely manner. Typically, students submit drafts to the director one chapter at a time and revise these chapters until the director thinks they are ready for the committee to see. The revised chapters are then circulated to the committee members for their comments while the student is working with the director on the next chapter. Such a

process provides the committee members with the necessary time to read the chapters. Students benefit from this arrangement because they learn about the various expectations that the committee members have and can learn to anticipate criticism and concerns while drafting, thus reducing the amount of subsequent rewriting. Also, by reading the chapters as the dissertation is written, the committee members can communicate opinions and concerns to the director rather than waiting for the dissertation defense to introduce them at a point in the process that might delay graduation. One of the great challenges of writing a dissertation arises when the advice of committee members' conflicts; in these circumstances, the student should communicate clearly with all parties until a resolution is determined.

Remember that each committee is unique; some chairs may demand more or fewer drafts, as will some committee members. As a rule of thumb, students should be in frequent contact with their chair throughout the writing process, and they should consult their committee members at least once a semester to apprise them of their progress in writing.

Dissertation Defense

Before scheduling their dissertation defense, students should meet with their chair, and it is good practice to meet with the committee members as well, to determine whether the dissertation is ready to defend.

Students should discuss with their chairs the protocols to expect in the dissertation defense. The following norms provide a good set of expectations for students preparing for their dissertation defense, but students should consult with their chair to determine if any variations from the following structure are planned:

The doctoral student begins the defense with a presentation of a conference-length paper. Students should prepare for this presentation as they would for a scholarly conference, as well as for potential job interviews. The goal is to present a succinct yet compelling overview of one's contribution to the field. Typically, such presentations last no more than thirty minutes; some chairs prefer for them to run a shorter length, in the fifteen- to twenty-minute range. The presentation should be addressed to the committee. Although defenses are public affairs, and friends and family may attend, the dissertation defense primarily involves a dialogue and discussion of the student's project to show committee members its intellectual merit and its contribution to the field.

Following the student's presentation, each committee member and the chair asks his/her questions. This section of the exam lasts approximately forty-five minutes to one hour.

The floor may then be opened for audience members to ask questions for a period of ten to fifteen minutes.

Following the Q&A session, the candidate and audience leave the room for the committee to discuss the examination. Frequently, committee members discuss ways in which they believe the student should advance his/her studies after graduation. Once consensus is reached, the candidate and audience are invited to return. The director informs the student of the committee's assessment of his/her work and the requirements for revision, including who on the committee requests an additional round of revisions. This portion of the examination requires approximately fifteen minutes. All committee members must sign off on the necessary form for a dissertation to be successfully defended.

Dissertation defenses run approximately ninety minutes to two hours. Again, remember that these are norms, not rules, and so it is to the student's advantage to discuss with the committee their expectations for the defense prior to beginning the examination.

The Dissertation Chair, the Dissertation Committee, the Program Director, and the Dean of the College of Arts and Humanities or designee must approve the final dissertation. Format approval is required from the Thesis and Dissertation Editor and final approval of satisfaction of degree requirements by the Division of Graduate Studies (Millican Hall 230).

Turnitin.com

The University of Central Florida requires that all theses and dissertations must be submitted to turnitin.com. Students should coordinate with their advisors to make sure that this requirement is met. Also, at the beginning of the semester in which a student plans to graduate, s/he must check with the T&T Program Assistant to make sure that all necessary paperwork is filed in preparation for graduation. Students—not their chairs, committee members, nor the T&T Program Assistant—are responsible for filing the necessary paperwork to graduate.

UCF Thesis & Dissertation Manual

The Thesis and Dissertation Manual provides guidelines for preparing, formatting and submitting the dissertation. http://www.students.graduate.ucf.edu/ETD_process/

5. PREPARING FOR DOCTORAL COURSEWORK

Overview

Doctoral coursework can be very intimidating. In addition to a great deal of reading, writing, thinking, researching, and creating, students are also exposed to new groups of peers and faculty, various forms and files, administrative procedures and deadlines, and a variety of other stressful conditions. It is recommended that students carefully develop a clear organizational plan and timeline to help manage their scheduled courses and assignments. Such a plan should include sufficient dedicated weekly time for reading, taking notes, preparing lecture notes and teaching materials (if applicable), and completing assignments. In addition, the following set of best practices guidelines below, adapted from original recommendations developed by core T&T faculty member Barry Mauer, can be useful in structuring your approaches to readings and in-class presentations.

Best Practices for Reading

When reading, consider using the following guiding questions to gauge how well you are absorbing and understanding the material:

1. What is the subject of the reading?
2. What is the thesis?
3. List at least three main points used to support the thesis.
4. What evidence is offered in support of the major argument?
5. What is the subtext (the author's purpose)?
6. Who is the audience?
7. Is the work credible?
8. What applications can the work have (how might it be used)?
9. What are its implications/significance?

Best Practices for Classroom Presentations

In many courses, you will lead roundtable discussion sessions or provide other class presentations of reading material to your instructor and classmates. Because much of the reading material for T&T coursework is often abstract and complex, making it usable is crucial if you are to succeed in your goal of using the readings effectively. Often, you will need to explain to others what you did and why you did it. To the extent that you can “boil down” the work of the authors, you will do both your readers and yourselves a great favor.

In general, students should understand the formal elements of presentations:

1. Orientation: What have you discussed in the class so far? How does the current topic relate to the cumulative knowledge generated by your class?
2. Abstract: provide a brief synopsis of the topics you will be covering.
3. Problem statement: what is the significance of the material you are presenting? What problems or areas of knowledge was it meant to address?
4. Target: how is this knowledge going to help you and your classmates do your assignments?
5. Method: what steps are necessary in order to use this knowledge successfully? This could mean applying a concept to a particular case, or following a procedure.
6. Demonstration: show your classmates how it's done.
7. Assessment: discuss the value of the knowledge, how easy or difficult it is to apply, and how it will help you and your classmates in your work.

Here are some additional suggestions for presentations and roundtables:

1. Provide a printed handout or PowerPoint presentation to the students in the class.
2. List and define key terms from the readings.
3. As much as possible, show the relationship of key ideas using graphs and tables.
4. Your instructor may distribute discussion questions to the class before the readings are due. If so, you may use these or come up with your own. Good questions don't always have definite answers. For instance, a great question is "who cares?"
5. Discuss areas that are confusing or problematic. Also, you are free to argue for or against the positions of the authors. If you are having trouble understanding a portion of the reading, chances are, you are not the only one!
6. Indicate what these ideas suggest about your papers or assignments and/or how you plan to use these ideas in your paper or assignment.
7. Engage the class in discussion about key findings. The point of these discussions should be to move the class closer to a goal of understanding and using particular theories or analytic methods effectively.
8. Don't aim for "coverage," i.e. a detailed representation of all the readings for the week. Rather, be selective and strategic; choose the most significant parts and make the greatest use of those.
9. Look for patterns across the readings. If you notice the same themes, ideas, examples, arguments, topics, and/or terms reappear in the works of different authors, pursue the connections.
10. If you are working in a group, members of the group may decide to divide the work of the presentation. One approach is to have each member focus on a different part of the reading. Another approach is to work conceptually or by topic, with one member looking at history, another at theory, another at themes, and so on.

6. GRADUATE RESEARCH

Research Methods

As an interdisciplinary field, Texts and Technology embraces a wide variety of research methods and requires the interplay of theory, history, and empirical research. T&T students are expected to demonstrate basic competence (i.e., the ability to read and understand research) in bibliographic, historical, theoretical, qualitative, and quantitative methods. In addition, T&T students must develop expertise in the research methods necessary to carry out innovative dissertation projects. Competence in bibliographic research provides a base for such expertise, but students must move beyond this base to ground their work in theory and to extend existing theory through the use of other research methodology (e.g., historiography, close reading/rhetorical analysis of texts, discourse analysis, and qualitative or quantitative empirical research).

Human Subjects

If students conduct research that involves human subjects (i.e. surveys, interviews, etc.), they must gain Institutional Review Board (IRB) approval prior to beginning the study. For access to the IRB submission form and sample consent forms, please visit the Office of Research website: <http://www.research.ucf.edu/>

Travel Support

The Division of Graduate Studies offers a Graduate Travel Award that provides funding for master's, specialist, and doctoral students to deliver a research paper or comparable creative activity at a professional meeting. Students must be the primary author and presenter. More information can be found on the Graduate Studies website: http://www.students.graduate.ucf.edu/travel_support/

Graduate Students Travel Funding is available to pay transportation expenses for graduate students who are delivering a research paper or comparable creative activity at a professional meeting. Contact the Student Government Association at 407-823-5648 for more information.

Academic Integrity Training

All doctoral students beginning in the Fall 2011 semester or beyond are required to take training designed to inculcate an awareness and understanding of the fundamental issues of academic integrity and the responsible conduct of research in a manner that is consistent with federal regulations. Students must complete the two core workshops and two additional elective workshops of their choosing during their first year in the doctoral program.

More information on the Academic Integrity Training through CITI, and access to the enrollment can be found at the Graduate Studies website: http://www.students.graduate.ucf.edu/Academic_Integrity_Training/.

Ethics in Research

Researchers in every discipline are responsible for ethical awareness because the status of the profession rests with each individual researcher. The ethical collection and use of information includes, but is by no means limited to, the following: confidentiality, accuracy, relevance, self-responsibility, honesty, and awareness of conflict of interest.

PLAGIARISM, CHEATING, AND ACADEMIC DISHONESTY

Professors of the Texts and Technology Ph.D. Program will assume for our courses that students adhere to the academic creed of this University and will maintain the highest standards of academic integrity. Representing the work of others as one's own is a serious breach of the ethics and practices of academic research and will not be tolerated in the T&T Program. All work that students submit for T&T classes must be their own. Any sources consulted for writing essays, exams, and dissertations must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. All of the following activities can constitute plagiarism:

- turning in someone else's work as one's own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of one's work, whether one gives credit or not

As a rule, students are expected to produce new papers in each seminar, including substantively different arguments and secondary sources. If students want to use work for more than one class, they must *always* discuss this situation with both professors before submitting the work. As graduate students building a field of knowledge to successfully complete a dissertation, it is sometimes beneficial to one's studies to continue a project from one class to another, or to work on related projects simultaneously; under these circumstances, explain clearly and beforehand to both professors how these projects interrelate but do not constitute "double-dipping." If students have any questions about plagiarism, they should contact their professors prior to submitting work for a grade.

The standard punishment for plagiarism and cheating of any kind on an examination, quiz, or assignment is an “F” for the assignment, and, at the professor’s discretion, for the entire course; students may also be subject to expulsion from the T&T Ph.D Program. A professor who suspects plagiarism during any aspect of the T&T program (coursework, candidacy exam, dissertation) will inform the concerned student of the charge and the penalties that the professor plans to impose. If the student does not deny the charge of plagiarism, the penalty (or penalties) will be imposed. If the student denies the charge of plagiarism, s/he may appeal to the T&T Program Director in person and/or in writing. The Program Director will assess the case and render a decision, which either party may appeal by petitioning to the T&T Faculty Committee. Both the professor and student will submit their cases for review, and the Faculty Committee will render a final decision for the T&T Program. Decisions to fail a student for a course or project must be reached by a simple majority of the faculty; decisions to expel a student from the T&T Program must be reached by a two-thirds majority of the faculty. In addition to programmatic action, students who commit plagiarism may be referred to university authorities under the provisions of the Golden Rule and to the Office of Student Conduct for further disciplinary action. See the UCF Golden Rule for further information (<http://www.goldenrule.sdes.ucf.edu/>).

Patent and Invention Policy

Although most of the research conducted by T&T students does not require significant financial support by UCF, T&T students should be aware that the products of some graduate student research may be the property of UCF. UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate student as inventor will, according to this policy, share in the proceeds of the invention.

The full policy is available online from the Graduate Catalog

[http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Patent and Invention Policy](http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Patent_and_Invention_Policy)

7. GRADUATION

Intent to Graduate

Before the first week of the semester a student intend to graduate, s/he must complete the Intent to Graduate eForm available on myUCF. Students may access this form through the myUCF Student Self Service portal under “Intent to Graduate”. **NOTE: If more than two Intent to Graduate forms are filed, Graduate Studies requires that the program review the student’s progress toward completion of the dissertation.**

Deadlines for Dissertation Format Review

To qualify for graduation, students must also meet the deadlines associated with completing the dissertation and filing the final, electronic copy with the University Thesis Editor. The student should familiarize him/herself with the Thesis/Dissertation Manual that is available from the Graduate Studies Editor’s website:

http://www.students.graduate.ucf.edu/ETD_process/

Required Enrollment

UCF requires that doctoral students register for at least one hour of ENC 7980 in their graduating semester even if they have completed all the hours required in their degree plan.

Commencement information is available online at www.graduate.ucf.edu.

8. GENERAL POLICIES

Florida Residency (for in-state tuition)

Students who cannot claim Florida residency in their application to UCF should take steps immediately upon entering the program to establish Florida residency. To request a residency review, the student must submit a completed “Residency Reclassification Request Form” and supporting documents to the Registrar’s Office (MH 161). This form is available at the Registrar’s Office or online at <http://registrar.ucf.edu>. The reclassification form must be accompanied by all documents that support the student’s Florida residency claim. University policy requires students requesting residency reclassification to provide documentation establishing that they have income or personal sources to meet financial obligations of attendance and living expenses.

New and continuing students who qualify for Florida residency must submit the request and all documents prior to the end of “Late Registration and Add/Drop” for the term in which Florida residency is requested.

Documentation received after the last day of “Late Registration and Add/Drop” will not be used to determine residency for the current term.

T&T Program Residency

To meet the T&T Program residency requirement, a student must be enrolled full-time (nine hours) for two consecutive semesters (summer semesters are not counted).

Disabilities

Students with disabilities are encouraged to contact Student Disability Services before or immediately after admission (<http://www.sds.ucf.edu/>). The College of Arts and Humanities is committed to accommodating students with disabilities when these conditions are documented with Student Disability Services.

Students’ Rights and Responsibilities: The Golden Rule

The Golden Rule answers any questions a student may have about university rules and regulations, and it also outlines a student’s rights and responsibilities. The Golden Rule can be found online at

<http://www.goldenrule.sdes.ucf.edu/>. In addition, graduate students can find additional information about their responsibilities in the Graduate Catalog, found online at

<http://www.graduatecatalog.ucf.edu/Content/Policies.aspx>.

For more information about college and university graduate policies, see also:

CAH Office of Graduate Support:

<http://graduate.cah.ucf.edu/index.php>

UCF Graduate Studies Website:

<http://www.students.graduate.ucf.edu/>

Time Limit for Coursework

For completion of the degree, courses older than seven years cannot be applied toward a graduate program of study. In order to allow courses older than seven years to be applied toward the program of study, the student must file a petition.

Awards

Graduate Research Forum

The Graduate Research Forum features poster displays and oral presentations representing UCF's diverse colleges and disciplines. It is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

The Division of Graduate Studies and the Graduate Student Association invite all UCF students, community, and employers to attend the Graduate Research Forum.

For more information, see <http://www.students.graduate.ucf.edu/content.aspx?id=939>

Graduate Excellence Awards

Each year, students can submit a portfolio in order to be nominated for College and University level awards of excellence. These awards showcase student excellence in academic achievement, teaching, research, leadership, and community service.

These awards include the following:

- Award for Excellence by a Graduate Teaching Assistant
For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (This award is not intended for students who are instructor of record.)

- **Award for Excellence in Graduate Student Teaching**
For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.
- **Award for Outstanding Master's Thesis**
To recognize graduate students for excellence in the master's thesis. The focus of this award is on the quality and contribution of the student's thesis research. Excellence of the master's thesis may be demonstrated by evidence such as, but not limited to: publications in refereed journals; awards and recognitions from professional organizations; and praise from faculty members and other colleagues in the field. The university award will be forwarded to a national-level competition sponsored by the Council of Southern Graduate Schools (CSGS) when the thesis discipline corresponds to the annual submission request.
- **Award for Outstanding Dissertation**
To recognize doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidence such as, but not limited to: publications in refereed journals; awards and recognitions from professional organizations; and praise from faculty members and other colleagues in the field.

For more information about these awards, see the Division of Graduate Studies administrative website:

http://www.graduate.ucf.edu/student_awards/

For more information about the Council of Southern Graduate Schools (CSGS) thesis and dissertation awards, see their website: <http://www.csgs.org/awards/index.html>

Transfer of Coursework

Because admission to the T&T program requires a relevant master's degree, students are required to take only fifty-seven hours in their program of study. Therefore, credits from masters or other graduate work cannot be routinely transferred into students' programs of study.

Incomplete Grades

Students who received an Incomplete (I) in a course are encouraged to resolve this matter as soon as possible; moreover, it must be resolved within one calendar year or prior to graduation certification, whichever comes first.

Incompletes left unresolved will be changed to F (or a U in thesis, dissertation, or research hours) if not resolved in the allowed time period. Incomplete grades cannot be used towards completion of the program of study.

Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

Withdrawing from Courses

If a student decides to withdraw from a course, they must do so by the semester's withdrawal deadline. In doing so, the student remains liable for tuition and fees for the course.

Petitions and Grievances

It is the student's responsibility to be informed of graduate policies and procedures; should a student wish to request an exception to a university or program policy, he or she must file a petition that outlines the nature of their request. Normally, petitions are presented to the graduate program's coordinator and/or committee, the college's Director of Graduate Services and the Associate Dean for Graduate Studies, and the Graduate Council for consideration.

Should a student wish to file a grievance, he or she should first review UCF's Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>) and the Academic Grievance Procedures in the Graduate Catalog (http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Academic_Grievance_Procedure).

9. FINANCIAL SUPPORT

Fellowships

To be considered for an award, students should submit a complete application for admission, including all supporting documentation (e.g., test scores, letters of recommendation, transcripts), by the dates given below:

Domestic Applicants - January 15

International Applicants - January 15

International Transfer Applicants – February 1

Trustees Doctoral Fellowship

Yearly stipend: \$25,000

Duration: 4 years

Eligibility: new doctoral students (U.S. citizens or permanent resident aliens)

College-nominated, selected by UCF Graduate Fellowships Committee

Presidential Doctoral Fellowship

Yearly stipend: \$17,000

Duration: 4 years

Eligibility: new doctoral students (U.S. citizens or permanent resident aliens)

College-nominated, selected by UCF Graduate Fellowships Committee

MFA Provost's Graduate Fellowship

Yearly stipend: \$10,000

Duration: 2 years

Eligibility: students who are newly enrolling in one of UCF's Master of Fine Arts programs

College-nominated

Graduate Dean's Fellowship

Yearly stipend: \$4,000 supplement to a qualifying assistantship or fellowship

Duration: 4 years

Eligibility: all new master's, specialist, or doctoral students

College-nominated

Graduate Assistantships

The College of Arts and Humanities provides a limited number of graduate assistantships that pay a stipend (\$14,000/year in 2012-13) and provide tuition remission in exchange for which students teach two courses in the fall and spring semesters or perform equivalent work on other projects. Graduate assistantships are offered only to full-time students.

Tuition Remission

The budget for tuition remission is provided by the Division and Graduate Studies and may vary from year to year. In past years, the tuition remission support has covered the costs for nine hours of graduate credit each semester per student; however, support may be reduced for non-resident students after their first year (see section on establishing Florida residence) and after students become doctoral candidates and no longer need to enroll in nine hours of coursework to maintain full time status.

Applying for Graduate Assistantships

Most students apply for a graduate assistantship when they make their initial application to the program. However, students may apply for a graduate assistantship at any point during their program of study. The admissions committee for the T&T Program assigns priority for graduate assistantships when they consider applications for the next academic year; therefore, all students must apply for GA funding before the admissions deadline for the following academic year (e.g. January 15, 2012 for the 2012–13 academic year). The admissions committee is charged by the T&T faculty to give priority first to those coming off fellowships, second to new students, and third to students not currently on GA support who have proven their competency. Within these categories, the T&T committee assigns priority according to the merits of each application.

Required Training for Graduate Teaching Assistantships (GTAs)

All students employed as GTAs (except Graders-9187) must complete the GTA Training/Workshop or the Teaching Certificate program provided by the Faculty Center for Teaching and Learning (FCTL). All students employed as GTAs (including 9187) must complete the online Legal Module provided by FCTL.

Only those graduate students who have satisfactorily completed and passed more than eighteen credit hours of graduate course work in the major may be classroom Instructor of Record (Graduate Teaching Associate-9183). Departments must complete the 18-Hour Verification section on the graduate contract for these students to be employed as instructor of record.

Performance Evaluation

To retain a graduate assistantship, students must complete their duties satisfactorily. All graduate assistants who teach courses for the university are evaluated annually by both the College of Arts and Humanities and the Division of Graduate Studies. Those who do not pass these evaluations will lose their assistantship unless they can be assigned other responsibilities. Graduate assistants with assignments other than teaching are evaluated by their supervisors and/or the Program Director.

Other Employment

Because of the demanding nature of the Ph.D. program, T&T students receiving a departmental graduate assistantship should not have full-time employment elsewhere. If it is discovered that students do have full-time employment, the assistantship may not be renewed for the next term.

Length of Fellowship/Graduate Assistant Support

T&T students must reapply for GA support after five years when their previous support has come from university sources (e.g., departmental GAs, fellowships or a combination thereof); students who are making satisfactory progress toward the completion of their degree and who performed satisfactorily in their graduate assistantships may be reappointed if sufficient funds are available.

International Students

General Employment

According to INS regulations, graduate students who are on an F-1 or J-1 visa may accept employment on campus without prior INS approval. These students must be enrolled full time. Employment cannot interfere with their studies, and employment cannot exceed twenty hours per week during the fall and spring semesters. Graduate students who are non-resident aliens on F-1 visas are **not** permitted to work more than twenty hours per week except during breaks and the summer terms.

Graduate Teaching Assistantships (GTAs)

All students employed as GTAs (except Graders 9187) must complete the GTA Training/Workshop or the Teaching Certificate program provided by the [Faculty Center for Teaching and Learning](#) (FCTL). All student employed as GTAs (including 9187) must complete the online Legal Module provided by FCTL.

SPEAK Test

International students may only be hired as a Graduate Teaching Associate (9183) after obtaining a score of at least 55 on the [SPEAK](#) test and may only be hired as a Graduate Teaching Assistant (9184) after obtaining a score

of at least 50 on the [SPEAK](#) test. More specifically, students from countries where English is not the native language and any student who is a U.S. Resident Alien, is naturalized, or has become a citizen, but their degree is from another country, is required to take this test. The SPEAK test will follow the same guidelines used when deciding which students need the TOEFL test. If a student has an earned degree from a US institution, he or she will not be required to take the test. (This is the same policy for the TOEFL.) UCF cannot accept scores from tests taken overseas; students are required to take the test here on UCF's campus. More information about the SPEAK test can be accessed through www.graduate.ucf.edu.

10. GRADING IN T&T COURSES

All T&T courses use the +/- system. In general, grading is more stringent in Ph.D.-level courses than students may have experienced in masters-level graduate courses. Individual instructors set the criteria for evaluation of assignments and assignment of final grades in their courses, but students can expect that instructors' individual policies reflect the following general guidelines.

- A A final grade of "A" in a graduate course indicates consistently strong and outstanding achievement. Students receiving an "A" have not only fulfilled all course requirements but have exceeded them by the skill and originality of their written and oral work.
- A- A final grade of "A-" indicates that students have successfully fulfilled all course requirements satisfactorily.
- B+ A final grade of "B+" indicates that a student has fulfilled all course requirements with minor exceptions.
- B A final grade of "B" indicates that a student has accomplished passable work in the course, although significant problems undermine some aspects of his/her performance. While this grade often indicates a potential greater than the finished work demonstrates, a student who receives "B" grades on a regular basis should seriously consider the kind and amount of commitment he/she is dedicating to graduate school.
- B- A final grade of "B-" indicates that, while some of the student's work was acceptable, other aspects of the work failed to fulfill the basic expectations for Ph.D.-level work.
- C/D Final grades of "C+," "C," "C-," "D+," "D," and "D-," indicate various degrees of substandard performance. Anyone receiving a grade below a "B-" must meet with the T&T Director to discuss the advisability of continuing in the program.
- F Failure.

Other Information

Graduate courses with a grade below "C-" cannot be counted in a student's program of study for the completion of a Ph.D. degree at UCF.

There is no grade forgiveness policy for graduate students.

11. T&T CORE FACULTY & RESEARCH SPECIALIZATIONS

This list is designed to help graduate students find chairs and committee members for their dissertation. Since most faculty members prefer to work with students they know, students should schedule a class with a professor working in their area of interest before requesting dissertation direction.

J.D. Applen, Associate Professor

University of Arizona, 1994

John.Applen@ucf.edu

Theory and Practice of Digital Rhetoric; Technical and Professional Writing; Hypertext Theory; Composition Theory and Pedagogy; Rhetoric of Contemporary Science

Melody Bowdon, Associate Professor

Ph.D., University of Arizona, 1999

Melody.Bowdon@ucf.edu

Gender and Technology; Technical and Professional Communication; Distance Learning; Rhetoric and Composition; Service-Learning

James Campbell, Associate Professor

Ph.D., University of Notre Dame, 1996

James.Campbell@ucf.edu

Theory of Texts and Technology; Twentieth Century British and Irish Literature; Critical Theory; Ethics; Literature and War

Paul Dombrowski, Professor

Ph.D., Rensselaer Polytechnic Institute, 1990

Paul.Dombrowski@ucf.edu

Research Methods and Philosophy; Texts and Technology; Ethics; Technical Communication; Rhetoric of Science; Professional Writing

Scot French, Associate Professor

Ph.D., University of Virginia, 2000

Scot.French@ucf.edu

Digital and Public History; Southern History; African American History; Community Studies/Local Knowledge; Atlantic World/African Diaspora; Sites of Memory

Anthony Grajeda, Associate Professor

Ph.D., University of Wisconsin-Milwaukee, 2001

Anthony.Grajeda@ucf.edu

History of Texts and Technology; Cultural Studies; Critical Theory; Cultural History of Media Technologies; Cinema and Spectatorship; Aural Culture and Sound Theory

Bruce Janz, Professor

Ph.D., University of Waterloo, 1992

Bruce.Janz@ucf.edu

Place/space; Contemporary African Philosophy; Contemporary European Philosophy; Contemporary Cultural Theory and Aesthetics; Liberal Arts, Humanities, and Interdisciplinary Studies; Philosophy/History of Mysticism

Dan Jones, Professor

Ph.D., Florida State University, 1979

Dan.Jones@ucf.edu

Stylistics; Technical Editing; Technical Writing Style; the Relations of Literature and Science; the Rhetoric of Science; Computer Documentation

Mark Kamrath, Professor

Ph.D., University of Nebraska, 1996

Mark.Kamrath@ucf.edu

American Literature to 1865; Eighteenth Century Periodicals and Print Culture; Colonial Exploration Narratives; Early Novel and Charles Brockden Brown; History of Print Texts

Robb Lindgren, Assistant Professor

Ph.D., Stanford University, 2009

Robb.Lindgren@ucf.edu

New Media Technologies for Human Learning; Expert Perspectives; Informal Science Learning; Embodiment and Perspective; Creative Approaches to Teaching and Learning in STEM Disciplines

Martha Marinara, Associate Professor

Ph.D., Lehigh University, 1993

Martha.Marinara@ucf.edu

Queer Theory and Composition; Gender Studies and Feminist Theories; Fiction; Poetry

Barry Mauer, Associate Professor

Ph.D., University of Florida, 1999

Barry.Mauer@ucf.edu

Visual Texts and Technology; Film Theory and History; Cultural Studies; Rhetoric and Composition; Computers and Writing; Pedagogy; Poststructuralist Theory

Rudy McDaniel, Associate Professor

Ph.D., University of Central Florida, 2004

rudy@ucf.edu

Information Architecture; Games for Change; Interactive Narrative; Digital Media Design for Nonlinear Learning Environments; Video Game Studies; XML

Stacey Pigg, Assistant Professor

Ph.D., Michigan State University, 2011

Stacey.Pigg@ucf.edu

Rhetorical Theory and Practice; Writing Technologies; Research Methodologies; Embodiment Theory; Informal Learning and Civic Engagement

Tison Pugh, Professor

Ph.D., University of Oregon, 2000

Tison.Pugh@ucf.edu

Pre-Modern Texts and Technology; History of the Book; Chaucer; Queer and Gender Studies; Genre; Film; Pedagogy

Angela Rounsaville, Assistant Professor

Ph.D., University of Washington, 2010

Angela.Rounsaville@ucf.edu

Transnational/Transcultural Literacy, Writing, and Rhetoric; Literacy Studies; Composition History, Theory, and Pedagogy; Rhetorical Genre Theory; Language and Power; Transfer

Blake Scott, Associate Professor

Ph.D., Pennsylvania State University, 1999

bscott@ucf.edu

Technical Communication; Rhetorics of Science, Medicine and Biotechnology; Rhetoric and Composition Theory and History; Cultural Studies

Doug Walls, Assistant Professor

Ph.D., Michigan State University, 2011

Douglas.Walls@ucf.edu

Access; 21st Century Literacies; Academic and Professional Identities; Community Literacy; Intersections of Digital and Cultural Rhetorics; Research Design & Methodology; The Social Web; Visual Rhetoric & Design

Pavel Zemliansky, Associate Professor

Ph.D., Florida State University, 2002

Pavel.Zemlyanskiy@ucf.edu

Writing Across the Curriculum; Virtual Workplaces; Research Methods in Writing; First-Year Composition

12. FORMS AND PROCEDURES

Included below is information about several forms that will be useful to students during their Ph.D. studies. In addition to websites where the forms can be found, procedures for filing each of these forms are also outlined.

Each of these forms can be found on the following websites:

Division of Graduate Studies Website: <http://www.graduatestudies.ucf.edu/formsnfiles/>

College Graduate Website: <http://graduate.cah.ucf.edu/index.php>

Transfer Request Form

In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies. In addition to the form, supporting documentation from the program must include a memo that gives approval for courses to be transferred and where credit should be applied in Program of Study.

Traveling Scholar Form

If a student would like to request permission to enroll in a graduate course at another Florida State University System (SUS) institution, this form and a memo of support from the student's program must be submitted to the CAH Director of Graduate Services in advance of the semester of enrollment in the SUS course.

Time Conflict (*College Form*)

If a registration attempt results in a time conflict between two courses, this form must be completed in order for the student to be registered. This form accompanies the override of the course into which the student is unable to register. This form is submitted to the CAH Director of Graduate Services for approval and course enrollment.

Doctoral Committee/Candidacy Status Form

Candidacy and dissertation committees must be in place and approved by the Program, Chair, or Director, and by Graduate Studies prior to a student's enrollment into Directed Research (ENC 7919).

Committee Composition:

- Chair (Requirements: regular department faculty*, terminal degree)
- Minimum of four committee members (Requirements: terminal degree or appropriate discipline recognition)
- At least three must be regular faculty in student's department*
- At least one must be from outside the student's college
- Majority UCF faculty

* Regular T&T faculty are tenured or tenure-earning faculty or research faculty with permanent appointments as core or affiliated faculty; and can include joint appointments but not courtesy joint appointments.

Graduate Petition Form

Requests for exceptions to college or university policies are made by petition. The petition process includes both student and program required documentation prior to its receipt in the CAH Graduate Office.

- In addition to the Graduate Petition Form, the student must supply his/her program with a clear statement of what exactly is being requested, why it is being petitioned, and rationale for support.
- If approved, the program supplies an additional letter of support and forwards the request to the CAH Director of Graduate Services, who reviews and submits to the CAH Associate Dean for Graduate Studies.
- If approved, the college supplies an additional letter of support and forwards the request to the UCF Graduate Council Subcommittee for Policy and Appeals.
- If at any point the petition is denied, the student is given the option of having the petition considered at the next level; however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

Graduate Student Intent to Graduate Form

Intents to Graduate must be filed electronically by the end of registration add/drop in the semester in which the student is intending to graduate.

The Graduate Advisor/Director confirms potential completion of degree or certificate program by confirming program/plan, checking audit (making any revisions), and signing the form. The audit (with needed corrections, if any) and form are forwarded to the CAH Director of Graduate Services, who verifies potential completion.

Note: If the program of study does not show that all requirements may be met by the end of the intended term, the form will either be approved pending or not processed.

Approved forms are forwarded to the Division of Graduate Studies for processing, and notification is sent to the Registrar's office that the student intends to graduate. If it is determined that the student will not graduate, the CAH Director of Graduate Services should be notified. The student will need to re-file their intent for the next semester in which they intend to complete the degree. Final certification is completed after grades have been released for the semester, and final transcripts are normally available about three to four weeks after certification.

13. OTHER CONTACT INFORMATION

UCF Graduate Catalog (available online only) <http://www.ucf.edu/catalog>

CAH Office of Graduate Support <http://graduate.cah.ucf.edu/index.php>

UCF Graduate Website for Students <http://www.graduate.ucf.edu>

Texts & Technology Website <http://tandt.cah.ucf.edu/>

Academic Calendar http://www.ucf.edu/info/acad_calendar.php

Library <http://library.ucf.edu/>

Graduate Student Association <http://www.gsa.graduate.ucf.edu/>

University Writing Center <http://www.uwc.ucf.edu/>

The Counseling Center <http://counseling.sdes.ucf.edu/>

College of Arts & Humanities Graduate Office

Phone: 407-823-0966

E-mail: cahgrad@ucf.edu

13. Appendix

Doctoral Student Progress to Degree Annual Review Reporting Form

PART I: To be completed by Student

Name:	
Term and year admitted:	Expected date of graduation:
Current email address:	PID:

PROGRESS TO DEGREE in the current academic year (Summer 2009 – Spring 2010)

Courses attempted in last year, semester, and grades:	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Candidacy Exam Attempted (list all dates):
Date Exam Passed:

Estimated percent of Dissertation Research Completed ____%
Estimated percent of Dissertation Writing Completed ____%

RESEARCH GOALS of the current academic year (Summer 2012 – Spring 2013)

Brief Description of Research Progress (including non-dissertation research performed in classes etc.):
Publications & Presentations (submitted or published):

Other professional achievements of note:

FUTURE GOALS of the next academic year (Summer 2013 – Spring 2014)

List courses to be taken by semesters:

Briefly list research goals:

Briefly list other professional goals (presentations, publications, etc.):

STUDENT'S CONCERNS about past performance, future goals, or other issues that may affect progress toward degree

Student's Name (Printed) _____ Signature _____ Date _____

PART II: To be completed by Faculty Advisor

ASSESSMENT of student's progress to degree (to be completed by advisor/faculty)

Academic progress to date:	Excellent	Satisfactory	Needs Improvement	Poor	N/A
Research progress to date:	Excellent	Satisfactory	Needs Improvement	Poor	N/A
Future Goals as presented by student:	Ambitious	Realistic	Needs Additional Rigor		

Rating Scale:

- 1 – Outstandingly meets this objective**
- 2 – Effectively meets this objective**
- 3 – Satisfactorily meets this objective**
- 4 – Addresses this objective but falls short of meeting it**
- 5 – Does not meet this objective**

Objective	Rating
Exhibits familiarity with a range of perspectives that impact media technology on texts	
Incorporates theory-building to explain the relationships between texts and technology	
Indicates familiarity with the history of this relationship in T&T	
Effectively applies methodologies used to describe this relationship	
Shows innovativeness and creativity	
Demonstrates complexity and rigor	
Exhibits clarity of presentation	
Synthesizes and extends knowledge from the T&T field as is appropriate for his or her research	
Demonstrates professionalism	
Faculty Comments:	

Advisor's Name (Printed) _____ Signature _____ Date _____