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# TEXTS & TECHNOLOGY PH.D.

University of Central Florida  
College of Arts and Humanities  
Doctoral Student Handbook  
2021-2022

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# INTRODUCTION

Dedicated to inventing the future of the humanities, Texts and Technology is an interdisciplinary doctoral program that integrates fields such as writing, rhetoric, philosophy, technical communication, and public history with digital methods and practices in coding, game design, and archiving. The program supports engagement with digital practices in dialectical, rhetorical, procedural, and critical-cultural fields. The T&T program considers literacy in a broad sense, from traditional notions of writing and communication to more contemporary notions of computational and procedural literacy (e.g., using programming and new media installations as inventive methods for production, critique, and analysis).

Since 2001, UCF's Texts and Technology doctoral program has excelled in supporting its students with an internationally recognized faculty and by offering a rigorous curriculum in a friendly environment. Students bring knowledge of a specific discipline and deepen their understanding of the subject through a digital lens. In the T&T program, students adapt, develop, assess, and invent information practices in relation to emergent information technologies in and beyond the humanities.

The UCF Graduate Student Handbook and the Texts & Technology Ph.D. program handbook serve as your main guides throughout your doctoral career. The Graduate Student Handbook includes university information, policies, requirements, and guidance for all graduate students. The program handbook describes the details about graduate study and requirements in the Texts & Technology program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in T&T and in the Graduate College at any time.



# PROGRAM OVERVIEW

## Coursework

This section is intended only as a general guide. For the current, binding description of T&T program requirements, visit the UCF Catalog for the year you entered the program. The current T&T page of the catalog is [here](#).

## Required Courses—18 Credit Hours

### Core—15 Credit Hours

ENG 6800	Introduction to Texts and Technology	3 credit hours
ENG 6810	Theories of Texts and Technology	3 credit hours
ENG 6801	Texts and Technology in History	3 credit hours
DIG 6836	Design and Development for Texts and Technology	3 credit hours
ENG 6005	Dissertation Research Design in Texts and Technology	3 credit hours
ENG 6826	Professionalization in Texts and Technology	0 credit hours

### Research Methods—3 Credit Hours

Select one course from the list below, or an alternate 6000-level methods course subject to approval by the instructor and the Texts and Technology Program Director.

ENG 6812	Research Methods for Texts and Technology	3 credit hours
DIG 6825	Research Methods for Digital Media	3 credit hours
ENC 6720	Research Methods in Rhetoric and Composition	3 credit hours
HIS 6159	Historiography	3 credit hours

## Elective Courses—21 Credit Hours

For elective course offerings in a particular semester, please refer to the schedule online via myUCF, or seek counsel from your adviser, the course instructor, or the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)).

### Area of Specialization—12 Credit Hours

No later than after 18 credit hours in the program, students are expected to select an Area of Specialization. Students are required to select 12 credit hours from the Area of Specialization as noted in the catalog, or other graduate courses in the discipline subject to approval by the instructor and the Texts and Technology Program Director.

### Interdisciplinary Electives—9 Credit Hours

Students select 9 credit hours of interdisciplinary electives from any Area of Specialization, or from other departments within the university, subject to approval by the instructor and the Texts and



Technology Program Director. This requirement encourages students to find graduate-level coursework best suited to develop their research agendas and to prepare for their dissertation.

For students who intend to pursue work as a professor, and who do not have extensive teaching experience, we recommend that one of these electives be ENG 6813 Interdisciplinary Teaching (3 credit hours).

For students who intend to pursue work in industry or alt-ac work such as in a digital humanities center, we recommend that one of these electives be ENG 6947 Internship in Texts and Technology (3 credit hours) or another appropriate 6946-numbered internship in the College of Arts and Humanities.

## **Candidacy Examination**

Students enroll in ENC 7919 Doctoral Research (3 credit hours) when taking exams. The candidacy examination is a written examination with three parts—one part based on a reading list reviewed biennially by the Texts and Technology faculty and the other two parts based on reading lists prepared by each student and approved by their examination committee. The candidacy examination for each student is written and evaluated by a committee of three UCF graduate faculty chosen by the student.

## **Dissertation**

A total of 15 credit hours of ENC 7980 Doctoral Dissertation is required. Students must produce 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 project-based nature (broadly construed), but must meet academic standards of rigor, scholarship, relevance, and excellence.

## **Other Requirements**

Students will submit at least one substantial scholarly article to a national and/or international peer-reviewed journal with the approval and assistance of their dissertation chair.

While not formally assessed, the program includes the development of a set of technical skills and proficiencies throughout students' time as a PhD student in order to facilitate coursework, Candidacy Examination, and Dissertation performance. Knowledge of, and experience with, various forms of social media, web design and usability, or scripting/coding, for example, strengthen a candidate's credentials upon graduation and when they apply for academic and industry positions.

## **Milestones for Completion of PhD Degree**

- Complete a First Year Review (scheduled with the Program Director following the conclusion of 18 credit hours in the program)
- Complete Core Coursework and Electives (requires approximately two years for full time students and three years for part time students)
- Submit a substantial scholarly article to a peer-reviewed journal or conference proceedings
- Pass the Candidacy Examination (requires one to two semesters)
- Develop and defend a Dissertation Prospectus (requires approximately one semester)
- Write Dissertation (requires one to two years)
- Defend the Dissertation

## Timeline for Completion

### Full-time

Note that students must enroll in at least one summer term to complete the program in four years.

FALL YEAR ONE	SPRING YEAR ONE	SUMMER YEAR ONE
ENG 6800 Intro to T&T ENG 6812 Research Methods XXX xxxx Elective <b>9 credits</b>	ENG 6810 Theories of T&T ENG 6801 T&T in History XXX xxxx Elective <b>9 credits</b>	
FALL YEAR TWO	SPRING YEAR TWO	SUMMER YEAR TWO
DIG 6853 Design & Development for T&T XXX xxxx Elective XXX xxxx Elective <b>9 credits</b>	XXX xxxx Elective XXX xxxx Elective XXX xxxx Elective <b>9 credits</b>	Study for Candidacy
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
ENG 6007 Diss. Research Design ENC 7919 Doctoral Research (3-6cr) (exams) <b>6-9 credits</b>	ENC 7980 Dissertation <b>4 credits (up to 8cr)</b>	ENC 7980 Dissertation <b>3 credits</b>
FALL YEAR FOUR	SPRING YEAR FOUR	
ENC 7980 Dissertation <b>4 credits (up to 8cr)</b>	ENC 7980 Dissertation <b>4 credits (up to 8cr)</b>	<b>4 YEARS</b>

### Part-time

The schedule outlined below can be accelerated if classes are taken in the summer, and if dissertation is pursued over fewer terms.

FALL YEAR ONE	SPRING YEAR ONE	SUMMER YEAR ONE
ENG 6800 Intro to T&T ENG 6812 Research Methods in T&T <b>6 credits</b>	ENG 6810 Theories of T&T ENG 6801 T&T in History <b>6 credits</b>	
FALL YEAR TWO	SPRING YEAR TWO	SUMMER YEAR TWO
DIG 6853 Design & Develop for T&T XXX xxxx Elective <b>6 credits</b>	XXX xxxx Elective XXX xxxx Elective <b>6 credits</b>	
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
XXX xxxx Elective XXX xxxx Elective <b>6 credits</b>	XXX xxxx Elective XXX xxxx Elective <b>6 credits</b>	
FALL YEAR FOUR	SPRING YEAR FOUR	SUMMER YEAR FOUR
ENG 6007 Dissertation Research Design <b>3 credits</b>	ENC 7919 Doctoral Research (exams) <b>3 credits</b>	

FALL YEAR FIVE	SPRING YEAR FIVE	SUMMER YEAR FIVE
ENC 7980 Dissertation <b>3 credits</b>	ENC 7980 Dissertation <b>3 credits</b>	ENC 7980 Dissertation <b>3 credits</b>
FALL YEAR SIX	SPRING YEAR SIX	
ENC 7980 Dissertation <b>3 credits</b>	ENC 7980 Dissertation <b>3 credits</b>	<b>6 YEARS</b>

*\* The program reserves the right to change course offerings or schedules as needed - please refer to [myUCF](#) for up-to-date course schedules.*



## Professional Conduct Expectations

As a community of scholars, the T&T program recognizes that the freedom of inquiry essential to scholarly work carries with it responsibilities of professional conduct. Students are expected to adhere to the rules and regulations as stipulated by the University of Central Florida and the T&T Program handbook.

First, our teaching and inquiry must be respectful. Members of our scholarly community actively demonstrate respect for others. We also do not exploit or discriminate against others on grounds including, but not limited to, race, ethnicity, national origin, religious creed, age, gender, gender expression, sexual orientation, or disability; we do not sexually harass students, colleagues, or staff members; and we do not use language that is prejudicial or gratuitously derogatory. All members of the community are expected to behave in a respectful and courteous manner to others, avoiding threatening or bullying behaviors such as stalking, dishonesty, or disrespect for others' personal space or misuse of shared spaces. We demonstrate respect for knowledge by avoiding capricious or arbitrary decisions regarding professional status or academic freedom, the misuse of confidential or private information, and the practice of deceit or fraud of the academic community or the public. We will value this respect in our own conduct and will actively admonish failures of respect in the action of others.

Second, professional conduct requires the responsible use of evidence in developing original arguments and both fairness and generosity in hearing and reading the arguments of others. We accept the obligation to exercise critical self-discipline and intellectual honesty in the production and dissemination of knowledge.

Third, our community rests upon the fundamental assumptions of ethical authorship within the responsible conduct of research. Graduate students must not plagiarize the work of others. In addition, submitting the same work to fulfill more than one requirement will be considered self-plagiarism unless there is a substantial revision or addition to the first work and the resubmission takes place with full knowledge and approval of the faculty member to whom the work is being submitted.

Fourth, our community upholds these research standards in all areas including in our interactions with human and nonhuman participants in research, in our engagements with cultural knowledges, in identifying and managing conflicts of interest, in managing data, in using T&T and UCF resources, in mentoring and training, and in collaboration.

Enacting these responsibilities upholds the research and academic integrity of our community and the personal integrity of its members. In the assessment of professionalism, instructors and program administrators will consider each student's conduct; the quality of interactions; and meaningful engagement in all aspects of the program.

Students who are in violation of these behaviors will be counseled according to the procedures specified in the T&T Handbook and reminded of UCF/T&T expectations. If, after such counseling, the faculty or program administrators conclude that the student is not able or willing to demonstrate an acceptable standard of professionalism, or if there is repeated disregard or violation of standards of professionalism, such behavior will lead to dismissal from the program.

Here are some resources to help you better understand your responsibilities:

[UCF Graduate Handbook: Standards of Conduct and Responsibility](#)  
[Academic Integrity Training](#)

## [Graduate Student Policies](#)

### **Academic Progress Expectations**

Each student's academic progress is reviewed by both T&T and the College of Graduate Studies each semester. Students who have not met conditions or restrictions of their admission may be prohibited from further study in the program. Additionally, students who have not performed to academic standards of the program or university will be placed on Probationary Status or Dismissed from the program.

In accordance with the College of Graduate Studies' policies and with the minimum university standards for satisfactory performance to continue graduate study, T&T maintains the following requirements for all students:

- Students are required to maintain a 3.00\* GPA in all coursework included in the program of study in order to maintain regular graduate student status, receive financial assistance, and qualify for graduation.
- 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 course in which a student has received an unsatisfactory grade may be repeated; however, both grades will be used in computing the GPA.
- 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.

\* all references to GPA refer to graduate status Grade Point Average. A graduate status GPA will be calculated based on the graduate courses taken at UCF since admission into each degree or certificate program. See the UCF Graduate Catalog [for more information](#).

### **Academic Integrity**

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

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.

Professors in the Texts and Technology PhD program will assume that students adhere to the academic creed of UCF 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; representing one's own reused work as original is

also a serious breach of ethics. All work that students submit for T&T classes, candidacy exams, and dissertations must be their own original work. 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; and
- 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; if students wish to reuse previous work in a candidacy exam or dissertation, this must be appropriately cited and explicitly approved by the professor or committee chair. As graduate students are 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.

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 PhD program in accordance with the Probation and Dismissal Policy and Process. A professor who suspects plagiarism during any aspect of the T&T program (coursework, Candidacy Examination, 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, they may appeal to the T&T Program Director in person and/or in writing. The Program Director will assess the case in accordance with the Professional Conduct Expectations.

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.

All doctoral students are required to take trainings in Academic Honesty and Responsible Conduct of Research. Students must complete an online module and four face-to-face workshops prior to enrolling in dissertation hours. Information on the Academic Integrity Training through CITI, and access to enrollment may be found at the Graduate Studies website.

For more information about your responsibilities, consult [Graduate Student Policies](#).

# TIPS AND TRICKS FOR SUCCESS

## Research and Writing Groups

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.

The Digital Cultures Research Group, open to all with interests in digital culture, provides one network for support and professional development, and students are highly encouraged to participate. Contact the group coordinator, Dr. Mel Stanfill [mel.stanfill@ucf.edu](mailto:mel.stanfill@ucf.edu), to be added to the mailing list for upcoming meetings.

## Alumni Advice

Buy the texts and read them carefully. Hold onto the best ones. Build a library and use it. Learn HTML. Read widely in our field every day (Scientific American, Future Tense, VOX, All Tech Considered, Columbia Journalism Review, Neiman Lab) and bring these stories to bear on your studies. Hone in on a few major theorists that you will study exhaustively and use them in all of your courses. (Daniel Powell, 2017)

Find mentors who you work well with and let them guide you as you develop your research/teaching skills and interests. Don't be afraid to change your focus as you learn. (Rachel Winter, 2021)

Get to know your cohort and those just before and after you. Make connections and spend time together both socially and to discuss your work. Also take a variety of courses, including some that may seem tangential to your direct interests. There's a lot of value in the range of subjects T&T covers. Take full advantage of how interdisciplinary our field is. (Carolyn Glasshoff, 2021)

Find a way to organize all of the information you are learning: theories, scholars, dissertation ideas, important texts and journals. Also-attend the many workshops and conventions that take place on campus and in town. (Maggie Cotto 2016).

Spend the time you have before your comp exams really thinking about how to diversify your interests. There is so much that this program can expose a person to, so it is worth doing that before you start focusing on your research. (Jasara Hines, 2020)

Push yourself to take courses on subjects you are unfamiliar with; don't procrastinate; try to write a little bit every day; try out new technologies; learn programming; talk to your professors when you have questions or concerns; go to conferences together; work on projects and publications with your fellow students and professors; attend talks and events as often as you can; and talk to people whenever you have the opportunity. Stick together and find friends; you will need them. Take care of your physical and mental health. Remember that there's a life outside of academia, and it's okay to enjoy it guilt-free. (Laura Okkema 2019)

Trust the process. I am a first-generation college student and the first person in my family to achieve a doctorate. I was afraid that I would miss something or not finish something correctly. But, I came to realize that everyone at the college was rooting for me and supporting me. They were so kind and that allowed me to grow and become confident as an instructor and professional. (Camila Alvarez, 2019)



Be open to exploring new academic aspects other than your main interests. You may find a new research angle. (Bob Clarke, 2019)

# T&T STAGE 1: COURSEWORK

## Preparing for Doctoral Coursework

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.

## Recommended Practices for Reading and Citing Research

Students should adopt a notetaking/citation management system early in their doctoral careers to systematically capture and access key information. [Zotero](#) is a free powerful documentation tool for multimedia and internet researchers. UCF also offers students one of the most popular programs, [EndNote](#), at no charge. Adopting and using these programs allows students to focus less on the mechanics of citation, and more on the ideas in texts they are reading. Using these tools will also systematically prepare students for using these texts for examinations, presentations, and publications.

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

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

- adapted from original recommendations of core T&T faculty member Barry Mauer

## Recommended Practices for Classroom Presentations

In many courses, students lead roundtable discussion sessions or provide other class presentations of reading material to the instructor and class. Because reading material for T&T coursework is often abstract and complex, making it usable is crucial if students are to succeed in using the readings effectively. Often, the student will need to explain to others what was done and why. To the extent that the work of the authors can be distilled, the student will do their readers and the student a great favor. In general, students should understand the formal elements of presentations:

1. Orientation: What has been discussed in the class so far? How does the current topic relate to the cumulative knowledge generated by the class?
2. Abstract: Provide a brief synopsis of the topics to be covered.
3. Problem statement: What is the significance of the material to be presented? What problems or areas of knowledge was it meant to address?
4. Target: How is this knowledge going to help accomplish the 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 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 in the work of students.

Here are some additional suggestions for presentations and roundtables:

1. Provide a printed or electronic handout or PowerPoint presentation to the students in the class.
2. List and define key terms from the readings.
3. It is often helpful to show the relationship of key ideas visually, using images, graphs, or tables.
4. The instructor may distribute discussion questions to the class before the readings are due. If so, use these or come up with new discussion questions. Good questions don't always have definite answers. For instance, a great question is "So what?"
5. Discuss areas that are confusing or problematic. Also, feel free to argue for or against the positions of the authors. If you as the presenter are having trouble understanding a portion of the reading, chances are, you are not the only one!
6. Indicate what these ideas suggest about papers or assignments and/or how best to plan to use these ideas in the 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 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.

-adapted from original recommendations of core T&T faculty member Barry Mauer

## Grading/Evaluation in Texts & Technology Courses

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



- 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 final grade of “A-” indicates that students have successfully fulfilled all course requirements satisfactorily.
- A final grade of “B+” indicates that a student has fulfilled all course requirements with minor exceptions.
- A final grade of “B” indicates that a student has done passable work in the course although there may be some significant problems in 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 they are able to give to graduate school.
- 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 PhD -level work.
- Final grades of “C+,” “C,” “C-,” “D+,” “D,” and “D-,” indicates various degrees of substandard performance. Anyone who receives a grade below a “B-” must meet with the T&T Director to discuss the advisability of continuing in the program.
- *F Failure.*

Students are also evaluated according to progress made in meeting each of the following T&T program objectives:

- Exhibits familiarity with a range of theoretic and analytic perspectives;
- Exhibits understanding of appropriate theoretical perspectives;
- Exhibits familiarity with the history of relations between Texts & Technology;
- Demonstrates knowledge of research methodologies;
- Demonstrates knowledge of digital design technologies;
- Demonstrates complexity and rigor of intellectual engagement;
- Presents ideas clearly and coherently to others; and
- Situates ideas within a professional context of existing discourse appropriate for publication

## Enrolling in Courses

### New Students

Your first step as a new student should be to log into [myUCF](#) and accept your offer of admission. You should also establish a [Knights Email account](#). Be sure to do this as soon as possible, as both of these steps ensure you will be properly contacted by offices on campus concerning orientation and financial aid information. As Knights Mail is our official contact address for UCF, after your first semester all official notices will go to this account, so be sure to set it up as soon as possible and check it regularly.

### Graduate Course Registration

Texts & Technology courses operate on Closed Enrollment. Closed Enrollment makes all of our courses appear full or closed to students in *myUCF*, and courses require an individual permission number. Once registration opens, email the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) a list of the courses you want to take and then, based on the order we receive requests, a permission number will be emailed to you for each course so that you can register on *myUCF*.





The first thing you should do is log onto *myUCF* and verify your Enrollment Appointment. This is the date the university sets for when you can begin to register for classes. This date is based upon seniority and student status. While you will be unable to use the permission numbers to register before your enrollment appointment, you may secure your numbers (and thus reserve your seat) at any point after the registration dates published online in the [Academic Calendar](#). Permission numbers received before your enrollment appointment will remain active until you have the opportunity to use them, but will expire during the first week of classes. 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 after all, they will need to obtain a new permission number to register for that course again.

All Students enroll in courses online through their *myUCF* accounts. If Consent of the Instructor (CI) is required for a course in a department outside of Texts & Technology, then the student should contact both the instructor and the T&T office for permission to register.

To enroll in **Candidacy Hours, Dissertation Hours, Internship, Independent Study, or Directed Research**, students must complete and submit the Restricted Registration form, [available on the T&T website](#).

## UCF Employees

If you are using your [tuition waiver benefit](#), UCF Employee registration occurs on the last day of Registration for each term, at the time specified on the [UCF Academic Calendar](#). Should a UCF employee register for the courses to which the waiver will apply prior to the prescribed date and time, the fee waiver will become invalid and the UCF employee will be liable for all applicable fees. If you were issued a permission number by the program, please do not use it until your designated registration time! An employee may register for courses for which they are not requesting a fee waiver at their scheduled appointment time.

Employees may not use their tuition waiver benefit for independent study; directed research; internships; or exam or dissertation hours. A third attempt at the same course is not eligible for a waiver.

## Course Offerings

As an interdisciplinary program in the College of Arts & Humanities, Texts & Technology students take courses through a variety of departments: English, Writing & Rhetoric, Philosophy, History, Games and Interactive Media, and others.

Course Descriptions are available in the [online graduate catalog](#).

Syllabuses for Texts & Technology courses may be found on the [T&T website](#). Please contact the Texts & Technology office if you need assistance regarding courses and contacts in various departments across campus ([TandT@ucf.edu](mailto:TandT@ucf.edu), 407-823-2126).

## Practicum Experiences (Internships)

The purpose of practicum experiences, offered under the rubric of ENG 6947 Internship in Texts and Technology (3 credit hours) or another appropriate 6946-numbered internship in the College of Arts and Humanities, 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 doing practicum work should make a meaningful contribution to the company or organization during the internship experience. While practicum experiences are not required, they are highly recommended for students interested in alt-ac or industry positions.

There are four main types of practicum experiences:

1. Conference organizing: Students will work under the supervision of one or more UCF faculty to organize a conference, symposium, or other event. In this type of practicum, students will learn about logistics and administration of academic events.
2. Journal editing: Students will work with one or more UCF faculty who are editors of journals housed at UCF. In this type of practicum, students will learn about journals as vehicles for research and creative work.
3. Digital Humanities internship: Students will work on a UCF-housed Digital Humanities initiative, frequently the Regional Initiative to Collect Histories, Experiences, and Stories of Central Florida (RICHES) or the Center for Humanities and Digital Research (CHDR) to learn about how such DH initiatives function. In this type of internship, students will learn skills such as coding, metadata creation, grant writing, logistics, and other tasks essential to DH work.
4. External internship: Students will work for a 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. The internship experience must include some emphasis on technology—ranging from using technology to helping to develop technology. In this type of internship, students will learn about and contribute to the work that the organization does.

The practicum will normally be completed in one academic term (fall, spring, or summer). The minimum number of contact hours for the entire internship experience is eighty hours, and most students work 10 hours per week.

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. Most internships are on a voluntary basis.

To apply for an internship for credit in Texts & Technology:

- Students should not enroll in an internship during their first semester.
- Enroll in ENG 6947 Internship in Texts and Technology (3 credit hours), or another appropriate 6946-numbered internship in the College of Arts and Humanities using the Restricted Registration form available on the T&T website.
- Submit an internship proposal that discusses the work the student will do and its benefit for the student's future plans.

# T&T STAGE 2: EXAMS

## Overview

The Candidacy Examination is best viewed as a preparatory experience for the dissertation, one that serves as a scaffold from thinking about texts and technology in formal course work toward the prospectus and dissertation.

First, the core exam will encourage students to make connections between authors and ideas in Texts & Technology as a whole based on a selection of texts from the core [Texts & Technology PhD Candidacy Exam Reading list](#). Second, the two specialized exams will push students to examine other researchers' arguments in the specific fields they will contribute to with their dissertation, the student's primary field of concentration and a distinct secondary field or subfield of the student's research.

The exam process is an exciting time because students are beginning to frame their research areas and choose texts that address specific interests while preparing to begin their dissertations. Most of the faculty will see titles of texts on these exam lists that they have not read, so they also hope to learn new things from the students.

Students must complete all portions of the Candidacy Examination within one semester or its equivalent.

## No later than the semester before you intend to take exams:

### Find a chair

Your first step is to find your exams chair. This person must be a T&T core faculty member.

### Form a committee

In consultation with your chair, form an exams committee. This is three UCF graduate faculty chosen by the student; at least two members must be part of the Texts and Technology faculty.

Once committee members have agreed to participate, have each of them sign the [Candidacy Exam Committee form](#) and submit to the T&T office. Email/scan/electronic signatures are fine.

You may choose to add a fourth (external) member to your committee. This is optional for exams, but will be required for dissertation. It may be beneficial to invite the external member early to contribute to the development of the specialized reading lists.

### Draft your lists

The Candidacy Examination consists of three parts:

Core Exam: Based on a selection of 30 texts from the core [Texts & Technology PhD Candidacy Exam Reading list](#). The first question of the core exam asks about Texts and Technology as a field, but the specific phrasing is not fixed. Two questions, six pages per question, 24 hours.

Primary Exam: Based on 25-30 texts in the student's primary field of concentration. Two questions, twelve pages per question, 48 hours.



Secondary Exam: Based on 25-30 texts in a distinct secondary field or subfield of the student's research. Two questions, twelve pages per question, 48 hours.

### **Register for candidacy hours**

You may not enroll in ENC 7919 Doctoral Research hours or schedule your Candidacy Examination until your last semester of formal coursework.

Complete a Restricted Registration form, [available on the T&T website](#), for a minimum of 3 credits of ENC 7919, to be graded S/U. 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.

On the form, near the middle, there is a section called Description of Assignments and Expectations. This area cannot be left empty! You must list what you hope to accomplish during the term (e.g. Exam 1 September 15, Exam 2 October 15, Exam 3 November 15), a Consultation Policy, and a written description of Assignment Details and Learning Outcomes. Once this form is signed by your chair, drop it off at the T&T office or email to [TandT@ucf.edu](mailto:TandT@ucf.edu) so that Carla can register you.

If you do not take and pass all parts of the Candidacy Examination in one semester, you must register for at least one credit hour in ENC 7919 during the semester when you complete the exam. You must be enrolled in order to sit for any portion of the exam.

## **During your exam semester**

### **Schedule your exams**

You must complete all portions of the Candidacy Examination within one semester (16 weeks). You may take the series of three exams over a 16-week period that spans two semesters, e.g., Part 1 in September, Part 2 in November, and Part 3 in January.

You should leave at least two weeks between exams to receive feedback from the examination committee. However, it is strongly recommended to allow a month between exams to have time to incorporate feedback.

Coordinate your proposed dates and times with your committee.

To go on to Dissertation (ENC 7980) in the next semester, your last exam must be taken and graded prior to the College of Graduate Studies candidacy deadline, which is typically on or just before the last day of classes.

### **Take your exams**

On the day of your exam, your chair will email you the questions at the agreed time and ask you to confirm receipt. Once you have written the exam, you should return it by email by the end of your time period (24 hours for the first exam, 48 hours for the second and third).

### **Receive and incorporate feedback**

Committee members will generally provide feedback/notes to the student in writing within two weeks of receiving each exam. All members provide a score of pass or fail on each exam. Each exam must be approved by a majority of the committee.



## Complete your CITI training and Academic Integrity Workshops

In order to go enroll in dissertation after exams are complete, you must have completed the CITI Responsible Conduct of Research training and Pathways to Success Academic Integrity workshops.

To check whether it's complete, Log into myUCF, go to Student Self Service> Graduate Students> Student Center> Academic Information> Graduate Plan of Study. Scroll down to the University Requirements section. There will be 5 things (CITI plus 4 workshops) marked either "Complete" or "Initiated." If any of them say "Initiated," you will not be able to begin dissertation until you have completed them. Check this early in the semester to give yourself time to attend any needed workshops.

To finish the requirement, the CITI information is [here](#). Academic Integrity Training information is [here](#). Students can view enrolled and completed workshops (courses) on the Training Summary page in their myUCF Student Center. Log into myUCF Student Center> Graduate Students> Select the Pathways to Success link. On the Workshops Search page, click Your Graduate Workshops/Cancel Enrollments

## Find your external committee member

In consultation with your adviser, think of 2-3 scholars from outside of the College of Arts and Humanities (or outside UCF) whose research is particularly relevant for your dissertation.

With your adviser's help, reach out to the one who seems like the best option and discuss whether they'd like to join your committee. Repeat with the other options as needed.

In order to continue to Dissertation (ENC 7980) after exams, students must have an approved dissertation committee that includes their external member on file prior to the College of Graduate Studies candidacy deadline, which is typically on or just before the last day of classes. Committee approval usually takes about 2 weeks, and approval for an external committee member from outside UCF usually takes about 2 weeks before that. Plan ahead to make sure you can complete these steps!

## Candidacy Examination Committee

Each part of the Candidacy Examination is written and evaluated by a committee of three UCF graduate faculty chosen by the student. This Candidacy Examination Committee must be comprised of at least three members: a chair and at least two members.

The chair and at least one of the members must be from the Texts and Technology core faculty.

Students are expected to find a Texts and Technology core faculty member to serve as the chair of their examination and committee during the semester **before** they plan to begin exams (this often means during spring for a fall exam start, because many faculty members are not available in summer).

Prior to registering for ENC 7919, students must submit a completed [Candidacy Examination Committee form](#) for approval by the Program Director.

Students may choose to add a fourth, external member to their Candidacy Examination Committee. This requirement is optional for the Candidacy Committee, but will be required when forming the



Dissertation Committee. There may be advantages to inviting the participation of an external member early so that they can contribute to the development of the specialized reading lists.

A list of current [Texts & Technology Faculty](#) and their research specializations is available on the T&T website and in the [UCF Graduate Catalog](#).

## Registration

Students must be registered for ENC 7919 during the semester in which they take their Candidacy Examination. Students may not enroll in ENC 7919 Doctoral Research hours or schedule their Candidacy Examination until their last semester of formal coursework.

Registration for exams credit uses the Restricted Registration form, available [on the T&T website](#).

In the first semester in which a student enrolls in ENC 7919 Doctoral Research, they must enroll for at least three hours of credit. If the student does not take and pass all parts of the Candidacy Examination in that semester, they must register for at least one credit hour in ENC 7919 during the semester when they complete the exam (the student must be enrolled in order to sit for any portion of the exam). 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.

**NOTE:** *Students must be enrolled for at least one credit hour to use the university library facilities, even during summer semesters.*

## Preparing for Exams

Exams test a student's overall knowledge of the larger field of Texts & Technology, as well as sufficiency of breadth and depth within the student's fields of specialty. Each exam is unique to the student and tailored toward each student's interests. The process is meant to develop the tools needed to approach the dissertation. The exams are not just hoops to jump through, and they should be taken seriously and not be rushed.

Students should begin preparing for their Candidacy Examination early in the program, taking careful notes and organizing materials throughout their formal coursework. As previously mentioned, students should adopt a notetaking/citation management system early in their doctoral careers to systematically capture and access key information. [Zotero](#) is a free powerful documentation tool for multimedia and internet researchers. UCF also offers students one of the most popular programs, [EndNote](#), at no charge.

As the student reads core texts throughout the first years in the program, the following guiding questions should be considered in order to fully understand the material in each:

- What is the subject of the reading?
- What is the thesis?
- List at least three main points used to support the thesis.
- What evidence is offered in support of the major argument?
- What is the subtext (the author's purpose)? How do you know?
- Who is the audience? How do you know?
- Is the work credible? How do you know?
- What applications can the work have (how might it be used)?

- What are the implications and significance of these applications?
- What connections can you make to other texts on the list?

When you are nearing the completion of your formal coursework, meet with your Candidacy Committee Chair to discuss finalizing your reading lists and scheduling your exams. This meeting should take place at least three to four weeks prior to when you would like to take your first exam, but the semester before you plan to take exams is better.

Students are encouraged to speak with Examination Committee Members about questions or concerns they may have as they prepare for their examinations.

## **Taking Exams**

### **Scheduling**

To schedule any of your candidacy exams, speak first with your Candidacy Exam Committee chair to agree upon a tentative date, and then coordinate with the rest of your committee.

When scheduling exams, students should leave at least two weeks between each portion of the exam to receive feedback from the examination committee. However, it is strongly recommended that students allow a month between exams to have time to incorporate feedback.

Students must complete all portions of the Candidacy Examination within one semester or its equivalent. Students may take the series of three exams over a 16-week period that spans two semesters if desired, e.g., Part 1 in September, Part 2 in November, and Part 3 in January.

In the event of an emergency or unanticipated challenge, the committee may extend the time period for completion of the candidacy examination process by allowing more time between exams as appropriate, but should notify the T&T office of the decision. Faculty members should not extend the time allowed on an individual exam (24 or 48 hours).

### **Questions**

All examinations will include at least one question written by each member of the examination committee. Committee members will not solicit examination questions, in part or whole, from the student. If a committee offers practice examinations, actual examination questions will be sufficiently different to ensure rigor and fairness.

### **Writing the exam**

While faculty members know there is often anxiety about exams, they also want to see students approach their writing with enthusiasm. They want to know what you have to say.

Please follow these guidelines as you write:

1. You are not just writing to demonstrate your knowledge. Consider your reader and make your responses reader-friendly for someone who hasn't been up to their eyeballs in these texts for weeks or months.
2. Begin by explicitly addressing the question: acknowledge the question, explain how you interpret the question, and explain the significance/relevance of the question. This lets you frame the issues before you move ahead into the discussion.



3. Provide a brief overview (road map) of the rest of your response: What conceptual and methodological resources are you bringing to the question? How will you proceed?
4. Define all key terms before you begin to use them in your response. Even if you think your committee members share an understanding of the definition of these terms, they want to see how you define the term before moving ahead.
  - a. If a definition is contested—different writers define the term in different ways—make sure you acknowledge these differences and explain why you favor one definition over the others.
5. When citing the works on your list, do not assume your readers understand the whole framework of these texts. Provide an overview before proceeding.
  - a. You should treat the material dialectically, meaning that you show the reader how a branch of knowledge or school of thought relates to other branches or schools, how the branch you are treating is divided, and how the parts relate to each other. Be systematic.
6. State your thesis clearly. What is your position? How will you back up your claim?
7. If there are obvious counter-arguments to your claim, present them clearly and refute them systematically and with evidence and clear reasoning. Do not dismiss them out of hand without first engaging them.
8. In your writing, you should include both the conceptual and the concrete. In other words, if you discuss a concept, show the reader how it applies to a particular case. If you discuss a case, explain which concepts help the reader make sense of it.
9. Always explain the warrants—the logical connections—between your claims. Make sure your readers can follow your connections.
10. Avoid common stylistic errors such as the use of vague pronouns (“it” and “this” are the usual suspects here), passive voice that hides agency, and common punctuation problems such as comma splices.

It is important that the essay responses are not merely a rehashing of the theorists’ work, but reflect the student’s individuality in applying these concepts and theories to a particular field. The essay responses should demonstrate the student’s ability to think and apply information independently. A copy of the exam grading rubric is available on the [Candidacy Exam page of the T&T website](#).

## The Core Exam

The core exam aims to assess the student’s knowledge of 30 foundational texts selected in consultation with the student’s Candidacy Exam Committee from the list of Core Ph.D. Candidacy Exam Readings current at the time the student enters the program. Students may move forward in exam lists if a new list is released before they take their exams, but they may not move backward and use an older list.

There are two questions on the core exam. The student is asked to thoroughly respond to each question with an essay that meets the minimum of six double-spaced pages. Students are given a maximum of twenty-four hours to complete their responses. Students may use resources such as notes, books, and the Internet.

The core exam has one question about Texts and Technology as a field. The subject matter of this question is fixed, but the phrasing is not fixed. The student will select the second question from a list, typically three to five questions, prepared by their Candidacy Exam Committee.





It is recommended that students take the Core Exam first. Students who wish to take their Primary or Secondary Exam first should secure the approval of their chair.

### **The Primary and Secondary Field Exams**

The primary and secondary exams are 48-hour exams based on reading lists prepared by each student and approved by that student's Candidacy Examination Committee. The reading lists for these two parts of the Candidacy Examination must each consist of 25-30 texts.

A "field" is typically defined by established period, subject, or approach, such as "narratology," "digital humanities," or "professional and technical communication," but other areas of specialty, such as "TEI coding," will be allowed as long as they meet Candidacy Examination Committee approval and reading list guidelines. It will be up to the student to explain to their Candidacy Examination Committee how these sources are relevant and appropriate for these reading lists.

The student is asked to thoroughly respond to each question with an essay that meets the minimum of twelve double-spaced pages.

## **Candidacy Examination Grading**

The exam responses will be evaluated on the student's ability to answer the questions and provide substantive responses in an organized, clear, and coherent manner.

All Candidacy Examination Committee members will review and make notes regarding the student's responses on each part of the examination, using an [evaluation rubric](#), available from your chair or on the T&T website. The Candidacy Committee grades the essays separately as Pass/Fail.

A student can expect to receive notification of examination status within two weeks following the taking of any portion of the exam, unless the three exams are taken in an accelerated fashion. If the three parts of the examination are taken in close succession, the student can expect to receive notification of their examination status, to include all reviews at once, within three to four weeks of submitting the final portion of the exam.

If the written answers provided by a student are not satisfactory, the Exam Committee Chair, in consultation with the committee, will either have the student retake or assemble the committee for an oral defense by the student.

**Oral Defense:** In general, an oral defense of the examination is not required; however, an examination committee chair may choose to schedule one as a supplement and corrective to deficient exam answers.

**Retake:** 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 Candidacy Examination Committee will decide whether the student needs to retake the entire Candidacy Examination or a portion thereof. Retaking one or all examinations counts as the one allowed retake.

**Students who do not pass the Candidacy Examination on the second attempt will be dismissed from the program.**

Any student who enrolls for more than nine hours of ENC 7919, or who registers for ENC 7919 in a third or subsequent semester without successfully completing the Candidacy Examination, must secure approval from the T&T Program Director before they can register for additional ENC 7919



hours. Students on university support who fail the Candidacy Examination can be supported for a maximum total of eighteen hours of ENC 7919.

Students are admitted to doctoral candidacy status upon successfully passing all parts of the Candidacy Examination. When the chair notifies a student that they have passed their Candidacy Examinations, they should copy the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) for the purpose of recording the date of passing.



# T&T STAGE 3: DISSERTATION TO GRADUATION

## Overview

The program culminates in the student's production of original work in the dissertation. Students must produce 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 project-based nature (broadly construed) but must meet academic standards of rigor, scholarship, relevance, and excellence.

The Dissertation is designed, conducted, and reported by the student with the guidance of the Dissertation Advisory Committee. The contribution may take multiple forms, including, but not limited to, a traditional research study, a digital project that expands our knowledge, or a site-specific installation or production.

An oral defense of the Dissertation is required.

Dissertations from T&T alumni may be accessed and viewed online through the [UCF Library STARS Repository](#).

## Form a committee

Your committee can be comprised of the same faculty that served on your candidacy committee, or they can be different. Choose your Dissertation Chair from the core T&T faculty, aiming for a balance of matching as closely as possible your research interests with a faculty member's research specialties and someone you are comfortable working with. Usually this is the same person who served as your exams chair, but if your needs have shifted, you can change.

A faculty member is only eligible to be chair if they have served on another thesis or dissertation committee to completion. If a faculty member is in doubt regarding their eligibility, they should contact the T&T administration for clarification.

Committees consist of at least four members who are approved members of the UCF Graduate Faculty or Graduate Faculty Scholars. At least three members must be Texts & Technology Graduate Faculty, one of whom must serve as the chair of the committee.

You will also need a fourth member who is from outside the College of Arts & Humanities. They can be from UCF, from another institution, or from industry. External members should be chosen in consultation with your chair, and appropriate to your career goals.

If your member is from outside of UCF, they will need to be nominated as a Graduate Faculty Scholar. Not all external faculty or industry mentors are eligible, so be sure to [review the guidelines](#). All members must be approved before submitting the dissertation committee form, and approval can take a couple of weeks to process. Be sure to plan ahead and allow yourself time to secure approval. Start by emailing the Texts & Technology office ([TandT@ucf.edu](mailto:TandT@ucf.edu)), enclosing the proposed external member's CV.

All dissertation committee members, including outside readers, must hold a PhD or another relevant terminal degree.



Once committee members have agreed to participate, submit the [Doctoral Committee/Candidacy Status Form](#). Note that with the Dynamic Form, the email addresses have to be exact for the form to be delivered, so be sure to copy and paste.

## Register for dissertation hours

Students cannot register for dissertation credit (ENC 7980) until the semester after they have successfully completed the candidacy examination.

Complete a Restricted Registration form, [available on the T&T website](#), for a minimum of 3 credits of ENC 7980, to be graded S/U. Students on assistantships should usually register for more hours to ensure that all 15 hours are complete by the end of their assistantship. Dissertation research is considered a full-time effort, and post-candidacy enrollment in at least 3 ENC 7980 credit hours constitutes full-time graduate status. On the form, near the middle, is a box in which you must list what you hope to accomplish during the term for which you are registering (e.g. complete and defend dissertation prospectus). This box cannot be left empty! See the attached sample form. This form, once signed by your chair, comes back to the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) so that Carla can register you.

Each term, you must complete this form and submit it the T&T office. Doctoral students who have begun taking doctoral dissertation hours (ENC 7980) must enroll in dissertation hours each semester (**including summers, without skipping a semester**) until completion. Once you have completed 15 hours, you may decrease enrollment to 1 hour.

## Write a prospectus

It is expected that a T&T student will develop a prospectus during the first semester enrolled in ENC 7980 Dissertation Research. Students are required to submit and defend a written dissertation proposal during the first year in dissertation.

Your dissertation will explain and defend a significant original contribution to the field of Texts and Technology. It may be of a theoretical, historical, or project-based nature, but must meet academic standards of rigor, scholarship, relevance, and excellence.

For projects with a digital component, the student will negotiate the scope of the project / digital component vs. the scope of the text component that is appropriate to the project with the dissertation committee as part of the prospectus process.

## Defend your prospectus

Approximately 6 weeks prior to the end of the semester in which the student proposes finalizing the prospectus, they should circulate the draft prospectus to each member of their committee for comment.

Committee members should provide feedback/notes to the student in writing within two weeks of receiving the draft prospectus.

The student should revise the prospectus and resubmit it to committee members approximately 3 weeks prior to the intended defense.

After submitting the revised prospectus, the student should schedule a time to discuss the prospectus with the entire committee at a face-to-face meeting arranged by the student in consultation with their Dissertation Committee chair.

All members vote on acceptance or rejection of the dissertation proposal. The proposal must be approved by a majority of the committee.

### **Write the dissertation**

It is expected that in your dissertation you will exhibit the ability to define an appropriate research question/problem, apply appropriate theoretic and analytic perspectives, create an appropriate literature review, effectively apply research methodologies to develop new knowledge, and support your arguments with appropriate reasoning and evidence.

In writing the Dissertation, students must communicate clearly with their Chair and the rest of the Dissertation Committee in a timely manner. It is not uncommon for a student to submit drafts to the Chair one chapter at a time and revise these chapters until the Chair 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 Chair on the next chapter.

### **Defend your dissertation**

It is common for you to give a general presentation of your research and then allow committee members to ask questions. If time permits, your chair may invite other members of the audience to ask questions. Following the Q&A period, your chair will ask you and the general members of the audience to leave the room, and the advisory committee will then review and evaluate your research. Following the committee's deliberations, they will invite you back into the room and inform you as to whether you have passed the defense and what changes to your dissertation will be required before final approval.

## **Admission to Candidacy**

Students cannot register for ENC 7980 Dissertation until the semester after they have successfully passed the Candidacy Examination.

The following items are required in order to be admitted to candidacy and enroll in dissertation hours (ENC 7980):

- Successful completion of all course work, except for dissertation hours.
- Successful completion of all components of the candidacy examination.
- Successful completion of the [Pathways to Success Academic Integrity Training](#).
- An approved dissertation advisory committee form on file, consisting of approved graduate faculty and graduate faculty scholars.
  - If your external member is not already a member of the UCF Graduate Faculty, they will have to go through a nomination process. This must be done before submitting the dissertation committee form, and can take a couple of weeks to process. Be sure to plan ahead and allow yourself time to complete this process.
- A current, approved program of study on file (refer to your *myUCF* account)

## Dissertation Advisory Committee

Depending on a student's program and development, the Dissertation Chair and committee may, or may not, be the same members as the Candidacy Examination Chair and committee. Students should begin the process of identifying a Dissertation Chair and committee as they complete the Candidacy Examination.

Depending on their progress or the interdisciplinary nature of their study, some students may require additional time to form their committees, but doctoral students must have an approved Dissertation Committee prior to enrolling in dissertation credit.

The Committee will consist of a minimum of four members who are approved members of the Graduate Faculty or Graduate Faculty Scholars (see [Graduate Faculty](#)). At least three members must be Texts & Technology Graduate Faculty, one of whom must serve as the chair of the committee. One member must be an external member from either outside the College of Arts & Humanities or outside the university.

Students choose their Dissertation Chair from the core T&T faculty. 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 honestly, and find a faculty member who can work with them to improve their performance. Because Texts and Technology is an interdisciplinary field, students also need to pay attention to selecting a chair and committee members who are knowledgeable about their research topic and/or their chosen field with respect to its subspecialties. Each member of the Dissertation Committee must electronically sign the [Doctoral and Thesis Advisory Committee Form](#).

All Dissertation Committee members, including outside readers, must hold a PhD or other relevant terminal degree, and their credentials must be approved by the College of Arts and Humanities Graduate Office and the College of Graduate Studies. One adjunct or one visiting faculty member may serve as a departmental or outside committee member. Adjuncts, visiting faculty, and external committee members who are not approved as graduate faculty at UCF must be nominated to serve as Graduate Scholars. Nominations are processed by the Texts & Technology office; the first step is sending the external member's CV to [TandT@ucf.edu](mailto:TandT@ucf.edu).

Committee membership must be approved by the Program Director and submitted to the College of Graduate Studies. All members must be in fields related to the dissertation topic. The UCF College of Graduate Studies reserves the right to review appointments to a Dissertation Committee, place a representative on any Dissertation Committee, or appoint a co-chair.

A student may request a change in membership of the Dissertation Committee with the approval of the Program Director and submission of a revised Dissertation Committee Form to the College of Graduate Studies.

All members vote on acceptance or rejection of the dissertation proposal and the final Dissertation. The dissertation proposal and final Dissertation must be approved by a majority of the committee.

## Enrollment in Dissertation Hours

After a Dissertation Committee is approved, the student will enroll in dissertation hours. Students request enrollment by completing a Restricted Registration form, [available on the T&T website](#), for a minimum of 3 credits of ENC 7980, to be graded S/U. On the form, near the middle, there is a

section called Description of Assignments and Expectations. This area cannot be left empty! You must list what you hope to accomplish during the term (e.g. Prospectus Draft September 15, Revision October 15, Defense November 15), a Consultation Policy, and a written description of Assignment Details and Learning Outcomes. Each term, students must complete this form, have the Committee chair sign it, and submit it to the T&T office.

Doctoral students who have passed candidacy and have begun taking doctoral dissertation hours must enroll in at least three dissertation hours each semester (**including summers, without skipping a semester**) until completion of minimum program dissertation hours (15 hours). After this, with approval of the dissertation chair or advisor, students may enroll in one dissertation hour per semester.

**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).*

Students who need to interrupt their dissertation work for extenuating circumstances must submit a [Special Leave of Absence Form](#) to the College of Graduate Studies. Approval of the form must be obtained prior to the first day of classes for the term of non-enrollment.

## Prospectus Guidelines

After completion of the Candidacy Examination, doctoral candidates prepare a prospectus that serves as a proposal for the dissertation project. The purpose of a prospectus is to propose original and independent research to be completed under the guidance of the Dissertation Committee. The prospectus should delineate a theoretically informed framework to guide the study that will make significant and substantive contributions to the body of knowledge in the field of endeavor. The prospectus will require students to defend their own arguments in both written and oral form.

It is expected that a T&T student will spend the first semester enrolled in ENC 7980 Dissertation Research developing a prospectus in accordance with the guidelines found herein. Candidates must submit the prospectus to the Dissertation Committee within one year of beginning ENC 7980 Dissertation. **Failure to submit a prospectus within one year of beginning ENC 7980 is grounds being placed on academic probation, absent extenuating circumstances.**

A Texts & Technology prospectus is typically 20-30 pages in length but can be longer or shorter depending on the preferences of the student's Dissertation Committee.

The student's Dissertation Committee has flexibility in determining the time allowed for the completion of a prospectus, but should be mindful that it must be submitted within one year of beginning ENC 7980 Dissertation. The Committee also should keep in mind that a full-time student is expected to complete all dissertation work within four semesters of completing their exams, including summers. Part-time students generally take six semesters to complete the dissertation after exams.

## Part 1: Problem and Research Question

Why are you doing a study? What gap is there in our knowledge?



Essentially, what is the dissertation about? In this beginning section, preview the general approach adopted in the dissertation: the historical, geographical, temporal, and/or substantive scope. Treat this as an opportunity to state with clarity and conviction exactly what the core issue of the dissertation will be. This section should be no longer than two to three pages in length. It should be similar to writing an abstract.

## **Research Question**

What are you trying to find out about the world? As a part of establishing the premise of the dissertation, the prospectus should state the central question or puzzle that is to be addressed. The research question (broadly construed; may be a research statement or multiple research questions) should be stated clearly and succinctly and phrased precisely, since it will determine what is or is not relevant to the dissertation.

## **Part 2: Focused Literature Review**

What do scholars already know about your topic?

First, you should provide a well-focused summary of the current debate(s) in your chosen subfield. This will allow your committee to see how you situate your project in the existing literature.

Second, you should outline in precise terms the specific contribution(s) your dissertation will make to the subfield. If you believe you are studying a neglected yet significant subject, specify what part of that subject has been missed, and how your study will fill the gap. If you are building on an important literature in the field, say what has been achieved, and how your proposal adds to it. If your proposal is a case study or a comparison of multiple cases, this is an appropriate place to justify your selection of cases with reference to theory.

This section should contain specific subjects or questions the project intends to investigate. The rationale for developing these should be included.

Six or seven pages should suffice for this part of the prospectus, although in cases where the resolution of contending interpretations is an especially important part of the thesis, a bit more detail is appropriate. Whatever you do, do not set out to review the literature in its entirety here. Instead, write this part with the assumption that both you and your committee are familiar with the field.

## **Part 3: Research Design**

How will you answer the research question? While the focused literature review shows the importance of the issue, this section indicates the process you will use to examine the issue(s)/question(s).

Depending on the area, this part will cover different elements, but all will need to address the following: What specifically do you intend to do and what does each step contribute to the project as a whole? In what order do you intend to proceed? If there are other ways to research your topic, why is yours preferable? Ten to twelve pages should be enough to cover this material. You should try to provide the following types of information:



## **Data/Materials/Evidence**

Data here means the raw material for your analysis, whether quantitative, qualitative, visual, spatial, textual, or something else. If your investigation is empirical, what sort of evidence will you consider? If theoretical, what material will you cover and what will you do with it? If project-based, what do you intend to create and why? How will you decide what to examine? Are you using human subjects? If so, have you addressed Institutional Review Board approval and included it in your timeline? How do you know that what you propose to examine is appropriate to answer your question?

## **Data/Materials/Evidence Collection**

How will you collect what you want to look at? Is there adequate data or other materials available? Can you obtain it? Are you planning to do library work, field work, interviews, surveys, etc.?

## **Analysis**

How will you examine your data/evidence/materials to figure out what is going on? Are you planning to do quantitative analysis or statistical modeling? Do you possess the necessary linguistic and/or quantitative skills, if relevant?

Obviously, you will not have the final answer on every aspect of the project at the time you defend your prospectus, but you should be able to provide your best, educated guess. In the end, your committee will be looking for solid evidence that (1) if everything goes according to plan, you will be able to complete a satisfactory dissertation, and (2) there is a reasonable chance that everything will in fact go well.

## **Part 4: Significance**

So what? Who cares? In other words, why should one devote a thesis to the question set out in the preceding section?

## **Part 5: Chapters**

How do you plan to organize your dissertation?

Even at this early stage in the dissertation, it is helpful to construct a chapter-by-chapter organization of the project, however provisional. This will communicate to your committee the relative importance you attach to various aspects of your investigation, and the structure with which you will offer answers to your central thesis.

## **Part 6: Timeline**

How will you get from this moment to a completed dissertation? How long will it take to collect your material? Are you using human subjects? If so, have you addressed Institutional Review Board approval and included it in your timeline? How long will it take to analyze the material? To write the first draft? To revise based on feedback? In the semester you intend to finish, what month are the defense and format review deadlines, usually?

## Part 7: Bibliography/Works Cited

This may take the form of a Works Cited that is exactly what you cite, or a Bibliography of all sources you'll consult, depending on what is standard in your field, but should clearly be one or the other and labeled appropriately.

In preparing the prospectus, the student is expected to consult with the Dissertation Chair and other members of the committee.

Additional guidance on the contents of a dissertation prospectus and formatting can be found in (1) MLA Handbook for Writers of Research Papers (7th ed); (2) Robert Gaines's The Chicago Manual of Style, 14th edition; (3) James E. Mauch and Namgi Park's Guide to the Successful Thesis and Dissertation; and (4) UCF College of Graduate Studies [Thesis and Dissertation page](#).

## Defending the Prospectus

Approximately 6 weeks prior to the end of the semester in which the student proposes finalizing the prospectus, they should circulate the draft prospectus to each member of their Committee for comment. Committee members should provide feedback/notes to the student in writing within two weeks of receiving the draft prospectus. The student should revise the prospectus and resubmit it to committee members approximately 3 weeks prior to the intended defense.

After submitting the revised prospectus, the student should schedule a time to discuss the prospectus with the entire committee at a face-to-face defense meeting. The student will arrange for the meeting in consultation with their Dissertation Committee chair. Out-of-town members may participate virtually. Assistance in booking a location may be obtained by contacting [TandT@ucf.edu](mailto:TandT@ucf.edu).

The prospectus defense is up to the Committee to design. The student should check with their chair to review the committee's plan and expectations, and determine how to prepare.

Following the face-to-face prospectus defense, the Dissertation Committee will notify the student in writing (via email) whether they may continue to develop the dissertation based on the prospectus discussed, or need to provide further revisions to the prospectus. This notification must be copied to the Program Director, Dr. Anastasia Salter ([anastasia@ucf.edu](mailto:anastasia@ucf.edu)) and the program ([TandT@ucf.edu](mailto:TandT@ucf.edu)) in order to record the prospectus defense pass date.

Should the student need to continue revisions, the same process should be followed into the subsequent term of enrollment in ENC 7980.

All members vote on acceptance or rejection of the dissertation proposal. The dissertation proposal must be approved by a majority of the committee.

## Writing the Dissertation

It is expected that in your dissertation you will:

- Exhibit the ability to define an appropriate research question/problem.
- Demonstrate application of appropriate theoretical and analytic perspectives.

- Create an appropriate literature review (currency and breadth of resources; appropriate to the subject).
- Effectively apply research methodologies to develop new knowledge.
- Support your arguments with appropriate reasoning and evidence throughout the dissertation.
- Demonstrate knowledge of formal elements of textual and/or digital design.
- Demonstrate complexity and rigor of intellectual engagement.
- Present your ideas clearly and coherently to others.
- Situate your ideas within a professional context of existing discourse appropriate for publication.
- Demonstrate mastery of professional ethics and standards for citation of sources.

Since this work must be original, it is very important that care is taken in properly citing ideas, quotations, and non-textual works (e.g., images, sounds, code) created by others. Both digital work and traditional text-based components of the dissertation must demonstrate appropriate citation practices, including acknowledging any collaborators, giving proper attribution to images, sounds, and other creative works (including creative commons-licensed or copyrighted works), and giving proper attribution to code bases, libraries, and other tools used in production. Failure to do so is academic dishonesty and subject to termination from the program without receiving the degree.

In writing the Dissertation, students must communicate clearly with their Chair and the rest of the Dissertation Committee in a timely manner. It is not uncommon for a student to submit drafts to the Chair one chapter at a time and revise these chapters until the Chair 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 Chair 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 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.

## Formatting, Defense, and Graduation

Once the dissertation is written, it must be formatted (and submitted for format review) and defended before the student can graduate.

To qualify for graduation, students must meet the deadlines associated with completing the dissertation and filing the final, electronic copy with the University Thesis Editor. Students are responsible for being aware of all important deadlines found on the [UCF Academic Calendar](#).

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.



## Intent to Graduate

Students who intend to graduate must complete the online Intent to Graduate Form by logging into *myUCF* and navigating to the Student Center – Academics > Undergraduate and Graduate Careers > Intent to Graduate: Apply.

Once the online form is completed, students will receive e-mail communications from the College of Graduate Studies at various stages of the review process. Students can also log in to *myUCF* and check the status of their Intent to Graduate at any time by navigating to the Student Center - Intent to Graduate: Status.

The ability to file online opens at mid-term of the semester prior to the semester of graduation. Intent to graduate should be filed online no later than the last day of registration for the semester of graduation.

**NOTE:** *If a student submits and then withdraws an Intent to Graduate form twice, Graduate Studies requires that the program review the student's progress toward completion of the dissertation on submission of the third form.*

## Dissertation Formatting and Resources

The College of Graduate Studies maintains the [Electronic Thesis and Dissertation \(ETD\)](#) website specifically for graduate students. Students should make certain to bookmark these pages and refer to them often as they are proceeding through the dissertation. The student should familiarize themselves with the steps and deadlines required for the ETD process. Preparation, submission, and acceptance of a dissertation must be in accordance with instructions within the University's guidelines on these sites.

Invaluable information about policies, deadlines, processes, formatting requirements and resources, workshops, campus resources, copyright, binding vendors, and a final semester checklist are also included.

Students may contact the College of Graduate Studies Thesis and Dissertation office with any questions regarding the formatting and submission process by emailing [editor@ucf.edu](mailto:editor@ucf.edu).

## Submit Your Thesis or Dissertation Release Option eForm

Review the distribution (release) options for your thesis or dissertation in the Graduate Catalog [Dissertation Policies](#) section. Make an appointment with your adviser to discuss the distribution option, final title, and defense date for your thesis or dissertation. Determine this information early in your final semester, as it must be recorded in your records before you can defend your dissertation.

Submit the Thesis and Dissertation Release Option form at [myUCF](#) > Student Self Service > Graduate Students (scroll down on page to this section; do not use "Graduate Students" menu link)> Choose Graduate Form > TD Release Option. This form must list the correct term, the term in which you will be submitting your thesis or dissertation. If the correct term is not listed, please check your Intent to Graduate

After completing this form, College of Graduate Studies staff will need to process it and the information from it will be added to your records and Defense Approval Form

## Scheduling the Dissertation Defense

Prior to the Dissertation Defense, it is good practice for the student to meet with their Dissertation Chair, and to meet with the committee members as well, to determine whether the Dissertation is ready to defend.

The first step in scheduling the defense is finding a time that all Dissertation Committee members can attend. While members may attend virtually, you and your Dissertation Chair must be present physically.

Once you have agreed upon a time with the committee, secure a location. Frequently, students have reserved the Presentation Room in the [Graduate Student Center](#), or Room 205 in the [Faculty Center for Teaching and Learning](#). You should reserve the location for a two-hour time slot. Some circumstances might require a virtual defense. In the event the university is operating remotely or another case arises where an online defense is required, the dissertation announcement should include the information required to join the meeting (Zoom is the recommended platform for a virtual defense).

Next, prepare your dissertation announcement (see sample below). Have your Chair approve your dissertation announcement and email it to [TandT@ucf.edu](mailto:TandT@ucf.edu). **Your chair must send this email as confirmation it has been approved: students should not submit their announcements directly.** Carla will enter the dissertation announcement in the Events Calendar of the Graduate College and will distribute it to the CAH listserv. **Provide the approved defense announcement to the T&T Office at least two weeks in advance of the defense date.**

### Sample Dissertation Announcement (NOTE: The announcement is limited to one page.)

Announcing the Final Examination of Amy Larner Giroux for the degree of Doctor of Philosophy in Texts and Technology

Date: Tuesday, July 8, 2014

Time: 3:00 p.m. to 5:00 p.m.

Room: Graduate Student Center, Presentation Room, Colbourn Hall, Suite 128

Dissertation title: Kaleidoscopic Community History: Theories of Databased Cultural Rhetoric

To accurately describe the past, historians must strive to learn the cultural logics of the time and place they study so their interpretations are situated in the context of *that* period and not in the present. This exploration of historical context becomes critical when researching marginalized groups, as evidence of their rhetorics and cultural logics are usually submerged within those of the dominant society. This project focuses on how factors, such as rhetor/audience perspective, influence cross-cultural historical interpretation, and how a community history database can be designed to illuminate and affect these factors.

Theories of contact zones and rhetorical listening were explored to determine their applicability both to history-making and to the creation of a community history database where cross-cultural, multi-vocal, historical narratives may be encountered, created, and extended. Contact zones are dynamic spaces where changing connections, accommodations, negotiations, and power struggles occur, and this concept can be applied to history-making, especially histories of marginalized groups. Rhetorical listening focuses on how perspective influences understanding the past, and listening principles are crucial to both historians and the consumers of history. Perspectives are grounded in cultural logics, and rhetorical listening focuses on how tropes describe and shape these perspectives. Becoming aware of tropes—both of self and other—can bring to view the commonalities and differences between cultures, and allow a better opportunity for cross-cultural



understanding. Rhetorical listening steers the historian and consumer of history towards looking at who is writing the history, and how both the rhetor and audience's perspective may affect the outcome. These theories of contact zones and rhetorical listening influenced the design of the project database and website by bringing perspective to the forefront. The visualization of rhetor/audience tropes in conjunction with the co-creation of history can help to foster cross-cultural understanding.

Outline of Studies:

Major: Texts and Technology

Educational Career:

A.S., Seminole Community College, 1983

B.S.E.T., University of Central Florida, 1985

M.A., University of Central Florida, 2009

Committee in Charge:

Dr. J. Blake Scott

Dr. Stacey Pigg

Dr. Angela Rounsaville

Dr. Scot French

Approved for distribution by J. Blake Scott, Committee Chair, on 6 June 2014.

The public is welcome to attend.

## **iThenticate**

The university requires all students submitting a dissertation as part of their graduate degree requirements to first submit their electronic documents through iThenticate for advisement purposes and for review of originality. The Dissertation Chair is responsible for scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's Dissertation Committee. The Committee uses the results to assist the student in the preparation of their final dissertation.

Before the student may be approved for final submission to the university, the Dissertation Chair must indicate completion of the Review for Original Work through iThenticate. Your Dissertation Chair's signature on the Approval Form indicates that the Review for Original Work requirement has been met. Follow up with your Chair to make certain that your work has been submitted through [iThenticate](#) so that the results can be reviewed and approved by the Dissertation Chair and discussed with the Committee at the defense.

For information about iThenticate at UCF, see [iThenticate on the Responsible Conduct of Research website](#).

## **Holding the Dissertation Defense**

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. Dissertation defenses run approximately ninety minutes to two hours.



Before the defense, provide the [Thesis and Dissertation Approval Form](#) to your Chair. If corrections need to be made, contact [editor@ucf.edu](mailto:editor@ucf.edu) so that corrections can be made in the university system and a new Approval Form printed for your defense. Only the student can request the Dissertation Approval Form on the [Thesis & Dissertation website](#). At the latest, you should bring a printed copy of this form to your defense.

All dissertation defenses should be held when scheduled, unless there are truly extraordinary circumstances. If there are extraordinary circumstances and the dissertation defense cannot be held at the time scheduled, then the defense will be cancelled, and then rescheduled and re-announced.

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 members their expectations for the defense prior to beginning the oral defense.

It is common to hold a general presentation of the research followed by questions, and then to dismiss general members of the audience and have the Committee review and evaluate the research. At a minimum, the Chair and the candidate must host the defense at a location on campus. Others may attend virtually if necessary.

The doctoral student begins the defense with a conference-length presentation. 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, 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 their questions. This section of the defense 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 defense. Frequently, committee members discuss ways in which they believe the student should advance their studies after graduation. When consensus is reached, the candidate and audience are invited to return. The Chair informs the student of the Committee's assessment of his/her work and the requirements for revision. This portion of the defense requires approximately fifteen minutes.

All members vote on acceptance or rejection of the dissertation proposal and the final Dissertation. Dissertations must be approved by the majority of the committee members, and all committee members must sign off on the necessary form for a Dissertation to be considered successfully defended. If only minor changes to the dissertation are required, then most Committee members will sign the approval form at the defense and your Chair will be the custodian of the form until you have made the requested edits. If major changes are required, members of the committee may withhold signing the Dissertation until additional revisions have been made and signatures may have to be obtained later. If deadlines are looming, it is important that you provide your Chair with the best information on how to contact each of the Committee members before the end of the semester in order to get signatures.

Again, remember that these are norms, not rules, and so it is to the student's advantage to discuss with the Committee members their expectations for the defense prior to beginning the oral defense.



The Dissertation Chair, all members of the Dissertation Committee, the T&T Program Director, and the Dean of the College of Arts and Humanities or designee must approve the final Dissertation. Further approval is required from the Vice Provost and Dean of Graduate Studies before final acceptance of the Dissertation is confirmed as fulfilling degree requirements.

Format approval is also required from the Thesis and Dissertation Editor and final approval of satisfaction of all degree requirements must be confirmed by the Division of Graduate Studies (Millican Hall 230). For complete details and information, please be certain to review all components of the College of Graduate Studies' Electronic Thesis & Dissertation (ETD) process here: [ETD Process](#).

## **Commencement**

[Commencement information](#) is available on the UCF website.

## **Publication/Article**

As part of their advanced studies, students are required to submit at least one substantial scholarly article to a peer-reviewed journal or conference proceedings with a national reputation with the approval and assistance of their Dissertation Committee Chair. Your Dissertation Chair can provide you with a list of possible publications.



# **POLICIES AND PROCEDURES**

## **Fast-Track Masters to Ph.D.**

The Texts and Technology PhD program requires a minimum of 42 credit hours beyond the master's degree. At least 3 credit hours must be in ENC 7919 Doctoral Research and at least 15 credit hours must be in ENC 7980 Dissertation. Up to 15 credit hours of core courses or electives may be waived for work completed at the master's level or above, subject to review and approval by the Texts and Technology program director in consultation with the Curriculum and Academic Policy committee. Due to the rapidly changing nature of the field, courses older than 3 years from the date the student begins the PhD will generally not be considered. These credits may be waived from the program requirements or electives.

### **Who Can Apply?**

Both students who are currently in a master's program at UCF and students who have completed a master's program at another institution may be considered for the fast-track to PhD program. The master's degree must have been earned at a regionally accredited institution or recognized foreign institution and the course substituted must have a clear theoretical and content alignment with how the student proposes to use it to fulfill program requirements, as evaluated by the Texts & Technology Curriculum and Academic Policy committee. Currently Texts & Technology offers specializations in: Digital Humanities; Digital Media; Editing, Publishing, and Interdisciplinary Curating; Public History; Rhetoric and Composition; and Scientific and Technical Communication.

### **What is Required?**

Students applying for FastTrack should submit: the FastTrack Masters to PhD Application Form; a short statement (1/2 to 1 page) indicating their rationale for which courses they propose to substitute; transcripts showing the courses; and syllabuses for each course. The program director, in consultation with the Texts & Technology Curriculum and Policy Subcommittee, will make a decision regarding approval of the waiver proposal in whole or in part. These credits can be applied toward waiving either core or elective Texts & Technology requirements, or a combination of both.

### **Current Master's Students at UCF**

For students currently in a master's program, the student should meet with their program director and the T&T director to discuss the desire to fast-track to the Ph.D. and seek approval for course selection that would meet requirements of both programs.

Note: Students cannot "triple-dip" a course to satisfy degree requirements. For example, if a student chooses to take ENG 6814 to satisfy the Gender Studies Certificate and it is an elective for the English MA degree, it wouldn't be eligible for use in the Ph.D. as well.

If a student's master's program permits taking Texts & Technology (T&T) courses as approved electives, we strongly encourage students to do so. In addition to T&T elective courses (e.g. ENG 6939 Topics in Texts & Technology, ENG 6811 Cultural Contexts of T&T, ENG 6814 Gender in Texts & Technology, etc.) that might be appropriate in the master's discipline, a student is encouraged to consider taking ENG 6800 Introduction to Texts & Technology and/or ENG 6812 Research Methods in Texts & Technology (core courses for the doctoral degree) as approved electives in their master's program. Doing so will provide the student with a better understanding of the field and help them



determine the appropriateness of applying to the doctoral fast-track program. While not required, current master's students are encouraged to enroll in the thesis option of their program to give them a stronger foundation for research in the doctoral program.

### **Applicants with an Earned Master's**

Applicants who have received a master's degree elsewhere may also submit up to 15 credits (up to five 3-credit courses) towards electives or core courses from previous graduate work towards the Texts & Technology Ph.D.

### **When Do I Apply?**

The applicant should make a request in writing to the T&T program director of their desire to submit credits for waiver consideration after they have been admitted to the program. Ideally, this should be no later than the end of the first semester in the program.

Once the student has been approved for the waiver of credit, the Texts & Technology program director will notify the student in writing. As a general rule, this will occur during the student's first semester. The T&T program coordinator will then update the student's UCF record. This is done via the online Grad eForm (eGRAD) maintained in PeopleSoft. The student's Plan of Study will be updated accordingly.

## **Probation and Dismissal Policy and Process**

Probationary Status in T&T means that the student is at risk (academic, professional, or ethical) within the program. A student cannot graduate from the T&T program while on probationary status.

A student may be placed on Probation if any of the following occur:

**Academic Probation:** Per College of Graduate Studies' policy, if the graduate status GPA falls below the required 3.00, the student will have 9 credit hours to bring the GPA above a 3.00 in order to have the Academic Probation removed. Students will receive notice in writing from the College of Graduate Studies.

Failure to submit a prospectus within one year of beginning ENC 7980, because it raises serious concerns about a student's ability to finish the program, is also grounds being placed on academic probation, absent extenuating circumstances.

**Conduct Probation:** Any violation of the professional conduct expectations listed in the handbook may result in conduct probation. The T&T Director will determine the severity of violation by reviewing the documentation provided, and will notify the student based on the procedures outlined in the following section. A severe conduct violation, which may lead to dismissal from the T&T program, will always require the review of an ad-hoc disciplinary committee as described below.

Conduct Violation Process:

1. If a violation of a conduct policy occurs, it will be reported to the T&T Director in writing. This should include specifically which aspects of the professional conduct policy the student has allegedly violated, when these violations allegedly took place, and any available

evidence to support the allegation, to allow the Director to understand the situation and counsel the student appropriately.

2. T&T Program Director will evaluate the matter and determine an appropriate course of action, ranging from a written warning to convening an ad-hoc disciplinary committee of the T&T faculty for evaluation, based on the egregiousness of the violation. The committee will be comprised of faculty members who do not have a relationship with the student as adviser, exam/dissertation committee member, or RA/TA supervisor and who are not involved in the complaint. The T&T Director will serve as an ex officio member of the committee unless barred by the relationships listed above.
3. If a disciplinary committee is convened, members will discuss the student's professional conduct. The committee will consult the complaining party, the student, and the student's adviser, and recommend appropriate action based on the severity of the violation, up to and including program dismissal.

## Removal of Funding for Graduate Assistants (GTA, GRA) Policy and Process

Assistantships are normally offered for a period of four years on admission to the program, or for GRAs for a set period related to a specific project's funding. However continued funding is contingent on satisfactory performance in the assistantship.

### Expectations

Assistants must work their scheduled number of hours (standard: 20).

Assistants are expected to communicate with their supervisor consistently, as discussed at the beginning of the assistantship. It is the responsibility of the assistant to be proactive in starting the conversation with their supervisor. If an assistant is having trouble communicating with their supervisor, they should contact the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) for help.

Teaching Assistants must hold class as scheduled, grade student work in a timely fashion, respond to student emails, hold regular office hours in accordance with the policy of the Assistantship department, and submit final grades by the deadline each semester. Further, they must be mindful of the power relationship between themselves and the students in their classes and maintain a professional relationship with students, without social interactions, for the duration of the course.

Research Assistants must perform the tasks specified in their assignment description in a timely fashion. They must be mindful of research ethics and work to minimize any potential harm to human or nonhuman participants or communities in such research. Moreover, they should be fully cognizant of the purpose or purposes for which their work is intended, and recognize that research-based decisions and actions may have long-term consequences for communities and individuals being studied.

### Procedure

A faculty member supervising an Assistant who is not meeting the expectations of their assistantship will first inform the student in writing, reminding them of the expectations and clearly indicating which expectations are not being met and when the failures to meet expectations have taken place.

If, after the faculty member has communicated with the student, the expectations continue not to be met, they will notify the T&T Director in writing. This should include specifically which expectations are not being met, when the failures to meet expectations have taken place, and any other pertinent information to allow the Director to understand the situation and counsel the student appropriately.

The student will be provided with a Letter of Counseling/Instruction from the T&T Director about the expectations of their assistantship, in addition to having a face-to-face meeting with the T&T Director to discuss the expectations.

Any further failure to meet the expectations of the assistantship after an Assistant has been counseled should be documented as above and provided to the T&T director in writing.

Students who establish a pattern of failure to meet the expectations of their assistantship will not be offered a continuing assistantship in subsequent terms.

## Annual Review

Each year, in accordance with College of Graduate Studies procedures, each student's performance will be reviewed. In the spring semester, students will receive an automated email with a form for a self-evaluation. After completing the form, students will submit it to their adviser using the same automated system. The adviser provides feedback and then forwards the form to the Program Director for feedback. Once all feedback is collected, the form is re-sent to the student for acknowledgement.

**This review is required. If it is not completed, Grad Studies will put holds on student accounts and students will not be able to register for fall classes.**

## First Year Review

After a student has completed 18 hours of credit (the end of the first year for full time students, usually December of the second year for part-time students), they will meet with the Program Director to review their performance. The Director will discuss the results of the student's Annual Review, their 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. A GPA of 3.5 or higher is expected at First Year Review. Students will also declare their area of specialization at this time.

The First Year Review is intended to help identify student 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 Examination. 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 will be dismissed from the program.

First Year Review meetings are scheduled by the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)).

## Transfers from other UCF PhD Programs

For students transferring from other PhD programs at UCF only, there is a slightly different admissions procedure. All regular admissions requirements apply except:

1. The statement of purpose must specifically address why they wish to switch to T&T.
2. If the student is in good standing in their current program, we will accept outdated GRE scores provided to us by the College of Graduate Studies.

Admissions decisions will be made by the T&T Director in consultation with whichever members of the Admissions subcommittee are available (on contract).

## Requirements for Non-Degree Seeking Students

Students enrolled at UCF as Non-Degree Seeking are a secondary priority for admission to T&T courses, after our degree-seeking T&T students. This is done to ensure those accepted to the program have priority for the courses needed for the degree. We also require instructor permission, received via email, for all students classified as Non-Degree Seeking to ensure they are able to keep up with the coursework in the classes they desire.

Students seeking to enroll as Non-Degree Seeking should follow these steps:

1. [Apply online](#) as a non-degree seeking graduate student.
2. Decide which courses you want to take at least one month before the semester begins.
3. Contact the instructor teaching the course via their university email to request permission to enroll. This email should contain a brief statement about your academic standing, why you wish to take the course, your academic goals, and how the course will benefit your studies. You should also cc [TandT@ucf.edu](mailto:TandT@ucf.edu) to ensure that T&T has a record of your request.
4. Once permission is acquired, forward the faculty member's email response to [TandT@ucf.edu](mailto:TandT@ucf.edu).
5. Ultimate decisions for granting course permission to Non-Degree Seeking students lie with the instructor of the course and the T&T Program Director.
6. Credits in T&T courses earned while a non-degree seeking student may be applied toward T&T's degree requirements if you later apply and are accepted to the T&T program.

## 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 (e.g., historiography, close reading/rhetorical analysis of texts, discourse analysis, and qualitative or quantitative empirical research).

### Human Subjects

By College of Graduate Studies policy, all students must either gain [Institutional Review Board](#) (IRB) approval or have their adviser certify that their research does not engage with human



subjects. If students conduct research that involves human subjects (i.e. surveys, interviews, etc.), they must gain 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.

## Ownership of Intellectual Property 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 students as inventor will, according to this policy, share in the proceeds of the invention.

The full policy is available online from the Graduate Catalog: [Ownership of Intellectual Property Policy](#).

## Financial Support

### Fellowships

The College of Graduate Studies awards over one million dollars in university fellowships to graduate students each year. Most fellowships awarded through the College of Graduate Studies are reserved for incoming degree-seeking graduate students who plan to enroll full time. The Delores A. Auzenne Fellowship and Multidisciplinary Doctoral Fellowship are currently the only graduate fellowships offered through the College of Graduate Studies that are available to continuing, as well as new, graduate students. For award details, visit [Fellowships](#). To be considered for a Fellowship, complete applications must be submitted early, so be mindful of deadlines.

### External Funding

Please visit the College of Graduate Studies' [Funding](#) site for additional information, or contact the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)).

The University of California at Los Angeles maintains a useful [funding database](#).

[P.E.O. Scholar Awards](#): Merit-based award for women of the U.S. and Canada who are pursuing a doctoral level degree at an accredited college or university. Current maximum award is \$15,000.

### Travel Support

The College of Graduate Studies offers a [Conference Presentation Fellowship](#) award that provides funding for masters, 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.

The Student Government Association also funds individual student and group travel requests. The Student Outreach Services office in the Student Union, Room 208, provides a brochure describing





the steps in applying for this travel funding. Students can also pick up this brochure in the Graduate Student Center in Trevor Colbourn Hall or by contacting [sosgrad@ucf.edu](mailto:sosgrad@ucf.edu).

T&T has limited funds available to fund travel. Guidelines and the application form are available [on the T&T website](#).

## **T&T Dissertation Research Award**

The Center for Humanities and Digital Research and the Texts and Technology Ph.D. program offers an award program for students at the dissertation research and writing stage of their degree program. The awards are intended to facilitate the timely completion of high-quality dissertations. It is expected that award recipients will complete their dissertations and defenses within 18-24 months after completing the dissertation research supported by the award. Research support examples that can be covered by this award include: help with travel to archives, libraries, or other sites for primary source access; consultation (or interviews) with subject or method experts; participation in a workshop or appropriate technology conference for specialized training; and/or the purchase of specialized technical equipment, e.g., software, supplies, etc. unique to the student's research and *not available elsewhere at UCF*. The award may not be used toward tuition and fees associated with course registration at UCF.

Applicants for the award must have an approved Dissertation Prospectus on file with the Texts & Technology office. Students who receive awards will be expected to submit a 500-750 word report of their research activities and dissertation progress to the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) within 30 days of their use of the funds. The Dissertation Research Award should be acknowledged in the dissertation.

T&T Dissertation Research Awards are granted on the basis of research plan quality and potential for successful completion, and subject to available funding.

Contact the Texts & Technology office ([TandT@ucf.edu](mailto:TandT@ucf.edu)) for details regarding the application process and deadlines.

## **Graduate Assistantships**

The College of Arts and Humanities provides a limited number of [Graduate Assistantships](#). Graduate Teaching and Graduate Research Assistantships pay a stipend (\$14,500/year in 2021-22) and provide a tuition waiver in exchange for which students teach two courses in both the fall and spring semesters, or perform equivalent work on research projects. A Graduate Assistantship also provides health insurance coverage for the student. Graduate assistantships are offered only to full-time students.

Students on Graduate Assistantships are contracted and evaluated annually, contingent upon continued academic progress and budget availability. In most cases, a student's award is renewed for a period of four years as a full-time student in the T&T program.

## **Tuition Waiver**

The budget for tuition remission is provided by the College of Graduate Studies and may vary from year to year. Tuition waiver support typically covers the costs for nine hours of graduate credit each semester per student. Students are responsible for fees associated with registration. [Current Tuition and Fee](#) and [Residency](#) information is online.





## Applying for Graduate Assistantships

Most students apply for a graduate assistantship when they make their initial application to the program. However, unfunded students seeking funding in a second or subsequent year may apply by the regular January 15 deadline by submitting a transcript, CV, and 1-page statement to the T&T director. These students will be placed at the end of the waiting list for funding and considered after offers have been decided for new incoming students. Applications will be evaluated based on the needs of T&T partner departments for the students' particular skills.

## Required Training for Graduate Teaching Assistantships (GTAs)

All students employed as GTAs must complete [GTA training](#). Completing the 12-week [Preparing Tomorrow's Faculty Program](#) offered by the [Faculty Center for Teaching and Learning](#) will satisfy the requirement for GTA Grader, Assistant, and Associate Trainings, but will only meet the GTA Training requirement if completed prior to beginning employment as a GTA. It is not sufficient to attend the Certificate course concurrently with your first teaching experience, if you have not taken the GTA Grader, Assistant, and Associate Trainings.

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 verify the 18 hours for these students on the Teaching Qualifications form before a student may be employed as instructor of record.

## Mentoring of Teaching

New T&T students teaching within the College of Arts and Humanities on a graduate assistantship contract will be assigned a faculty supervisor by the T&T Program Director in consultation with the Chair of the department in which they will teach. Departmental GTA assignments will follow the policies and procedures of those departments. However, students should remain in regular contact with the T&T Program Director to report progress, attend trainings, and complete necessary paperwork.

## Performance Evaluations

UCF requires that the teaching-related performances of all Graduate Teaching Associates (Position Code 9183), Graduate Teaching Assistants (Position Code 9184), and Graduate Teaching Assistant-Graders (Position Code 9187) be assessed at the end of each term that the student serves as a GTA. 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 College of Graduate Studies. Those who do not pass these evaluations may lose their assistantships unless they can be assigned other responsibilities. Graduate assistants with assignments other than teaching are evaluated by their supervisors and/or the T&T Program Director.

## Other Employment While Serving as a GA

Because of the demanding nature of the PhD program, T&T students receiving a departmental graduate assistantship **are not permitted to 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.

## English-speaking Ability for Graduate Teaching / SPEAK Test

Students who are non-native speakers of English and who do not have a degree from a U.S. institution must pass the SPEAK test before they will be permitted to teach as Graduate Teaching Associates (position code 9183) or Graduate Teaching Assistants (position code 9184). The SPEAK test is not required for students who will be appointed as a Graduate Teaching Grader (position code 9187).

The SPEAK test is administered by the Center for Multilingual Multicultural Studies and takes about 20 minutes.

English-speaking ability will be evaluated at UCF using the SPEAK test provided by the Educational Testing Service at the beginning of the Fall and Spring semesters. Should you need to take a SPEAK exam in the summer, please contact the [International Affairs and Global Strategies](#) office directly.

The university provides you with free English-speaking training if your scores are between 45 and 55 on the initial SPEAK test. Further details and useful links may be found in the [Graduate Student Handbook](#).

## 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. International students may work on campus for 20 hours per week while school is in session and up to 40 hours per week during summer semesters and school breaks. Students beginning academic programs during summer semesters may only work up to 20 hours per week. International students should not violate their immigration status by working on-campus for more than 20 hours a week while school is in session or more than 40 hours a week during summer and school breaks.

There are various types of off-campus employment available to international students. Eligibility for these types of employment varies and restrictions apply. Off-campus employment always requires authorization from an International Services Center immigration adviser prior to the student beginning employment. Students required or interested in completing an internship must obtain authorization from an immigration adviser prior to beginning employment. ISC defines employment as any work performed or service rendered for money, tuition, fees, supplies, room, food or any other benefit. Failure to follow employment regulations may lead to termination of an international student's immigration status.

Additional information for international students may be found on the [International Affairs and Global Strategies](#) site.



# RESOURCES

## Campus Resources

**Academic Calendar:** <https://calendar.ucf.edu>

Shows key dates for current and upcoming terms

**Campus Map:** <https://map.ucf.edu/>

**College of Arts and Humanities Graduate Support Office:** <http://graduate.cah.ucf.edu/>

The College of Arts and Humanities Graduate Support Office is responsible for assisting departments, programs, and students with graduate education needs.

**College of Graduate Studies:** [www.graduate.ucf.edu](http://www.graduate.ucf.edu)

The College of Graduate Studies website is the portal site for what most students need the most often, from the prospective and current students section, information regarding UCF, the graduate catalog, the application process, registration, financials, academic progress, and thesis and dissertation.

**Counseling and Psychological Services (CAPS):** <https://caps.sdes.ucf.edu/>

Free-of-charge campus agency providing comprehensive psychological services to enrolled students. CAPS offers initial assessments, brief individual counseling, group therapy, workshops and educational presentations on a variety of topics, crisis intervention and walk-in services, and professional consultations to staff, faculty, students and parents.

**Student Health Services:** <https://studenthealth.ucf.edu/>

UCF Student Health Services provides a variety of primary and specialty care services to help keep students at their optimum health. The Health Center is located on the Main Campus, and satellite clinics are located at the Rosen campus and Health Sciences campus. Our services are designed with students' needs in mind.

**UCF CARES:** <https://cares.sdes.ucf.edu/>

UCF Cares is an umbrella of care-related programs and resources dedicated to fostering a caring community of Knights.

**Dissertation Services:** [https://ww2.graduate.ucf.edu/ETD\\_Student\\_Services/](https://ww2.graduate.ucf.edu/ETD_Student_Services/)

Submit for format review, access the Defense Approval Form, and make the final submission of your dissertation.

**Faculty Center for Teaching & Learning (FCTL):** <http://www.fctl.ucf.edu>

The mission of the Karen L. Smith Faculty Center for Teaching and Learning is to support excellence in teaching and learning at UCF. We are dedicated to promoting the success of our stakeholders—the UCF full-time, part-time, and graduate student faculty—and, indirectly, the students they serve and the staff and administrators with whom they work.

**Global UCF:** <https://global.ucf.edu/>

Provides students and faculty with a resource on immigration issues and processes that effect UCF's international population. The site also includes information on international employment and taxation of students, faculty and researchers.



**Graduate Catalog:** [www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)

The Graduate Catalog provides students and faculty with detailed information on UCF, graduate research, graduate programs, application information, financial information, policies, faculty, and courses offered.

**Graduate Faculty:** <https://graduate.ucf.edu/graduate-faculty/>

A list of the Graduate Faculty who are employed by UCF and have the qualifications to serve on candidacy and dissertation committees.

**Graduate Student Association:** <https://knightconnect.campuslabs.com/engage/organization/GSA>

The purpose of GSA is to support a culture that continually seeks out and identifies needs common throughout the graduate community, increase visibility of graduate student excellence, expertise, and professionalism through collaboration with other university partners, and demonstrate initiative, vision, and leadership in the development and execution of programming and professional development opportunities.

**Graduate College Students Site:** [www.students.graduate.ucf.edu](http://www.students.graduate.ucf.edu)

The Graduate College Students website assists prospective and current students by providing information regarding UCF, the graduate programs, the application process, registration, academic progress and graduate services offered.

**Housing:** <https://www.housing.ucf.edu/>

**Library:** <https://library.ucf.edu/>

**Parking:** <https://parking.ucf.edu/>

**Shuttles:** <https://parking.ucf.edu/shuttles/>

Information about on-campus, off-campus, and grocery shuttles run by UCF.

**Texts & Technology PhD:** <https://tandt.cah.ucf.edu/>

Program homepage. Includes information about current students, faculty, curriculum, and more.

## Graduate Student Associations

The UCF Graduate Student Association (GSA) is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit their website.

Sigma Tau Delta is the International English Honor Society. Contact UCF's local chapter through [Knight Connect](#).

TTSO, the T&T Student Organization, is available to all students. TTSO maintains a Webcourses site with resources for students; all T&T students will be enrolled in the Webcourses by default.

The Digital Cultures Research Group, open to all with interests in this area, provides one network for support and professional development, and students are highly encouraged to participate. Contact the coordinator, Dr. Mel Stanfill ([mel.stanfill@ucf.edu](mailto:mel.stanfill@ucf.edu)), to be added to the mailing list for upcoming meetings.

For individual department or graduate program organizations, please see the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)).



## Professional and Personal Development Workshops

The College of Graduate Studies has partnered with several offices around campus to offer a series of professional development workshops under the [Pathways to Success](#) program. Students are encouraged to take advantage of any of the workshops.

## Graduate Research Forum

The [Graduate Research Forum](#) provides an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards are presented in various categories, and all participants will receive recognition.

## Graduate Awards

UCF sponsors awards for excellence for graduate students. Additional information regarding the awards and the application/nomination process is available online ([Graduate Student Awards](#)) or from the T&T office ([TandT@ucf.edu](mailto:TandT@ucf.edu)).

### Award for Excellence by a Graduate Teaching Assistant

This award recognizes excellence by Graduate Teaching Assistants who are responsible for a laboratory or other similar teaching assignment under the direction of a faculty member who serves as the instructor of record. It focuses on the quality of the assistance provided by the GTA to the lead instructor and students in the class.

### Award for Excellence in Graduate Student Teaching

This award recognizes excellence in teaching by Graduate Teaching Associates who have independent teaching responsibilities. It focuses on the quality of the student's teaching activities and the academic contributions to those activities.

### Outstanding Dissertation

The Award for the Outstanding Dissertation recognizes 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 evidences 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.

### Order of Pegasus

The Order of Pegasus recognizes exemplary performance by University of Central Florida students. Graduate students are selected based on academic achievement, professional or community service, leadership, and publication or research experiences. The Order of Pegasus is the most prestigious and significant student award that can be attained at the university. Please visit the [Order of Pegasus](#) website for more information.

## Other Opportunities

Students should take opportunities to present a poster or a topic of research at a conference. To obtain financial support to present at a conference (other than through the program) or to engage in comparable creative activity at a professional meeting, visit [Presentation Fellowship](#).

For information about the Council of Southern Graduate Schools (CSGS) thesis and dissertation awards, see their [website](#).



For grant-proposal writing resources visit the University Writing Center [webpage](#).

## Job Search

[UCF's Career Services](#) department offers a wide range of programs and services designed to assist graduate students. These services include evaluation and exploration of career goals, preparation for the job search and job search resources. Contact Brian Creel, Assistant Director, Graduate Career Services, at [brian.creel@ucf.edu](mailto:brian.creel@ucf.edu), for additional assistance.

The Modern Language Association offers a variety of resources for students and graduates, such as career and job market information and its [Job Information List](#).

The [Chronicle for Higher Education](#) and [Academic Keys](#) are useful sources for faculty positions.

To learn where Texts & Technology Ph.D. alumni are currently working, contact the Texts & Technology office.

# FORMS –CONTACTS

## Forms

### [College of Graduate Studies Forms and References](#)

A complete listing of general forms and files for graduate students, with direct links, may be found [here](#).

The [Thesis and Dissertation](#) site is UCF's source for graduate thesis and dissertation formatting requirements

The Traveling Scholar program enables graduate students to take advantage of special resources available on another campus but not available on the home campus; for example, special course offerings, research opportunities, unique laboratories and library collections. A traveling scholar must be recommended by his or her own graduate adviser, who will initiate a visiting arrangement with the appropriate faculty member of the host institution. A traveling scholar will normally be limited to one term for a total of six credit hours. Credits earned at another institution while in Traveling Scholar status will be considered resident credits and are not counted as transfer credits under the nine-hour rule. Graduate students should not be traveling scholars in their final term. The Traveling Scholar Form must be completed and submitted to the College of Graduate Studies.

When unusual situations arise, [petitions for exceptions to policy](#) may be requested. Students should contact their program adviser to start the process. This form is also required when you think there are courses that are going to expire (see 7 Year Rule).



# Contacts

## Texts & Technology PhD

### Program Director

Dr. Anastasia Salter  
[anastasia@ucf.edu](mailto:anastasia@ucf.edu)

### Academic Support Coordinator

Carla Gripp  
407-823-2126  
[TandT@ucf.edu](mailto:TandT@ucf.edu)

### Associate Dean, College of Arts and Humanities

Lynn Hepner  
407-823-4239  
[lynn.hepner@ucf.edu](mailto:lynn.hepner@ucf.edu)

### Assistant Director, CAH Graduate Studies

Trisha Farmer  
407-823-4239  
[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)