



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2022/23

Texts & Technology PhD

Reference this handbook to learn about the unique policies, requirements, procedures, resources, and norms for graduate students in the Texts & Technology PhD.

College of Arts and Humanities

Last updated: May 6, 2022

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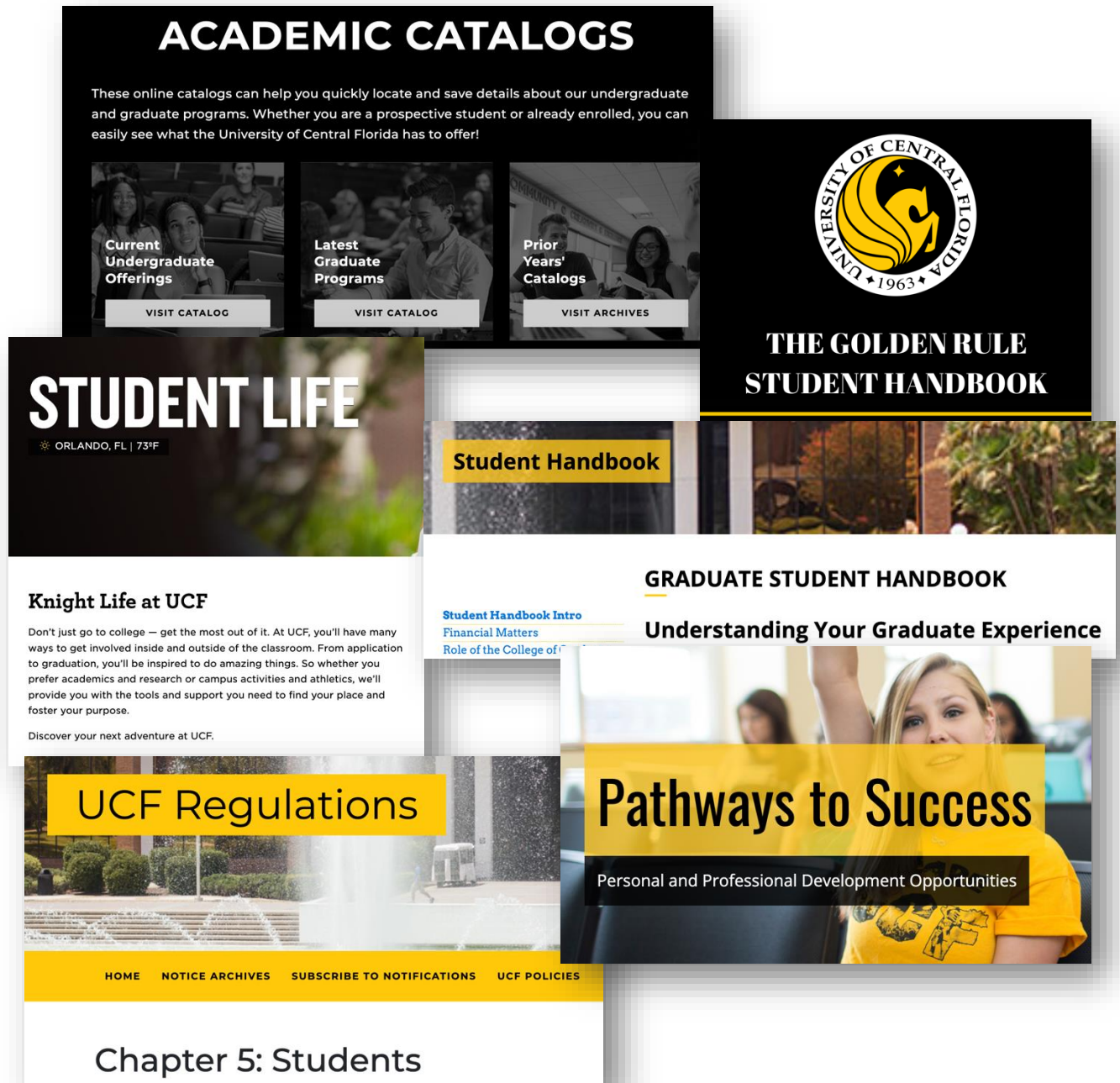
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Navigating Policy and Resources at the University of Central Florida

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at the University of Central Florida.



Who to Contact for Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms listed in this document.

Several key positions in this department and on campus are ready to answer your remaining questions:

Director of Graduate Studies

Dr. Anastasia Salter

anastasia@ucf.edu

Academic Support Coordinator

Carla Gripp

407-823-2126

TandT@ucf.edu

Graduate School Services

For general graduate inquiries and graduate student services from the Graduate School, please review the [College of Graduate Studies](#) website as an additional resource.

Introduction

Complete Name of Degree

Texts and Technology

College

College of Arts and Humanities

Program Type

Doctoral

Program Website

<https://tandt.cah.ucf.edu/>

Year of Program Inception

2001

Program Overview Narrative

Dedicated to inventing the future of the humanities, Texts and Technology is an interdisciplinary doctoral program that integrates humanities 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 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.

Alumni Advice

Look at yourself from the beginning as an "emergent scholar" because that way it will be easier to dare to expose your ideas in publishing and going to conferences. We all have that preconception that we don't know anything; it's imposter syndrome. It is therefore necessary to overcome these preconceptions because we are the ones who will dedicate ourselves to thinking about this world and who must make contributions to improve it. (Erika Heredia, 2021)

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)

Spend the time you have before your 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; try to write a little bit every day; try out new technologies; talk to your professors when you have questions or concerns; work on projects and publications with fellow students and professors; attend talks and events; and talk to people whenever you have the opportunity. Take care of

your physical and mental health. Remember: There's a life outside of academia, and it's okay to enjoy it. (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)

T&T is very interdisciplinary in the topics covered. It took me a long time to find my focus that ultimately became my dissertation, and people will tell you to figure it out early. It may happen later and that is fine, but try out your possible ideas when they happen in coursework as you go and discuss the potential with faculty members you connect with. (Josh Roney, 2021)

Program Professional Conduct/Ethics Statement

As a community of scholars, the T&T program recognizes that freedom of inquiry, which is 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](#)

Professional Development

The Core T&T courses incorporate professional development through assignments that walk students through important professional tasks such as writing and submitting journal articles; creating the curriculum vitae, research statement, and other job application materials; creating conference proposals and pre-constituted panels; and grant proposals. Students are also encouraged to consult with their adviser as well as take advantage of the UCF [Pathways to Success](#) program.

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 one of the group coordinators, Dr. Emily Johnson ekj@ucf.edu and Dr. Sara Raffel Sara.Raffel@ucf.edu, to be added to the mailing list for upcoming meetings.

Advising/Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike.

Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to chair the committee that will determine whether you have performed at an acceptable level in your Candidacy Examination and Dissertation. Other roles of your advisor may include tracking your progress in completing your degree, assisting with course selection and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

Finding & Selecting an Advisor

Upon entering the program, students are assigned a first-year advisor. Program leadership finds the best fit for each incoming student based on the research interests and faculty mentor preferences expressed in their application materials as well as faculty availability. Typically, the student will continue to work with that advisor until they begin the exams process, at which point they may either change or continue with the same advisor, depending on the fit.

In choosing an advisor, there are two important factors: 1) matching as closely as possible your research interests with a faculty member's research specialties and 2) selecting someone you are comfortable working with. To learn more about the faculty in our program, consider consulting the following sources:

- Professors who teach your courses
- Our [program website](#)

- Faculty publications
- Students currently working with a prospective advisor.

Additionally, you may wish to have a discussion with a prospective advisor. Below are some questions to consider asking in this discussion, though it is not a complete list. You should spend some time identifying what is most important to you in your graduate training and ask questions accordingly.

Questions to Ask of Prospective Advisors

- What kind of dissertation projects are you interested in supervising?
- In general, how available will you be to answer questions I might have?
- What is your philosophy regarding the amount of guidance the advisor should provide to a student during their program?
- Do you encourage your students to attend guest speakers and research groups, including those that may be outside of their specific field of interest/research?
- Do your students typically attend professional meetings where they can interact with colleagues/researchers from other institutions?
- Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?
- How long do you think it should take me to get my degree?
- What are your former graduate students (if any) doing now?
- What is your general philosophy of graduate training and what goals do you have for your graduate students?

No faculty member is obligated to accept a student's request to serve as advisor, though invitations are often accepted unless the faculty member judges that a different advisor would serve your needs better.

When moving from coursework into the Candidacy Examination and Dissertation, the advisor must be selected no later than the semester before the student wishes to begin these stages of the process.

Changing Your Advisor

As the advisor-student relationship is one of mutual agreement, it may be terminated by either party. If you decide that you would prefer working with a different advisor, first secure the agreement of the new advisor, then inform the old advisor, then notify the T&T office at TandT@ucf.edu. If this change takes place during Candidacy Examinations or Dissertation, a new committee form must be filed.

Program Assessment

The T&T program conducts an annual assessment of the program. This includes aggregate data collected by surveying faculty about student performance in their courses and from the College of Graduate Studies Annual Review process.

How to Get Involved

As a graduate student at UCF, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunity for professional networking.

In The Discipline

Students should consult their advisor about appropriate professional involvement in their discipline.

In Our Program/Department

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. Notification of meetings is sent to the T&T students email list each month and students can join or leave the organization at any time. The TTSO President attends T&T faculty meetings each month.

On Campus & In the Community

UCF supports the reality that education should influence and improve people's lives beyond the university classroom. Since its inception, this idea has guided the university's work. Students are encouraged to get involved on campus and in the community as appropriate to their interests.

Curriculum

Admission Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the [College of Graduate Studies website](#). Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to the general UCF graduate application requirements:

- Applicants to this program must provide ne transcript from each college/university attended, demonstrating a competitive GPA in the student's major field of study.
- Applicants must hold an earned master's degree from an accredited institution recognized by UCF or recognized foreign institution prior to entering the Texts and Technology program. Fields with a technological and/or textual theory component, such as digital humanities, public history, technical communication, digital media, cultural studies, philosophy, rhetoric, or linguistics, are especially applicable. The total Texts and Technology doctoral program is a combination of an earned master's degree and the Ph.D. core, Area of Specialization, and interdisciplinary elective coursework, and exam and dissertation hours. The Texts and Technology (T&T) PhD requires a minimum of 42 credit hours of coursework beyond the master's degree, including a minimum of 3 hours of ENC 7919 (exams) and 15 hours of ENC 7980 (dissertation). Eighteen credit hours are required in seven core courses. These core courses provide an interdisciplinary framework for all students. The remaining credit hours consist of additional courses in an Area of Specialization, interdisciplinary electives, and research hours. Earned Master's Degree (minimum 30 credit hours) + 42 UCF Graduate Credit hours = 72 graduate credit hours.
- The GRE is not required for admission to this program.
- Applicants to this program must provide three letters of recommendation. These should be from faculty members, university administrators, or employers. The letters should be current to the application and should address the relevant skills of the applicant, the aspirations of the candidate, and an assessment of the applicant's ability to perform graduate-level research. Letters that provide specific examples are more helpful than those that speak about the applicant's abilities in vague generalities. Confidential letters are preferred.

- Applicants to this program must provide Statement of Purpose.
 - The statement should explain the motivation behind the pursuit of an interdisciplinary doctoral degree in Texts and Technology and discuss future career goals.
 - The statement should discuss all relevant professional background and any previous research experience.
 - The statement should address why the interdisciplinary composition of Texts and Technology is appropriately aligned with the applicant's future research goals.
 - The applicant must clearly describe the particular area(s) of research interest and identify any UCF faculty members who share a similar research focus and with whom the applicant would like to work. Applicants are encouraged to visit the [Texts and Technology website](#) for additional information regarding the program and faculty.
 - The statement should be between 500 and 1,200 words.

- Applicants to this program must provide A substantial academic writing sample (between 10 and 25 double-spaced pages) and an optional digital portfolio illustrating the applicant's ability to engage in advanced academic work should be submitted as part of the application materials. Acceptable writing samples may include a chapter from a master's thesis, a conference paper, a term paper for a seminar, or other research projects that demonstrate the applicant's ability to pursue the type of research that could possibly lead to a completed dissertation. The optional digital portfolio may include examples of digital humanities or interactive media projects that are annotated appropriately to explain the applicant's contribution to the design and development process.

- Applicants to this program must provide a résumé or CV.

- Applicants to this program, except those that have earned or will earn a Masters or Doctoral degree from an accredited U.S. institution recognized by UCF, who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is competitive and is based on a comparative evaluation of each applicant's proficiencies, past performance, recommendations, as well as the match of this program

and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Degree Requirements

Required Courses

18 Total Credits

Complete all of the following

Core - 15 Hours

Complete all of the following

- [ENG6800](#) - Introduction to Texts and Technology (3)
- [ENG6801](#) - Texts and Technology in History (3)
- [ENG6810](#) - Theories of Texts and Technology (3)
- [ENG6005](#) - Dissertation Research Design in Texts and Technology (3)

Procedural Literacy

Complete at least 1 of the following:

- [DIG6836](#) - Humanistic Data Analysis (3)
- [ENG6819](#) - Critical Making for Humanist Scholarship (3)

Research Methods

Complete at least 1 of the following:

- [ENG6812](#) - Research Methods for Texts and Technology (3)
- [DIG6825](#) - Research Methods for Interactive Media (3)
- [ENC6720](#) - Research Methods in Rhetoric and Composition (3)
- [HIS6159](#) - Historiography (3)

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

Area of Specialization

12 Total Credits

Complete 1 of the following

Digital Humanities

Earn at least 12 credits from the following:

- [ARH5897](#) - Advanced Seminar in Art History (3)
- [DIG5137](#) - Information Architecture (3)
- [DIG5508](#) - Programming for Digital Media (3)
- [DIG6812](#) - Digital Interaction for Informal Learning (3)
- [DIG6647](#) - History and Theory of Dynamic Media (3)
- [ENC6425](#) - Hypertext Theory and Design (3)
- [ENC6426](#) - Visual Texts and Technology (3)
- [ENC6428](#) - Digital Literacies (3)
- [ENG6074](#) - Historical Movements in Literary, Cultural, and Textual Studies (3)
- [ENG6078](#) - Contemporary Movements in Literary, Cultural, and Textual Theory (3)
- [ENG6624](#) - Social Media Research for Humanities (3)
- [ENG6806](#) - Digital Editing and Databases (3)
- [ENG6808](#) - Narrative Information Visualization (3)
- [ENG6811](#) - Cultural Contexts in Texts and Technology (3)
- [ENG6813](#) - Interdisciplinary Teaching (3)
- [ENG6814](#) - Gender in Texts and Technology (3)
- [ENG6819](#) - Critical Making for Humanist Scholarship (3)
- [HIS6167](#) - Spatial History (3)
- [LIT6216](#) - Issues in Literary Study (3)
- [LIT6936](#) - Studies in Literary, Cultural, and Textual Theory (3)
- [PHI5665](#) - Knowledge, Responsibility, and Society (3)
- [PHI6679](#) - Digital Ethics (3)
- [PHM5035](#) - Environmental Philosophy (3)
- [THE5307](#) - Contemporary Theatre Practice (3)
- [THE5545](#) - Theatre for Social Change (3)
- [TPA6186](#) - Immersive Experience Studio (3)
- [TPA6188](#) - Visualizing Themed Environments (3)
- [WST5347](#) - Research in Women and Gender Studies (3)
- [WST5601](#) - Theories in Gender Studies (3)

Digital Media

Earn at least 12 credits from the following:

- [DIG5137](#) - Information Architecture (3)
- [DIG5487](#) - Media Aesthetics (3)
- [DIG5508](#) - Programming for Digital Media (3)
- [DIG5831](#) - Computational Media (3)
- [DIG6136](#) - Design for Interactive Media (3)
- [DIG6432](#) - Transmedia Story Creation (3)
- [DIG6436](#) - Ethnographic Storytelling and New Media (3)
- [DIG6546](#) - Previsualization and Concept Development (3)
- [DIG6551](#) - Theory and Practice of Interactive Storytelling (3)
- [DIG6605](#) - Physical Computing (3)
- [DIG6647](#) - History and Theory of Dynamic Media (3)
- [DIG6812](#) - Digital Interaction for Informal Learning (3)
- [DIG6817](#) - Contemporary Topics in Interactive Media (3)
- [ENC6225](#) - User-Centered Design for Technical Communication (3)
- [ENC6296](#) - Interactive Design in Technical Communication (3)
- [ENC6421](#) - Digital Rhetorics (3)
- [ENC6425](#) - Hypertext Theory and Design (3)
- [ENG6624](#) - Social Media Research for Humanities (3)
- [ENG6806](#) - Digital Editing and Databases (3)
- [ENG6808](#) - Narrative Information Visualization (3)
- [ENG6813](#) - Interdisciplinary Teaching (3)
- [ENG6819](#) - Critical Making for Humanist Scholarship (3)
- [HIS6167](#) - Spatial History (3)
- [PHI6679](#) - Digital Ethics (3)

Editing, Publishing, and Interdisciplinary Curating (EPIC)

Earn at least 12 credits from the following:

- [ARH5897](#) - Advanced Seminar in Art History (3)
- [CRW6025](#) - Advanced Graduate Writing Workshop (3)
- [CRW6721](#) - Literary Journal Editing (3)

- [CRW6976](#) - Scholarship and Publication Models (3)
- [DIG6136](#) - Design for Interactive Media (3)
- [DIG5487](#) - Media Aesthetics (3)
- [DIG6436](#) - Ethnographic Storytelling and New Media (3)
- [DIG6812](#) - Digital Interaction for Informal Learning (3)
- [ENC6216](#) - Editing Professional Writing (3)
- [ENC6217](#) - Technical Editing (3)
- [ENC6257](#) - Visual Technical Communication (3)
- [ENC6297](#) - Production and Publication Methods (3)
- [ENC6426](#) - Visual Texts and Technology (3)
- [ENC6428](#) - Digital Literacies (3)
- [ENG6806](#) - Digital Editing and Databases (3)
- [HIS5083](#) - Cultural Heritage Management (3)
- [HIS5088](#) - Readings in Curation and Public History (3)
- [HIS6094](#) - Seminar in Curation and New Media (3)
- [LIN5675](#) - English Grammar and Usage (3)
- [LIT6216](#) - Issues in Literary Study (3)
- [PHI6679](#) - Digital Ethics (3)

Public History

Earn at least 12 credits from the following:

- [AMH5636](#) - Colloquium in US Environmental History (3)
- [AMH5378](#) - History of Technology (3)
- [AMH6346](#) - Seminar in the History of American Automobility (3)
- [AMH6429](#) - Seminar in Community and Local History (3)
- [ENG6808](#) - Narrative Information Visualization (3)
- [HIS5067](#) - Introduction to Public History (3)
- [HIS5083](#) - Cultural Heritage Management (3)
- [HIS5088](#) - Readings in Curation and Public History (3)
- [HIS5925](#) - History in the Digital Age (3)
- [HIS6094](#) - Seminar in Curation and New Media (3)
- [HIS6096](#) - Seminar in Historic Preservation (3)
- [HIS6165](#) - Digital Tools for Historians (3)
- [HIS6167](#) - Spatial History (3)
- [HIS6942](#) - Internship (3)

- [PHI6679](#) - Digital Ethics (3)

Rhetoric and Composition

Earn at least 12 credits from the following:

- [ENC5337](#) - Rhetorical Theory (3)
- [ENC5705](#) - Approaches to Teaching College Composition (3)
- [ENC5920](#) - Colloquium in Rhetoric and Composition (3)
- [ENC6245](#) - Teaching Professional Writing (3)
- [ENC6332](#) - Gendered Rhetoric (3)
- [ENC6333](#) - Contemporary Rhetoric and Composition Theory (3)
- [ENC6335](#) - Rhetorical Traditions (3)
- [ENC6338](#) - The Rhetorics of Public Debate (3)
- [ENC6339](#) - Rhetorical Movements (3)
- [ENC6428](#) - Digital Literacies (3)
- [ENC6712](#) - Studies in Literacy and Writing (3)
- [ENC6740](#) - Topics in Rhetoric and Composition (3)
- [ENC6945](#) - Community Literacy Practicum (3)
- [ENG6624](#) - Social Media Research for Humanities (3)
- [ENG6808](#) - Narrative Information Visualization (3)
- [ENG6811](#) - Cultural Contexts in Texts and Technology (3)
- [PHI6679](#) - Digital Ethics (3)

Scientific and Technical Communication

Earn at least 12 credits from the following:

- [ENC6217](#) - Technical Editing (3)
- [ENC6261](#) - Technical Writing, Theory and Practice (3)
- [ENC6292](#) - Project Management for Technical Writers. (3)
- [ENC6296](#) - Interactive Design in Technical Communication (3)
- [ENC6297](#) - Production and Publication Methods (3)
- [ENC6425](#) - Hypertext Theory and Design (3)
- [ENC6421](#) - Digital Rhetorics (3)
- [ENC6247](#) - Proposal Writing (3)
- [ENC6257](#) - Visual Technical Communication (3)

- [ENC6338](#) - The Rhetorics of Public Debate (3)
- [ENG6624](#) - Social Media Research for Humanities (3)
- [ENG6808](#) - Narrative Information Visualization (3)
- [LIN5675](#) - English Grammar and Usage (3)
- [LIT6435](#) - Rhetoric of Science (3)
- [PHI6679](#) - Digital Ethics (3)

Elective Courses - Interdisciplinary Electives

Earn at least 9 credits from the following types of courses:

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 dissertations.

Admission to Candidacy

Earn at least 3 credits in ENC 7919 Doctoral Research.

Students are admitted to doctoral candidacy status upon completion of 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 the examination committee. The candidacy examination for each student is written and evaluated by a committee of three UCF Texts and Technology graduate faculty members chosen by the student. Students must be registered for ENC 7919 during the semester in which they take their candidacy examination and they must find a Texts and Technology core faculty member to serve as the chair of their examination during the semester before enrolling in ENC 7919. Students cannot register for dissertation credit (ENC 7980) until the semester after they have successfully passed the candidacy examination. Students who fail the candidacy examination a second time cannot continue in the program. The following are required in order to be admitted to candidacy and enroll in dissertation hours: Successful completion of all coursework, except for dissertation hours. Successful completion of the candidacy examination. Completion of College of Graduate Studies CITI and Academic Integrity Training. An approved dissertation advisory committee is on file, consisting of approved graduate faculty and graduate faculty scholars. A current, approved program of study is on file.

Dissertation and Oral Defense

Earn at least 15 credits in ENC 7980

Students choose their dissertation adviser and committee from among the faculty in the Texts and Technology PhD program and must have one member from outside the College of Arts and Humanities. Students choose the adviser after they have completed approximately 27 credit hours toward the degree or after the first year-and-a-half of coursework. All dissertation committee members, including outside readers, must hold a PhD or another relevant degree or, if serving as a UCF Graduate Scholar, the external member must have documented evidence of exceptional relevant experience and/or scholarly or creative productivity. Students must write a dissertation on their research that will explain and defend a significant original contribution to the field of Texts and Technology. It may be of a theoretical, historical or pragmatic nature, but must meet conventional academic standards. Students are required to submit and defend a written dissertation proposal (the prospectus) during the first year in dissertation. The dissertation committee administers the candidate's oral defense of the dissertation, with passing determined by acceptance by a majority of the committee. The dissertation adviser, the dissertation committee and the dean of the college or designee must approve the final dissertation. Format approval is required from the Thesis and Dissertation Office and final approval of degree requirement completion by the College of Graduate Studies (Millican Hall 230). Students will submit at least one substantial scholarly article to a national and/or international peer-reviewed journal or proceedings conference with the approval and assistance of the dissertation chair and the director of the doctoral program.

Grand Total Credits: 57

Culminating/Capstone Experience

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](#).

Sample Completion Timeline

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 [Research Methods] XXX ##### Elective 9 credits	ENG 6810 Theories of T&T ENG 6801 T&T in History XXX ##### Elective 9 credits	
FALL YEAR TWO	SPRING YEAR TWO	SUMMER YEAR TWO
[Procedural Literacy] XXX ##### Elective XXX ##### Elective XXX ##### Elective 9 credits	XXX ##### Elective XXX ##### Elective XXX ##### Elective 9 credits	Study for Candidacy
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
ENG 6005 Diss. Research Design ENC 7919 Doctoral Research (3-6cr) (exams) 6-9 credits	ENC 7980 Dissertation 4 credits (up to 8cr)	ENC 7980 Dissertation 3 credits
FALL YEAR FOUR	SPRING YEAR FOUR	

ENC 7980 Dissertation 4 credits (up to 8cr)	ENC 7980 Dissertation 4 credits (up to 8cr)	4 YEARS
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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 [Research Methods] 6 credits	ENG 6810 Theories of T&T ENG 6801 T&T in History 6 credits	
FALL YEAR TWO	SPRING YEAR TWO	SUMMER YEAR TWO
[Procedural Literacy] XXX ##### Elective 6 credits	XXX ##### Elective XXX ##### Elective 6 credits	
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
XXX ##### Elective XXX ##### Elective 6 credits	XXX ##### Elective XXX ##### Elective 6 credits	
FALL YEAR FOUR	SPRING YEAR FOUR	SUMMER YEAR FOUR
ENG 6005 Dissertation Research Design 3 credits	ENC 7919 Doctoral Research (exams) 3 credits	
FALL YEAR FIVE	SPRING YEAR FIVE	SUMMER YEAR FIVE
ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits

FALL YEAR SIX	SPRING YEAR SIX	
ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits	6 YEARS

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

Statement of Graduate Research

Research Methods

As an interdisciplinary field, Texts and Technology embraces a wide variety of research methods and requires the interplay of theory, history, and empirical research. T&T students are expected to demonstrate basic competence (i.e., the ability to read and understand research) in bibliographic, historical, theoretical, qualitative, and quantitative methods. In addition, T&T students must develop expertise in the research methods necessary to carry out innovative dissertation projects (e.g., historiography, close reading/rhetorical analysis of texts, discourse analysis, or qualitative or quantitative empirical research).

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](#).

Candidacy Examinations

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 to which their dissertation will contribute: 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 (16 weeks).

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 Texts and Technology faculty chosen by the student.

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.

Exams chairs must have approved the student's lists before signing the Restricted Registration form for ENC 7919. While the full committee is not required to approve the lists before the Restricted Registration form is signed, it is recommended. Students may make changes to their lists as the exams progress if this is deemed appropriate by the chair and committee, but there must be approved preliminary lists at the time of registration.

Complete a [Restricted Registration form](#) 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, it will be routed to the T&T office 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 at least two weeks before the last day of classes 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 should provide a grade of pass/fail on each examination (Core/Primary/Secondary) and essay (two per examination), using the program rubric, to identify specific areas of strength and weakness score of pass or fail on each exam.

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.

If the external dissertation committee member has not served on a T&T committee before, their CV has to be submitted to TandT@ucf.edu for approval no later than four weeks before the last day of classes.

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. The student's dissertation committee form must be signed by all committee members and submitted to T&T no later than two weeks before the last day of classes.

Candidacy Exam Process Details

Candidacy Examination Committee

In consultation with your chair, form an exams committee. This comprises three T&T faculty chosen by the student. 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.

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). A T&T core faculty member chairing exams for the first time must have a co-chair who has successfully chaired T&T exams to completion.

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

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.

Exams chairs must have approved the student's lists before signing the Restricted Registration form for ENC 7919. While the full committee is not required to approve the lists before the Restricted Registration form is signed, it is recommended. Students may make changes to their lists as the exams progress if this is deemed appropriate by the chair and committee, but there must be approved preliminary lists at the time of registration.

Registration for exams credit uses the [Restricted Registration form](#).

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. 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).

To continue to dissertation in the following semester, the student must take the third exam no later than two weeks before the last day of classes.

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 T&T website.

Students may not solicit outside help on an examination from any person, including editing assistance or assistance with language for non-native speakers. Faculty take the timed nature of the exam into consideration when evaluating the writing, but it must be solely the student's own work. Disability accommodations are not considered outside help for the purpose of this policy.

Disability Accommodations

The T&T exams process falls under the category of a timed examination. Any accommodations students need for this type of examination will be supported. Students should work with their chairs and Student Accessibility Services to determine appropriate accommodations.

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 Core Ph.D. Candidacy Exam Reading List that current at the time the student enters the program. Students may choose to 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 Examination Committee assesses the collective body of work done in the examinations (three exams of two questions, for a total of six essays) and determines whether the student passes examinations overall. Faculty should provide feedback and a grade of pass/fail on each examination (Core/Primary/Secondary) and essay (two per examination), using the program rubric, to identify specific areas of strength and weakness, but the overall result of the Candidacy Examination process will be based on the holistic evaluation of the full body of work.

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.

Retake: Students who do not pass 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 and faculty are strongly encouraged to reconsider the composition of and fit with the committee if the student needs to retake the entire examination.

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) for the purpose of recording the date of passing.

Dissertation

Overview

The Texts & Technology 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 chair-eligible 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 T&T core faculty member chairing a UCF dissertation for the first time must have a co-chair who has successfully chaired a UCF dissertation to completion. Once a student who is co-chaired graduates, their adviser is able to chair independently and any other co-chairs can step down if desired. 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. The CV for the external dissertation committee member (if they have not served on a T&T committee before) has to be submitted to TandT@ucf.edu for approval no later than four weeks before the last day of classes of the semester before you intend to begin dissertation.

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](#) 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) 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

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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, virtual, or hybrid meeting arranged by the student in consultation with their Dissertation Committee chair. You should discuss with your chair which format you prefer at the time that you discuss scheduling the defense. For a hybrid defense, while members may attend virtually, at a minimum you and your Dissertation Chair must be present physically.

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

The common format of the dissertation defense is 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.

Beginning Your Dissertation

Doctoral Candidate

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. The CV for the external dissertation committee member (if they have not served on a T&T

committee before) has to be submitted to TandT@ucf.edu for approval no later than four weeks before the last day of classes of the semester before you intend to begin dissertation.

- A current, approved program of study on file (refer to your myUCF account)

Dissertation – Committee Details

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. At least three members must be Texts & Technology Graduate Faculty, one of whom must serve as the chair of the committee. A T&T core faculty member chairing a UCF dissertation for the first time must have a co-chair who has successfully chaired a UCF dissertation to completion. Once a student who is co-chaired graduates, their adviser is able to chair independently and any other co-chairs can step down if desired. 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 [Thesis and Dissertation 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.

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

Students request enrollment by completing a [Restricted Registration form](#) 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.

Dissertation – Proposal/Prospectus

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 for 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, virtual, or hybrid meeting arranged by the student in consultation with their Dissertation Committee chair. You should discuss with your chair which format you prefer at the time that you discuss scheduling the defense. For a hybrid defense, while members may attend virtually, at a minimum you and your Dissertation Chair must be present physically. Assistance in booking a location, if needed, may be obtained by contacting 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 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 (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.

Feedback expectations for the dissertation process should be negotiated at the time of the prospectus defense. At minimum, students should receive timely and substantive feedback from their chair as they develop the dissertation; other committee members may or may not choose to review chapters as they are written.

Dissertation – IRB

Any dissertation that deals with living humans in any way must either file for [IRB](#) approval or file with the IRB for Not Human Subjects designation.

If your dissertation does not deal with living humans in any way, your chair can email TandT@ucf.edu to certify this and we will mark that the IRB requirement is waived. If

there is any uncertainty, the student should file with the IRB to prevent complications down the road.

As part of any IRB submission, students must complete [CITI training for Human Subjects Research- Group 2.Social / Behavioral Research Investigators and Key Personnel.](#)

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 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 ideas clearly and coherently to others.
- Situate 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.

The written portion of dissertations must meet disciplinary standards of sole authorship. Students may not solicit comprehensive or developmental editing of their work (regarding ideas/content or substantial rewriting).

However, feedback is essential in the development of the dissertation. At minimum, students should receive timely and substantive feedback from their chair as they

develop the dissertation; other committee members may or may not choose to review chapters as they are written. Feedback expectations should be negotiated at the time of the prospectus defense. Students may also receive peer feedback as part of a writing group. Students may choose to use the services of an editor for formatting, grammar, or English as a Second Language assistance. Any other editing may be approved on a case-by-case basis by the committee.

Any person who provides writing assistance of any type on the dissertation must be named in the Acknowledgements.

In writing the Dissertation, students must communicate clearly with their Chair and the rest of the Dissertation Committee in a timely manner. One common model is 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.

Dissertation – Completing and Defending

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 [Thesis and Dissertation Services](#).

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 [Thesis and Dissertation Services](#) 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.

Valuable 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.

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. Consult your adviser about 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. Dissertation defenses may be virtual, physical, or hybrid. You should discuss with your chair which format you prefer at the time that you discuss scheduling the defense. For a hybrid defense, while members may attend virtually, at a minimum you and your Dissertation Chair must be present physically.

For a physical or hybrid defense, 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.

Next, prepare your dissertation announcement (see sample below). Have your Chair approve your dissertation announcement and email it to TandT@ucf.edu. For a physical defense, provide the room information. For a virtual defense, provide information about how to join the meeting (Zoom is the recommended platform for a virtual defense). For a hybrid defense, provide both physical and virtual attendance information.

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 Lerner 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 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.

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 their 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.

Dissertation – Submission Procedures

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 and Dissertation](#) (ETD) process.

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

Program and Institutional Policies

Accommodations

Students needing accommodations for disabilities will be supported. Students should work with Student Accessibility Services to determine appropriate accommodations:

<https://sas.sdes.ucf.edu/accommodations/>

Admission to Candidacy

New doctoral candidates are not permitted to enroll in dissertation hours unless all of the following has been completed by the College of Graduate Studies deadline, usually on or near the last day of classes.

CITI AND Academic Integrity Training

To check whether it's complete:

1. Log into myUCF, go to Student Self Service> Graduate Students> Student Center> Academic Information> Graduate Plan of Study
2. Scroll down to the University Requirements section. There will be 5 things (CITI plus 4 workshops) marked either "Complete" or "Initiated"
3. If any of them say "Initiated," be sure to get it done ASAP.
 - a. The CITI information is [here](#).
 - b. Academic Integrity Training information is [here](#).
 - c. Students can view enrolled and completed workshops (courses) on the Training Summary page in their myUCF Student Center.
 - i. Log into myUCF Student Center> Graduate Students> Select the Pathways to Success link.
 - ii. On the Workshops Search page, click Your Graduate Workshops/Cancel Enrollments

Doctoral Advisory Committee

Students must have an approved Doctoral Advisory Committee on file. Use the [Doctoral/Thesis Committee Form](#). Once the form is initiated, it will automatically route electronically for required approvals. Be sure to copy and paste email addresses, as any typos will mean the form won't get routed. This form **MUST** be submitted no later than 2 weeks before the end of classes.

If your External Doctoral Advisory Committee member is not UCF faculty, they must be approved as a Graduate Faculty Scholar. To nominate an external faculty member, please email TandT@ucf.edu and CC: Carla (carla.gripp@ucf.edu) to begin this process. She will need a CV (in .pdf) from your external member. These MUST be submitted no later than one month before the end of classes for them to be approved in time.

Candidacy Exams

All Doctoral Candidacy exams must be completed, graded, and passed.

A student must demonstrate their readiness for the PhD program by successfully completing the candidacy examination before admission to full doctoral status and enrollment into dissertation hours. The final candidacy exam must be taken no later than two weeks before the end of classes. For full information, consult the [Candidacy Examination](#) section of this Handbook. The Candidacy Examination should be taken when the student is nearing the end of coursework.

Once these requirements are met, admission to candidacy will be approved by the program director and the college coordinator and forwarded to the UCF College of Graduate Studies for status change. Only after admission to candidacy may a student register for doctoral dissertation hours (ENC 7980). Students must have passed candidacy and have the candidacy and dissertation advisory committee documentation received and processed by the College of Graduate Studies by the date listed in the academic calendar in order to enroll in dissertation hours for that term.

Doctoral students admitted to candidacy are expected to enroll in dissertation hours and to devote full-time effort to conducting their dissertation research and writing the required dissertation document. Students in doctoral candidacy must continuously enroll in at least three hours of dissertation coursework (ENC 7980) each semester (including summer) until they have completed the required 15 hours; after that, students may decrease enrollment to 1 credit until the dissertation is completed.

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

At the beginning of the term after a student has completed 18 hours of credit (August of the second year for full time students, usually January 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.

Appeals/Grievances

There will be instances where students will not agree with an assessment related to their development or progress in a program. In these instances, students should consult the [Academic Grievance](#) section under General Graduate Policies in the graduate catalog.

Communication

UCF uses email as the official means of notifying students of important university business and academic information concerning registration, deadlines, financial assistance, scholarships, student accounts (including tuition and fees), academic progress and problems, and many other critical items for satisfactory completion of a UCF degree program. The university sends all business-related and academic messages to a student's Knights Email address to ensure that there is one repository for that information. Every student must register for, and maintain a Knights Email account [here](#) and check it regularly to avoid missing important and critical information from the university. Any difficulty with establishing an account or with accessing an established account must be resolved through the [UCF IT Service Desk](#) so that a student receives all important messages.

Additionally, each student must have an up-to-date emergency e-mail address and cell phone number by which to be reached in case of a crisis on campus. This emergency contact information will be used only for emergency purposes. Also, both permanent and local mailing addresses must be on the record, so that any physical documents that must be mailed can be delivered.

It is critical that students maintain and regularly check their Knights Email account for official announcements and notifications. Communications sent to the Knights Email address on record will be deemed adequate notice for all university communication, include issues related to academics, finances, registration, parking, and all other matters. The University does not accept responsibility if official communication fails to reach a student who has not registered for, or maintained and checked on a regular basis, their Knights Email account. Please ensure that this information is current and that any changes in contact information are made online through the [myUCF portal](#).

Continuous Enrollment

All graduate students are required to enroll in at least one class over the span of the Academic year. Failure to enroll in 3 consecutive terms results in dismissal from the program. After candidacy exam is passed for doctoral students, they are required to enroll in dissertation hours every semester until graduation. See [Continuous Enrollment](#) and [Continuous Enrollment and Active Students](#).

Dismissal/Discipline

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.

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) 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 or videoconference 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.

Diversity Statement

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential

resources and information concerning reporting options at <https://letsbeclear.ucf.edu> and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact [Student Accessibility Services](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

Enrollment in Dissertation Hours

The university requires all doctoral students to take a minimum of 15 credit hours of doctoral dissertation hours. Dissertation research is considered to be a full-time effort, and post-candidacy enrollment in at least three doctoral dissertation (ENC 7980) credit hours constitutes full-time graduate status. Doctoral students who have passed candidacy and have begun taking doctoral dissertation hours (ENC 7980) must enroll in at least three hours of dissertation coursework (ENC 7980) each semester (including summer) until they have completed the required 15 hours; after that, students may decrease enrollment to 1 credit until the dissertation is completed.

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

Golden Rule

The Golden Rule is the university's policy regarding non-academic discipline of students and limited academic grievance procedures for graduate (grade appeals in individual courses, not including thesis and dissertation courses) and undergraduate students. Information concerning The Golden Rule can be found [here](#). Section 11, Student Academic Behavior, addresses appeals of graduate program actions or decisions.

Harassment

The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, veterans status, sexual orientation, or genetic information is prohibited.

Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature including any of these three situations.

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with the guidelines above and university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the OIE Coordinator. The Director of the Office of Institutional Equity Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Barbara Ying CMMS Building 81, Suite 101. The phone number is (407) 823-1336. Policies and guidelines are available online [here](#).

Satisfactory Progress

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.

Time Limits to Degree Completion

All graduate degrees must be completed within 7 years of admission. See the [Time Limitation and Continuous Enrollment Policy](#) in the Graduate Catalog.

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.

Transfer Credit

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 request has been evaluated the Texts & Technology program director will notify the student of the result in writing. As a general rule, students must apply for FastTrack during their 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.

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).

Additional Program Details

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).

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.

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

Graduate Assistantship Details

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

T&T students teaching 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](#).

Graduation Requirements

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.

Graduation Steps

Check the dates for your specific graduation semester on the [Academic Calendar](#).

1. File intent to graduate in myUCF (Student Center – Academics > Undergraduate and Graduate Careers > Intent to Graduate: Apply). The ability to file 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.
2. Receive approval from your dissertation chair to schedule your defense.
3. Find a time that all committee members can make and schedule your defense.
4. Submit to [Thesis and Dissertation Services](#) for initial format review. The deadline for this is approximately 8 weeks before the end of the semester. Your defense must be scheduled before you can submit for format review.
5. If your dissertation required IRB approval, close out your study.
6. If you wish to participate in the Commencement ceremony, [order regalia](#). The deadline for this is approximately 8 weeks before the end of the semester.
7. Announce your defense at least 2 weeks in advance of when it will be held.
8. Download the Defense Approval Form from Thesis and Dissertation Services.
9. Defend your dissertation.

10. Make any revisions required by the committee and circulate the Defense Approval Form for signatures. If your committee has requested that you change the dissertation title, do this at Thesis and Dissertation Services and download a new Defense Approval Form before circulating it for signatures.
11. Submit the final dissertation to Thesis and Dissertation Services.
12. Submit the T&T Exit Survey. This will be sent to you by email usually in the last week or two of classes for the semester.

Graduate Faculty

See the [T&T Faculty](#) webpage.