



UNIVERSITY OF CENTRAL FLORIDA

Graduate Program Handbook - 2026/27

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

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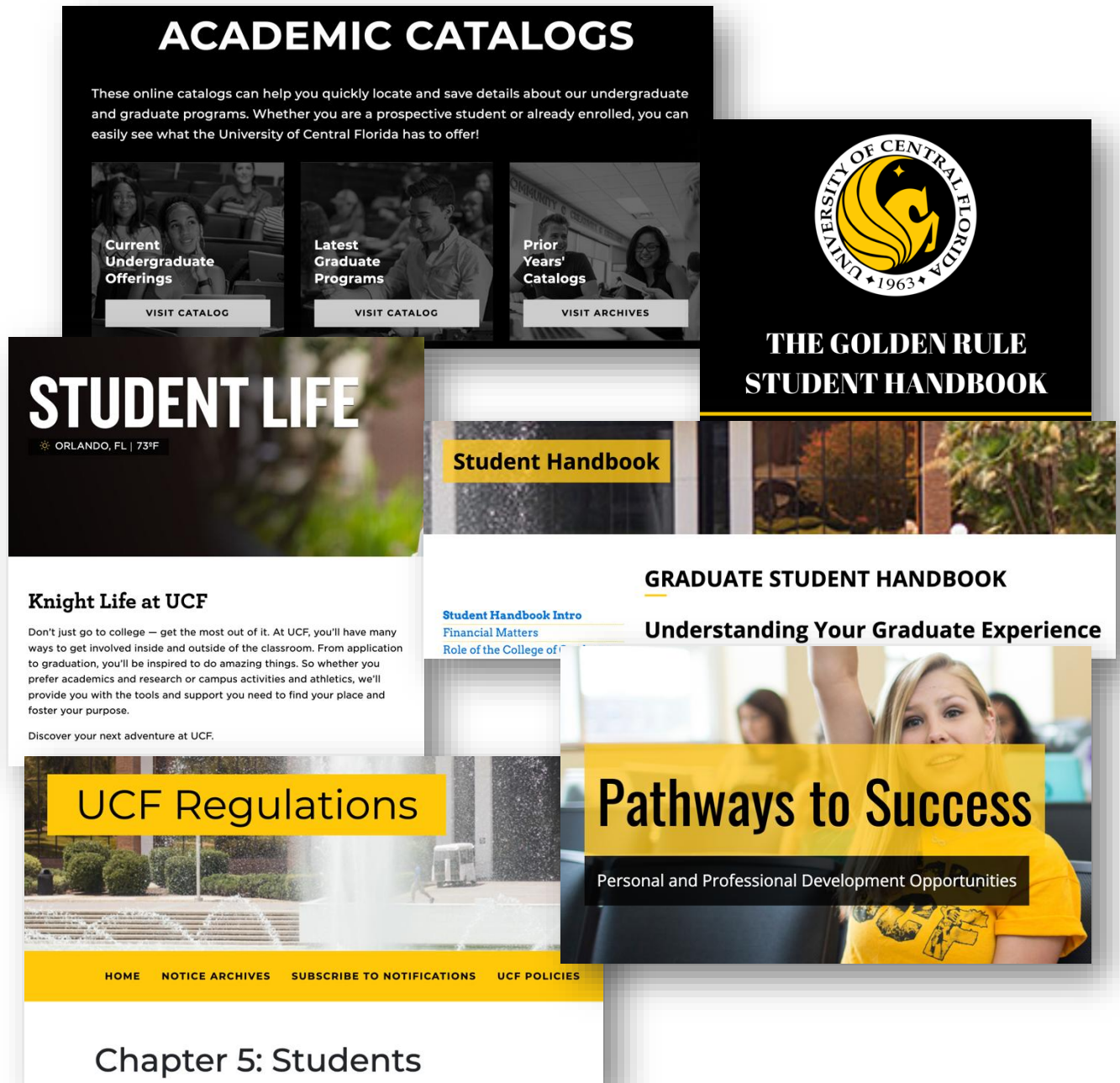
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Navigating Policy and Resources at the University of Central Florida

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.

If you have additional questions about the program, the first step is to **contact the general TandT@ucf.edu address.**

In addition, 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

Program Coordinator

Dr. Mel Stanfill

mel.stanfill@ucf.edu

College of Graduate Studies Support Services

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

Introduction/Overview Section

Complete Name of Degree

Texts and Technology

College

College of Arts and Humanities

Program Type

Doctoral

Program Website

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

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

When reading articles and books for your classes, keep good notes. Use Zotero and create an annotated bibliography as a living document. If you read something that grabs you, keep note of the source and the part that you really liked. Even if it doesn't seem relevant now, it may spark something beneficial in the future. (Amanda Altamirano, 2023)

You have a lot of freedom in guiding your trajectory. Spend your first year playing around in your classes and getting some projects on the burners, then try and polish those in your second year to start publishing your work. (PS Berge, 2024)

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)

I would advise them to be open-minded to where their research interests will take them; they may have an idea already that they are set on, or they may have no idea--but either way, the breadth of topics covered in the core curriculum will give them a lot of exposure to research topics they may not have even considered. So I would suggest they pull on those threads that interest them—if a topic sounds appealing, learn more about it. Be constantly curious until you've found the research niche where you're confident you belong. (Abigail Moreshead, 2023)

Find "your people" within the program. A Ph.D. journey is very lonely, so it is important to befriend peers going through the same experience. There is nothing better than having a study buddy for encouragement and emotional support. (Ha'ani Hogan, 2023)

A Ph.D. program is a marathon and not a sprint. Run your own race, at your own pace.
(Francine Sutton, 2024)

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)

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, 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 and 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 [professional development resources from the College of Graduate Studies](#).

Students are encouraged to participate in structured writing groups [such as those offered by the University Writing Center](#) (or to form their own writing groups) to assist with developing regular and productive academic writing habits.

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 whether the pairing is a good fit for the research trajectory.

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 [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 opportunities for professional networking.

In Our Discipline

As T&T is an interdisciplinary program, students should consult their advisor about appropriate professional involvement in their discipline. Announcements of opportunities will also be sent to students as they arise.

In Our Program/Department

The Texts and Technology Student Organization (TTSO) exists to support students in Texts and Technology and the Digital Humanities in the Age of AI graduate certificate throughout their academic journey by fostering community, facilitating peer mentorship, and connecting students with academic and professional opportunities. Because interdisciplinary scholars face distinctive challenges, including building professional identities across multiple fields and communicating their work to diverse audiences, TTSO provides a space where students can navigate these experiences together. Through peer support, professional development, and intellectual community, TTSO complements the resources available through the program and department. All T&T and DHAI students are encouraged to get involved. Contact TTSO president Vee Kennedy Vee.Kennedy@ucf.edu to be added to the mailing list for upcoming meetings.

The Digital Cultures Research Group (DCRG) supports graduate student professionalization in Texts and Technology. Open to any graduate student, DCRG hosts workshops to help students build scholarly practices and academic careers. DCRG organizes periodic academic and social events to foster ongoing community and intellectual exchange. Contact one of the group coordinators, Dr. Emily Johnson ekj@ucf.edu and Dr. Sara Raffel Sara.Raffel@ucf.edu, for more information..

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 Section

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 one 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 exam and dissertation hours. The Texts and Technology (T&T) PhD requires 48 credit hours of coursework, including a minimum of 3 hours of ENC 7919 (exams) and 15 hours of ENC 7980 (dissertation). Eighteen credit hours are required in six core courses. These core courses provide an interdisciplinary framework for all students. The remaining 12 credit hours are courses in an Area of Specialization.
- 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 applicant, 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 a 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) illustrating the applicant's ability to engage in advanced scholarship. 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.
 - Applicants to this program must provide a résumé or CV and may also provide an optional digital portfolio. 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.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is competitive and is based on a holistic 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)
- [ENG6812](#) - Research Methods for 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](#) - Distant Coding for the Humanities (3)
- [ENG6806](#) - Humanities in the Age of AI (3)
- [ENG6819](#) - Critical Making for Humanist Scholarship (3)

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)
- DIG5508 - Programming for Digital Media (3)
- DIG6436 - Playable Texts and Technology (3)
- DIG6647 - History and Theory of Dynamic Media (3)
- DIG6812 - Digital Interaction for Informal Learning (3)
- DIG6836 - Distant Coding for the Humanities (3)

- ENC6425 - Hypertext Theory and Design (3)
- ENC6426 - Visual Texts and Technology (3)
- ENC6428 - Digital Literacies (3)
- ENC6931 - Topics in Technical Communication (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 - Humanities in the Age of AI (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (3)
- HIS5925 - History in the Digital Age (3)
- HIS6165 - Digital Tools for Historians (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:

- 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 - Playable Texts and Technology (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)
- DIG6836 - Distant Coding for the Humanities (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)
- ENC6426 - Visual Texts and Technology (3)
- ENC6931 - Topics in Technical Communication (3)
- ENG6624 - Social Media Research for Humanities (3)
- ENG6806 - Humanities in the Age of AI (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (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)
- CRW6721 - Literary Journal Editing (3)
- DIG5487 - Media Aesthetics (3)
- DIG6136 - Design for Interactive Media (3)
- DIG6436 - Playable Texts and Technology (3)
- DIG6812 - Digital Interaction for Informal Learning (3)
- DIG6836 - Distant Coding for the Humanities (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)
- ENG6624 - Social Media Research for Humanities (3)
- ENG6806 - Humanities in the Age of AI (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (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)
- AMH6346 - Seminar in the History of American Automobility (3)
- AMH6429 - Seminar in Community and Local History (3)
- DIG6436 - Playable Texts and Technology (3)
- DIG6836 - Distant Coding for the Humanities (3)
- ENC6426 - Visual Texts and Technology (3)
- ENG6624 - Social Media Research for Humanities (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (3)
- HIS5067 - Introduction to Public History (3)
- HIS5083 - Cultural Heritage Management (3)
- HIS5088 - Readings in Curation and Public History (3)
- HIS5503 - History of Technology (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:

- DIG6436 - Playable Texts and Technology (3)
- DIG6836 - Distant Coding for the Humanities (3)
- ENC5337 - Rhetorical Theory (3)
- ENC5703 - Composition Histories and Theories (3)
- ENC5705 - Approaches to Teaching College Composition (3)
- ENC5920 - Colloquium in Rhetoric and Composition (3)
- ENC5930 - Current Topics in Professional Writing (3)
- ENC6245 - Teaching Professional Writing (3)
- ENC6247 - Proposal 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)
- ENC6421 - Digital Rhetorics (3)
- ENC6426 - Visual Texts and Technology (3)
- ENC6428 - Digital Literacies (3)
- ENC6712 - Studies in Literacy and Writing (3)
- ENC6720 - Research Methods in Rhetoric and Composition (3)
- ENC6740 - Topics in Rhetoric and Composition (3)
- ENC6931 - Topics in Technical Communication (3)
- ENC6945 - Community Literacy Practicum (3)
- ENC6952 - Rhetoric and Composition Capstone (3)
- ENG6624 - Social Media Research for Humanities (3)
- ENG6806 - Humanities in the Age of AI (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (3)
- PHI6679 - Digital Ethics (3)

Scientific and Technical Communication

Earn at least 12 credits from the following:

- DIG6436 - Playable Texts and Technology (3)
- DIG6836 - Distant Coding for the Humanities (3)
- ENC5930 - Current Topics in Professional Writing (3)
- ENC6217 - Technical Editing (3)
- ENC6225 - User-Centered Design for Technical Communication (3)
- ENC6255 - International Technical Communication (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)
- ENC6421 - Digital Rhetorics (3)
- ENC6425 - Hypertext Theory and Design (3)
- ENC6426 - Visual Texts and Technology (3)
- ENC6247 - Proposal Writing (3)
- ENC6257 - Visual Technical Communication (3)
- ENC6338 - The Rhetorics of Public Debate (3)
- ENC6931 - Topics in Technical Communication (3)
- ENG6624 - Social Media Research for Humanities (3)
- ENG6806 - Humanities in the Age of AI (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)
- ENG6939 - Topics in Text and Technology (3)
- ENG6947 - Internship in Texts and Technology (3)
- LIN5675 - English Grammar and Usage (3)
- LIT6435 - Rhetoric of Science (3)
- PHI6679 - Digital Ethics (3)

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 Responsible Conduct of Research Training.
- An approved dissertation advisory committee is on file, consisting of approved graduate faculty and graduate faculty scholars.

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 no later than when 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; students who do not do so are at risk of dismissal from the program. See [Dissertation – Proposal/Prospectus](#).

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: 48

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.

A public oral defense of the dissertation is required.

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

Certificate Program Linkages

T&T doctoral students may complement their PhD with the [Digital Humanities in the Age of AI \(DHAI\) Graduate Certificate](#), a 15-credit program that draws on perspectives from digital humanities, software studies, rhetoric and composition, technical communication, digital public history, and critical technology studies. The certificate provides structured engagement with both the critical and creative dimensions of AI and digital methods in humanities contexts, building historical and theoretical grounding alongside practical skills. Students interested in the DHAI certificate should consult with their adviser and the T&T Program Coordinator to determine how certificate courses may apply toward their program of study.

Sample Plan of Study/Course Sequence/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 ENG 6812 Research Methods [Procedural or Specialization] 9 credits	ENG 6810 Theories of T&T ENG 6801 T&T in History [Procedural or Specialization] 9 credits	Recommended: Identify exams chair, work on lists and committee
FALL YEAR TWO	SPRING YEAR TWO	SUMMER YEAR TWO
ENG 6005 Diss. Research Design [Procedural or Specialization] [Procedural or Specialization] 9 credits	[Procedural or Specialization] ENC 7919 Doctoral Research (3-6cr) (exams) 9 credits	Optional/As Needed: ENC 7919 Doctoral Research (exams) Or ENC 7980 Dissertation 3-6 credits
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits
FALL YEAR FOUR	SPRING YEAR FOUR	
ENC 7980 Dissertation 3 credits (up to 8 as needed)	ENC 7980 Dissertation 3 credits (up to 8 as needed)	4 YEARS

Part-time

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

FALL YEAR ONE	SPRING YEAR ONE	SUMMER YEAR ONE
ENG 6800 Intro to T&T ENG 6812 Research Methods 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 or Specialization] [Procedural or Specialization] 6 credits	[Procedural or Specialization] [Procedural or Specialization] 6 credits	Recommended: Identify exams chair, work on lists and committee
FALL YEAR THREE	SPRING YEAR THREE	SUMMER YEAR THREE
[Procedural or Specialization] ENG 6005 Dissertation Research Design 6 credits	ENC 7919 Doctoral Research (exams) 3 credits	Optional/As Needed: ENC 7919 Doctoral Research (exams) Or ENC 7980 Dissertation 3-6 credits
FALL YEAR FOUR	SPRING YEAR FOUR	SUMMER YEAR FOUR
ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits
FALL YEAR FIVE	SPRING YEAR FIVE	
ENC 7980 Dissertation 3 credits	ENC 7980 Dissertation 3 credits	5 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](#).

Examination Section

The Candidacy Examination is best viewed as a preparatory experience for the dissertation, one that serves as a scaffold from thinking about the field of Texts and Technology through 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 broadly 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: 1) the student's primary field of concentration and 2) 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).

The rest of this section provides a brief overview of the exams process. More detail is provided in the following section.

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

Find a chair

Your first step is to find a chair for your exams. This person must be a chair-eligible T&T core faculty member. The department maintains a list of chair-eligible faculty; please consult this list when selecting a chair. A T&T core faculty member chairing for the first time must have a co-chair who has successfully chaired T&T exams to completion. Typically, this chair will continue to your dissertation, but you may choose to make a change later.

Form a committee

In consultation with your chair, form an exams committee. The committee consists of three Texts and Technology faculty (including your chair) chosen by the student. External committee members are not recommended or required at the exams stage.

Once committee members have agreed to participate, complete the [Candidacy Exam Committee form](#) (including Dr. Salter's signature!) and submit it to the T&T office. Email/scan/electronic signatures are fine.

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

Students sign up for ENC 7919 Doctoral Research while completing Candidacy Exams. You may not enroll in ENC 7919 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. It is recommended that the full committee approves the lists before the Restricted Registration form is signed, though it is not required. Students may make changes to their lists as the exams progress if this is deemed appropriate by the chair and committee, but students must have 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. Students who receive financial aid may wish to enroll in a minimum of 4.5 hours to be considered half-time.

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 to take 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 graded by the College of Graduate Studies candidacy deadline, which is listed in the [Academic Calendar](#) in the semester it belongs to (i.e. the deadline to begin in summer is on the summer calendar even though it takes place in spring). It is typically the same as the final dissertation defense deadline for the semester that exams are completed. This means taking it at least two weeks before the candidacy deadline to allow time for the committee to review.

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 the relevant 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.

Complete Required Training

In order to enroll in dissertation hours after completing exams, you must have completed:

1. the online, asynchronous ethics Webcourse, Pressures to Plagiarize.
2. two online, synchronous ethics/RCR workshops on Personal & Professional Integrity and Ethics & Research Integrity
3. Human Research Protection Program (HRPP) Webcourse. Students must attach the certificate of completion for the HRPP training to their [Dissertation Committee Dynamic Form](#).

Academic Integrity Training information is [here](#).

If you are uncertain whether you have completed these requirements, 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 2 things 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.

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 College of Graduate Studies candidacy deadline.

In order to enroll in dissertation hours (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. 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 College of Graduate Studies candidacy deadline to allow time for processing.

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. External committee members are not recommended or required at the exams stage.

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. The department maintains a list of chair-eligible faculty; please consult this list when selecting a chair.

Prior to registering for ENC 7919 Doctoral Research (exams hours), students must submit a completed [Candidacy Examination Committee form](#) to TandT@ucf.edu (including Dr. Salter's signature!) and submit it to the T&T office.

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

Registration

Students must be registered for ENC 7919 Doctoral Research during the semester in which they take their Candidacy Examination. Students may not enroll in ENC 7919 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. It is recommended that the full committee approves the lists before the Restricted Registration form is signed, though it is not required. Students may make changes to their lists as the exams progress if this is deemed appropriate by the chair and committee, but students must have 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 take 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. Students who receive financial aid may wish to enroll in a minimum of 4.5 hours to be considered half-time.

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 examination 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 College of Graduate Studies candidacy deadline.

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.

Generative AI Policy

The purpose of exams is to assess students’ preparation to engage in academic writing. Because of this, students are not permitted to use AI tools whose purpose is to generate or organize writing. The only AI-related software features that are permitted are spelling and grammar checking tools, and no generative features of any tool may be used (e.g. Grammarly is both a grammar tool and a generative tool).

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.

Students answer 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 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 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 examination committee approval and reading list guidelines. It will be up to the student to explain to their examination committee how these sources are relevant and appropriate for these reading lists.

The student is asked to answer two questions, thoroughly responding 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 examination committee members will review and make notes regarding the student's responses on each part of the examination, using an [evaluation rubric](#), available on the T&T website.

The 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 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 approximately 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 examination committee will decide whether the student needs to retake the entire 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 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.

If a student enrolls in ENC7919 Research/Candidacy Exams for three semesters without successfully completing exams, that will count as failing the exam. Students who have experienced extraordinary circumstances may petition for an exception to this policy with the support of their chair or the T&T director. To petition for an exception, students must send a letter to TandT@ucf.edu explaining the challenges that have prevented them from completing exams on time, along with their plan to complete the exams moving forward.

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 Section

Doctoral 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](#).

Step 1: Form a committee

Students should begin the process of identifying a dissertation chair and committee as they complete the candidacy examination. Doctoral students must have an approved dissertation committee prior to enrolling in dissertation credit.

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. 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.

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. The department maintains a list of chair-eligible faculty; please consult this list when selecting a chair.

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 College of Graduate Studies candidacy deadline 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. 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.

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

A student may request a change in membership of the Dissertation Committee by submitting a revised Dissertation Committee Form to T&T and the College of Graduate Studies.

Step 2: Register for dissertation hours

Students cannot register for dissertation credit (ENC 7980) until the semester after they have successfully completed the candidacy examination. The following items are required in order to be admitted to candidacy and enroll in ENC 7980:

- Successful completion of all course work, except for dissertation hours.

- Successful completion of all components of the candidacy examination.
- Successful completion of a) College of Graduate Studies Responsible Conduct of Research Training and b) the Human Research Protection Program (HRPP) Webcourse.
- An approved dissertation advisory committee form on file, consisting of approved graduate faculty and/or 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 College of Graduate Studies candidacy deadline, during the semester before you intend to begin dissertation.
- A current, approved program of study on file (refer to your myUCF account)

Complete a Restricted Registration form for a minimum of 3 credits of ENC 7980, to be graded S/U. 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, including for UCF fellowships or departmental assistantships. Doctoral candidates on UCF fellowships or assistantships may need to register for more hours to ensure that all 15 hours are complete by the end of their assistantship; a best practice is to divide the 15 required hours in dissertation by the number of semesters of funding remaining (5 semesters remaining = 3 credits, 3 semesters remaining = 5 credits, etc.). Other funders (e.g., financial aid agencies, veteran status, or employers) may have different requirements for full-time status.

On the Restricted Registration 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). Consult with your chair about your plans before filling it out. This box cannot be left empty! This form, once signed by your chair, is routed to the T&T office so that Carla can register you.

It is strongly recommended that students send out an email to their whole dissertation committee at the beginning of each semester explaining the progress they made in the past semester, their goals for this semester, and intended dates for prospectus and/or dissertation defense. Keeping the committee in the loop along the way helps ensure everyone is on the same page.

By university policy, full time enrollment for doctoral students who have begun taking doctoral dissertation hours (ENC 7980) is 3 dissertation hours each semester. Once you

have completed 15 hours, you may decrease enrollment to 1 hour, though students on assistantships must continue to enroll full time and funders (e.g., financial aid agencies, veteran status, or employers) may also require full time enrollment.

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.

Step 3: 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.

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.

Students who fail to submit and defend a written dissertation proposal (the prospectus) by the end of the third semester of dissertation hours will be dismissed from the program. If a student has substantial extenuating circumstances that prevent them from fulfilling this requirement in a timely fashion, they must submit a petition to TandT@ucf.edu no later than 1 month before the end of the third semester of dissertation hours. This petition consists of a 1-page description of the extenuating circumstances that have prevented completing the prospectus on time and a clear and feasible timeline to complete the prospectus. This petition must be submitted along with an email from the adviser indicating support, and will be evaluated for approval by the Curriculum & Academic Policy committee.

For more information about the structure and content of the prospectus, see the next section of the Handbook, "Prospectus Structure and Content".

Step 4: Defend your prospectus

The student will draft the prospectus in consultation with the chair. When the chair agrees that it is ready for circulation, the student sends the draft prospectus to all members of their committee (internal and external) for comment. This must occur at least two weeks prior to the defense.

The defense is 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.

Step 5: Write the dissertation

It is expected that in your dissertation you will demonstrate potential for impact in the field(s) of study, demonstrate the appropriateness of your research methods to the goals of the project, and create an appropriate literature review that demonstrates timeliness, relevance, and depth of engagement with the project's field(s) of study.

In writing the dissertation, students must communicate clearly with their chair and the rest of the dissertation committee in a timely manner. It is common 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.

Step 6: 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 committee will meet separately from you and the general members of the audience to review and evaluate your research. All members vote on acceptance or rejection of the final dissertation. The dissertation must be approved by a majority of the committee. 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.

University Dissertation Requirements

Students wishing to take dissertation credit hours must have successfully entered candidacy. That is, they have completed all course work, taken and passed all qualifying exams, completed all university mandated academic integrity (responsible conduct of research) training, and have all associated documents submitted and approved by the related deadlines on the academic calendar. Students will work with their graduate advisor to enroll in the relevant dissertation course. Students may not enroll in more than nine credits in any given semester and must enroll in at least three credits; full time is three credits each semester. Graduate policy states students have seven years from their initial term of admission to earn a doctoral degree.

The College of Graduate Studies [Thesis and Dissertation page](#) contains information on the university's requirements for dissertation formatting, format review, defenses, final submission, and more.

All university deadlines are listed in the [Academic Calendar](#). Consult with the graduate director or advisor for potential earlier deadlines.

The following requirements must be met by dissertation students in their final term:

- Submit a properly formatted file for initial format review by the format review deadline
- Submit the Thesis and Dissertation Release Option form
- Defend by the defense deadline
- Receive format approval (if not granted upon initial review)
- Submit signed approval form by final submission deadline
- Submit final dissertation document by final submission deadline

Students must format their dissertation according to the standards outlined in Thesis and Dissertation [Webcourse](#).

The College of Graduate Studies offers several thesis and dissertation workshops each term. Students are highly encouraged to attend these workshops early in the dissertation process to fully understand the above policies and procedures.

The College of Graduate Studies thesis and dissertation office is best reached by email at editor@ucf.edu.

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. 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.

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. 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.

Students who fail to submit and defend a written dissertation proposal (the prospectus) by the end of the third semester of dissertation hours will be dismissed from the program. If a student has substantial extenuating circumstances that prevent them from fulfilling this requirement in a timely fashion, they must submit a petition to TandT@ucf.edu no later than 1 month before the end of the third semester of dissertation hours. This petition consists of a 1-page description of the extenuating circumstances that have prevented completing the prospectus on time and a clear and feasible timeline to complete the prospectus. This petition must be submitted along with an email from the adviser indicating support, and will be evaluated for approval by the Curriculum & Academic Policy committee.

The committee also should keep in mind that a full-time student is expected to complete all dissertation work within four to five 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

As a part of establishing the premise of the dissertation, the prospectus should state the central question or puzzle that is to be addressed. What are you trying to find out about the world? The research question (broadly construed; this 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 existing knowledge.

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. This section should not review the literature in its entirety, but rather provide contextualization. A fuller literature review will appear in the dissertation itself.

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.

Generally, you should 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 of Contribution

So what? Who cares? What is the significance to the discipline, to society, etc.? In other words, what is the value of the project set out in the preceding section?

In this section, you should synthesize the problem, gap in literature, and your approach as explained in Parts 1-3. Using the framework you have already established, describe the underlying reasons for the research—whether social, cultural, technological, etc.—and identify why this problem requires an answer. This section should be roughly two to four pages in length.

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

The student will draft the prospectus in consultation with the chair. When the chair agrees that it is ready for circulation, the student sends the draft prospectus to all members of their committee (internal and external) for comment. This must occur at least two weeks prior to the defense.

After sending the 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 chair 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.

At this time, committee members should also communicate their preferences for giving feedback on the dissertation chapters (either individually as they are written or at the end of the process). 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, such as to secure Not Human Subjects Research designation, 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](#).

Please note that all students planning to complete a dissertation must complete the UCF Institutional Review Board (IRB) and Human Research Protection Program (HRPP) Webcourse and attach the completion certificate when submitting their advisory committee.

Writing the Dissertation

It is expected that in your dissertation you will:

- Exhibit the ability to define an appropriate research question/problem.
- Demonstrate application of appropriate theoretical and analytic perspectives.
- Create an appropriate literature review (currency and breadth of resources; appropriate to the subject).
- Effectively apply research methodologies to develop new knowledge.
- Support 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, we recognize that 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, agent, or software providing writing assistance of any type on the dissertation must be named in the Acknowledgements and cited according to the standards of appropriate professional organizations.

When employing generative AI as part of a dissertation project, T&T students must discuss this with their committees, guided by the following principles:

1. Promote Innovation: Where appropriate, encourage T&T students to explore the use of generative AI tools to enhance learning and creativity through documented use guided by the policies and citations practices of relevant academic societies.
2. Ensure Ethical Use: Maintain ethical standards in the use of AI, respecting copyright, privacy, and academic integrity, especially considering issues of systemic bias, environmental concerns, and labor.
3. Clarify Faculty Oversight: Faculty chairs and committees should have an open conversation with students and provide guidance and support on meaningful usage of AI tools appropriate for their project.

Generative AI is not appropriate for all dissertation projects, and should be employed only with the approval of the chair and committee.

In writing the dissertation, students must communicate clearly with their chair and the rest of the dissertation committee in a timely manner. T&T strongly recommends that students email the entire committee at the beginning of each semester detailing the previous semester's progress, current semester plans, and current projected graduation date. This helps prevent surprises for both student and faculty later in the process.

One common model for dissertation writing 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.

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 as described in the Graduate Thesis and Dissertation Webcourse, available at the [College of Graduate Studies Thesis and Dissertation](#) website.

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 Navigate to myUCF > Student Self Service > Graduate Students > Intent to Graduate: Apply.

Once the online form is completed, students will receive email 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 forms 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](#) website and Graduate Thesis and Dissertation Webcourse 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 Electronic Thesis and Dissertation (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. You can adjust your title up until the defense and re-generate the Defense Approval Form if needed, but once the form has begun to be signed the title can no longer be changed.

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 graduation term, in which you will be submitting your thesis or dissertation. If the correct term is not listed, please check your Intent to Graduate. The Thesis and Dissertation Release Option form is due no later than the format review deadline of the semester you intend 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. You should reserve the location for a two-hour time slot.

Next, prepare your dissertation announcement. The abstract portion of the announcement should be around 200-250 words and should be approved by your chair prior to submitting the [Thesis/Dissertation Defense Announcement Form](#). 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.

The announcement form must be submitted at least **three weeks** in advance of the defense to allow time for processing.

Sample Dissertation Announcement

Noemi Nuñez

Defense Date: June 29, 2026, 12:00 PM

Format: Virtual (Zoom) [[Link](#)]

“How Far Do These Roots Go Down?”: An Exploration of Latinx and Latina Fans on Representation in Disney’s Encanto

In this dissertation, I examine how Latinx and Latina audiences engaged with and interpreted Disney’s 2021 Encanto, an animated film celebrated for its representation of Colombian and broader Latinx culture. While scholarship on Latinx representation in media has expanded, less attention has been given to how Latinx audiences themselves respond to narratives that are meant to represent them, particularly within fan studies. Focusing on both a broader Latinx fan community and first-generation Latinas in the United States, this project explores how audiences negotiate representation and recognition using Encanto as a media text that centered a Latinx story. The findings from this project reveal that participants frequently describe Encanto as meaningful and culturally resonant, particularly through its depictions of food, music, family and generational trauma. At the same time, many repeatedly express frustration at the film’s ambiguous representation of Latinx culture while recognizing its Colombian-specific setting. This tension between specificity and ambiguity from fans is a focal point throughout the project. Ultimately, I argue that Encanto resonated with Latinx audiences not because it perfectly represented Latinx culture, but because they recognized overlapping experiences within the film that represented fragments of their experiences. This leads to the concept of partial recognition that describes what happens when a media text gets enough cultural representation right that it feels meaningful to the viewer, but not so much that it fully represents the viewer’s specific cultural experiences.

This idea offers a way to better understand how panethnic audiences negotiate mainstream media representation.

Committee:

Chair: Mel Stanfill

Members: Melody Bowdon, Mike Shier, Diana Leon-Boys

Educational Background:

B.A., Florida International University, 2015

M.A., Nova Southeastern University, 2020

iThenticate

The university requires all dissertations submitted as part of graduate degree requirements to be evaluated through iThenticate for review of originality. 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

Each dissertation defense is somewhat unique due to differences in topics, methodologies, personnel, etc., but this section provides a basic overview of the standard structure and expectations for the event. Students should meet with their chairs to discuss what to expect during the defense and to prepare for it.

No later than the beginning of 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 generated before for your defense. Only the student can request the Dissertation Approval Form on the Thesis & Dissertation website.

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, 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 chair their expectations for the defense in advance.

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 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 committee will meet privately to discuss the defense such as in a breakout room or by asking the candidate and audience to leave the room. Frequently, committee members discuss ways in which they believe the student should advance their studies after graduation. When consensus is reached, the outcome is announced to the candidate and possibly the audience. The chair informs the student of the committee's assessment of their work and provides a brief overview of 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 the chair will be the custodian of the form until the student has made the requested edits. If major changes are required, members of the committee may withhold signing off on the dissertation until additional revisions

have been made and signatures may have to be obtained later. If deadlines are looming, it is important that the student have suitable contact information for each of the committee members in order to get signatures.

Dissertation – Submission Procedures

The student should secure signatures on the approval form from the dissertation chair, all members of the dissertation committee, and the T&T Program Director, then submit the form to Carla Gripp (carla.gripp@ucf.edu) to secure approval from the Dean of the College of Arts and Humanities or designee. Following these approvals, the student should submit the form to the College of Graduate Studies for final signatures.

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 College of Graduate Studies (Trevor Colbourn Hall, Suite 205A). For complete details and information, please review all components of the College of Graduate Studies' [Electronic Thesis and Dissertation](#) (ETD) process.

These steps are required before final acceptance of the dissertation is confirmed as fulfilling degree requirements.

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.

Academic Integrity (RCR) Training Requirements

All students admitted to doctoral programs must complete training designed to instill an awareness and understanding of the fundamental issues of academic integrity and the responsible conduct of research (RCR) in a manner consistent with federal regulations. Students will not be able to enroll in dissertation hours or be admitted to candidacy until all academic integrity requirements are met.

To achieve this objective, doctoral students must complete required training. Please see [Academic Integrity website](#) for details.

Grad Launch: Required Graduate Orientation Modules

The College of Graduate Studies (CGS) requires all incoming graduate students to complete the Grad Launch orientation modules. You will gain access approximately one week after accepting your offer of admission and must complete them before the end of your first term. The modules take approximately 45–60 minutes to complete. A \$35 Orientation fee is applied to all incoming students in degree seeking programs. A hold will be placed on your student account until completion of the modules and payment of the fee, at which point it will be automatically removed within 48 hours.

If you completed the Grad Launch modules for a graduate degree at the same degree level and have been actively enrolled in that program within the last three terms, you may be exempt from this requirement. For questions or help accessing the modules, visit the [Grad Launch website](#) or contact the College of Graduate Studies Grad Launch team at Gradorientation@ucf.edu.

Admission to Candidacy

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. You may not enroll in ENC 7919 or schedule your Candidacy Examination until your last semester of formal coursework. The exam is

administered by the members of the student's candidacy examination committee. This comprises three T&T faculty chosen by the student. External committee members are not recommended or required at the exams stage. Admission to candidacy will be approved by the program director and the college coordinator and forwarded to the College of Graduate Studies for status change. Students must complete all academic integrity training as listed above before the College of Graduate Studies can approve their admission to candidacy. Only after admission to candidacy may a student register for doctoral dissertation hours (ENC 7980). Effective beginning Summer 2019, 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 (ENC7980) one semester of every three consecutive semesters in order to maintain active status.

Annual Review

All T&T students must complete an Annual Review each summer to report their cumulative progress through the program. When completing this form, students are encouraged to refer to the T&T Handbook for Program Milestones and other performance expectations. Submitting the form will email a copy to your faculty adviser. Students should schedule a time to discuss this information and their progress towards graduation with their adviser after submitting. Completion is mandatory, and students who have not completed the form will not be permitted to register for T&T courses, including dissertation and exam hours.

First Year Review

At the beginning of the term after a student has completed 18 hours of credit, they will meet with the Program Director to review their performance. The Director will discuss the results of the student's 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 areas 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 when 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 campus email address to ensure that there is one repository for that information. Every student must register for and maintain a [campus email account](#) 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 Computer Services 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 they can 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 email account for official announcements and notifications. Communications sent to the campus 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 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 semester of every three consecutive semesters in order to maintain active student status. Failure to enroll in 3 consecutive terms results in being discontinued from the program.

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.

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 of their status 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. The 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 composed 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.

Nondiscrimination & Accommodations Compliance

The University of Central Florida considers 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 a respectful culture for all in its classrooms, work environments, and at campus events.

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 [Let's Be Clear](#) and [Student Care Services](#).

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

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

- Title IX – [Office of Nondiscrimination & Accommodations Compliance](#) & [ONAC email](#)
- [Student Accessibility Services](#) & [SAS email](#)
- [Student Complaints and Appeals](#)
- [University Compliance and Ethics](#) & [Compliance and Ethics email](#)
- [Ombuds Office](#)

Enrollment in Dissertation Hours

All dissertation committees should be submitted no later than the semester before the anticipated start of dissertation hours. See the [Academic Calendar](#) for deadlines related to the committee submission and candidacy.

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 be enrolled for at least one semester of every three consecutive semesters in order to maintain active student status. Students wishing to enroll in fewer than 3 credit hours must receive approval from their advisor. Students should apply for a Special Leave of Absence when they cannot enroll in more than two consecutive semesters. Submission and approval of the request by the Graduate Program Director for the student's program of study and the College of Graduate Studies (and UCF Global for international students, when applicable) must be submitted no later than the end of the add/drop period of the third semester of non-enrollment.

Golden Rule

The [Golden Rule](#) is a compilation of policies and procedures from different university areas intended to define the rights and responsibilities afforded to students.

University Policy 4-412 Student Academic Appeals

University Policy 4-412 Student Academic Appeals is the university's policy regarding grade appeals (not including dissertation) and academic program appeals for graduate and undergraduate students. Information concerning University Policy 4-412 can be found at the [Policies website](#) in the Academic Affairs section.

Harassment

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 ONAC Coordinator. The Director of the Office of Nondiscrimination & Accommodations Compliance 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 [Office of Nondiscrimination & Accommodations website](#).

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.

Incomplete and Low Grade Policy

When a student appears on the Low Grade Report, T&T will alert their adviser. The adviser will reach out to the student and schedule a meeting to discuss the situation and discern whether there is an ongoing problem or the issue has been resolved.

When a student who is funded on an assistantship appears on the Low Grade Report, T&T will also reach out to the assistantship supervisor to inquire about their fulfillment of assigned duties.

Restricted Admission Policy

Students who are offered restricted admission because their master's degree is in progress, but do not provide proof of degree completion by the time of their First-Year Review, will be placed on academic probation.

Time Limits to Degree Completion

All graduate degrees must be completed within 7 years of admission. See the [Time Limitation for Degree Completion](#) policy in the Graduate Catalog.

When unusual situations arise, [petitions for exceptions to policy](#) may be requested. Students should contact their adviser to start the process. This form is also required when you think there are courses that are going to expire because they will be from more than 7 years ago by the time you graduate.

Transfer Credit

Receipt of a graduate degree from UCF indicates that a student has completed most of their graduate training through classroom, research, and practical experiences at UCF and that the graduate training they received reflects current knowledge in the field. Graduate program directors have the responsibility to ensure graduate program quality by reviewing transfer credit requests, including courses taken at external institutions or at UCF prior to admission in the graduate program.

To request transfer credit, the student must submit a petition to the College of Graduate Studies (CGS) during their first semester of enrollment (i.e., their admit term). Requests must be received by the end of the semester following their admit term. For both internal and external course work, the petition includes:

- A [Petition Form](#)
- A completed and signed Plan of Study (POS) form
- A letter explaining the request

For course work from another institution or UCF college, there is an additional step. Students must send the letter explaining the request, their transcript, and the associated syllabuses to TandT@ucf.edu for review by the Curriculum and Academic Policy committee to decide if the transfer course(s) are equivalent to the course(s) required by T&T. Courses must be approved by T&T before submitting a petition to CGS.

The following limits apply to transfer requests:

- Because T&T requires a master's degree for admission, credits from the required, earned master's degree may not be used as transfer credits.
- Courses taken in non-degree status or while enrolled in a certificate program (not an earned MA) may be used as transfer credits, and require the above petition process.

- The total number of transfer credits cannot exceed 9 credit hours, with an exception for certificate credits .
- Only graduate-level courses taken post-baccalaureate with a grade of 'B' or higher can be transferred. No Satisfactory/Unsatisfactory or Pass/Fail courses can transfer.

Additional Program Details

Financial Aid Funding

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 is currently the only graduate fellowship offered through the College of Graduate Studies 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.

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.

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 (\$20,000/year in 2026-27) 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, and students may not hold a full-time job at the same time as an assistantship.

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 TandT@ucf.edu. 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.

Assistantship Assignment Policy

The T&T Program has a limited number of assistantships to offer to students each year. Assistantships are a vital resource to recruit the best students, to support our partner departments and programs with teaching, and to support grant-funded research and the work of UCF centers. They are also valuable opportunities for students to gain teaching and research experience. To best serve these purposes, assistantships will be assigned as follows.

Awarding Assistantships to Students

The primary process for assigning assistantships will be to award them to the highest ranked applicants who have requested funding in each cohort. As the primary purpose for offering assistantships is to help recruit the strongest T&T students, only the ranking, as determined by Admissions committee discussion, will be considered for awarding assistantships. This ranking is determined holistically on the basis of potential for success, research ability, and program fit.

When a student is awarded an assistantship at admission, it will ordinarily continue for all four years of the regularly scheduled full-time program, provided that the student makes satisfactory academic progress and adequately fulfills the requirements of the assistantship.

Secondarily, when an assistantship becomes open outside of this cycle, such as through a student moving onto a grant-funded project or a fellowship, reasonable efforts will be made to replace that student with someone who can fulfill the same role, such as teaching the same courses. This replacement is contingent on the availability of a student who is qualified for that role and who has a satisfactory record of academic performance.

Assigning Students to Departments, Programs, Centers, and Grants

Students who have been awarded assistantships are assigned to our partner departments, programs, and centers, or to grant-funded projects.

The first priority is to provide staff to grant-funded projects. Faculty members who have grant funding will have first priority in selecting their staff from among the funded students. This serves the goals of supporting faculty partners and developing students as researchers.

The second priority is to ensure a reasonable student workload. No student will be asked to teach more than one large undergraduate course section, defined as more than 35 students. This serves the goals of students making progress on their degrees and graduating in a timely manner.

The third priority is to assign students according to their qualifications and research interests. Students must be able to pass Teaching Qualifications certification as determined by the state to serve as instructor of record. Once that minimum requirement is met, reasonable efforts will be made to place students where their work will correspond to and enhance their area of expertise.

The fourth priority is to provide continuity for students and departments/programs/centers. Reasonable efforts will be made to maintain students in the same role from year to year unless either they or the employing partner request a change. This serves the goals of students making progress on their degrees and graduating in a timely manner and of partner departments/programs/centers being able to plan based on the resources available to them. Due to the limited number of assistantships available, requests for change cannot always be accommodated.

Summer Funding

Basic assistantship funding is for fall and spring terms only. Limited summer funding is sometimes available, but summer funding is not guaranteed. Students who are regularly employed as assistants during the school year will be prioritized for summer funding, with first priority for international students who are prohibited by the terms of their visa from working off campus.

The first priority for summer employment is a partner (department, program, center, or faculty member) who has full funding available. Hiring will be contingent on the needs of the partner, such as to teach particular courses or staff particular projects.

The second priority is a partner who has partial funding to match T&T funds and help them go farther. Hiring will follow the needs of the partner, such as to teach particular courses or staff particular projects.

When there is no external funding, or to decide between equally qualified students when there is external funding, preference will be given to students who are closest to graduation, in order to help them finish in a timely fashion.

Students who are not regularly employed as assistants during the school year will be funded only if there is remaining funding after requests from regularly employed students are met.

Course Shell Policy

Teaching is a valuable learning experience for graduate students and is a key part of their professional training. Teaching assistantships can be a significant and challenging avenue for both professional and academic development for graduate students. Graduate Teaching Assistants and Associates (GTAs) are also a key part of helping departments and other academic units to provide a range of course offerings to undergraduates.

Thoughtful mentoring and supervision can create an environment where GTAs are able to learn critical skills like course planning and classroom management that let them grow as current and future educators. Particularly in cases where GTAs are teaching new courses or may have been given a teaching assignment close to the beginning of the semester, it is important that they get access to the course material that they are assigned to deliver in a timely fashion.

In order to give GTAs an appropriate amount of time to prepare for course delivery, all GTAs who are teaching as Instructor of Record (Graduate Teaching Associates) must be provided with course materials by their department (or other academic unit) no later than two weeks before the start of the semester. For an online course, this means a built course shell consistent with UCF expectations for instructors taking ADL 5000. For an in-person course, this means at minimum a syllabus and major assignment materials.

For students who are serving as graders or otherwise in a teaching role other than instructor of record, the faculty member they are supporting must reach out to them with basic information about the expectations for their role no later than the first week of classes, either by email or by having a meeting.

If departments and/or mentors fail to meet this standard, this will be taken into account when making decisions about future placement of GTAs.

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 18 or more 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 GTA 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 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 Holding an Assistantship

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 / Versant Test

Students who are non-native speakers of English and who do not have a degree from a U.S. institution must pass the [Versant 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 Versant test is administered by UCF Global. The university provides you with free English-speaking training if your scores are between 59 and 69 on the initial Versant test.

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.

Graduation Steps

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

1. Receive approval from your dissertation chair to schedule your defense.
2. Find a time that all committee members can make and schedule your defense.
3. 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. Intents to graduate should be filed online by the format review deadline, listed in the [academic calendar](#).
4. Submit for initial format review, as explained in the Thesis and Dissertation Webcourse, available at the College of Graduate Studies [Thesis and Dissertation site](#). The deadline for this is approximately 8 weeks before the end of the semester and listed in the [academic calendar](#). Your defense must be scheduled before you can submit for format review.
5. Submit your TD Release Option form via myUCF to declare whether you want your dissertation to be publicly release or embargoed. This is due by the format review deadline, listed in the [academic calendar](#).
6. If your dissertation required IRB approval, close out your study.

7. 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.
8. Initiate the [Thesis/Dissertation Defense Announcement Form](#) at least 3 weeks in advance of when the defense will be held.
9. Download the Defense Approval Form from Thesis and Dissertation Services.
10. Defend your dissertation.
11. 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.
12. Submit the final dissertation to Thesis and Dissertation Services.
13. 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 Student Center

UCF is fortunate to have its own [Graduate Student Center](#). The Graduate Student Center offers free black and white printing (bring your own paper), reservable study, conference and presentation rooms, as well as a kitchen area with free coffee, a microwave and fridge. It is your space on campus to be a graduate student. This space also hosts many Graduate Student Life social and professional development events throughout the year.

Student Research Week/Student Scholar Symposium

Many of the graduate students who come to UCF will be involved in research. UCF hosts an annual poster forum called the Student Scholar Symposium to provide a conference setting for our students to showcase their work with poster presentations. Scholarships are awarded to top projects. This section can be used to describe this to students in your program. The symposium is part of [Student Research Week](#), a week-long celebration of student research at UCF.

3 Minute Thesis (3MT)

The College of Graduate Studies hosts a [3MT](#) competition for graduate students in the Fall Semester. Both Master's and Doctoral Student engaged in research are invited to apply. This is a great opportunity to practice research communication skills. Scholarships are presented to top presenters in the master's and doctoral categories.

Graduate Student Appreciation Week

Hosted on the first full week of April, Graduate Student Appreciation Week highlights the valuable contributions of our graduate students at UCF. Events hosted by Graduate Student Life in collaboration with the Office of Student Involvement are offered each year covering topics from career preparation to recognition and celebrations. More information can be found on the [Graduate Student Life](#) website.

Useful Links/Resources

- [Bookstore](#)
- [Campus Map](#)
- [Graduate Catalog](#)
- [Library](#)
- [Parking Services](#)
- [Shuttles](#)
- [Recreation Center](#)
- [Housing](#)
- [Counseling Center](#)
- [Writing Center](#)
- [Academic Calendar](#)

Graduate Faculty

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