Ph.D. Handbook
2017-2018
Department of English
Wayne State University
Ph.D. Handbook, 2017-2018
Department of English
College of Liberal Arts and Sciences
Wayne State University

Table of Contents
Requirements 1
Enrollment 4
GTAs, GSAs, and Fellowships 6
Grades 8
Plan of Work 8
Annual Reviews and Individual Development Plans 9
Qualifying Examination 9
Prospectus Approval Process 11
The Dissertation 12
Satisfactory Academic Progress 13
Probationary Status 13
Grade Appeals 14
Other Appeals 14
Exceptions 14
Time Limitation 14
Leaves of Absence 15
University Requirements 15
Course Distribution Requirement Checklist 17
Appendix A: Program Learning Outcomes 18
Appendix B: Graduate Course Learning Outcomes 18
Appendix C: Graduate Committee Assessment Rubrics 20

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Ph.D. PROGRAM IN ENGLISH

English is one of the largest Ph.D. programs in the College of Liberal Arts and Sciences at Wayne State with a graduate faculty of nearly 30 and a graduate student population of nearly 150 actively pursuing the M.A. and Ph.D. degrees. Our program supports three primary concentrations—Literary and Cultural Studies, Film and Media Studies, and Rhetoric and Composition Studies—with numerous subspecialties within and across these three areas.

NOTE: Students should be advised that the full descriptions of university rules are to be found in the current Graduate Bulletin. The following description covers the Department of English’s procedures and some, but not all, of those of the university. In cases where this Handbook departs from relevant sections of the Graduate Bulletin, the Department of English By-Laws and/or the Collective Bargaining Agreement between WSU and the Graduate Employees Organizing Committee-American Federation of Teachers, then those documents will prevail.

REQUIREMENTS

Course Work
The Ph.D. program requires 90 semester hours of course credit, which must include:

a. 60 credit hours of course work (up to 30 hours may be transferred from an earned M.A. in English or a related subject)
b. Completion of distribution requirements within and outside concentrations (see below)
c. 30 credit hours of dissertation courses (English 9991, 9992, 9993, 9994)
d. beginning in Fall 2016, completion of GS 0900 Essential Research Practices: Responsible Conduct of Research and associated materials.

Ordinarily all courses will be at the 7000 or 8000 level; permission from the Director of Graduate Studies (DGS) is required to take courses at lower levels unless such courses are required by the English Department (e.g., English 6001 for Graduate Teaching Assistants).

Distribution Requirements and Student Advising
Each doctoral student must select the concentration for his or her Ph.D. studies—Literary and Cultural Studies, Film and Media Studies, or Rhetoric and Composition Studies—early enough in her or his program to fulfill the advising practices and course distribution requirements described below.

1. Advising and Plan of Work: The Director of Graduate Studies (DGS) acts as a student’s advisor upon matriculation into the Ph.D. program. Working with the DGS, each student will formulate a Plan of Work. The DGS’s signature will be required on the plan. In advance of a student’s registration for the
Qualifying Examination, he or she will choose a faculty advisor from her or his concentration who will head the committee for the Qualifying Examination and dissertation. **(NOTE: A student may also change advisors at any point thereafter, assuming the new advisor’s willingness to serve, but doing so at any time after the completion of the Prospectus Approval requires filing a Change of Committee form with the Graduate School.)**

2. Each student will also be given a handbook specifying Ph.D. requirements.

3. All new Ph.D. students are required to take an introductory course (“Issues in Critical Theory,” English 7001), usually in their first semester of studies. This course will cover fundamental theoretical texts and critical methods pertinent to all three concentrations. English 7001 is offered each fall semester. The course also provides education in professional development and practice in some of the characteristic genres of the profession, thus serving as a semester-long site of orientation for new Ph.D. students.

4. All new Ph.D. students beginning in Fall of 2016 are required to complete GS 0900 Essential Research Practices: Responsible Conduct of Research (for 0 credit hours), a day long course offered by the Graduate School each semester. This requirement includes a prerequisite of successful completion of the Collaborative Institutional Training Initiative (CITI), and there is a department level training requirement as well. The GS 0900 course has an essay requirement.

5. Each Ph.D. student must take at least two courses in her or his concentration, usually at the 7000 level (students need permission from their advisor and the Director of Graduate Studies to take courses below the 7000 level; the maximum number of 5000-level courses permitted at the Ph.D. level is two). 7000-level courses are designed to provide students with a broader coverage of representative texts and issues in a particular field or sub-field.

6. Ph.D. students must take at least one course each in primary department concentrations that are not their declared emphasis (e.g., a student with Literary & Cultural Studies as his or her declared research emphasis must take at least one course in Film & Media Studies and one course in Rhetoric & Composition Studies). **(NOTE: Courses at other institutions may be counted towards this requirement, with permission of the Director of Graduate Studies.)**

7. Each Ph.D. student must take at least two 8000-level seminars in her or his concentration. Seminars are understood to be more specialized explorations of a research problem within the professor’s area of expertise.

8. Each student must take at least two courses focused on contemporary pedagogical theory and best practices in teaching (e.g., ENG 6002: Teaching
of Literary and Cultural Studies or ENG 7064: Teaching of Writing). Consult the Director of Graduate Studies for a list of approved classes.

9. Each Ph.D. student who holds a teaching assistantship must take ENG 6001 (Teaching Practicum) in the first semester in which she or he holds the assistantship and ENG 6004 in the second semester in which she or he holds the assistantship; ENG 6001 and ENG 6004 each fulfill one of the pedagogical course requirements described above.

10. Each Ph.D. student must fulfill the foreign language requirement (a demonstration of reading proficiency in the language selected). The foreign language requirement can be fulfilled in one of the following ways:

a. Passing a translation examination administered by an appropriate individual; approval is required from the Director of Graduate Studies. This is the preferred method.

b. Scoring 600 or better on the ETS Test in a Modern European Language.

c. Taking and passing with a grade of B or better two appropriate 5000-level (or higher) courses in a foreign language. Two advanced non-translated literature courses or one intensive language course (e.g. Greek 5000 for 3 credits or more) and one non-translated literature course (5000 level or higher, 3 credits or more) in the same language fulfill this requirement. Credits earned do not count toward the 60 class credit hours required for the degree.

Any changes to this policy during the 2017-2018 academic year will be addressed by an addendum to this Handbook.

11. Prior to the semester in which she or he plans to take the Qualifying Examination, each Ph.D. student chooses an advisor and declares the field and emphasis in which she or he plans to take the Qualifying Examination by completing the QE Request Form (filed with the DGS and reviewed and approved by the Graduate Committee). The field reflects the current division of the discipline as found in such sources as the Job Information List published by the Modern Language Association. Emphases are designed to underscore for students the necessity of embedding doctoral work in ongoing critical debates among the various disciplines and sub-disciplines that make up English studies. An emphasis should identify a topical or thematic category and/or articulate a theoretical or methodological approach. Emphases must be grounded in course work; along with the advisor's approval, a student will need to list the two (or more) courses that support the declared emphasis. The department will maintain and publish a list of recent and suggested emphases. Courses in one's emphasis may also count towards other area and concentration requirements.
Enrollment

Full-time enrollment consists of at least 8 credit hours of registration per long semester (Fall and Winter). Most students, given that many (but not all) of our courses are 3 credit hours each, will enroll in three courses per semester to maintain full-time enrollment. In cases when enrollment in a given semester drops to 6 credit hours, it is in the interest of the student to think about strategies to maintain the year’s coursework through directed study credits in the Spring/Summer semesters. Directed study credits in the Spring/Summer may also help students who enroll full time in Fall and Winter semester accelerate their time to degree. Whether students are enrolled full-, ¾-, or part-time, they must complete the degree in seven years or request a limited number of available time extensions. It is strongly suggested that all students maintain full-time enrollment for all or a majority of semesters of coursework. Students who receive funding from the university may, at minimum, enroll in 6 credit hours per term, but that level of enrollment for more than 1 or 2 semesters adds time to the overall degree program. The following charts are meant as a guide for full-time enrollment and the expected completion of degree benchmarks.

Enrollment and Benchmarks for a Ph.D. Candidate entering with the B.A. and no transfer credit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
<th>Total AY (Academic Year) Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>9</td>
<td>Study for language exam and/or QE</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>9</td>
<td>Study for language exam and/or QE</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>Study for language exam or QE</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>6 (60 credit hours)</td>
<td>ENG 9991, QE, &amp; Candidacy expected</td>
<td>Prepare Prospectus</td>
<td>13.5</td>
</tr>
<tr>
<td>5</td>
<td>ENG 9992 &amp; Prospectus Approval expected</td>
<td>ENG 9993 &amp; Dissertation</td>
<td>Continue work on Dissertation</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>ENG 9994 &amp; Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>7.5</td>
</tr>
<tr>
<td>7</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 90

Funded students entering with the B.A. are generally funded for six academic years depending on satisfactory academic progress. The time limit of the degree is seven years. Students may enroll in ENG 9995 to provide full-time enrollment during the dissertation stage.
% Enrollment and Benchmarks for a Ph.D. Candidate entering with the M.A. with transfer credits up to 28-30 hours.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
<th>Total AY Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>9</td>
<td>Study for language exam and/or QE</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>6 (60 credit hours)</td>
<td>Study for language exam and/or QE</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>ENG 9991, QE, &amp; Candidacy expected</td>
<td>ENG 9992 &amp; Prospectus Approval expected</td>
<td>Work on Dissertation</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>ENG 9993 &amp; Dissertation</td>
<td>ENG 9994 &amp; Dissertation</td>
<td>Dissertation</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td></td>
<td></td>
<td>At least 90</td>
</tr>
</tbody>
</table>

Funded students entering with the M.A. are generally funded for four academic years, depending on satisfactory academic progress. An additional, 5th year of funding is competitive and minimally depends on the completed Prospectus Approval. The time limit of the degree is seven years.

During the pre-candidacy stage, registration is required in all semesters in which the Ph.D. student uses University resources, including the semester(s) in which the Qualifying Examination is taken. The student must register for a minimum of one graduate credit. Post-candidacy, students are expected to take the remaining courses in the ENG 999x sequence in consecutive semesters. Students requesting a leave of absence should communicate with the Director of Graduate Studies, who can then request an exception to expected enrollment for the student from the Graduate School.

International students must maintain 8 credit hours of enrollment each semester. For a Full-Time Enrollment Exception/Last Semester Exception Form requesting a waiver of this policy, see the Office of International Students and Scholars (oiss.wayne.edu) and consult with the DGS.

Students enrolled in 7.5 credit hours of ENG 9991, ENG 9992, ENG 9993, or ENG 9994, or 0 credit hours of ENG 9995 are enrolled full-time.
**Graduate Teaching Assistantships, Graduate Student Assistantships, and Fellowships**

Each academic year, new and continuing students are invited to apply for Graduate Teaching Assistantships, Graduate Student Assistantships, and Fellowships (fellowships are awarded to Ph.D. students only).

Students who receive an initial award of funding upon admission or in a later application will receive information about the number of years of funding they can plan on receiving, given continued satisfactory academic standing. For those years, students do not need to submit new application materials each year. If students wish to apply for an additional year of funding after the initial span of their award, they should submit application materials as described below. There are a limited number of funding opportunities in the department, so the awards are highly competitive. For a full list of available opportunities, visit the English Department website (clas.wayne.edu/English/Graduate-Studies).

**Timing and Availability**

Nine-month Graduate Teaching Assistantships (GTAs) typically begin in the Fall term, but may be available to start in the Winter term in special circumstances. Depending on availability and approval by the Graduate School, some number of English graduate students may also be supported via Graduate Student Assistantships (GSAs) and Graduate Research Assistantships (GRAs); these are typically twelve-month appointments that begin during the Fall term. Fellowships provide an academic year (nine months) of support and, when available, are awarded for both recruiting new students and students completing the dissertation.

**Due Date of Applications**

New Ph.D. student applications are due December 15th, and continuing student funding applications are due January 15th. Most award decisions will begin on or before March 1st and continue until April 15th. Decisions regarding the reappointment of assistantships are communicated to students no later than June 15 for appointments beginning the following Fall term and December 1 for appointments beginning in the following Winter term.

**Application Materials**

Students who are seeking new admission to the graduate program in English will find materials about applying for funding at wayne.edu/admissions/graduate and on the Department of English website (clas.wayne.edu/English/Graduate-Admission). Application materials for the reappointment of funding or for students applying for funding who are already enrolled but are currently not funded are distributed to all students on an annual basis via the graduate student listserv.

**Criteria**

Graduate Teaching Assistantships, Graduate Student Assistantships, and Fellowships appointed during the academic year (Fall and Winter semesters) are recommended by the Graduate Committee to the Director of Graduate Studies who then recommends them to the Chairperson of the Department in accordance with English Department Bylaws.
Assistantships and fellowships are awarded on a competitive basis to superior students admitted to the M.A. and Ph.D. programs:

- In the case of new student awards for 9-month teaching assistantships and recruiting fellowships, the department considers the promise of and/or present achievement in research and teaching.
- In the case of internal or extended student awards for 9-month teaching assistantships or dissertation completion fellowships, the department considers all of the following criteria: the applicant’s current academic standing, progress toward the degree, teaching excellence and related professional development, and the applicant's promise of and/or present achievement in research.
- In the case of GSA positions, specific hiring criteria are identified at the time of posting.

For students who enter the Ph.D. program with the M.A. degree, transfer credit, and four years of support who are seeking additional support for their 5th year of studies, the Prospectus must be approved before the date of application (January 15). Ph.D. students who are awarded GTA or GSA funding are limited to a maximum of 5 years of support for that degree, depending on good academic standing and excellence in teaching or service, as relevant to the appointment.

Summer Teaching
Graduate Teaching Assistantships appointed during the Spring/Summer term are recommended by the department’s Scheduling Committee (consisting of the Chair, Associate Chair, Director of Composition, Director of Graduate Studies, and the Academic Services Officer working with the Scheduling Committee) and approved by the Chairperson of the Department. Current GTAs and GSAs may apply to teach summer courses in the department of English via a GTA appointment. Applications for summer teaching are typically due April 15 for positions beginning the following Spring/Summer term; notifications are made on a rolling basis between the time of application and the start of the semester. In the case of hiring for summer teaching, hiring criteria will be identified at the time of posting.

Nondiscrimination statement (Article X of the Collective Bargaining Agreement between WSU and the Graduate Employees Organizing Committee-American Federation of Teachers): Wayne State University and the GEOC recognize an obligation and reaffirm their commitment to achieve equal employment opportunity, non-discrimination, and non-harassment within the University. Accordingly, it is agreed that, consistent with University policies, the University and members of the bargaining unit shall not discriminate or harass on the basis of race, color, veteran status, height, weight, ethnicity, religion, creed, political affiliation, political beliefs, membership in any social or political organization, national origin, ancestry, marital or parental status, age, gender, gender identity or expression, pregnancy, sexual orientation, disability, or HIV status, of those capable of performing their professional duties.
Grades
Students must maintain a minimum 3.0 grade point average overall and each semester. While some individual grades may fall below 3.0, they are considered inadequate for graduate work. Students receiving funding must earn a 3.0 GPA each semester for the continuation of funding. Students whose GPA falls below a 3.0 will have a registration hold placed automatically. Students should then consult with their academic advisor and the DGS to develop a plan to raise the GPA by repeating up to two courses; when the written plan has been made, the DGS will request that the hold be lifted so the student may register. Failure to raise the overall GPA above 3.0 within one year will result in dismissal from the program.

For courses where a student does not finish the work but the instructor believes the student can complete any missing work without attending regular class sessions, the grade of I – Incomplete—will be given. Incomplete grades revert to a failing grade after one calendar year. The F grade that results from an unresolved Incomplete grade cannot be changed.

Students may repeat up to two courses when they have earned a grade of B- or below. University financial support is not available for repeated coursework. Both the original and repeated grades will appear on the academic transcript, but only the second grade is calculated in the GPA.

A grade of Y (Deferred) is reserved only for ENG 7999, ENG 8999, and Dissertation Maintenance Courses (ENG 9991 – ENG 9995). In these courses, it can be expected that the work of the course is planned to continue beyond one semester. When the work is completed, the Y grades are changed. In the case of Y grades that are assigned to Dissertation Maintenance credits, they are changed to S (Satisfactory) at the time of the student’s graduation.

Students who request course withdrawals in the fifth week of the term or later will receive the notation of WP (withdrawal with a passing grade earned to date), WF (withdrawal with a failing grade earned to date), and WN (withdrawal having never attended or no graded work to date). Students may initiate withdrawals through Academica.com, and the last day to withdraw from a course is published each semester by the Registrar’s office (reg.wayne.edu). Carefully review the guidance about withdrawals and Federal aid provided by the Office of Financial Aid to gauge the impact of doing so on that funding.

Plan of Work
The Director of Graduate Studies will serve as primary advisor prior to the formation of a Qualifying Examination committee. Upon the completion of forty credit hours (including credits transferred from previous degrees), students must, with the assistance of the Director of Graduate Studies, complete a Plan of Work (the form is available on the Graduate School and English Department websites).
Annual Reviews and Individual Development Plans
Each year in March and April, students complete materials for an Annual Review and an Individual Development Plan (IDP). Materials for the Annual Review are completed by the Ph.D. candidate in consultation with his or her academic advisor and submitted to the DGS. The DGS will then make an evaluation of the student's progress. The Annual Review is also the occasion to encourage professionalizing activities and note outstanding progress.

The Individual Development Plan (IDP) is initiated by Ph.D. students after a prompt from the DGS and Graduate School. The IDP asks students to reflect on their career goals, strengths, and areas for improvement. Students complete the form and submit it electronically. The form is directed to their academic advisor (if identified) or to the DGS in cases where students have not yet identified an academic advisor. The academic advisor approves the form (with the opportunity for comment) and the form is then forwarded electronically to the DGS. The DGS then approves the form (with opportunity for comment) and the IDP for that year is completed.

Both the Annual Review and the IDP are occasions for constructive conversations and planning from academic advisors and from the DGS. Students should take the opportunity to make appointments with their academic advisors to discuss plans and benchmarks for the upcoming year as part of this process. The Annual Review is the clearest record of progress in the degree program, and it is required documentation for the Summer Dissertation Fellowship and any Time Extension requests. If there is not a continuous record of Annual Reviews, then students will not be eligible to apply for these key resources.

Students who do not complete the Annual Review by August 1st will have a department-level registration hold placed on their accounts. It will not be removed until the Annual Review is received. Students who do not complete the IDP are subject to a registration hold placed by the Graduate School.

Qualifying Examination
The Qualifying Examination measures and validates competence in a standard professional field and in a student’s emphasis. Standard professional fields are those in which the Modern Language Association Job Information List and/or the Society for Cinema and Media Studies Career Center routinely offer positions. Preparation for and completion of the Qualifying Examination takes place through the steps listed below.

1. The Qualifying Examination occurs at the point at which the student has completed at least 50 hours of course credit and no later than the semester following the completion of 60 credit hours of course work.

2. To form her or his Qualifying Examination committee, the student selects a director/committee chair from the faculty (the faculty member must accept this appointment), and they work together to identify the areas in which the
student shall be examined. The student then submits a Qualifying Examination Committee Request Form (available on the Department’s website) to the Director of Graduate Studies that identifies his or her committee director and the 2-3 areas that will form the sections of the QE reading list and subsequent examination. At least one of these areas must be a standard professional field as identified above; additional areas may be composed of theoretical approaches, methodologies, and/or more specific areas of study. The Qualifying Exam committee must consist of at least two members holding current Graduate Faculty appointments. The final decision on the composition of the Qualifying Examination Committee rests with the Graduate Committee.

3. The Qualifying Examination Committee works with the student to construct the list of texts on which she or he is to be examined. When the list of texts is completed and approved by the Examination Committee, a copy must be filed with the Director of Graduate Studies at least two weeks prior to the written exam date. Previous lists are archived and available as precedents or models for the student and the committee (consult the Director of Graduate Studies for access to such lists). Lists should consist of roughly 100-120 book-length works (or the equivalent in books, scholarly articles, and other media), with an approximate 6:4 ratio for lists covering two areas and an approximate 5:3:2 ratio for lists covering three areas. If the list areas for the exam change from those identified on the students’ Qualifying Examination Committee Request Form, that change must be approved by the Graduate Committee prior to the written exam.

4. The Qualifying Examination Committee composes questions for a written examination. The student may use books and notes. No Internet-equipped devices, including phones, may be used during the examination. The exam will be word-processed. The written examination consists of one question per area of the Qualifying Examination list (which may be selected by the student from a greater number of questions, depending on the preference of the Qualifying Examination Committee). In cases in which the Qualifying Examination list covers two areas, the written examination will be composed of two three-hour exam sittings; in cases in which the list covers three areas, the exam will be completed during three two-hour sittings. In both cases, the student will be given only the question(s) under review for the sitting at the start of each exam. While the exams may be taken in one day, all exams must be completed within seven calendar days from the start of the student’s first exam.

5. Within one week after taking the final written exam, the student will take a 90-minute oral exam. The nature of this exam will be contingent on the committee’s evaluation of the written portion of the exam.
6. The student passes or fails the Qualifying Examination in its entirety. The committee votes at the end of the oral exam. The decision is based upon a majority vote and is recorded in a Report on Doctor of Philosophy Oral Qualifying Exam Form submitted to the Graduate School. If the student fails, the entire examination must be re-taken. A re-take of the Qualifying Exam may not be held until at least one semester has elapsed, but must be held within one calendar year following the first examination. The same examining committee must preside over both examinations. The second written examination will be considered final. The results of the Qualifying Examination are reported to the DGS and the Graduate School. Passing the Qualifying Examination and completing the Candidacy Form advances a student to Ph.D. candidacy and permits registration in “Candidate Status: Doctoral Dissertation Research and Direction” courses. **(NOTE: In order to register for ENG 9992 after passing the Qualifying Examination, a student’s Candidacy Form with the signatures of the student’s dissertation committee members, including their outside reader, must be on file with the Graduate School; see below for the rules governing the selection of outside readers and the formation of dissertation committees.)**

**Prospectus Approval Process**

No later than one month after successful completion of the Qualifying Examination, the student selects a dissertation advisory committee consisting of usually three members of the English Department faculty (and minimally two) and at least one appropriately qualified individual who is not a member of the Wayne State Department of English (the dissertation advisory committee director must be a member of the department’s Graduate Faculty, as must be at least one other English faculty member on the committee. A list of current university Graduate Faculty members is maintained on the Graduate School website.). Members of this committee may or may not have been members of the student’s Qualifying Examination Committee. To insure satisfactory progress towards the Ph.D., the student should have his or her prospectus approved by the committee no later than six months after passing the Qualifying Examination. While a meeting is not required to approve a prospectus, it is a best practice in the department for the student and his or her dissertation committee to meet at least once to discuss a final or near-final draft of the prospectus prior to its formal approval.

The prospectus must be a document of 15-20 pages containing the following sections:

- **Overview/Research Questions**
  Present the argument and research questions in a persuasive, specific, logically coherent, sustained, and well-structured way.

- **Scholarly Context**
  Situate the argument in ongoing relevant conversations in the field.
• Theoretical and Methodological Frameworks
The theoretical and methodological frameworks are clearly explained and appropriate for the argument.

• Significance
Explain how the argument and project will make an original contribution to the scholarly field.

• Chapter Descriptions
Chapter descriptions are organized, detailed, and form a coherent structure that contributes to the main argument.

• Works Cited
Formatted in the appropriate professional format for the subdiscipline of the prospectus.

Additionally, the prospectus should exhibit academic integrity (academic honesty, research integrity, responsible use of sources, and appropriately balanced claims and evidence), and be well-organized, well-written, and well-edited, exhibiting clarity, style, and appropriate tone.

Students must submit a copy of their prospectus to the DGS at least two weeks in advance of the prospectus meeting. This will be submitted, along with the approved Prospectus and Record of Approval Form and the Conflict of Interest Form required of the dissertation advisory committee. Copies of these forms are available on the department website.

For students who are engaging in human subjects research or any research that requires WSU Institutional Review Board approval, the prospectus may be approved by the dissertation advisory committee in advance of IRB requests. IRB review request(s) may be filed after the dissertation advisory committee approves the request (and in light of any revisions to the project that are the result of their feedback). The final approval of the prospectus by the DGS will be held until documentation of IRB approval of research is provided. Students should forward IRB approvals to the DGS as soon as they are received.

The Dissertation
After receiving approval of the dissertation from her or his committee, the student then files a Doctoral Dissertation Outline and Record of Approval Form and a Conflict of Interest Form with the Director of Graduate Studies, who reviews and approves both documents. The Director of Graduate Studies then forwards the documents to the Graduate School. **(NOTE: The dissertation will not be approved until the student has completed all preliminary requirements—e.g., course distribution requirements, the foreign language requirement, and sixty hours of completed course work; a completed Conflict of Interest Form must also be submitted alongside the Ph.D. Prospectus and Record of Approval Form following successful Prospectus approval.)**
The dissertation provides an opportunity to carry through an extended research and critical project on an idea developed by the student and approved by faculty. The dissertation should make an original contribution to knowledge in the field of English Studies. It demonstrates the student's ability to handle primary and secondary source material, to employ standard bibliographical and scholarly techniques, and to present a clearly written and cogent argument. Students are strongly encouraged to develop dissertations that test disciplinary and sub-disciplinary boundaries and utilize contemporary methods of criticism in order to advance knowledge. The dissertation should incorporate issues currently of interest to the profession.

Upon completing and having the dissertation approved by her or his committee, the student must submit one copy of the finished dissertation to the Director of Graduate Studies at least two weeks prior to the defense. Following the committee’s approval of the dissertation, the student will make a required oral defense before the dissertation committee and any guests who may wish to attend. The Director of Graduate Studies must be notified at least one month in advance of the date of the oral defense. *(NOTE: At least two weeks prior to the defense, dissertation advisors must complete the first part of the Final Defense Report Form and also submit a memo to the Director of Graduate Studies certifying that a SafeAssign check has been performed on the dissertation; a completed Conflict of Interest Form must also be submitted alongside the completed Final Defense Report Form after successful dissertation defenses, even if the student and committee involved already completed a copy of the former after the Prospectus approval.)*

**Satisfactory Academic Progress**

Students maintain satisfactory academic progress through satisfying enrollment requirements, maintaining at least a 3.0 GPA overall and each semester, and meeting degree benchmarks (completing a Plan of Work, filing yearly Annual Reviews and Individual Development Plans, passing the Qualifying Examination within two attempts, filing the candidacy form, having the prospectus approved, and completing the dissertation defense) in a timely manner.

**Probationary Status**

Probationary status will be applied when students do not meet degree benchmarks in a timely way or otherwise do not maintain satisfactory academic progress. Students are expected to complete the Qualifying Examination in the semester after they earn 60 credit hours (inclusive of transfer credit), and students are expected to have their prospectus approved within six months of the completion of the Qualifying Examination. If there is a lapse of more than two long semesters after a student earns 60 credit hours of coursework and the Qualifying Examination has not been attempted, the student will be informed in writing that they are in a probationary status. If two long semesters lapse after the successful completion of the Qualifying Examination and the prospectus has not been approved, then the student will be informed in writing they are in a probationary status. Students must meet the identified benchmark within the probationary period, which will
not exceed two long semesters. If they do not meet the benchmark within that probationary period, they will be dismissed from the program. During a probationary period, students are ineligible to apply for additional internal funding (Graduate Teaching Assistantships, Graduate Student Assistantships, or Fellowships), the Summer Dissertation Fellowship, department scholarships, or travel support. The student in a probationary status should consult with his or her academic advisor and the DGS to create a plan for meeting the benchmark successfully.

**Grade Appeals**
Students may appeal final grades in coursework (but not individual assignment grades) according to procedures published by the College of Liberal Arts and Sciences. Students should first seek to settle grade disputes informally with the instructor. If this does not result in a satisfactory conclusion, a formal grade appeal may be filed within 30 days of the time the student has or should have received a final grade. The College of Liberal Arts and Sciences Grade Appeal Procedures are published on the CLAS website (clas.wayne.edu).

**Other Appeals**
Students may appeal program decisions by first discussing the matter with the DGS within 30 days of the DGS’s notification of the decision under discussion. If the matter is not satisfactorily resolved for the student, the next step is petitioning the Graduate Committee in writing within 30 days of the conference with the DGS. If the matter arises during the Spring/Summer semester, the Graduate Committee will consider it during the first meeting in the Fall semester. If the student wishes to appeal the decision of the Graduate Committee, he or she may contact the Department Chairperson within 10 days of the Graduate Committee’s written notification. Should the matter not be resolved by the Chairperson, the student may follow procedures for appeal as outlined by the College of Liberal Arts and Sciences, the University Bulletin, and by the Graduate School.

**Exceptions**
A student who wishes to request an exception to any of the Ph.D. program requirements should file a written, detailed petition with his or her advisor. If the advisor approves the petition, he or she will forward it, along with his or her recommendation, to the DGS, who will consider it with the Graduate Committee and the Chairperson. If approved by the department, and the exception is for a university requirement, the petition will be forwarded to the Graduate School. All exceptions must ultimately be approved by the Graduate School. Appeals of decisions follow the same process; appeals of Graduate School decisions may be presented to the Provost.

**Time Limitation**
Students have a seven-year time limit to complete all requirements for the Ph.D. degree. The seven-year period begins with the end of the semester during which the student was admitted to doctoral study and was completing work toward meeting the requirements for
the degree. In order to request a time extension, a student may petition her or his advisor. If the advisor supports the request, it is forwarded to the DGS, and if approved, it is reviewed by the Graduate School. The petition must include information concerning the reasons for the request, an explanation of how the student’s circumstances have changed to enable her or him now to complete the dissertation, compelling evidence that the student’s dissertation is in progress, a plan and timeline for completion of the dissertation and an explanation of how the student has remained current in her or his field. If students do not complete the program within ten years of their applicant date with approved time extensions, the Qualifying Examination must be repeated. Students who have been granted time extensions must complete all program requirements within twelve years of the applicant date. Time Extension Requests will not be supported by the DGS if there is not an approved dissertation prospectus and/or if the evidence of progress is insufficient.

Leaves of Absence
Students requesting a leave of absence from the Ph.D. program for any reason should be in touch directly with the Director of Graduate Studies and submit their request in writing. Requests for a leave of absence for more than one semester will be reviewed by both the Director of Graduate Studies and the Chairperson and subject to approval from the Graduate School. Leaves of absence, when granted, do not pause the seven-year time limitation of the Ph.D. degree. For specific information and requirements for maternal leaves of absence for GTAs and GSAs, consult the Collective Bargaining Agreement between WSU and the Graduate Employees Organizing Committee-American Federation of Teachers.

UNIVERSITY REQUIREMENTS

As mentioned above, in addition to all departmental requirements for the Ph.D. program, English Ph.D. students must also abide by all of the following university-level requirements.

Residency: The Ph.D. requirement of one year of residence is met by the completion of at least six graduate credits in course work, exclusive of dissertation, in each of two successive semesters. In addition, all doctoral students must have taken at least 30 hours of course work (exclusive of candidate status credits) at WSU.

Distribution of Credits: A minimum of 90 credits is required for the Ph.D., including at least 60 hours in coursework that satisfies the following requirements:

- A minimum of 12 hours in the major
- At least 30 credit hours at the 7000-8000 level or above (the remaining credits may be coursework, directed study, or research distributed over the major)
- Four semesters of consecutive enrollment under Candidate Status (English 9991, 9992, 9993, 9994).

Directed Study Credits: No more than eight credits of Directed Study courses may be counted toward the minimum credits requirement for the Ph.D. degree. Students who are enrolled in both the M.A. and Ph.D. programs (who enter with the B.A. only) have access to the directed study credit limits for both degree programs.
**Course Load:** The typical course load for full-time graduate students (including holders of Graduate Professional Scholarships and Graduate Fellowships) is eight hours per semester. The maximum allowable is 16 credit hours per semester. The course load for Graduate Teaching or Research Assistants is a minimum of 6 credits each semester.

**Transfer Credits:** A maximum of 30 credit hours may be transferred from another institution. Only courses for which the final grade was B or better may be used for transfer credit. To request transfer credits, the student must submit a Transfer of Credit Form along with the Plan of Work.

**Plan of Work:** The Plan of Work, which lists courses completed and proposed, must be submitted to the Graduate Office for approval before 40 credit hours have been completed. The Plan of Work is devised by the student under the supervision of the Director of Graduate Studies and is submitted on a special form.

**Dissertation Credits:** No course work is involved in taking Candidate Status registration numbers (ENG 9991, 9992, 9993, 9994). As well, students near or at the end of their coursework may register for English 9990 for up to ten credits in order to prepare for the Qualifying Examination. The Graduate School, not the department, authorizes registration in all ENG 999X courses.

**Time Limit:** The time limit for completion of the Ph.D. is seven years dating from the end of the first semester in which classes are taken as a doctoral applicant. The form for requesting extensions to this limit is available on the English and Graduate School websites.
COURSE DISTRIBUTION REQUIREMENT CHECKLIST

All Ph.D. students must take 60 credit hours of coursework (composed of credit hours in our program and, when applicable, credit hours transferred from a previously earned M.A. degree). Students' final 30 credits are earned through registering for Dissertation Research and Direction courses (ENG 9991, 9992, 9993, and 9994), leading to the 90 credit hour minimum for the degree. In addition to equaling 60 credits, all Ph.D. students must also satisfy the following course distribution requirements:

ENG 7001 Issues in Critical Theory 3 credit hours
GS 0900 Essential Research Practices 0 credit hours
*2 7000-level English courses inside concentration 6-8 credit hours
2 8000-level English seminars inside concentration 6-8 credit hours
*2 7000-level courses outside concentration 6-8 credit hours
2 6000- or 7000-level courses in pedagogy 6 credit hours
*Electives 27-33 credit hours

**TOTAL:** 60 credit hours

*(NOTE: *= may be transferred from previously earned M.A. degree)*
Appendix A -- Program Learning Outcomes for the Ph.D. Program in English

Students will be able to:

1. Demonstrate proficiency in their field.
2. Conduct scholarly and professional activities in an ethical manner.
3. Meet degree benchmarks in a timely manner.
4. Create and defend scholarly work that makes a contribution to knowledge in the field.

Appendix B – Graduate Course Learning Outcomes

For those courses that are offered for undergraduate and graduate credit, these outcomes are in addition to the departmental undergraduate course learning outcomes:

For 5000-level courses (excluding creative writing) the graduate learning outcomes include the undergraduate outcomes plus:
   • Write arguments that are coherent, organized, and consistent.
   • Engage in scholarly conversations in the field as part of advanced research.
   • Relate course knowledge to issues within English Studies.
   • Successfully apply appropriate field-specific and interdisciplinary methodologies to the course topic.

For 5000-level creative writing courses the graduate learning outcomes include the undergraduate outcomes plus:
   • Create original work that is situated in and exhibits awareness of relevant contemporary and historical creative work.
   • Apply appropriate field-specific and interdisciplinary methodologies to the course topic.

ENG 6800 – Advanced Creative Writing
   • Analyze exemplary works in order to recognize, evaluate, imitate, and experiment with the stylistic and formal choices their authors made.
   • Compose original work that exhibits a grasp of the contemporary and historical writings in the field.
   • Revise and edit early drafts in response to criticism
   • Create a portfolio of writing that includes an artist’s statement, critical reflection, and/or strategies for publication.
For courses offered for Graduate credit only, students completing these courses will be able to:

**ENG 6001 and other pedagogical practica:**
- Produce pedagogical materials that reflect accepted practices in the field.
- Locate, evaluate, and integrate teaching practices in the context of relevant contemporary and historical scholarship.

**ENG 7001 -- 7007:**
- Write arguments that are coherent, organized, consistent, and of sustained length.
- Demonstrate knowledge of foundational theoretical and critical texts.
- Historicize and contextualize foundational theoretical and critical texts.
- Employ critical methodologies appropriate both to the practice of theorizing and to their disciplines.

**ENG 7011—7066 & 7840**
- Write arguments that are coherent, organized, consistent, and of sustained length.
- Demonstrate analytical and critical knowledge of a representative variety of primary and secondary texts.
- Successfully apply theoretical approaches within scholarship in the field.
- Identify and enter into ongoing critical conversations in the field.

For **ENG 7800**
- Analyze exemplary works in order to recognize, evaluate, imitate, and experiment with the stylistic and formal choices their authors made.
- Compose original work that exhibits a grasp of the contemporary and historical writings in the field.
- Create a portfolio of writing that includes an artist’s statement, critical reflection, and/or strategies for publication.

**ENG 7990 -- Directed Study in English**
- Write arguments that are coherent, organized, consistent, and of sustained length.
- Engage in scholarly conversations in the field through the production of advanced research.
- Relate course knowledge to issues within English Studies.
- Apply appropriate field-specific and interdisciplinary methodologies to the course topic.

**8000-level courses:**
- Write original arguments that are coherent, organized, consistent, and of sustained length.
- Demonstrate analytical and critical knowledge of relevant primary and secondary texts.
- Locate and contextualize a research topic within a broader field.
- Apply key methods for advanced research in the field.
- Participate as a scholar within ongoing critical conversations in the field.
Appendix C – Graduate Committee Assessment Rubrics
From year to year, the Graduate Committee develops assessment rubrics to articulate what the program expectations are for benchmark documents in the graduate programs. We do this to assess our program – and not individual students or advisors – and to better develop guidelines, curricula, and policies. These may assist students and faculty advisors in their work.

Rubric for a Written Qualifying Examination

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Strong Pass</td>
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<tr>
<td></td>
<td>Texts referred to in the QE are appropriate to the argument, are synthesized in a sophisticated manner, well-represent the scope of the field, and the QE masterfully uses field-specific genres and styles</td>
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<tr>
<td></td>
<td>Explicitly articulated critical theory and field-appropriate methodological practices employed in the QE are well-integrated and supportive of the argument and analysis.</td>
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<td></td>
<td>The QE is very well written and edited, clear, and free or almost free of mechanical errors.</td>
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<td></td>
<td>The QE makes coherent, organized, consistent, and complete arguments of sustained length.</td>
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<td>The QE responds directly to the questions and exhibits good time management in test taking (responses are complete),</td>
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<tr>
<td>3</td>
<td>Pass</td>
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<tr>
<td></td>
<td>Texts referred to in the QE are Critical theory and field-</td>
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<td></td>
<td>The QE is generally good, clear,</td>
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<td></td>
<td>The QE makes coherent,</td>
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<td></td>
<td>The QE makes good use of</td>
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<td></td>
<td>The QE responds directly to</td>
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<td>2 Low Pass</td>
<td>Texts referred to in the QE are not entirely appropriate to the argument, and/or are not synthesized effectively, and/or do not adequately represent the field. The Essay does not always successfully use field-specific genres and styles</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>1 Not Passing</td>
<td>Texts referred to in the QE are not appropriate to the argument or are not well written.</td>
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<tr>
<td>are not synthesized and do not represent a field, or texts are not referred to</td>
<td>methodologies are not present.</td>
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**Rubric for Dissertation Prospectus Assessment**

Does the prospectus follow the department guidelines including sections on Overview/Research Questions, Scholarly Context, Theoretical and Methodological Frameworks, Significance, Chapter Descriptions, and Works Cited?

Circle one: Y  N

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Strong Pass (4)</th>
<th>Pass (3)</th>
<th>Low Pass (2)</th>
<th>No Pass (1)</th>
</tr>
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<tbody>
<tr>
<td>The <strong>argument and research question(s)</strong> are present and clearly stated.</td>
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<tr>
<td>The <strong>argument and question(s)</strong> are persuasive, specific, logically coherent, sustained, and well-structured.</td>
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<td>The <strong>scholarly context</strong> situates the argument in ongoing relevant conversations in the scholarly field.</td>
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<td>The <strong>methodology</strong> is clearly explained; theories and/or methods are appropriate for the argument.</td>
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<td>The <strong>chapter descriptions</strong> are organized, detailed, and form a coherent structure contributing to the main argument.</td>
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<td>The <strong>academic integrity</strong> of the author reflects academic honesty, research integrity, responsible use of sources, with appropriately balanced claims and evidence.</td>
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<td>The prospectus is <strong>well-organized, well-written, and well-edited</strong>, exhibiting clarity, style, and appropriate tone.</td>
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<td>The prospectus shows the promise for the <strong>originality and significance</strong> of the dissertation project.</td>
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<td>The prospectus describes a <strong>feasible</strong> project, achievable within two years.</td>
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