TEXTS & TECHNOLOGY PH.D.

University of Central Florida

College of Arts and Humanities

Doctoral Student Handbook

2020-2021

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INTRODUCTION

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.

DEGREE REQUIREMENTS OVERVIEW

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

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

Required Courses—18 Credit Hours

Core—15 Credit Hours

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

Research Methods—3 Credit Hours

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

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

Elective Courses—21 Credit Hours

Area of Specialization—12 Credit Hours

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

Digital Humanities

ENG 6812 Research Methods for Texts and Technology (3 credit hours) is the recommended Methods course.

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

ARH 5897	Advanced Seminar in Art History	3 Credit Hours
DIG 5137	Information Architecture	3 Credit Hours
DIG 5508	Programming for Digital Media	3 Credit Hours
DIG 6812	Digital Interaction for Informal Learning	3 Credit Hours
DIG 6647	History and Theory of Dynamic Media	3 Credit Hours
ENC 6425	Hypertext Theory and Design	3 Credit Hours
ENC 6426	Visual Texts and Technology	3 Credit Hours
ENC 6428	Digital Literacies	3 Credit Hours
ENG 6074	Historical Movements in Literary, Cultural, and Textual Studies	3 Credit Hours
ENG 6078	Contemporary Movements in Literary, Cultural, and Textual Theory	3 Credit Hours

ENG 6806	Digital Editing and Databases	3 Credit Hours
ENG 6808	Narrative Information Visualization	3 Credit Hours
ENG 6811	Cultural Contexts in Texts and Technology	3 Credit Hours
ENG 6813	Interdisciplinary Teaching	3 Credit Hours
ENG 6814	Gender in Texts and Technology	3 Credit Hours
HIS 6167	Spatial History	3 Credit Hours
LIT 6216	Issues in Literary Study	3 Credit Hours
LIT 6936	Studies in Literary, Cultural, and Textual Theory	3 Credit Hours
PHI 5665	Knowledge, Responsibility, and Society	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours
PHM 5035	Environmental Philosophy	3 Credit Hours
THE 5307	Contemporary Theatre Practice	3 Credit Hours
TPA 6186	Immersive Experience Studio	3 Credit Hours
TPA 6188	Visualizing Themed Environments	3 Credit Hours
WST 5347	Research in Women and Gender Studies	3 Credit Hours
WST 5601	Theories in Gender Studies	3 Credit Hours

Digital Media

DIG 6825 Digital Media Research Methods (3 credit hours) is the recommended Methods course.

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

DIG 5137	Information Architecture	3 Credit Hours
DIG 5487	Media Aesthetics	3 Credit Hours
DIG 5508	Programming for Digital Media	3 Credit Hours
DIG 5831	Computational Media	3 Credit Hours
DIG 6136	Design for Interactive Media	3 Credit Hours
DIG 6432	Transmedia Story Creation	3 Credit Hours
DIG 6546	Previsualization and Concept Development	3 Credit Hours
DIG 6551	Theory and Practice of Interactive Storytelling	3 Credit Hours

DIG 6605	Physical Computing	3 Credit Hours
DIG 6647	History and Theory of Dynamic Media	3 Credit Hours
DIG 6812	Digital Interaction for Informal Learning	3 Credit Hours
DIG 6817	Contemporary Topics in Interactive Media	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours

Editing, Publishing, and Interdisciplinary Curating

ENG 6812 Research Methods for Texts & Technology, or DIG Research Methods for Interactive Media, or ENC 6720 Research Methods in Rhetoric and Composition, or HIS 6159 Historiography can be taken as the required Methods course.

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

ARH 5897	Advanced Seminar in Art History	3 Credit Hours
CRW 6025	Advanced Graduate Writing Workshop	3 Credit Hours
CRW 6721	Literary Journal Editing	3 Credit Hours
CRW 6976	Scholarship and Publication Models	3 Credit Hours
DIG 6136	Design for Interactive Media	3 Credit Hours
DIG 5487	Media Aesthetics	3 Credit Hours
DIG 6436	Ethnographic Storytelling and New Media	3 Credit Hours
DIG 6812	Digital Interaction for Informal Learning	3 Credit Hours
ENC 6216	Editing Professional Writing	3 Credit Hours
ENC 6217	Technical Editing	3 Credit Hours
ENC 6257	Visual Technical Communication	3 Credit Hours
ENC 6297	Production and Publication Methods	3 Credit Hours
ENC 6426	Visual Texts and Technology	3 Credit Hours
ENC 6428	Digital Literacies	3 Credit Hours
ENG 6806	Digital Editing and Databases	3 Credit Hours
HIS 5083	Cultural Heritage Management	3 Credit Hours
HIS 5088	Readings in Curation and Public History	3 Credit Hours
HIS 6094	Seminar in Curation and New Media	3 Credit Hours

LIN 5675	English Grammar and Usage	3 Credit Hours
LIT 6216	Issues in Literary Study	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours

Public History

If the student does not hold a master's degree in History, HIS 6159 Historiography (3 credit hours) is the recommended Methods course. If the student holds a master's degree in history, the recommended Methods course is ENG 6812 Research Methods for Texts and Technology (3 credit hours).

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

AMH 5636	Colloquium in US Environmental History	3 Credit Hours
AMH 5378	History of Technology	3 Credit Hours
AMH 6346	Seminar in the History of American Automobility	3 Credit Hours
AMH 6429	Seminar in Community and Local History	3 Credit Hours
ENG 6808	Narrative Information Visualization	3 Credit Hours
HIS 5067	Introduction to Public History	3 Credit Hours
HIS 5083	Cultural Heritage Management	3 Credit Hours
HIS 5088	Readings in Curation and Public History	3 Credit Hours
HIS 5925	History in the Digital Age	3 Credit Hours
HIS 6094	Seminar in Curation and New Media	3 Credit Hours
HIS 6096	Seminar in Historic Preservation	3 Credit Hours
HIS 6165	Digital Tools for Historians	3 Credit Hours
HIS 6167	Spatial History	3 Credit Hours
HIS 6942	Internship	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours

Rhetoric and Composition

ENC 6720 Research Methods in Rhetoric and Composition (3 credit hours) is the recommended Methods course.

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

ENC 5337	Rhetorical Theory	3 Credit Hours
ENC 5705	Approaches to Teaching College Composition	3 Credit Hours
ENC 5920	Colloquium in Rhetoric and Composition	3 Credit Hours
ENC 6245	Teaching Professional Writing	3 Credit Hours
ENC 6332	Gendered Rhetoric	3 Credit Hours
ENC 6333	Contemporary Rhetoric and Composition Theory	3 Credit Hours
ENC 6335	Rhetorical Traditions	3 Credit Hours
ENC 6338	The Rhetorics of Public Debate	3 Credit Hours
ENC 6339	Rhetorical Movements	3 Credit Hours
ENC 6428	Digital Literacies	3 Credit Hours
ENC 6712	Studies in Literacy and Writing	3 Credit Hours
ENC 6740	Topics in Rhetoric and Composition	3 Credit Hours
ENC 6945	Community Literacy Practicum	3 Credit Hours
ENG 6808	Narrative Information Visualization	3 Credit Hours
ENG 6811	Cultural Contexts in Texts and Technology	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours

Scientific and Technical Communication

ENG 6812 Research Methods for Texts and Technology (3 credit hours) is the recommended Methods course.

This list is only an example of courses accepted for elective credit in this Area of Specialization. Please contact the program office if you would like to know if a particular course not on this list can be approved as an elective.

ENC 6217	Technical Editing	3 Credit Hours
ENC 6261	Technical Writing, Theory and Practice	3 Credit Hours

ENC 6292	Project Management for Technical Writers	3 Credit Hours
ENC 6296	Interactive Design in Technical Communication	3 Credit Hours
ENC 6297	Production and Publication Methods	3 Credit Hours
ENC 6425	Hypertext Theory and Design	3 Credit Hours
ENC 6421	Digital Rhetorics	3 Credit Hours
ENC 6247	Proposal Writing	3 Credit Hours
ENC 6257	Visual Technical Communication	3 Credit Hours
ENC 6338	The Rhetorics of Public Debate	3 Credit Hours
ENG 6808	Narrative Information Visualization	3 Credit Hours
LIN 5675	English Grammar and Usage	3 Credit Hours
LIT 6435	Rhetoric of Science	3 Credit Hours
PHI 6679	Digital Ethics	3 Credit Hours

Interdisciplinary Electives—9 Credit Hours

Students select 9 credit hours of interdisciplinary electives from any Area of Specialization, or from other departments within the university, subject to approval by the instructor and the Texts and Technology Program Director. This requirement encourages students to find graduate-level coursework best suited to develop their research agendas and to prepare for their dissertation.

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

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

Candidacy Examination—3 Credit Hours

ENC 7919 Doctoral Research (3 credit hours)

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 their examination committee. The first part, based on the Texts and Technology reading list, includes a common question reviewed by Texts and Technology faculty and provided to the student in advance. The remainder of the candidacy examination for each student is written and evaluated by a committee of three UCF graduate faculty chosen by the

student; at least two members of each candidacy examination committee must be members of the Texts and Technology core or associated faculty.

Dissertation—15 Credit Hours

Admission to Candidacy

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

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

Dissertation and Oral Defense

ENC 7980 Doctoral Dissertation (15 credit hours)

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. Students are required to submit and defend a written dissertation proposal during the first year in dissertation. The dissertation committee administers the candidate's oral defense of the dissertation, with passing determined by acceptance by a majority of the committee. The dissertation adviser, the dissertation committee and the dean of the college or designee must approve the final dissertation. Format approval is required from the Thesis and Dissertation Office and final approval of degree requirement completion by the College of Graduate Studies (Millican Hall 230).

Other Requirements

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

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

Recommended Activities

Students are encouraged to participate in structured writing groups (or to form their own writing groups) to assist with developing regular and productive academic writing habits.

The Games and Interactive Media Research Group, open to all with interests in those areas, provides one network for support and professional development, and students are highly encouraged to participate. Contact the group coordinator, Dr. Mel Stanfill mel.stanfill@ucf.edu, to be added to the mailing list for upcoming meetings.

MILESTONES FOR COMPLETION OF PHD DEGREE

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

Timeline for Completion

Full-time

Note that at least one summer course must be taken in order to complete the program in four years.

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

Part-time

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

FALL YEAR ONE	SPRING YEAR ONE	SUMMER YEAR ONE
ENG 6800 Intro to T&T ENG 6812 Research Methods in T&T **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**
DIG 6853 Design & Develop for T&T XXX xxxx Elective **6 credits**	XXX xxxx Elective XXX xxxx Elective **6 credits**	
FALL YEAR THREE	**SPRING YEAR THREE**	**SUMMER YEAR THREE**
XXX xxxx Elective XXX xxxx Elective **6 credits**	XXX xxxx Elective XXX xxxx Elective **6 credits**	
FALL YEAR FOUR	**SPRING YEAR FOUR**	**SUMMER YEAR FOUR**
ENG 6007 Dissertation Research Design **3 credits**	ENC 7919 Doctoral Research (exams) **3 credits**	
FALL YEAR FIVE	**SPRING YEAR FIVE**	**SUMMER YEAR FIVE**
ENC 7980 Dissertation **3 credits**	ENC 7980 Dissertation **3 credits**	ENC 7980 Dissertation **3 credits**
FALL YEAR SIX	**SPRING YEAR SIX**	
ENC 7980 Dissertation **3 credits**	ENC 7980 Dissertation **3 credits**	**6 YEARS**

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

Fast-Track Masters to Ph.D.

The Texts and Technology PhD program requires a minimum of 42 credit hours beyond the master's degree. At least 3 credit hours must be in ENC 7919 Doctoral Research and at least 15 credit hours must be in ENC 7980 Dissertation. Up to 15 credit hours of core courses or electives may be waived for work completed at the master's level or above, subject to review and approval

by the Texts and Technology program director in consultation with the curriculum committee. Due to the rapidly changing nature of the field, courses older than 3 years from the date the student begins the PhD will generally not be considered. These credits may be waived from the program requirements or electives.

Who Can Apply?

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

What is Required?

Current Master's Students at UCF

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

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

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

Applicants with an Earned Master's

Applicants who have received a master's degree and are interested in submitting up to 15 credits (up to five 3-credit courses) towards electives or core courses from previous graduate work towards the Texts & Technology Ph.D. requirements should submit: a letter of request to the T&T program director; the FastTrack Masters to PhD Application Form indicating which courses they believe should be considered as meeting the waiver requirement; transcripts

showing the courses; and syllabuses for each course. The program director, in consultation with the Texts & Technology Curriculum and Policy Subcommittee, will make a decision regarding approval of the waiver proposal in whole or in part. These credits can be applied toward waiving either core or elective Texts & Technology requirements, or a combination of both.

When Do I Apply?

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

When is the Student Notified of a Determination?

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

Transfers from other UCF PhD Programs

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

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

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

BEST PRACTICES FOR SUCCESS

Please refer to the *Timeline for Completion* section for details regarding when the required Texts & Technology courses are offered. For elective course offerings, please refer to the schedule online via *myUCF*, or seek counsel from your adviser, the course instructor, or the T&T office (TandT@ucf.edu).

Alumni Advice

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

Begin thinking about your dissertation project immediately. This does not mean make a decision in your first semester or before you arrive, but rather than the project should always been a part of your thinking. Consider who would make a good advisor, what aspects of term papers could be expanded or adapted, and what publication opportunities exist from the beginning rather than waiting until officially enrolled in dissertation hours. (Aaron Zwintscher, 2017)

It is all about fortitude. Do the work and stick with it. It's pretty simple. Also, find some other students to befriend and support each other. (Jennifer Wojton, 2016)

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

Start thinking about exams and dissertations early on, and do not spend too long getting started with that final portion of the program after the coursework is done. (John Bork, 2015)

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

Start thinking about your dissertation in the first semester and work as many of your course papers and projects towards that goal. By the time you make it to the exam phase you will have a lot of readings that are relevant and your exams can help start the dissertation. (Amy Giroux, 2014)

Think about the dissertation starting before Day One. Each of your courses will teach you something even without a diss in mind, but if you have a final project already at least vaguely

defined, every step of this process really can be applied directly to that goal. The program thrives on its flexibility, so use that toward your goal. Let the program follow your project, not the other way around. (Chris Friend, 2014)

Always focus on the dissertation, from day one. Spend just 30 minutes every week learning something new about the most often used programs (Word, PowerPoint, etc.)—with a degree named Texts and TECHNOLOGY, you WILL be asked thousands of technical questions in your workplace. (Warren Jones, 2013)

Weigh the financial impact of supporting a family through a program that may last many years, and have a good strategy in place to support them. (David Rogers, 2013)

First off, if you don't have any idea what your dissertation will be about, put the program on hold until you do. I found that in an interdisciplinary program there is such a range of information and options that you really need to sort out which will be useful to you. That is not to suggest that you can't, and perhaps should, change your research objectives, but I found it very useful to least try to contextualize all of the different concepts presented in the coursework. (Mark Pollitt, 2013)

Don't play it safe in your assignments. Use each course to experiment with new ideas and new tools. (Meghan Griffin, 2012)

Preparing for Doctoral Coursework

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

Recommended Practices for Reading and Citing Research

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

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

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

Recommended Practices for Classroom Presentations

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

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

Here are some additional suggestions for presentations and roundtables:

1. Provide a printed handout or PowerPoint presentation to the students in the class.
2. List and define key terms from the readings.
3. As much as possible, show the relationship of key ideas using graphs and tables.
4. The instructor may distribute discussion questions to the class before the readings are due. If so, use these or come up with new discussion questions. Good questions don't always have definite answers. For instance, a great question is "Who cares?"

5. Discuss areas that are confusing or problematic. Also, feel free to argue for or against the positions of the authors. If you as the presenter are having trouble understanding a portion of the reading, chances are, you are not the only one!
6. Indicate what these ideas suggest about papers or assignments and/or how best to plan to use these ideas in the paper or assignment.
7. Engage the class in discussion about key findings. The point of these discussions should be to move the class closer to a goal of understanding and using particular theories or analytic methods effectively.
8. Don't aim for "coverage," i.e. a detailed representation of all the readings for the week. Rather, be selective and strategic; choose the most significant parts and make the greatest use of those.
9. Look for patterns across the readings. If the presenter notices the same themes, ideas, examples, arguments, topics, and/or terms reappear in the works of different authors, pursue the connections.
10. If working in a group, members of the group may decide to divide the work of the presentation. One approach is to have each member focus on a different part of the reading. Another approach is to work conceptually or by topic, with one member looking at history, another at theory, another at themes, and so on.

POLICIES AND PROCEDURES

Professional Conduct Expectations

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

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

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

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

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

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

Students who are in violation of these behaviors will be counseled according to the procedures below and reminded of UCF/T&T expectations. If, after such counseling, the faculty or program

administrators conclude that the student is not able or willing to demonstrate an acceptable standard of professionalism, or if there is repeated disregard or violation of standards of professionalism, such behavior will lead to dismissal from the program.

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

[Graduate Student Policies](#)
[Academic Integrity Training](#)
[UCF Graduate Handbook: Rights and Responsibilities](#)

Academic Progress Expectations

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

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

- Students are required to maintain a 3.00* GPA in all coursework included in the program of study in order to maintain regular graduate student status, receive financial assistance, and qualify for graduation.
- A grade of B- (2.75) negatively impacts one's GPA. Students are allowed to have no more than six hours of C (2.00) grades or lower (including U and I) in their program of study. Grades of D+ and lower count against a graduate GPA and cannot be used toward completion of a degree requirement.
- A course in which a student has received an unsatisfactory grade may be repeated; however both grades will be used in computing the GPA.
- A program GPA below 3.00 at the end of any semester will result in a student being placed on 'academic provisional' status. In this status, a student is not eligible for tuition waiver support or employment in a graduate position. Such students are given the next nine hours of their program coursework to improve their GPA to 3.00 or better.
- Exceeding six hours of C or lower grades or a program GPA or 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 UCF Graduate Catalog for more information:
http://catalog.ucf.edu/content.php?catoid=4&navoid=201#grade-system

Probation and Dismissal Policy and Process

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

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

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

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

Conduct Violation Process:

1. If a violation of a conduct policy occurs, it will be reported to the T&T director in writing. This should include specifically which aspects of the professional conduct policy the student has allegedly violated, when these violations allegedly took place, and any available evidence to support the allegation, to allow the Director to understand the situation and counsel the student appropriately.
2. T&T Program Director will evaluate the matter and determine an appropriate course of action, ranging from a written warning to convening an ad-hoc disciplinary committee of the T&T faculty for evaluation, based on the egregiousness of the violation. The committee will be comprised of faculty members who do not have a relationship with the student as adviser, exam/dissertation committee member, or RA/TA supervisor and who are not involved in the complaint. The T&T Director will serve as an ex officio member of the committee unless barred by the relationships listed above.
3. If a disciplinary committee is convened, members will discuss the student's professional conduct. The committee will consult the complaining party, the student, and the student's adviser, and recommend appropriate action based on the severity of the violation, up to and including program dismissal.

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

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

Expectations

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

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

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

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

Procedure

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

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

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

Grading/Evaluation in Texts & Technology Courses

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

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

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

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

Enrolling in Courses

New Students

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

Graduate Course Registration

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

The first thing you should do is log onto *myUCF* and verify your Enrollment Appointment. This is the date the university sets for when you can begin to register for classes. This date is based upon seniority and student status. While you will be unable to use the permission numbers to register before your enrollment appointment, you may secure your numbers (and thus reserve your seat) at any point after the registration dates published online at http://calendar.ucf.edu/. Permission numbers received before your enrollment appointment will remain active until you have the opportunity to use them, but will expire during the first week of classes. Permission numbers can be used only once. If a student drops the course after having registered for it but then decides to take the course after all, they will need to obtain a new permission number to register for that course again.

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

To enroll in **Candidacy Hours, Dissertation Hours, Internship, Independent Study, or Directed Research**, students must complete and submit the Restricted Registration form.

UCF Employees

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

Employees may not use their tuition waiver benefit for courses offered through other universities or community colleges in Florida; Continuing Education; independent study; practicums, supervised research; supervised teaching labs; thesis or dissertation hours; internships; co-ops; College of Medicine courses; or individualized instruction such as in Music, Art, or Dance. A third attempt repeat course is not eligible for a waiver.

Course Offerings

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

Course Descriptions are available in the online graduate catalog.

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

Practicum Experiences (Internships)

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

There are four main types of practicum experiences:

1. Conference organizing: Students will work under the supervision of one or more UCF faculty to organize a conference, symposium, or other event. In this type of practicum, students will learn about logistics and administration of academic events.
2. Journal editing: Students will work with one or more UCF faculty who are editors of journals housed at UCF. In this type of practicum, students will learn about journals as vehicles for research and creative work.
3. Digital Humanities internship: Students will work on a UCF-housed Digital Humanities initiative, usually the Regional Initiative to Collect Histories, Experiences, and Stories of Central Florida (RICHES) or the Center for Humanities and Digital Research (CHDR) to learn about how such DH initiatives function. In this type of internship, students will learn skills such as coding, metadata creation, grantwriting, logistics, and other tasks essential to DH work.
4. External internship: Students will work for a for-profit or non-profit company or organization in industry; local, state, or federal government; the military; the arts; or

education. Involvement in various grassroots companies or organizations is encouraged. The internship experience must include some emphasis on technology—ranging from using technology to helping to develop technology. In this type of internship, students will learn about and contribute to the work that the organization does.

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

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

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

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

Requirements for Non-Degree Seeking Students

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

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

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

6. Credits in T&T courses earned while a non-degree seeking student may be applied toward T&T's degree requirements if you later apply and are accepted to the T&T program.

Annual Review

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

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

First Year Review

After a student has completed 18 hours of credit (the end of the first year for full time students, usually December of the second year for part-time students), they will meet with the Program Director to review their performance. The Director will discuss the results of the student's Annual Review, their progress in moving through the program's requirements (completing core courses successfully, clearing any incompletes), and evaluations written by the instructors of the student's Texts and Technology courses. A GPA of 3.5 or higher is expected at First Year Review. Students will also declare their area of specialization at this time.

The First Year Review is intended to help identify student strengths and weaknesses in completing the Texts and Technology program. Students who pass their First Year Review continue their coursework and face no additional programmatic evaluation until their Candidacy Examination. Students whose First Year Review identifies significant problems will be given feedback about those problems and will be required to have a second review during the second regular (excluding summer) semester after their first review. Students who do not make sufficient progress in addressing the problems identified in their First Year Review by the time of their second review will be dismissed from the program.

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

CANDIDACY EXAMINATION

The Candidacy Examination is best viewed as a preparatory experience for the dissertation, one that serves as a scaffold from thinking about texts and technology in formal course work toward the prospectus and dissertation. First, the core exam will encourage students to make connections between authors and ideas. Second, the two specialized exams will push students to examine other researchers' arguments. Later, the prospectus will require students to defend their own arguments in both written and oral form. This process culminates in the student's production of original work in the dissertation.

The Candidacy Examination consists of three parts: (1) a general core exam based on a selection of texts from the core [Texts & Technology PhD Candidacy Exam Reading list](#); (2) an exam based on the student's primary field of concentration; and (3) an exam based on a distinct secondary field or subfield of the student's research.

1. Core Exam
   a. The general core exam is a 5-hour exam based on 30 texts (selected from the 50 or so reviewed biennially by the Texts and Technology faculty). Students must answer two questions developed by their candidacy exam committee, one of which will address the field of Texts and Technology, its definition, and the student's role in it. Students may use resources such as notes, books, and the Internet. The student should schedule the exam with their chair and notify the Texts & Technology office.
2. Primary Field Exam
3. Secondary Field Exam

The primary and secondary exam areas or fields are based on reading lists prepared by each student and approved by that student's Candidacy Examination Committee. A "field" is typically defined by established period, subject, or approach, such as "narratology," "digital humanities," or "professional and technical communication," but other areas of specialty, such as "TEI coding," will be allowed as long as they meet Candidacy Examination Committee approval and reading list guidelines.

The reading lists for these two parts of the Candidacy Examination must each consist of 25-30 texts. It will be up to the student to explain to their Candidacy Examination Committee how these sources are relevant and appropriate for these reading lists.

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

Students must be registered for ENC 7919 during the semester in which they take their Candidacy Examination, and 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 spring for a fall exam start). The appropriate registration form is available [on the T&T website](#).

In the first semester in which a student enrolls in ENC 7919 Doctoral Research, they must enroll for at least three hours of credit. If the student does not take and pass all parts of the Candidacy Examination in that semester, they must register for at least one credit hour in ENC 7919 during the semester when they complete the exam (the student must be enrolled in order to sit for any portion of the exam). Students who are on graduate assistantships or fellowships may enroll for up to nine hours of ENC 7919 in order to maintain their full-time status.

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

Students must complete all portions of the Candidacy Examination within one semester or its equivalent. A standard practice is to take the entire examination over the course of a semester. 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 (5 hours or 48 hours).

Students should leave at least two weeks between exams 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.

In order to take any portion of the Candidacy Examination, the student must be enrolled in ENC 7919.

To promote testing equity within the program, core examination questions will be written by the entire Candidacy Examination Committee and access to previous examination questions may be requested from the Program Director. Committee members will not solicit examination questions, in part or whole, from the student.

Students are encouraged to speak with Examination Committee Members about questions they may have as they prepare for their examinations. If a committee offers practice examinations, actual examination questions will be sufficiently different to ensure rigor and fairness. All actual examinations will include at least one question written by each member of the examination committee, and will be retained by the committee, with a copy of the final version of the exam provided to TandT@ucf.edu for archiving.

Candidacy Examination Committee

Each part of the Candidacy Examination is written and evaluated by a committee of three UCF graduate faculty chosen by the student. This Candidacy Examination Committee must be comprised of three members: a chair and at least two members. The chair and at least one of the members must be from the Texts and Technology core or associate faculty (associate faculty members are eligible to chair Candidacy Examination Committees, but not Dissertation Committees). Prior to registering for ENC 7919, students must submit a completed Candidacy

Examination Committee form for approval by the Program Director. This form is available on the T&T website.

Students may choose to add a fourth, external member to their Candidacy Examination Committee. This requirement is optional for the Candidacy Committee, but will be required when forming the Dissertation Committee. There may be advantages to inviting the participation of an external member early so that they can contribute to the development of the specialized reading lists and the Dissertation Prospectus.

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

Scheduling Your Candidacy Exams

When you are nearing the completion of your formal coursework, meet with your Candidacy Committee Chair to discuss the scheduling of your exams. This meeting should take place at least three to four weeks prior to when you would like to take your first exam. To schedule any of your candidacy exams, speak first with your Candidacy Exam Committee chair to agree upon a date, and then coordinate with the rest of your 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.

At this stage, students should also be sure that they have completed the Pathways to Success Academic Integrity Training, as it is required prior to the student's advancement to candidacy and enrollment in dissertation credit.

Candidacy Examination Grading

All Candidacy Examination Committee members will review and make notes regarding the student's responses on each part of the examination, using an evaluation rubric, available from members of your Candidacy Committee or on the T&T website. A student can expect to receive notification of examination status within two weeks following the taking of any portion of the exam, unless the three exams are taken in an accelerated fashion. If the three parts of the examination are taken in close succession, the student can expect to receive notification of their examination status, to include all reviews at once, within three to four weeks of submitting the final portion of the exam.

If the written answers provided by a student are not satisfactory, the Exam Committee Chair will have the option to assemble the committee for an oral defense by the student. In general, an oral defense of the examination is not required; however, an examination committee chair may choose to schedule one.

Students who do not pass all three sections of the examination on the first attempt may retake the examination *once*. In such a case, the student's Candidacy Examination Committee will decide whether the student needs to retake the entire Candidacy Examination or a portion thereof. Retaking one or all examinations counts as the one allowed retake.

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

Any student who enrolls for more than nine hours of ENC 7919, or who registers for ENC 7919 in three or more semesters before successfully completing the Candidacy Examination, must secure approval from the T&T Program Director before they can register for additional ENC 7919 hours. Students on university support who fail the Candidacy Examination can be supported for a maximum total of eighteen hours of ENC 7919.

Students are admitted to doctoral candidacy status upon successfully passing all parts of the Candidacy Examination. When the chair notifies a student that they have passed their Candidacy Examinations, they should copy the T&T office (TandT@ucf.edu) for the purpose of recording the date of passing. The chair should also compile all of the examination answers into a single packet and send to the T&T office (TandT@ucf.edu) for assessment purposes.

Students will not be able to register for ENC 7980 Dissertation until the semester after they have successfully passed the Candidacy Examination and submitted a completed [Dissertation Committee form](#).

Recommended Practices for the Candidacy Examination

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

The Core Exam

The core exam aims to assess the student's knowledge of 30 foundational texts selected in consultation with the student's Candidacy Exam Committee from the list of Core Ph.D. Candidacy Exam Readings current at the time the student enters the program. Students may move forward in exam lists if a new list is released before they take their exams, but they may not move backward into an older list. As the student reads each of these 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)?
- Who is the audience?
- Is the work credible?
- 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?

The core exam has one fixed question about Texts and Technology as a field, and the student will select the second question from a list, typically three to five questions, prepared by their Candidacy Exam Committee. 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 five hours to complete their responses. The exam responses will be evaluated on the student's ability to answer the questions and provide substantive responses in an organized, clear, coherent manner. The Candidacy Committee grades the essays separately as Pass/Fail.

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

The Primary and Secondary Field Exams

The exam process is an exciting time for faculty because they see students 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.

Each exam is unique to the student and tailored towards 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. 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.
2. Begin by explicitly addressing the question. The purposes of doing so are to acknowledge the question, show how you understand it, and frame the issues before you move ahead into the discussion.
   a. Explain how you interpret the question.
   b. Explain the significance/relevance of the question.
3. Provide a brief overview 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 a discourse about them. 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. 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. 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 alternate between 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.

DISSERTATION REQUIREMENTS

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

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 consists of an original and substantial contribution to knowledge designed, conducted, and reported by the student with the guidance of the Dissertation Advisory Committee. The dissertation must have a research question (broadly construed; may be a research statement or multiple research questions), be contextualized relative to the field, demonstrate that the student has done research, produce a sustained argument, and make a substantive contribution. 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. For projects with a digital component, the student will negotiate with the dissertation committee regarding the scope of the project / digital component vs. the scope of the text component that is appropriate to the project as part of the prospectus process.

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.

An oral defense of the Dissertation is required.

Dissertation Advisory Committee

Students should begin the process of identifying a Dissertation Chair and committee as they complete the Candidacy Examination. Depending on their progress or the interdisciplinary nature of their study, some students may require additional time to form their committees, but as the Candidacy Examination draws to completion, students should have begun formulating their dissertation project and prospectus. Depending on a student's program or development, the Dissertation Chair and committee may, or may not be, the same members as the Candidacy Examination Chair and committee.

Doctoral students must have an approved Dissertation Committee prior to enrolling in dissertation credit. The Committee will consist of a minimum of four members who are approved members of the Graduate Faculty or Graduate Faculty Scholars (see Graduate Faculty). At least three members must be Texts & Technology Graduate Faculty, one of whom

must serve as the chair of the committee. One member must be an external member from either outside the College of Arts & Humanities or outside the university.

Students choose their Dissertation Chair from the core T&T faculty, matching as closely as possible their research interests with a faculty member's research specialties. Because Texts and Technology is an interdisciplinary field, students also need to pay attention to selecting a chair and committee members who reflect as best as possible their chosen field with respect to its subspecialties. 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.

All Dissertation Committee members, including outside readers, must hold a PhD or other relevant terminal degree, and their credentials must be approved by the College of Arts and Humanities Graduate Office and the College of Graduate Studies. One adjunct or one visiting faculty member may serve as a departmental or outside committee member. Adjuncts, visiting faculty, and external committee members who are not approved as graduate faculty at UCF must be nominated to serve as Graduate Scholars. The nomination form may be obtained from the Texts & Technology office (TandT@ucf.edu).

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

Each member of the Dissertation Committee should initial the [Doctoral Committee/Candidacy Status Form](#). Original signatures are not needed; an email or scan with electronic initials is fine.

Please Note: a student's external committee member must be nominated and accepted by the UCF College of Graduate Studies as a Graduate Scholar if they are outside the university before a student can seek approval of their dissertation committee. Once the dissertation committee is approved, a student may register for dissertation hours.

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

Enrollment in Dissertation Hours

After a Dissertation Committee is approved, the student will enroll in dissertation hours. Students request enrollment by completing a Restricted Registration form for a minimum of 3 credits of ENC 7980, to be graded S/U. Each term, students must complete this form, have the Committee chair sign it, and submit it to the T&T office.

All students newly admitted to doctoral programs must complete Pathways to Success Academic Integrity Training prior to enrolling in dissertation credit.

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

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

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

Prospectus Guidelines

After completion of the Candidacy Examination, doctoral candidates prepare a prospectus that serves as a proposal for the dissertation project. The purpose of a prospectus is to propose original and independent research 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.

Candidates will submit the prospectus to the student's Dissertation Committee within one year of beginning ENC 7980 Dissertation.

1. 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.
2. 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.
3. The student's Dissertation Committee has flexibility in determining the time allowed for the completion of a prospectus, but should be mindful that it must be submitted within one year of beginning ENC 7980 Dissertation. The Committee also should keep in mind that a full-time student is expected to complete all dissertation work within four semesters of completing their exams, including summers. Part-time students generally take six semesters to complete.
4. Approximately 6 weeks prior to the end of the semester in which the student proposes finalizing the prospectus, they should circulate the draft prospectus to each member of their Committee for comment.
    a. Committee members should provide feedback/notes to the student in writing within two weeks of receiving the draft prospectus.

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

A satisfactory prospectus contains four basic components: a research question; a statement of theoretical context including a short literature review; a project design and methodology; and a working bibliography.

The Research Question

What is the Dissertation about? The prospectus should begin by stating the central question or puzzle that is to be addressed in the Dissertation. The research question (broadly construed; may be a research statement or multiple research questions) should be stated clearly and succinctly and phrased precisely, since it will determine what is or is not germane to the Dissertation. This is also the appropriate place to identify 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 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.

Statement of Theoretical Context

This part of the prospectus addresses the important question, "so what?" In other words, why should one devote a thesis to the question set out in the preceding section? An effective answer requires two distinct arguments.

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

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

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

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

Project Design

This part answers the question, "How will you answer the question set out in Part 1?" While Part 2 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 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? Are you planning to do library work, field work, and/or quantitative analysis or statistical modeling?

Obviously, you will not have the final answer on every aspect of the project at the time you have to 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.

Ten to twelve pages should be enough to cover this material. You should try to provide the following types of information:

- **Selection of Methodology**: What specific research methods will you use? If there are other ways to research your topic, why is yours preferable? How will you decide what to collect? How do you know that this is appropriate to answer your question?
- **Data**: What will be the raw material for your analysis? How do you propose to obtain it? Any information you provide that pertains to reading, coding, interviewing, observing, and the like is helpful. Give a clear statement of the methodology that will be used to both identify and capture the data that will be analyzed.
- **Analysis**: How will you analyze the data you collect? Why is that the appropriate way to answer your question? Are the objects of your inquiry clearly defined?
- **Feasibility**: Is there adequate data or other materials available? Do you know where to find it? Will you need external resources to access or reach appropriate archives? Can you obtain it? Do you possess the necessary linguistic and/or quantitative skills, if relevant?
- **IRB**: Are you using human subjects? If so, have you addressed Institutional Review Board approval and included it in your timeline?
- **Chapter Summary**: 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.
- **Timeline**: How long do you expect various parts of your proposed research to take? Is there a part of it which is already substantially completed?
- **Funding Sources**: If appropriate, specify the granting/funding agencies to which you have applied or intend to apply in the near future.

Working Bibliography

This is self-explanatory, and essential.

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; and (3) James E. Mauch and Namgi Park's Guide to the Successful Thesis and Dissertation. https://graduate.ucf.edu/thesis-and-dissertation/

Defending the Prospectus

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

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

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

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

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 theoretic and analytic perspectives.
- Create an appropriate literature review (currency and breadth of resources; appropriate to the subject).
- Effectively apply research methodologies to develop new knowledge.
- Support your arguments with appropriate reasoning and evidence throughout the dissertation.
- Demonstrate knowledge of formal elements of textual and/or digital design.
- Demonstrate complexity and rigor of intellectual engagement.
- Present your ideas clearly and coherently to others.

- Situate your ideas within a professional context of existing discourse appropriate for publication.
- Demonstrate mastery of professional ethics and standards for citation of sources.

In writing the Dissertation, students must communicate clearly with their Chair and the rest of the Dissertation Committee in a timely manner. It is not uncommon for a student to submit drafts to the Chair one chapter at a time and revise these chapters until the Chair thinks they are ready for the committee to see. The revised chapters are then circulated to the committee members for their comments while the student is working with the Chair on the next chapter. Such a process provides the committee members with the necessary time to read the chapters. Students benefit from this arrangement because they learn about the various expectations that the committee members have and can learn to anticipate criticism and concerns while drafting, thus reducing the amount of subsequent rewriting. Also, by reading the chapters as the Dissertation is written, the committee members can communicate opinions and concerns rather than waiting for the Dissertation defense to introduce them at a point in the process that might delay graduation. One of the great challenges of writing a dissertation arises when the advice of committee members conflicts; in these circumstances, the student should communicate clearly with all parties until a resolution is determined.

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

Abstract Page

The abstract page is required for all manuscripts. Its purpose is to briefly summarize:

- What did you do?
- Why did you do it?
- How did you do it?
- What did you find?
- Why is your study useful, important, and unique?

Your abstract is limited to one paragraph of 300 words or less and should use the keywords that will help readers find your study through online search engines. It cannot contain formulas, equations, figures, references, footnotes, or special characters.

Students should review **Module 2** of the Thesis and Dissertation Webcourse for additional details. Information is also included in the UCF Thesis and Dissertation Manual (accessed in the Thesis and Dissertation Webcourse). Questions may be directed to editor@ucf.edu.

Preparing for the Dissertation Defense

- Prior to scheduling the defense, ensure that all Dissertation Committee members can attend the defense. While members may attend virtually, you and your Dissertation Chair must be present physically.

- Schedule the defense through the T&T office (TandT@ucf.edu). Please provide a date and time you would like for the defense. Students are required to reserve a location for their dissertation defenses (the UCF Graduate Student Center provides spaces for this purpose).
- Prepare your dissertation announcement (see sample in this handbook).
- Have your Chair approve your dissertation announcement and email it to TandT@ucf.edu. Carla will enter the dissertation announcement in the Events Calendar of the Graduate College and will distribute it to the CAH listsrv. **The approved defense announcement should be provided to the T&T Office two weeks in advance of the defense date.**
- Before the defense, provide the Thesis and Dissertation Approval Form to your Chair. If corrections need to be made, contact editor@ucf.edu so that corrections can be made in the university system and a new Approval Form printed for your defense. Only the student can request the Dissertation Approval Form on the Thesis & Dissertation website: https://ww2.graduate.ucf.edu/ETD_Student_Services/
- 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.
- Ensure that you bring the Thesis and Dissertation Approval Form to the defense. If only minor changes to the dissertation are required, then most Committee members will sign the approval form at the defense and your Chair will be the custodian of the form until you have made the requested edits. If major changes are required, then signatures may have to be obtained later. If deadlines are looming, it is important that you provide your Chair with the best information on how to contact each of the Committee members before the end of the semester in order to get signatures.
- All dissertation defenses should be held when scheduled, unless there are truly extraordinary circumstances. If there are extraordinary circumstances and the dissertation defense cannot be held at the time scheduled, then the defense will be cancelled, and then rescheduled and re-announced.

iThenticate

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

Before the student may be approved for final submission to the university, the Dissertation Chair must indicate completion of the Review for Original Work through iThenticate by signing the Thesis Approval Form or Dissertation Approval Form.

For information about iThenticate at UCF, see iThenticate on the Responsible Conduct of Research website: http://www.rcr.ucf.edu/ithenticate.html

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.

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

- It is common to hold a general presentation of the research and allow the audience to ask questions, and then to dismiss general members of the audience, and have the Committee review the research, ask questions, and finally evaluate the research. At a minimum, the Chair and the candidate must host the defense at a location on campus. Others may attend virtually if necessary.
- The doctoral student begins the defense with a conference-length presentation. Students should prepare for this presentation as they would for a scholarly conference, as well as for potential job interviews. The goal is to present a succinct yet compelling overview of one's contribution to the field. Typically, such presentations last no more than thirty minutes; some chairs prefer for them to run a shorter length, in the fifteen- to twenty-minute range. The presentation should be addressed to the Committee. Although defenses are public, and friends and family may attend, the Dissertation defense primarily involves a dialogue and discussion of the student's project to show Committee members its intellectual merit and its contribution to the field.
- Following the student's presentation, each Committee member and the Chair asks their questions. This section of the defense lasts approximately forty-five minutes to one hour. The floor may then be opened for audience members to ask questions for a period of ten to fifteen minutes.
- Following the Q&A session, the candidate and audience leave the room for the committee to discuss the defense. Frequently, committee members discuss ways in which they believe the student should advance their studies after graduation. When consensus is reached, the candidate and audience are invited to return. The Chair informs the student of the Committee's assessment of his/her work and the requirements for revision, including who on the Committee requests an additional round of revisions. This portion of the defense requires approximately fifteen minutes. 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. Members of the committee may withhold signing the Dissertation until additional revisions have been made.
- Dissertation defenses run approximately ninety minutes to two hours. Again, remember that these are norms, not rules, and so it is to the student's advantage to discuss with the

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

- The Dissertation Chair, all members of the Dissertation Committee, the T&T Program Director, and the Dean of the College of Arts and Humanities or designee must approve the final Dissertation. Further approval is required from the Vice Provost and Dean of Graduate Studies before final acceptance of the Dissertation is confirmed as fulfilling degree requirements.
- Format approval is also required from the Thesis and Dissertation Editor and final approval of satisfaction of all degree requirements must be confirmed by the Division of Graduate Studies (Millican Hall 230).
- For complete details and information, please be certain to review all components of the College of Graduate Studies' Electronic Thesis & Dissertation (ETD) process here: ETD Process.

Dissertation Formatting and Resources

The College of Graduate Studies maintains the Thesis and Dissertation (ETD) website specifically for graduate students. Students should make certain to bookmark these pages and refer to them often as they are proceeding through the dissertation. Preparation, submission, and acceptance of a dissertation must be in accordance with instructions within the University's guidelines on these sites. Invaluable information about policies, deadlines, processes, formatting requirements and resources, workshops, campus resources, copyright, binding vendors, and a final semester checklist are also included.

Students may contact the College of Graduate Studies Thesis and Dissertation office with any questions regarding the formatting and submission process by emailing editor@mail.ucf.edu.

Dissertations from T&T alumni may be accessed and viewed online through the UCF Library by entering the author's name or dissertation title and clicking "search."

Students are responsible for being aware of all important deadlines found on the UCF Academic Calendar.

GRADUATE RESEARCH

Academic Integrity

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

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

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

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

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

The standard punishment for plagiarism and cheating of any kind on an examination, quiz, or assignment is an "F" for the assignment and, at the professor's discretion, for the entire course; students may also be subject to expulsion from the T&T PhD program. A professor who suspects plagiarism during any aspect of the T&T program (coursework, Candidacy Examination, Dissertation) will inform the concerned student of the charge and the penalties that the professor plans to impose. If the student does not deny the charge of plagiarism, the penalty (or penalties) will be imposed. If the student denies the charge of plagiarism, they may appeal to the T&T Program Director in person and/or in writing. The standard punishment for plagiarism and cheating of any kind on an examination, quiz, or assignment is an "F" for the assignment and, at the professor's discretion, for the entire course; students may also be subject to expulsion from the T&T PhD program in accordance with the conduct policy. A professor who suspects plagiarism during any aspect of the T&T program (coursework, Candidacy Examination, Dissertation) will inform the concerned student of the charge and the penalties that the professor plans to impose. If the student does not deny the charge of plagiarism, the penalty (or penalties) will be imposed.

If the student denies the charge of plagiarism, they may appeal to the T&T Program Director in person and/or in writing. The Program Director will assess the case in accordance with the conduct policy.

In addition to programmatic action, students who commit plagiarism may be referred to university authorities under the provisions of the Golden Rule and to the Office of Student Conduct for further disciplinary action. See the UCF Golden Rule for further information.

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

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

Research Methods

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

Human Subjects

If students conduct research that involves human subjects (i.e. surveys, interviews, etc.), they must gain [Institutional Review Board](#) (IRB) approval prior to beginning the study. For access to the IRB submission form and sample consent forms, please visit the [Office of Research and Commercialization](#) website.

Patent and Invention Policy

Although most of the research conducted by T&T students does not require significant financial support by UCF, T&T students should be aware that the products of some graduate student research may be the property of UCF.

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry; (2) develop the intellectual property stemming from research; and (3) disseminate the intellectual property to the general public. UCF owns the intellectual property developed using university resources. The graduate 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: [Patent and Invention Policy.](#)

GRADUATION

Intent to Graduate

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

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

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

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

Deadlines for Dissertation Format Review

To qualify for graduation, students must also meet the deadlines associated with completing the dissertation and filing the final, electronic copy with the University Thesis Editor. The student should familiarize themselves with the steps and deadlines required for the [Electronic Thesis and Dissertation](#) (ETD).

Required Enrollment

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

Publication/Article

As part of their advanced studies, students are required to submit at least one substantial scholarly article to a peer-reviewed journal with a national reputation with the approval and assistance of their Dissertation Committee Chair. Your Dissertation Chair can provide you with a list of possible publications, and the T&T office (TandT@ucf.edu) maintains a list of journals vetted by the faculty.

Commencement

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

Steps to Defense

See also pp 40-41 above.

- Prior to scheduling the defense, ensure that all committee members can attend the defense on your proposed date.
- **Submit Your Thesis or Dissertation Release Option eForm.**
  - Review the dissemination (release) options for your thesis or dissertation in the Graduate Catalog [Dissertation Policies](#) section.
  - Make an appointment with your adviser to discuss the distribution option, final title, and defense date for your thesis or dissertation.
  - Determine this information early in your final semester, as it must be recorded in your records before you can defend your thesis or dissertation.
- **Submit the Thesis and Dissertation Release Option form at [myUCF](#) > Student Self Service > Graduate Students (scroll down on page to this section; do not use "Graduate Students" menu link)> Choose Graduate Form > TD Release Option**
  - This form must list the correct term, the term in which you will be submitting your thesis or dissertation. If the correct term is not listed, please check your Intent to Graduate
  - After completing this form, College of Graduate Studies staff will need to process it and the information from it will be added to your records and Defense Approval Form
- Schedule a date and time for the defense, and secure a location. Frequently, students have reserved the Presentation Room in the [Graduate Student Center](#), or Room 205 in the [Faculty Center for Teaching and Learning.](#) You should reserve the location for a two-hour time slot and notify the T&T office ([TandT@ucf.edu](#)) of your plans.
  - Some circumstances might require a virtual defense. In the event the university is operating remotely or another case arises where an online defense is required, the dissertation announcement should include the information required to join the meeting (Zoom is the recommended platform for a virtual defense).
- Prepare your dissertation announcement (sample is below under Sample Dissertation Announcement).
- Have your Chair approve your dissertation announcement and email it to [TandT@ucf.edu](#). Your chair must send this email as confirmation it has been approved: students should not submit their announcements directly. Carla will enter the dissertation announcement in the Events Calendar of the Graduate College and will distribute it to the CAH listserv. Provide **the approved defense announcement to the T&T Office two weeks in advance of the defense date.**
- Before the defense, provide the [Thesis and Dissertation Approval Form](#) to your Chair. At the latest, you should bring a printed copy of this form to your defense. If corrections to the form are needed, contact [editor@ucf.edu](#) so that corrections can be made in the university system and a new Approval Form printed for your defense.
- Your dissertation Chair's signature on the Approval Form indicates that you have met the [Review for Original Work](#) requirement. 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 advisory committee at the defense.

- Ensure that your Chair (or you) brings the [Thesis and Dissertation Approval Form](#) to the defense. If only minor changes to the dissertation are required, most often committee members will sign the approval form at the defense. If major changes are required, then signatures may have to be obtained later. If deadlines are looming, it is important that you provide your Chair with the best information on how to contact each of the advisory committee members before the end of the semester in order to get signatures. In the event of an online defense, virtual signatures may be accepted: please confirm that this applies with the T&T office before accepting virtual signatures.
- Attend your defense. It is common for you to give a general presentation of your research and then allow committee members to ask questions. If time permits, your chair may invite other members of the audience to ask questions. Following the Q&A period, your chair will ask you and the general members of the audience to leave the room, and the advisory committee will then review and evaluate your research. Following the committee's deliberations, they will invite you back into the room and inform you as to whether you have passed the defense and whether or not changes to your dissertation will be required before final approval.
- All dissertation defenses should be held when scheduled, unless there are truly extraordinary circumstances. If there are extraordinary circumstances and the dissertation defense cannot be held at the time scheduled, then the defense will be cancelled, then rescheduled and re-announced.

(NOTE: The announcement is limited to one page.)

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

Date: Tuesday, July 8, 2014
Time: 3:00 p.m. to 5:00 p.m.
Room: Graduate Student Center, Presentation Room, Colbourn Hall, Suite 128
Dissertation title: Kaleidoscopic Community History: Theories of Databased Cultural Rhetoric

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

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

These theories of contact zones and rhetorical listening influenced the design of the project database and website by bringing perspective to the forefront. The visualization of rhetor/audience tropes in conjunction with the co-creation of history can help to foster cross-cultural understanding.

Outline of Studies:
Major: Texts and Technology

Educational Career:
A.S., Seminole Community College, 1983
B.S.E.T., University of Central Florida, 1985
M.A., University of Central Florida, 2009

Committee in Charge:
Dr. J. Blake Scott
Dr. Stacey Pigg
Dr. Angela Rounsaville
Dr. Scot French

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

The public is welcome to attend.

FINANCIAL SUPPORT

Fellowships

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

Trustees Doctoral Fellowship
Yearly stipend: $25,000
Duration: 4 years
Eligibility: All new doctoral students
College-nominated, selected by UCF Graduate Fellowships Committee

Presidential Doctoral Fellowship
Yearly stipend: $20,000
Duration: 4 years
Eligibility: New doctoral students (U.S. citizens or permanent resident aliens)
College-nominated, selected by UCF Graduate Fellowships Committee

Multidisciplinary Doctoral Fellowship
Yearly stipend: $20,000
Duration: 3 years
Eligibility: doctoral student in a good academic standing
Fellowship application due April 1

Graduate Dean's Fellowship
Yearly stipend: $5,000 supplement to a qualifying assistantship or fellowship
Duration: 4 years
Eligibility: All new master's, specialist, or doctoral students
College-nominated

UCF Graduate RAMP Fellowship
Yearly stipend: $12,000
Duration: 4 years doctoral; 2 years master's
Eligibility: New graduate students who completed the UCF undergraduate RAMP program
Selected by UCF Graduate Fellowships Committee
Fellowship Application Due Date: January 15

UCF Graduate McNair Fellowship

Yearly stipend: $25,000 doctoral; $10,000 master's
Duration: 2 years doctoral; 2 years master's
Eligibility: New graduate students who completed a McNair Scholars program as an undergraduate
Selected by UCF Graduate Fellowships Committee
Fellowship Application Due Date: January 15

Summer Mentoring Fellowship

Summer stipend: $4,500
Duration: 1 summer semester
Eligibility: All new incoming minority graduate students (U.S. citizens or permanent resident alien)
Program-nominated, February 15.

McKnight Doctoral Fellowship

Yearly stipend: $15,000
Duration: 5 years
Eligibility: New African American or Hispanic (U.S. citizens) doctoral students
McKnight Application must be submitted to the Florida Education Fund by January 15. Merit-based

Delores A. Auzenne Fellowship

Yearly stipend: $5,000
Duration: 1 year
Eligibility: New and continuing graduate minority students (U.S. citizens or permanent resident aliens)
Fellowship application due March 1.

GEM—National Consortium for Graduate Degrees for Minorities in Engineering and Sciences, Inc.

GEM Application required, merit-based
GEM e-mail: gem.1@nd.edu

External Funding

Please visit the College of Graduate Studies' Funding Resources site for additional information, or contact the T&T office (TandT@ucf.edu). Also review https://grad.ucla.edu/funding/.

P.E.O. Scholar Awards.

Merit-based award for women of the U.S. and Canada who are pursuing a doctoral level degree at an accredited college or university. Current maximum award is $15,000.

Travel Support

The College of Graduate Studies offers a [Conference Presentation Fellowship](#) award that provides funding for masters, specialist, and doctoral students to deliver a research paper or comparable creative activity at a professional meeting. Students must be the primary author and presenter.

The Student Government Association also funds individual student and group travel requests. The Student Outreach Services office in the Student Union, Room 208, provides a brochure describing the steps in applying for this travel funding. Students can also pick up this brochure in the Graduate Student Center in Trevor Colbourn Hall or by contacting sosgrad@ucf.edu.

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

T&T Dissertation Research Award

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

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

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

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

Graduate Assistantships

The College of Arts and Humanities provides a limited number of [Graduate Assistantships](#). Graduate Teaching and Graduate Research Assistantships pay a stipend ($14,500/year in 2020-21) and provide a tuition waiver in exchange for which students teach two courses in both the fall and spring semesters, or perform equivalent work on research projects. A Graduate

Assistantship also provides health insurance coverage for the student. Graduate assistantships are offered only to full-time students.

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

Tuition Waiver

The budget for tuition remission is provided by the College of Graduate Studies and may vary from year to year. In past years, the tuition waiver support has covered the costs for nine hours of graduate credit each semester per student; however, support may be reduced for non-resident students after their first year (see section on establishing Florida residency) and after students become doctoral candidates and no longer need to enroll in nine hours of coursework to maintain full time status. 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, students seeking funding in a second or subsequent year may apply by the regular January 15 deadline by submitting a transcript, CV, and 1-page statement to the T&T director. These students will be placed at the end of the waiting list for funding and considered after offers have been decided for new incoming students. Applications will be evaluated based on the needs of T&T partner departments for the students' particular skills.

Required Training for Graduate Teaching Assistantships (GTAs)

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

Only those graduate students who have satisfactorily completed and passed more than eighteen credit hours of graduate course work in the major may be classroom Instructor of Record (Graduate Teaching Associate-9183). Departments must verify the 18 hours for these students on the Teaching Qualifications form before a student may be employed as instructor of record.

Mentoring of Teaching

New T&T students teaching within the College of Arts and Humanities on a graduate assistantship contract will be assigned a faculty supervisor by the T&T Program Director in consultation with the Chair of the department in which they will teach.

Students assigned to teach courses in the Department of English will be supervised by faculty members in the Department. Department Chair Dr. Trey Philpotts (trey.philpotts@ucf.edu;

407-823-5329), can provide more information about specific policies and procedures for English GTA assignments.

Students assigned to teach courses in the Department of Writing and Rhetoric will be supervised by the Chair of the Department. These students will be required to attend a separate GTA orientation focused on teaching composition. For additional information regarding the Department of Writing and Rhetoric's policies regarding GTAs, please contact Angela.Rounsaville@ucf.edu.

Students assigned to teach courses in the Department of History will be supervised by faculty assigned by Dr. Peter Larson, Chair of the Department (peter.larson@ucf.edu, 407-823-6466). Details regarding departmental policies and procedures for GTAs may be addressed to Dr. Larson.

Students assigned to teach undergraduate courses in Games and Interactive Media will be supervised by faculty members in that department. Dr. Natalie Underberg-Goode (Natalie.Underberg-goode@ucf.edu) can provide more information about specific policies and procedures for Games and Interactive Media GTA assignments.

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

Performance Evaluations

UCF requires that the teaching-related performances of all Graduate Teaching Associates (Position Code 9183), Graduate Teaching Assistants (Position Code 9184), and Graduate Teaching Assistant-Graders (Position Code 9187) be assessed at the end of each term that the student serves as a GTA. To retain a graduate assistantship, students must complete their duties satisfactorily. All graduate assistants who teach courses for the university are evaluated annually by both the College of Arts and Humanities and the College of Graduate Studies. Those who do not pass these evaluations may lose their assistantships unless they can be assigned other responsibilities. Graduate assistants with assignments other than teaching are evaluated by their supervisors and/or the T&T Program Director.

Other Employment While Serving as a GA

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

International Students / General Employment

According to INS regulations, graduate students who are on an F-1 or J-1 visa may accept employment on campus without prior INS approval. International students may work on campus for 20 hours per week while school is in session and up to 40 hours per week during summer semesters and school breaks. Students beginning academic programs during summer semesters may only work up to 20 hours per week. International students should not violate

their immigration status by working on-campus for more than 20 hours a week while school is in session or more than 40 hours a week during summer and school breaks.

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

Additional information for international students may be found on the International Affairs and Global Strategies site.

English-speaking Ability for Graduate Teaching / SPEAK Test

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

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

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

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

RESOURCES

Campus Resources

Academic Calendar: https://calendar.ucf.edu
Shows key dates for current and upcoming terms

Campus Map: https://map.ucf.edu/

College of Arts and Humanities Graduate Support Office: http://graduate.cah.ucf.edu/
The College of Arts and Humanities Graduate Support Office is responsible for assisting departments, programs, and students with graduate education needs.

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

Counseling and Psychological Services (CAPS): https://caps.sdes.ucf.edu/
Free-of-charge campus agency providing comprehensive psychological services to enrolled students. CAPS offers initial assessments, brief individual counseling, group therapy, workshops and educational presentations on a variety of topics, crisis intervention and walk-in services, and professional consultations to staff, faculty, students and parents.

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

UCF CARES: https://cares.sdes.ucf.edu/
UCF Cares is an umbrella of care-related programs and resources dedicated to fostering a caring community of Knights.

Dissertation Services: https://ww2.graduate.ucf.edu/ETD_Student_Services/
Submit for format review, access the Defense Approval Form, and make the final submission of your dissertation.

Faculty Center for Teaching & Learning (FCTL): http://www.fctl.ucf.edu
The Karen L. Smith Faculty Center for Teaching and Learning is dedicated to promoting the success of UCF full-time, part-time and graduate student faculty.

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

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

Graduate Faculty: http://catalog.ucf.edu/content.php?catoid=4&navoid=240
A list of the Graduate Faculty who are employed by UCF and have the qualifications to serve on candidacy and dissertation committees.

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

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

Housing: https://www.housing.ucf.edu/

Library: https://library.ucf.edu/

Parking: https://parking.ucf.edu/

Texts & Technology PhD: https://tandt.cah.ucf.edu/
Program homepage. Includes information about current students, faculty, curriculum, and more.

UCF Shuttles: https://parking.ucf.edu/shuttles/
Information about on-campus, off-campus, and grocery shuttles run by UCF.

Graduate Student Associations

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

Sigma Tau Delta is the International English Honor Society. Contact UCF's local chapter through Knight Connect.

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

The Games and Interactive Media Research Group, open to all with interests in those areas, provides one network for support and professional development, and students are highly encouraged to participate. Contact the coordinator, Dr. Mel Stanfill (mel.stanfill@ucf.edu), to be added to the mailing list for upcoming meetings.

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

Professional and Personal Development Workshops

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

Graduate Research Forum

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

Graduate Awards

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

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

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

Outstanding Dissertation
The Award for the Outstanding Dissertation recognizes doctoral students for excellence in the dissertation. The focus of this award is on the quality and contribution of the student's dissertation. Excellence of the dissertation may be demonstrated by evidences such as, but not limited to: publications in refereed journals, awards and recognitions from professional organizations, and praise from faculty members and other colleagues in the field.

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

Other Opportunities

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

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

For grant-proposal writing resources visit the University Writing Center > Find Resources > Writing for Graduate School > Grant Writing (http://uwc.cah.ucf.edu/find-resources/)

Job Search

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

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

The Chronicle for Higher Education and Academic Keys are useful sources for faculty positions.

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

FORMS – LINKS – CONTACTS

Forms

College of Graduate Studies Forms
A complete listing of general forms and files for graduate students, with direct links, may be found here.

The Thesis and Dissertation site is UCF's source for graduate thesis and dissertation formatting requirements. Please Note: Students will not be able to format their document correctly using the manual alone. In order to obtain a properly formatted ETD, students need to reference the Formatting the ETD page.

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

A Dissertation Committee must be in place and approved by the T&T Program Director and the CAH Associate Dean of Graduate Studies prior to a student's enrollment into Dissertation Research (ENC 7980). This form is used to validate the passing of candidacy exams as well as to approve a Dissertation Committee. It is also used to make changes to your Dissertation Committee.

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

CONTACTS

Texts & Technology PhD

Program Director

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anastasia@ucf.edu

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