A Guide to
English Department Policies and Procedures
for
Graduate Students and Faculty

Iowa State University

Department of English

(February 2016)
# TABLE OF CONTENTS

**General Information** .............................................................................................................. 6  
Graduate Program Staff Assistant (227 Ross Hall, englgrad@iastate.edu) ....................................... 6  
Department mailbox ...................................................................................................................... 6  
Email ............................................................................................................................................. 6  
Department Administrators & Support Staff ................................................................................... 7  
Medical conditions or learning disabilities ...................................................................................... 9  
Important sources of information ................................................................................................... 9  
Admission Status .......................................................................................................................... 10  
Graduate College English Language Requirements ........................................................................ 11  
  English Placement Test (EPT) ............................................................................................................. 11  
  Oral English Certification Test (OECT) ................................................................................................ 11  
**Academic Information** .................................................................................................................. 12  
  Academic standing/probation ............................................................................................................. 12  
  Academic leave/Re-entry ................................................................................................................... 12  
  Advising/Registration hold ................................................................................................................. 12  
**Program Advisers and Major Professors** ....................................................................................... 13  
  Program advisers ................................................................................................................................ 13  
  Major professors ................................................................................................................................ 13  
  Co-major professors ........................................................................................................................... 15  
**Degree Planning, Progress, and Time Limits** ........................................................................... 16  
  Degree Planning Sheet (DPS) ............................................................................................................. 16  
  Satisfactory progress .......................................................................................................................... 16  
  Time to degree limits .......................................................................................................................... 16  
**Course Policies** ............................................................................................................................. 17  
  Courses in the program of study ........................................................................................................ 17  
    Dual-listed courses ......................................................................................................................... 17  
    English 590: Special Topics (Independent Study) ........................................................................ 17  
    Graduate courses taken as an ISU undergraduate student ............................................................. 17  
    Graduate courses taken as an ISU nondegree graduate student .................................................... 18  
    Undergraduate ISU courses taken as a graduate student ............................................................. 18  
    Engl 590: Special Topics (Independent Study) ............................................................................. 18  
    Engl 599 and Engl 699: Creative Component and Research ............................................................ 19  
    Over-age coursework ....................................................................................................................... 20  
    Transfer credits ............................................................................................................................. 20  
    Waivers/Equivalencies in the POS .................................................................................................. 22  
**Graduate minors and co-majors** ................................................................................................. 23  
  Minoring in graduate degree majors ............................................................................................... 23  
  Co-majoring in graduate degree majors ......................................................................................... 24
Graduate Faculty Membership ................................................................. 112
Forms............................................................................................................. 116
General Information

Graduate Program Staff Assistant (227 Ross Hall, englgrad@iastate.edu)

The Graduate Program Staff Assistant keeps records of your progress to degree. It is especially important to notify the Graduate Program Staff Assistant of any changes that should be noted for our records in the department and regularly update your information in AccessPlus for the Registrar’s Office records.

You should be able to answer most questions regarding your degree program requirements by consulting this Graduate Program of Study Manual or the Graduate College Handbook and other information available online at the Graduate College website. Please check these resources first.

Your next contact should be your Program Adviser/Major Professor. If you are still unable to find an answer, then feel free to contact the Graduate Program Staff Assistant, who will assist you or direct you to appropriate university offices or faculty members.

The Graduate Program Staff Assistant is who you submit nearly all graduate program POS and graduation forms for approval and signature from the Director of Graduate Education (DOGE). Most forms are available online or can otherwise be obtained from the Graduate Program Staff Assistant. It is always good to make copies for yourself or email a PDF scan to yourself using the 206 Ross copier.

Department mailbox

You have a graduate student mailbox in 206 Ross Hall. Some students who are teaching in the Speech Communication program only have mailboxes in 310 Carver Hall. Originals of POS documentation returned to you by the Graduate Program Staff Assistant for corrections will be placed in your mailbox as well as emailed to you as a PDF. A key for 206 Ross Hall may be ordered through the English Department receptionist in 203 Ross Hall if you are not on a graduate assistant appointment.

Email

All current students are eligible for a university Net-ID and email account (register by going to http://www.it.iastate.edu/howtos/register_net-id and follow the instructions). The graduate program staff sends many vitally important messages by email regarding impending deadlines and clarifications of policy. If you have any questions about your Net-ID or email address, contact the Solution Center, solution@iastate.edu, (515) 294-4000.
## Department Administrators & Support Staff

<table>
<thead>
<tr>
<th>Department Administrators</th>
<th>Name</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Barbara Ching</td>
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<tr>
<td>Associate Chair for Curriculum and Scheduling</td>
<td>Volker Hegelheimer</td>
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<tr>
<td>Associate Chair for Faculty Development</td>
<td>Sean Grass</td>
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<tr>
<td>Director of Graduate Education (DOGE)</td>
<td>John Levis</td>
</tr>
<tr>
<td>Associate Director of Graduate Education (Assoc DOGE)</td>
<td>Linda Shenk</td>
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<tr>
<td>Director of Undergraduate Studies</td>
<td>Mathew Sivils</td>
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<tr>
<td>Director of ISUComm Foundation Courses</td>
<td>Dave Roberts, Interim F15; Barb Blakely, S16</td>
</tr>
<tr>
<td>Directors of Advanced Communication</td>
<td>Jo Mackieweicz/Jenny Aune</td>
</tr>
<tr>
<td>Professor in Charge, Speech Communication Program</td>
<td>Ben Crosby</td>
</tr>
<tr>
<td>Director of Intensive English Orientation Program (IEOP)</td>
<td>Gulbahar Beckett</td>
</tr>
<tr>
<td>ESL Course Coordinator (Engl 99 and 101)</td>
<td>Carol Chapelle</td>
</tr>
<tr>
<td>English Placement Test Coordinator (EPT)</td>
<td>Volker Hegelheimer</td>
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<tr>
<td>Applied Linguistics Area Group Coordinator</td>
<td>Carol Chapelle</td>
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<tr>
<td>Creative Writing Area Group Coordinator</td>
<td>Deb Marquart</td>
</tr>
<tr>
<td>Literature Area Group Coordinator</td>
<td>Sean Grass F15; Conne Post S16</td>
</tr>
<tr>
<td>Rhetoric and Professional Communication Area Group Coordinator</td>
<td>Tine Coffelt</td>
</tr>
<tr>
<td>Supervising Professor for TESL/TEFL Certificate Studies</td>
<td>Gary Ockey</td>
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<tr>
<td>ALT Examinations Committee Chair</td>
<td>Bethany Gray</td>
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<td>RPC Examinations Committee Chair</td>
<td>Geoff Sauer</td>
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<tr>
<td><strong>Support Staff</strong></td>
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<tr>
<td><strong>English Department 203 Ross office reception, general information, office hours, personnel data, mail, office keys, phone service, copier &amp; fax machine questions, instructor evaluations, grades, IRB forms</strong></td>
<td>Deanna Ward</td>
</tr>
<tr>
<td><strong>Departmental communications and publicity, department website maintenance, copier account codes, spring departmental awards, support for <em>Flyway: Journal of Writing and Environment</em></strong></td>
<td>Sheryl Kamps</td>
</tr>
<tr>
<td><strong>Administrative Specialist - department chair support and appointments, payroll, hiring, letters of intent, personnel records</strong></td>
<td>Christy Kadner</td>
</tr>
<tr>
<td><strong>Accountant - budget, grants, travel, travel/conference funding (<strong>PAGs</strong>), office assignments, furniture</strong></td>
<td>Matthew Devick</td>
</tr>
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| **Technical Support – computers and software, labs** | Brent Moore  
Bret Larwick  
Andrew Vernon |
| **Program Assistant - annual reviews, classroom scheduling, events, office assignments, student disability resources liaison, graduate assistantship renewals** | Stacie Schaefer |
| **Graduate program information, policies and procedures, deadlines, forms, graduate student records, graduate recruitment and admissions, graduate assistantship offers with admission, tuition scholarships** | Teresa Smiley |
| **Classes, classrooms, room scheduling, textbook orders (not 150/250), experimental course forms, Engl 490 form, teaching/course data** | Jeslyn Jackson |
| **ISUComm Foundation Courses and Advanced Communication programs support, policies and procedures, 150/250 textbook orders, 150/250 grades, 150 placement exams, 250/302/314 test-outs** | Deanna Stumbo |
| **Program Assistant - Intensive English Orientation Program (IEOP)** | Betty Baker |
| **Speech Communication/Communication Studies, 310 Carver office reception, general information, mail, office keys, phone service, copier machine questions and account codes, textbook orders, instructor evaluations, grades** | Mary Camp |
| **Journal of Business and Technical Communication (**JBTC**) editor, ISU Catalog department editor** | Lori Peterson |
Medical conditions or learning disabilities

www.dso.iastate.edu/dr/

1076 Student Services Building; (515) 294-7220; TTY (515) 294-6635

Staff members in Disability Resources coordinate support services that students may need in order to reach their fullest academic potential. The DR staff members provide accommodations and serve as a resource within the university community concerning students who have physical or learning disabilities. DR provides assistance, information, support, counseling, education, referral, and promotes disability awareness in students, faculty, staff, the Ames community, and the state of Iowa. **Students with medical or learning disabilities need to identify themselves and to arrange for accommodation through Disability Resources before they can receive departmental accommodation for existing conditions.**

Important sources of information

The sources below have information you will need to know as you progress through your degree program. Please explore them online:

- Department of English ([http://www.engl.iastate.edu/](http://www.engl.iastate.edu/))
- Graduate Studies, Department of English ([http://www.engl.iastate.edu/graduate-students/](http://www.engl.iastate.edu/graduate-students/))
- Graduate College website ([http://www.grad-college.iastate.edu/](http://www.grad-college.iastate.edu/))
- Graduate College Handbook ([http://www.grad-college.iastate.edu/handbook/](http://www.grad-college.iastate.edu/handbook/))
- Academic Calendars ([http://www.registrar.iastate.edu/calendar/](http://www.registrar.iastate.edu/calendar/))
- Schedule of Classes ([http://classes.iastate.edu/](http://classes.iastate.edu/))
- ISU Catalog ([http://catalog.iastate.edu/](http://catalog.iastate.edu/))
Admission Status

Admission status is important because you must hold full admission status before you can complete your degree and be allowed to graduate. Your admission status is indicated in your admission letter from the Office of Admissions and is also indicated in your AccessPlus student information page.

Restricted admission status

If you have restricted admission status, you remain on restricted status until you have completed at least nine credits of graded coursework at Iowa State from an approved POSC with a GPA of at least 3.0. Your admission status will be changed automatically by the Graduate College from restricted to full status in the middle of the academic term after meeting the requirement.

Provisional admission status

If you have provisional admission status, you should seek full admission status after completing the conditions outlined in your admission offer letter from the Director of Graduate Education (DOGE) in English (usually additional coursework is needed to establish a stronger background in your degree specialty).

To have your admission status changed from provisional to full, your program adviser or major professor must write a memo/email to the Dean of the Graduate College requesting the change of status (send to Lisa Elm in the Graduate College lkelm@iastate.edu). The memo should indicate that you have met the provisional conditions and that you are making satisfactory progress in your program of study.
Graduate College English Language Requirements

The Graduate College requires students who are nonnative speakers of English to take or be exempted from the English Placement Test (EPT) before their first semester. If these students are hired to work as teaching assistants, they must also take the Oral English Certification Test (OECT) before beginning any teaching responsibilities.

English Placement Test (EPT)

If you are a nonnative speaker of English, you must take or be exempted from the English Placement Test (EPT) as a graduate student before your first semester unless you qualify for one of the EPT exemptions. Students who are exempt according to EPT policies submit a Graduate English Requirement Approval form, available on the Graduate College forms website.

For more information on the English Placement Test, consult the English Placement Test (EPT) website or contact the EPT Office (ept@iastate.edu).

Oral English Certification Test (OECT)

If you are a nonnative speaker of English and if you are a new teaching assistant, you must take the Oral English Certification Test (OECT) before beginning any teaching responsibilities unless you qualify for exemption from one or both parts of the exam. Students who believe they are exempt according to OECT policies need to contact the program office (itas@iastate.edu) to have exemption verified and a certificate of completion issued. For more information, consult the Testing page for the International TA Program website or contact the program office, 1137 Pearson, (515) 294-1958, itas@iastate.edu.

All graduate students in the TESL/Applied Linguistics MA and the Applied Linguistics and Technology PhD programs whose first language is not English are required to pass the OECT as part of their program requirements. To pass the OECT, students must receive a Level 1 pass and be fully certified or may be exempted from taking one or both of the OECT components.
Academic Information

Academic standing/probation
To stay in good academic standing, you must maintain a 3.0 grade point average (GPA) in all courses taken (creative component 599 or research 699 credits are not used in computing a student’s overall GPA). If your GPA drops below 3.0, you will be placed on academic probation and will not be allowed to register for future terms while on probation unless the DOGE recommends to the Graduate College that further registration be permitted. After you attain a 3.0 GPA, you will be removed from academic probation.

While on academic probation, you are not eligible to hold an assistantship or receive tuition scholarships. However, if you are placed on academic probation, you should contact the DOGE immediately for a waiver that would allow you to keep your assistantship for one semester giving you a chance to remedy this situation.

Academic leave/Re-entry
If you must stop taking courses for a year or more, you must request to be put on academic leave by the English Department. You can do this by submitting a memo (or an email) explaining your circumstances to your program adviser/major professor who will then forward their support (signing the memo or forwarding email indicating their support) to the Graduate Program Staff Assistant for final approval by the Director of Graduate Education. If an academic leave is approved, you will not have to be formally readmitted in order to resume your studies. Cases in which the student leaves ISU during his or her graduate career without DOGE approval and later wishes to return are dealt with individually by the DOGE, the student's POS committee, and the Graduate College. Two consecutive calendar years of non-registration puts students on “inactive” status and requires submission of a Reinstatement to Active Status form with the approval of the graduate program and the Graduate College to obtain “active” status and resume coursework.

It is not possible to take a leave of absence from your graduate assistantship appointment without extenuating circumstances. If you discontinue your enrollment, you must resign your graduate assistantship position. Reinstatements with graduate assistantship support upon return to enrollment are dealt with individually.

Advising/Registration hold
Department holds are called “Advising Holds” and are placed on your student class registration for a specific semester by the Graduate Program Staff Assistant in consultation with the Director of Graduate Education (not by your program adviser/major professor) and will stop you from adding or dropping classes. These are often the result of overdue POS documentation because you have not submitted required program paperwork or the POSC Form in AccessPlus by the deadline. Other types of holds may be placed on your registration by the Graduate College, Accounts Receivable, the Student Health Center, or other University units.
Program Advisers and Major Professors

Program advisers

To obtain the name of your program adviser, please check your student information page on AccessPlus. If the information is not posted, you may contact the Graduate Program Staff Assistant (227 Ross Hall, englgrad@iastate.edu). All new graduate students should introduce themselves to their program advisers by the end of the fourth week of classes in their first semester. Your program adviser helps plan your coursework and guides you in a variety of academic matters. Please remember that it is your responsibility to initiate contact with your adviser prior to registration, or when it is time to file certain forms or to meet certain deadlines. Your program adviser signs all program paperwork until the time when you have formed a POS committee and have a major professor who will then take over all the duties of the program adviser.

Major professors

Your major professor is the person who will chair your Program of Study (POS) committee. This person supervises your thesis, creative component, or dissertation. It may be that your program adviser will become your major professor; however, this choice should depend on the nature and direction of your research or creative project as well as your rapport with the selected professor. The Graduate College requires you to establish your major professor via the POSC Form in your AccessPlus no later than in the semester before graduation. However, the English Department imposes earlier deadlines.

MA students

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study (POS). Your major professor's primary responsibility, however, will be supervising the development of your thesis or creative component. We urge you to choose your major professor as soon as possible because this person is such a crucial part of your program.

By the announced department deadline in your 2nd semester of coursework if a graduate assistant or upon completion of 9 credit hours towards your POS if not a graduate assistant, you must form your POS committee and submit both a Degree Planning Sheet (DPS) with other applicable POS documentation to the Graduate Program Staff Assistant, 227 Ross Hall, as well as the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. The deadline is typically in the 6th week of the semester and posted on our Graduate Program's Deadlines website.
In selecting your major professor, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. Remember that a faculty member's willingness to serve as a major professor depends upon factors such as specific research interests and amount of time available. For additional information, see The Program of Study Committee (MA).”

**MFA students**

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study (POS). Your major professor's primary responsibility, however, will be supervising the development of your thesis. You must file a major professor preference form, sent to you by the CWE area coordinator in your third semester, by the deadline advertised by them.

By the announced department deadline *in your 4th semester of coursework if a graduate assistant or upon completion of 27 credit hours towards your POS if not a graduate assistant*, you must form your POS committee and submit both a Degree Planning Sheet (DPS) with other applicable POS documentation to the Graduate Program Staff Assistant, 227 Ross Hall, as well as the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. The deadline is typically in the 6th week of the semester and posted on our Graduate Program's Deadlines website.

In addition, your major professor must approve your proposal for your book-length thesis project by the end of the third semester (or the completion of 18 credit hours towards your POS). In selecting your major professor preference, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. For additional information, see The Program of Study Committee (MFA).”

**PhD students**

Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study. Your major professor also directs your dissertation research and participates in your preliminary examinations as described by your respective doctoral program, Applied Linguistics and Technology or Rhetoric and Professional Communication. Because the major professor plays a central role in your doctoral studies, it is best to select this faculty member early in your program of study as soon as you feel prepared to do so.

By the announced department deadline *in your 5th semester of coursework if a graduate assistant or upon completion of 36 credit hours towards your POS if not a graduate assistant*, you must form your POS committee and submit both a Degree Planning Sheet (DPS) with other applicable POS documentation to the Graduate Program Staff Assistant, 227 Ross Hall, as well as the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus
account. The deadline is typically in the 6th week of the semester and posted on our Graduate Program's Deadlines website.

In selecting your major professor, you might consult with your adviser, your graduate instructors, your fellow graduate students, and the list of graduate faculty research and teaching areas found in the Graduate Faculty section of this manual. You may always make changes in your POS Committee as your research interests solidify. For additional information, see The Program of Study Committee (PhD).”

Co-major professors

If you are pursuing a co-major, you must have co-major professors, each representing one of your co-major programs of study. The Graduate College may also require an additional POS Committee member in order that each major is represented with a minimum of two faculty members (one co-major professor and one committee member). See specific co-major requirements for English Department majors later in this manual within the appropriate section for the M.A., M.F.A., and Ph.D. programs.
Degree Planning, Progress, and Time Limits

Degree Planning Sheet (DPS)

The Degree Planning Sheet (DPS) will help you plan and document how you will meet your program of study requirements by listing the courses you have taken, are taking, and will take. You will work on this form in consultation with your program adviser/major professor. This departmental form also serves as a useful tool to help you complete the online Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. The DPS and the process for completing the POSC Form are addressed more completely in each degree program section of this manual.

All graduate students are required to complete a Degree Planning Sheet and other appropriate POS documentation that might be required by the announced deadline in the appropriate semester. These must be submitted to the Graduate Program Staff Assistant, 227 Ross Hall, at the same time as submitting for approval the online Graduate College Program of Study and Committee Form (POSC). The announced deadline is typically in the 6th week of the semester, will be announced by the Graduate Program Staff Assistant via email, and posted on our Graduate Program's Deadlines website.

- **2nd semester** of coursework for MA program graduate assistants (GAs);
  non-GA MA students upon completion of 9 POS credit hours
- **4th semester** of coursework for MFA program graduate assistants (GAs);
  non-GA MFA students upon completion of 27 POS credit hours
- **5th semester** of coursework for PhD program graduate assistants (GAs);
  non-GA PhD students upon completion of 36 POS credit hours

Satisfactory progress

Satisfactory progress toward your degree is defined by the following conditions:

- you are not on academic probation with a GPA of 3.0 or below
- you have no more than 6 credits of I (Incomplete) excluding Engl 599 or 699 credits
- you have completed the Graduate College English Language Requirement if applicable
- you have filed appropriate forms (e.g., DPS, the POSC Form) by the required time, and
- you have taken and passed any required examinations (e.g., the PhD portfolio assessment) by the required semester.

Time to degree limits

The master’s degree student with a BA, BS, or other master’s degree is expected to complete the program within five years. A student beginning a PhD degree program at ISU with a master’s degree is expected to complete the program within five years, while a student beginning a PhD degree program without the master’s degree is expected to complete the program within seven years. The Dean of the Graduate College can be petitioned to extend these time limits. Cases in which a student leaves ISU during his or her graduate career and later returns are dealt with individually by the DOGE, the student’s POS committee, and the Graduate College.
Course Policies

Courses used in the program of study

Courses that bear graduate credit (500- or 600-level at ISU) are used to meet graduate program of student (POS) requirements. Some undergraduate courses (300- or 400-level at ISU) and graduate courses taken as an ISU undergraduate or nondegree graduate student may be used in the POS if they meet certain requirements.

The minimum grade acceptable for courses to be used on the POS is a C. Students cannot graduate with F’s or I’s (incompletes) on their records unless the POS committee determines there are extenuating circumstances, petitions the Graduate College for approval to allow the student to graduate with these on their record, and the request is approved by the Graduate College Dean.

Dual-listed courses

The Department of English permits you to take up to 6 credit hours of dual-listed courses toward your program of study. These courses permit undergraduate and graduate students to be in the same class but receive credit under two different course numbers, and graduate students must fulfill additional requirements. Dual-listed courses used in the POS must (1) be taken as a graduate, not an undergraduate, student with extra work completed for graduate credit, and (2) be taught by a member of the Graduate College graduate faculty.

English 590: Special Topics (Independent Study)

See “Engl 590: Special Topics (Independent Study)” later in this section for details about using Engl 590 in the program of study.

Graduate courses taken as an ISU undergraduate student

If you completed a bachelor’s degree at ISU and took graduate courses as an undergraduate, you may use up to 9 credits of that graduate coursework toward your graduate POS requirements if you earned grades of B or higher. A course counted toward your undergraduate degree by the home institution cannot be transferred. Only courses taken for graduate credit separate from undergraduate work can be transferred. If you wish to count ISU graduate credits taken as an undergraduate, you must include them when you submit the DPS and other POS documentation. Those credits will be certified for use in your POS by the Graduation Office when you submit the Graduate College POSC Form in your AccessPlus account.
Graduate courses taken as an ISU nondegree graduate student

If you are admitted to ISU and took graduate courses as a nondegree seeking graduate student, you may use up to 9 credits of that graduate coursework toward meeting your graduate POS requirements. If you wish to use any of these credits, you will include them on the DPS and submit them on the Graduate College POSC Form in your AccessPlus account.

Undergraduate ISU courses taken as a graduate student

Advanced 300- and 400-level undergraduate courses from outside your major may be used to meet graduate degree requirements with permission from your POS committee members.

- No 100- or 200-level classes may be used, but 300- and 400-level classes at Iowa State (not undergraduate classes from other institutions) will be eligible.
- With approval from the POS committee, graduate students will be permitted to use undergraduate courses from outside their majors; however, it is our department policy that no ENGL designator course at the 300-400 level (including those cross-listed with ENGL courses) can be used to meet POS requirements.
- Up to three courses at the 400-level will be permitted, or a POS may include one 300-level course and two 400-level courses.

Courses are no longer designated as eligible for non-major graduate credit in the ISU Catalog.

Engl 590: Special Topics (Independent Study)

The Engl 590 course provides a way to study important material that is not otherwise available to you in the graduate curriculum. Such courses involve special conditions and require special arrangements between you and an instructor. The Director of Graduate Education will not approve Engl 590 proposals that do not meet the special conditions listed on the Request for Engl 590 form and guidelines. The number of Engl 590s allowed in any program of study is restricted.

To qualify for Engl 590 courses, you must have completed 9 credit hours of study in graduate-level courses (either at Iowa State or elsewhere) and you must have no "Incomplete" grades (other than in Engl 599 or 699).

To request approval to take Engl 590, you must

- download a Request for Engl 590 form and guidelines
- fill out the form and obtain the necessary signatures after consulting with the instructor and your adviser/major professor
- submit the completed form to the Graduate Program Staff Assistant for consideration by the DOGE by no later than the end of the first week of the academic term in which Engl 590 would be taken or by May 1 for the summer semester. It is to your advantage to submit the form the semester before you wish to take the Engl 590 in case you need to consider other options. Registration reference numbers may be obtained from the Graduate Program Staff Assistant if the Request for Engl 590 form is approved.
NOTE: In order for English Department graduate students to request use of Engl 590 on the POS, you must check the appropriate box on the Request for Engl 590 form and answer question #7 on how you will use it in your POS. A student whose Request for Engl 590 form was approved—with no request for use of the 590 on the POS—may later request use of the 590 on the POS by submitting a POS Waiver/Equivalency form to the Graduate Program Staff Assistant for consideration by the DOGE.

- MA students are permitted 3 credit hours of Engl 590 in their POS.
- MFA students are permitted 3 credit hours of Engl 590 in their POS.
- PhD students are permitted 6 credit hours of Engl 590 in their POS. In the RPC PhD program, these credits normally serve to complete the concentration or represent credit hours brought in from a master’s program.

Engl 599 and Engl 699: Creative Component and Research

All MA students must complete 3 hours of research credit in either Engl 599 (if writing a creative component) or Engl 699 (if writing a thesis). You may take more than 3 credit hours of Engl 599 or 699 (e.g., to meet assistantship requirements), but only 3 credit hours will count toward your MA degree. (See Thesis and Creative Component options.)

All MFA students must complete 6 hours of research credit in Engl 699. You may take more than 6 credit hours of Engl 699 (e.g., to meet assistantship requirements), but only 6 credit hours will count toward your MFA degree.

All PhD students must complete 12 hours of research credit in Engl 699. You may take more than 12 credit hours of Engl 699 (e.g., to meet assistantship requirements), but only 12 credit hours will count toward your PhD degree.

Registration reference numbers for Engl 599 or 699 may be obtained from the Graduate Program Staff Assistant (englgrad@iastate.edu) only after the POSC Form is submitted for approval by your POS Committee, DOGE, and the Graduate College.
Over-age coursework

As a general rule, courses that you wish to count toward your POS requirements need to have been taken within seven calendar years of the year in which your graduate degree is granted. "Over-age" courses (courses that exceed the Graduate College seven-year limit) must be justified by submitting the Over-age Course Memo form (signed by your major professor) to the Graduate Program Staff Assistant for consideration by the Director of Graduate Education. This form must, in turn, be submitted to the Graduate College no sooner than when submitting the Graduate College POSC Form in your AccessPlus account or at a later time if courses on the POS become over-age at the time of preliminary or final oral examinations. Arguments for over-age courses involve showing that the course content has been “updated” either through additional coursework or recent practice (work experience, papers presented, etc.).

Transfer credits

You may transfer credits from another university if the work received a grade of B or better. ISU courses taken prior to entry into your current graduate program no longer need to be included. Transcripts will be evaluated to determine the number of transferable graduate credits. The initial evaluation will be made by your program adviser/major professor in consultation with other teaching members of the English Department graduate faculty. Final review of requested transfer credits will be completed by the DOGE upon submission of the required Transfer Credit Petition form and accompanying paperwork.

Transcript-related policies, all mandated by the university, apply to the transfer of credits:

- Courses more than seven calendar years old at the time a degree is awarded cannot be accepted unless you justify that coursework is not outdated and it is approved by your POS committee and the Graduate College Dean for use in the POS (see Over-age coursework information above).
- Courses must be completed before the term in which the graduate student graduates and an official transcript provided for review and final approval by the Graduate College.
- A pass/fail course cannot be transferred unless you can provide a letter from your professor indicating the grade that would have been awarded (must be B or higher).
- A course counted toward your undergraduate degree by the home institution cannot be transferred. Only courses taken for graduate credit separate from undergraduate work can be transferred. It is your responsibility to provide verification by letter from that institution that those graduate courses were not used to satisfy undergraduate requirements for a degree.
- MA students must complete a minimum of 22 graduate credits at Iowa State University, regardless of how many credits are transferred.
- MFA students must complete a minimum of 22 graduate credits at Iowa State University, regardless of how many credits are transferred. A request to transfer credits completed prior to your admission into ISU’s MFA program can be considered for courses other than creative writing workshops and creative writing electives (literature courses up to 6 credits,
electives other than creative writing courses up to 3 credits, and environmental courses outside English up to 6 credits).

- PhD students must complete a minimum of 36 graduate credits at Iowa State University. Students may transfer up to 36 credits, but the actual number of transfer credits approved will be determined on a case-by-case basis.

ISU sets limits on transfer credits because, as the degree-granting institution, it needs to be able to ensure the integrity of its degrees, and too much credit granted from credits taken elsewhere compromises the ability to ensure that integrity. The English Department, likewise, wants to protect the integrity of our degree programs, and that is why course transfer is handled on a case-by-case basis. This process allows us to assess the applicability of courses to individual degree programs and may not permit you to transfer as many credits as the university policy allows. To ensure programmatic consistency in the application of transfer credits, the DOGE has consulted with faculty in the various programs to develop transfer guidelines. Although you may discuss an appeal with your program adviser/major professor if you believe you should be allowed more transfer credits, an appeal is not likely to advance beyond that discussion.

If you wish to transfer credits, you need to submit the following to the Graduate Program Staff Assistant for approval by the DOGE:

- Transfer Credit Petition form; courses are listed for which you are requesting transfer approval; as a part of this form, you must complete a course petition and have your program adviser/major professor sign it. The form will ask you to provide 1) the rationale for having the course(s) included in your POS and 2) descriptions of each course's content (e.g. major readings, assignments, and exams) and the appropriate pages from the catalog copy of the outside institution;
- Transcript (copy of official or unofficial) showing grade received in each course.

If you attended a foreign university and wish to transfer credits from that institution, you must translate into English the entirety of any non-English-language syllabus for a requested transfer course. Syllabi translations must be submitted to the Graduate Program Staff Assistant along with the rest of the required transfer credit paperwork described in the previous section. Translations will then be reviewed for accuracy before the credits themselves are reviewed for transfer.

PhD students in RPC may not transfer in courses that count for the two-course 600-level course requirement.
**Waivers/Equivalencies in the POS**

You need a POS waiver/equivalency when your prior experience allows you to take a different or more advanced course as an equivalent/substitute for a required course or to document previous coursework that meets pre-/co-requisites. In this case, you will need to submit a [Waiver/Equivalency Petition form](#)—which includes a clear rationale for this change—signed by your program adviser/major professor. This completed petition *must* be submitted to the Graduate Program Staff Assistant, 227 Ross Hall, for consideration and approval by the Director of Graduate Education. *Prior approval is suggested to avoid delays in meeting degree requirements that can result in delayed graduation.*

Note that receiving a POS waiver/equivalency for a particular course does not change the number of required POS credits. You will still be required to take additional coursework to replace the credits associated with the petition if applicable.

*Approvals for POS waivers/equivalencies must be obtained before or along with the Degree Planning Sheet. Similarly, permission must be obtained in advance as a POS waiver/equivalency for any Engl 590 to be listed to meet POS requirements.*
Graduate minors and co-majors

Minoring in graduate degree majors

English Department graduate students minoring in programs outside their major

If you wish to earn a graduate minor in a major outside the English Department graduate majors, you will need to find a faculty member from that major who will help you identify the necessary minor courses and who will serve on your POS committee. That professor's name and approval/signature (when applicable) must appear on all Graduate College forms. In addition, the DOGE in the department of the minor program must approve the minor and coursework.

Graduate students from other majors minoring in English Department graduate majors

If you are a graduate student from another major, you may obtain a graduate minor in any of the English Department graduate majors. To do so, you first need to find an English Department graduate faculty member in the appropriate major to help you identify the required minor courses and to serve on your POS committee. That professor’s name and approval/signature as well as that of the DOGE in the English Department are required when you submit required forms and the Graduate College POSC form in your AccessPlus account.

Once you and your selected English Department professor have determined the courses you will use for the minor in the MA or PhD programs, you must submit to the Graduate Program Staff Assistant the English Department's Request for Graduate Minor form.

Graduate minor requirements for the MA and PhD programs

- **MA programs** in English (literature or literature and the teaching of reading), RCPC, or TESL/AL require 9 credits in English Department courses; 6 must be at the 500-600 level
- **PhD programs** in Applied Linguistics and Technology (ALT) or Rhetoric and Professional Communication (RPC) require 12 credits in English Department courses; 9 must be at the 500-600 level.
Graduate minor requirements for the MFA CWE program

If you wish to be considered for a minor in the MFA Creative Writing and Environment (CWE) program, you need to submit to the Graduate Program Staff Assistant the following by January 5 for entry the following fall semester:

- English Department's Request for Graduate Minor form
- Statement of intent (2-3 double-spaced pages maximum sent electronically to englgrad@iastate.edu) including information about creative writing projects completed or currently working on as well as any publications, information about any fieldwork experiences and writers that have influenced your work, issues (place, landscape, the natural world, or environment) your work engages, organizations worked with or activities related to environmental issues (if any), and writing projects you want to tackle that have an environmental dimension
- Creative writing sample (sent electronically to englgrad@iastate.edu) of no more than 25 pages (prose) or 15 pages (poetry) demonstrating exemplary ability in one genre

Graduate minor requirements for the MFA programs:

- MFA program in (CWE) requires 12 credits in English Department’s creative writing courses at the graduate level, of which 3 must be Engl 550: Craft and Professional Practice

Once approved for the MFA CWE minor, you will be assigned an adviser who must become a POS committee member representing the minor.

Co-majoring in graduate degree majors

A co-major is a program of study for a single degree in which the requirements for two separate majors are met. POS committees include co-major professors from each major and additional committee members to ensure at least one representative from each of the co-majors. You may co-major only in programs at the same degree level. For example, the MA programs in English and TESL/Applied Linguistics, the MA program in RCPC and the MFA in CWE (for co-majoring, the Graduate College considers the MFA program a degree program at the Master's level), or the PhD program in RPC and the PhD program in HCI could be co-majors.

English Department graduate students co-majoring in programs outside their major

If you are currently a student in an English Department degree program and you wish to co-major in a graduate degree program outside the English Department, you should consult with your major professor. Then you should contact the Director of Graduate Education or a faculty member from the extra-departmental program to determine that program’s co-major requirements.
Graduate students from other majors co-majoring in English Department graduate majors

If you are a graduate student from an extra-departmental major, you may co-major in any English Department graduate major. You first need to find an English Department professor in the appropriate major to help you select courses and to serve as the co-major professor on your POS committee. That professor’s name and approval/signature as well as that of the DOGE in the English Department are required when you submit required forms and the Graduate College POSC form in your AccessPlus account.

You will need to acquire admission approval from one of the English Department majors by submitting the Request to Co-Major in English Department Graduate Programs form as well as other required documents. Co-major students are not eligible for graduate assistantship support from the English Department.

Co-majoring in MA programs

Co-majoring in English Department MA majors requires that all requirements in each of the two majors (including areas of specialization), not counting the thesis credits, be met to complete this single MA degree. This means you will need to take extra hours beyond the 30 credit hours of most master’s students. However, it will not mean that you must take an additional 30 credits, as some courses will work for both majors (and areas of specialization). A co-major will require a minimum of 42 credits (12 extra credits beyond the standard 30 credits) and must include at least 15 credits of specialized courses in each of the two majors, not counting the thesis or creative component. The thesis or creative component must apply to both majors (and areas of specialization).

Co-majoring in the MFA program

The minimum requirements for a co-major in the MFA Creative Writing and Environment (CWE) program are the same as those for a major in the program (54 non-overlapping credits). Students in other majors wishing to co-major in Creative Writing and Environment must meet all requirements in each of their two majors, including the completion of a thesis appropriate to the major in Creative Writing and Environment, to complete this single degree.

Co-majoring in PhD programs

To receive a co-major in the Applied Linguistics and Technology doctoral program, you must complete a minimum of 30 credits of additional graduate coursework (15 credits of required coursework and 15 credits of electives) specified by the program and pass a portfolio assessment in the third semester.

To receive a co-major in the Rhetoric and Professional Communication doctoral program, you must complete a minimum of 33 credits of additional graduate coursework (12 credits of required coursework, 15 credits of electives, and 6 credits of linguistics) specified by the program and pass a portfolio assessment in the third semester.
Graduate Assistantships

Assistantships are awarded on a competitive basis and are usually available only to students who have been granted full or provisional admission to the Graduate College. Students on restricted admission status may be eligible to hold assistantships, but such awards can be made only on a semester-by-semester basis. Assistantships include monthly stipends for 9 months during the academic year (summer appointments are separate and have limited availability) and tuition scholarships.

Graduate assistants with an appointment of 1/4-time or more receive self only health insurance coverage as a benefit of employment for the duration of their appointment. Enrollment in the self only plan is automatic and the cost is paid by the employing department. Graduate students may also enroll their lawful spouse or domestic partner, and unmarried dependent children under age 26 at the student’s expense. Dental insurance plans and prescription drug benefit programs are also available at the student’s expense. See the Student and Scholar Health Insurance Program website.

Applications

If you wish to be considered for an assistantship after you are admitted and enrolled, watch for the call for applications with a February 15 deadline announced by the Graduate Program Staff Assistant. You will be responsible for submitting an assistantship application and updating your graduate file. Spring admits can be considered for assistantships in the fall following their spring admission. Check the Deadlines website for more information and specific details.

Appointments

Teaching assistantships

Graduate teaching assistantships will usually be 1/2-time appointments. TAs are required to teach four courses per academic year, usually ISUComm Foundation Courses (Engl 150 and 250), ISUComm Advanced Communication (Engl 302, 314, etc.), or ESL courses (Engl 99 or 101) if appropriate. Speech Communication 212 TAs will be responsible for attending lectures and conducting three recitation sections per semester. For students in the MA TESL/AL or PhD ALT programs, assistantships are sometimes available through the Intensive English and Orientation Program (IEOP) or the Graduate College Oral English Certification Test (OECT) program. English Department graduate students may be eligible for teaching assistantships in other units or departments on campus as well (e.g., the Writing and Media Help Center, Women’s Studies Program, or Classical Studies Program).

Research assistantships

The English Department may occasionally have research assistantships to offer. These assistantships require a student to assist one or more faculty members with grant funded research projects for a specified number of hours each week. Occasionally faculty in other departments will hire English graduate students for special projects as well.
Credit hour load requirements

All English Department graduate majors employed by the English Department as graduate assistants must carry at least 6 credit hours of coursework per semester (excluding summer), 3 of which must be in English Department course offerings. These may be graduate or undergraduate credit hours. New teaching assistants in the ISUComm Foundation Courses program (teaching Engl 150 and 250) should count Engl 500 as part of their credit hour load. MA and MFA students normally take at least 15 credit hours per year. To get a good start on fulfilling graduate requirements, teaching assistants should consider taking 9 credit hours during their initial fall semester. MA and MFA teaching assistants finishing their degrees may take 6 credit hours of Engl 699 to meet the credit hour load requirement, but only 3 of these credit hours will count toward their degree. PhD teaching assistants finishing their degrees may take 6 credit hours of Engl 699 to meet the credit hour load requirement, but only 12 credit hours will count toward their degree.

Graduate assistants normally take no more than 9 credit hours, though the official limit imposed is 12 credit hours per semester. Taking an overload of credits is not advised; therefore, if you want to take more than 12 credit hours in a semester, you must get approval from your assistantship supervisor, your program adviser/major professor, and the Director of Graduate Education. Submit your request in writing to your supervisor and to your program adviser/major professor for consideration. Include your current teaching load assignments and the coursework you are taking in the respective semester. Ask each of them to forward their approval to the Graduate Program Staff Assistant for DOGE consideration.

MA level

While finishing their thesis or creative component, MA students may audit courses to fulfill credit hour load requirement. To do so, they must meet these criteria:

- POS forms filed with the Graduate College
- 27 credit hours of coursework completed
- all degree requirements completed (except thesis or creative component)

MFA level

MFA students on assistantships may take Engl 699 credits or audit courses to fulfill credit hour load requirement while finishing their thesis.

PhD level

PhD students on assistantships may take Engl 699 credits or audit courses to fulfill credit hour load requirement while finishing the dissertation.
Eligibility guidelines

Length of eligibility: MA

MA students are eligible for assistantship support for up to 2 years as long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment. Semesters of eligibility for assistantships are reflected in the table below:

<table>
<thead>
<tr>
<th>Graduate Hours Completed in the Major</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>4 semesters</td>
</tr>
<tr>
<td>10-15</td>
<td>3 semesters</td>
</tr>
<tr>
<td>16-21</td>
<td>2 semesters</td>
</tr>
<tr>
<td>22 or more</td>
<td>not eligible</td>
</tr>
</tbody>
</table>

Semesters of eligibility are determined by the number of POS hours students have completed in their first major or specialization by the end of the semester in which the assistantship is offered. POS hours include only those hours students are using to fulfill requirements in the graduate major. Hours taken outside the major—for example, credits taken to fulfill a graduate minor or undergraduate credits in foreign languages taken to fulfill a language requirement or courses taken as prerequisites—are not POS hours and are not considered when calculating assistantship eligibility. For overall eligibility purposes, two semesters on a quarter-time research assistantship are considered the equivalent of one semester on a half-time teaching assistantship.

Length of eligibility: MFA

MFA students are eligible for assistantship support for up to 3 years as long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment.

Length of eligibility: PhD

Doctoral students are eligible for assistantship support for up to 5 years as long as they are making satisfactory progress in their programs of study and are satisfactorily fulfilling all aspects of the assistantship appointment. Effective Fall 2014, doctoral students can be approved for only one additional year of support through their sixth year of graduate study.
Maintaining eligibility
You maintain assistantship eligibility from semester to semester by demonstrating the following:

❖ for ALL graduate assistants—satisfactory progress toward your degree, defined by the following conditions:
  • you are not on academic probation with a GPA of 3.0 or below
  • you have no more than 6 credit hours of I (Incomplete) excluding Engl 599 or 699
  • you have completed the Graduate College English Language Requirement if applicable
  • you have filed appropriate forms (e.g., the DPS, POSC) by the required time, and
  • you have taken and passed any required examinations (e.g., the PhD portfolio assessment) by the required semester.

❖ for teaching assistants—satisfactory performance of assistantship duties and obligations depending on the type of teaching assignment you receive:
  • Teaching assistants in the ISUComm Foundation Courses program (Engl 150 and 250) are reviewed each semester. Satisfactory performance of your assistantship duties and obligations includes following the guidelines established by the ISUComm Foundation Courses program, receiving satisfactory classroom observations, making satisfactory teaching adjustments following evaluations from faculty mentors, and completing Engl 500 with a grade of B or higher. Renewal Letters of Intent (LOIs) for first-year/probationary TAs in the ISUComm Foundation Courses program will not be issued until Friday of the week final grades are due.
  • Teaching assistants in the Speech Communication program (Sp Cm 212) are regularly reviewed. Satisfactory performance includes meeting the fundamental obligations of the teaching assignment as set forth in the course orientation materials. Positive contributions to the staff, positive outcomes from class visits and reviews of grading practices, as well as responsiveness to faculty recommendations are also measures of satisfactory performance.
  • Teaching assistants teaching ESL courses (Engl 99 and 101) are regularly reviewed. Satisfactory performance includes meeting the obligations inherent to the assignment, including participating in preparatory activities, assisting in English placement testing, having satisfactory observation reports by course supervisors, attending regular meetings with course coordinators and other instructors, and following recommendations for improvement. Reappointment for the second year will also be dependent on satisfactory course evaluations.
  • Teaching assistants assigned more advanced courses must also meet the obligations inherent to such assignments; these may include participating in preparatory activities, arranging course observations, attending meetings with course committee personnel, and following recommendations for improvement.

Not meeting such criteria for satisfactory progress and/or satisfactory performance can result in suspension or revocation of your assistantship. Additional policies and procedures regarding graduate assistantships are found in the Graduate College Handbook.
Funding sources in addition to monthly stipend

Tuition scholarships

For tuition purposes, all graduate assistants are assessed resident tuition rates. English Department graduate students holding half-time (or greater) assistantship appointments receive tuition scholarships at the level determined by the Graduate College (50% MA, 100% MFA and PhD during the academic year; the same percentage levels in the summer term according to the number of enrolled credit hours). Students on less than half-time assistantship appointments (but no less than quarter-time) receive half of the standard tuition scholarship benefit. Additional tuition scholarship information and policies can be found in the Graduate College Handbook.

The Department of English will fund Graduate Tuition Scholarships at the appropriate rate for graduate students who meet all of the following criteria. The student must

1. be admitted into, currently enrolled in, and taking POS required coursework in one of the English Department MA, MFA, or PhD programs;
2. not be on restricted admission;
3. have a current ISU G.P.A. of at least 3.0 and not be on academic probation;
4. be making satisfactory progress toward the degree;
5. be eligible for assistantship support from the English Department during the appointment dates; and
6. be on appointment as a graduate assistant each semester that the tuition scholarship is to be awarded (at least three months during fall and spring semesters or at least six weeks during summer semester).

Graduate College funding assistance programs for minorities and students with disabilities

The Graduate College offers two financial assistance programs for qualifying graduate assistants: the Graduate Minority Assistantship Program (GMAP) and the Graduate Disability Assistantship Program (GDAP). The following English Department policy statement on GMAP and GDAP funding articulates the way in which such funding will affect the teaching or research load for graduate assistants.

English Department policy statement on GMAP and GDAP funding

The following English Department policy statement explains the way in which such funding will affect the teaching or research loads of graduate assistants in the English Department.

GMAP (Graduate Minority Assistantship Program) and GDAP (Graduate Disability Assistantship Program) funding may be awarded by the Graduate College for qualifying students nominated by the department.
Awarded funding will provide the equivalent of one assignment release from regular teaching or research assistantship load per academic year contingent upon the amount received from the program remaining at a rate equal to or higher than the amount the graduate assistant is paid for one assignment.

- MA, MFA, & PhD = 4 assignments per year
  (NOTE: Speech Communication TAs teach 3 recitation sections per semester/6 assignments per year; one assignment is equiv. to 1.5 sections)

Other options for individual students can be proposed and considered for DOGE approval with advice from the program in which the student is seeking his or her degree.

**Bridge funding for graduate assistants and post-docs in connection with the arrival of new children**

An increasing number of graduate assistant and post-doctoral appointees are beginning families during their appointment periods. Short-term funding for a reasonable period following the arrival of children is important to provide an environment that is supportive of all stakeholders.

The Department of English complies with the Graduate College policy on bridge funding for graduate assistants and post-docs for the arrival of new children. If you wish to know more about this funding, consult the Request for Bridge Funding: Arrival of New Child form on the Graduate College forms page for more information, guidelines, and instructions for applying. See Christy Kadner (201 Ross; ckadner@iastate.edu) for assistance and for help completing the Hiring Unit Information section of this form.

**Business cards as an employee of ISU**

All graduate students who are employed by the university (graduate assistantships) will be allowed to purchase ISU business cards through Printing and Copy Services. (Yes, this does mean that you have to pay for them yourself.) They can print business cards for you as an employee of Iowa State University for ISU related business only. They are not able to list your graduate major or graduate student status (i.e., ABD candidate for Ph.D. students). If you would like to place an order, please see the Printing and Copy Services website regarding business cards at [http://www.print.iastate.edu/BusinessCards.aspx](http://www.print.iastate.edu/BusinessCards.aspx). Contact Matt Devick (259 Ross; 294-7837) if you have any questions.

**Additional employment outside the English Department**

Both additional work as a graduate assistant and hourly work on campus (work paid on an hourly basis that does not require the signing of a Letter of Intent) require the approval of your Department of English assistantship supervisor and the Director of Graduate Education.
Department of English adheres to the Graduate College policy on additional employment (see Graduate College Handbook, “Graduate Assistantships”):

A Graduate Assistant’s “total hours (assistantship and hourly work) cannot exceed 30 hours per week.” Non-immigrant international students must abide by the terms of their visa status and immigration guidelines according to total hours worked.

Your assistantship terms are outlined in your Letter of Intent (your employment contract with the Department of English). To determine how many hours you may work in addition to your already-contracted employment as a graduate assistant, you should check your LOI(s) fractional appointment to determine the total number of hours you are expected to devote to your assistantship (1/4=10 hours, 1/3=13 hours, 1/2 = 20 hours, 2/3 = 26 hours, and 3/4=30 hours). The total number of hours worked—assistantship plus additional employment (additional assistantship or hourly work)—should equal no more than 30 hours per week. (For non-immigrant international students, this is usually no more than 20 hours per week).

The Department of English does not have a policy on additional work outside the university, but the department encourages graduate assistants to consider the potential consequences of taking on additional work (on campus or off), while teaching, taking classes, and conducting research.

Summer assistantships and coursework requirements

The English Department is sometimes able to make a few summer assistantship appointments. Such appointments depend both on summer budgets (which remain uncertain until late spring) and on available graduate assistantship funding. The Department Chair and Associate Chair for Curriculum and Scheduling make these appointments. A student must be making satisfactory progress toward the degree and must be enrolled for at least one credit hour or the equivalent (e.g., R credit, GR ST 600: Examination Only) in summer session. Tuition scholarships are based on appointment percentage and on the number of enrolled credits in summer. If you have been on a graduate assistantship appointment during the previous fall and spring semesters but do not hold an assistantship in summer, you are not eligible for the tuition scholarship but can continue to receive graduate assistant resident tuition assessment for 5 credit hours (considered full time) as if you are on a summer appointment even though you may be take 6 or more credit hours. However, if you take less than 5 credits hours, you must contact the Graduate College (515-294-4531; 1137 Pearson Hall) to have the graduate assistant status removed from your record for the summer so you will be assessed only for the number of credits registered.
Leave of absence

Under unusual circumstances, you may request a leave of absence from your academic program. However, it is not possible to take a leave of absence from your graduate assistantship for more than one semester without extenuating circumstances. If you discontinue your enrollment, you must resign your graduate assistantship position. Reinstatements with graduate assistantship support upon returning to enrollment are dealt with individually.

If you continue in your graduate program but take a leave of absence from your English Department graduate assistantship in order to accept a graduate assistantship with another university department or office, you will have these semesters counted against your length of eligibility.

Resigning a graduate assistantship contract

If circumstances require you to resign a graduate assistantship appointment after you have signed a contract (Letter of Intent/LOI) but before the final date of the appointment, you should immediately notify in writing (email is fine) the Department Chair, the Associate Chair for Curriculum and Scheduling, the DOGE, and the Graduate Program Staff Assistant (englgrad@iastate.edu). You will be expected to fulfill assistantship responsibilities and complete duties for the current semester unless extraordinary circumstances warrant being excused from these duties. Since resignation may affect you financially, you should contact the English Department Administrative Specialist, Christy Kadner (ckadner@iastate.edu; 201 Ross Hall) regarding payroll issues.

Once you resign your assistantship, you must reapply for an assistantship appointment (unless you have been granted a leave of absence) by February 15 to be considered for the following academic year. Information regarding the deadline and assistantship application requirements will be announced via email by the Graduate Program Staff Assistant and placed on the Deadlines website. Your application will then be competitively judged with those of others seeking admission to the graduate program. Reappointment to a graduate assistantship position is not guaranteed.
PhD RPC students teaching upper-level courses that enroll primarily majors

Highly qualified teaching assistants in the RPC PhD program are sometimes assigned to teach upper-level undergraduate courses (200- through 400-level) for English and Technical Communication majors. However, such an assignment requires extensive additional mentoring and supervision.

Rationale

Our majors naturally expect that the instruction in these upper-level courses will be of comparable quality to that they would receive from professorial faculty. Thus it is crucial that the department provide extensive mentoring and supervision for graduate assistants who teach such major courses. And graduate students should expect that their apprenticeship in this important work be conducted thoroughly and professionally.

Policy

In the event that you are selected to teach courses in the major, departmental administrators will draw from RPC PhD TAs who have completed mentoring and supervision as described in the next section. Because teaching assignments depend on a whole range of budget, staffing, and enrollment contingencies, TAs undergoing the mentoring process should understand they may not get to teach a course even if they have completed the mentoring. When there are more eligible TAs than sections available, assignments will normally be based on progress toward the degree.

Courses covered by this policy include 275, 310, 313, 411, 415, and 416. Note that advanced composition courses (302, 309, 312, and 314) have separate requirements for eligibility and a separate program of preparation and supervision.

Training and support for teaching Engl 302, 309, 312, and 314

Before teaching Engl 302, 309, 312, or 314, RPC PhD students must:

1. teach at least two semesters of ISUComm Foundation Courses.

2. take Engl 504 (3 credit hours) before or concurrent with teaching the advanced communication course. In Engl 504, students develop activities, materials, and assignments for advanced communication courses, respond to student work, observe other instructors’ classrooms, among other activities. They read scholarly work on teaching advanced communication courses and reflect orally and in writing on readings, observations, and teaching experiences.
Professional Travel Funding from English Dept

The Department of English may contribute funding—on a competitive basis and subject to fund availability—for students in English Department graduate majors who are presenting at conferences (for example, serving on a panel, presenting a paper, or conducting a workshop). You may use travel funds for reimbursement of meeting registration fees at conferences, room and board, or other travel expenses (Summary of Allowable Travel Expenses in ISU Policy Library). The maximum amount of professional travel funding from the department per fiscal year (July 1 through June 30) will be $500 for PhD students, $400 for MFA students, and $300 for MA students.

To apply for Departmental funding, you must complete a Professional Travel Funding Application form and include with this form copies of both your abstract and acceptance letter indicating you are presenting. All funding applications must be received no later than two (2) weeks prior to date of departure or will not be eligible for funding. You will be notified within two to three weeks after the receipt of your application if department funding is awarded.

Submit all Professional Travel Funding Application forms and documentation to Matt Devick either electronically via email or printed copy (mdevick@iastate.edu; 259 Ross Hall). Contact him if you have any question, especially prior to travel. See Travel expense reimbursement for additional information.

Graduate and Professional Student Senate (GPSS) Professional Advancement Grants (PAG) Program

Funding for travel to professional meetings may be available through the Professional Advancement Grant (PAG) Program of the Graduate and Professional Student Senate (GPSS). You are permitted one travel PAG per fiscal year (July 1 to June 30). You may use travel PAG funds for reimbursement of meeting registration fees at conferences, room and board, or travel expenses (Summary of Allowable Travel Expenses in ISU Policy Library). The GPSS awards $180 to students whether presenting or not. The application deadline is 5:00 p.m. on the 15th of the month prior to the “month of travel” defined by GPSS as the last day of the conference regardless of when travel begins/ends.

The GPSS PAG Electronic PAG Application form link is available on the English Department graduate program Forms website. This link provides more details about PAG applications and support available through the Graduate and Professional Student Senate (http://www-gpss.sws.iastate.edu/students/pag/). You must list Matt Devick as the department contact (mdevick@iastate.edu; 259 Ross Hall). Once you have completed the GPSS Electronic PAG application, you will receive an email confirming receipt providing a link to view your completed application. Forward this email or send a PDF copy of your completed application to Matt Devick. See Travel expense reimbursement for additional information.
Travel expense reimbursement

All expenses (funded by both GPSS and the English Department) are reimbursed by completing the Travel Reimbursement form. Each trip requires only one reimbursement form regardless of how many funding sources are involved.

Students will have two weeks (14 days) from the last day of travel to submit reimbursement requests and itemized receipts with proof of purchase on all receipts in order to be eligible for reimbursement. This deadline is particularly important if GPSS funding is included to ensure that you meet their deadline for funds to be expended within one month (30 days) from the last day of travel.

All travel expenses must be cash expenditures (Summary of Allowable Travel Expenses in ISU Policy Library). It is University policy that noncash expenses will not be reimbursed (e.g., airfare voucher, credit card points, mileage points, etc.). Travel expense reimbursement will not be processed until all required documentation has been received and analyzed for meeting funding requirements.

Submit all funding reimbursement documentation to Matt Devick (mdevick@iastate.edu; 259 Ross Hall) and contact him if you have any questions, especially prior to travel.
Graduation

Administrative procedures for graduation can appear imposing. However, with advance planning and attention to detail, everything should go smoothly. *It is your responsibility to know and follow these deadlines and procedures imposed by both the English Department and the Graduate College.*

**Deadlines**

See the [English Department’s Graduation Information website](#) for complete and detailed information about deadlines each academic year. There are several helpful resources and tools to assist you. Each fall semester the Graduate Program Staff Assistant conducts a graduation advising meeting that all students should plan to attend in the same academic year they plan to graduate.

The Graduate College also has their own [Graduation](#) with more details about requirements for each of the different degree levels. Especially important is their [Thesis](#) website with general information about what it takes to graduate as well as a lot of information and resources to help with thesis/dissertation formatting requirements.

**General procedures and requirements**

**Approved Program of Study and Committee Form (POSC)**

The Graduate College requires your Program of Study and Committee Form (POSC) be submitted and approved by your committee and major DOGE in AccessPlus by the announced deadline in the semester before graduation. However, the English Department requires the [Degree Planning Sheet](#), applicable POS documentation, and the POSC Form be submitted and approved by [specific deadlines](#) according to program level.

**Application for Graduation in AccessPlus**

The Application for Graduation deadline for each semester is Friday of the third week of classes. The online application must be submitted via your AccessPlus student account. The first time you submit an Application for Graduation you will be charged the one time $145 Thesis Fee.

If you do not finish your degree during the term for which you filed an Application for Graduation, you *will not* be charged the Thesis Fee again. However, you must file a new Application for Graduation for the term in which you plan to graduate (see [Possible delays](#)).
Final oral examination requirements

Each term, the Graduate College sets a deadline for the completion of final oral examinations. The following conditions must be met before you will be approved to take the final oral examination:

- registration for the equivalent of 2.0 or more credits in the semester you take your final oral exam; any graduate or undergraduate course for 2.0 or more credit hours, including Gr St 600 (Examination Only; credit R), will fulfill this requirement
- Program of Study and Committee Form (POSC) approved by the Graduate College the semester before graduation,
- all POS coursework completed or in progress in the semester of graduation
- full admission status
- English requirement met
- not on academic probation
- time limit not exceeded
- Preliminary Oral Examination passed at least six months to the date prior to the Final Oral Examination (PhD candidates only)
- no Incompletes (I’s) except in Engl 599/699

Getting your POS committee together for the oral examination

When your creative component, thesis or dissertation is near completion, consult with your POS committee members about convenient meeting times. The earlier you can do this, the better, since it can be difficult to arrange a time when three or more faculty members are all available (especially in the summer). All committee members must be present for the final oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or permanent replacements by submitting a Request to Change Committee Appointment form. The Graduate College can be petitioned for permission to have one committee member participate at a distance by submitting the Preliminary or Final Oral Examination with Committee Member at a Distance form to the Graduate College prior to the exam, providing a reason, and indicating who will sign for the distant committee member at the conclusion of the exam.

Reserving a meeting room is your responsibility and can be done through the department’s electronic reservation system (http://exchange.iastate.edu).

Request for Final Oral Examination form

After the meeting time is established, download a Request for Final Oral Examination form. You must file this form with the Graduate College at least three weeks before your examination. If you need to change the date of your exam after the request form has been submitted to the Graduate College, please notify the Graduate Program Staff Assistant immediately who will make sure the Graduate College is informed of the change. See “Possible delays” later in this section if you have to delay your final oral examination for some reason.
Report of Final Oral Examination form

The Graduate College will send the Report of Final Oral Examination form to the Graduate Program Staff Assistant who will prepare and forward it to your major professor to bring to the exam. It is always a good idea to send a courteous email to all of your committee members to remind them of the date, time, and place of your exam.

At the completion of the exam be sure the committee’s decision is marked, that all committee members have signed the form, and that you have signed the form as the student. Take the Report of Final Oral Examination form to the Graduate Program Staff Assistant, 227 Ross, for review (or leave the pink carbon copy in her 206 Ross Hall mailbox) prior to delivering the original yellow copy to the Graduate College, 1137 Pearson, immediately following the exam (or the next day at the latest). Getting this form to the Graduate College is your responsibility.

Thesis/Dissertation formatting

You must pay careful attention to the methods used to produce the final submission of the thesis or dissertation. In establishing standards for thesis or dissertation production, objectives are permanence, legibility and readability, uniformity, and reproducibility. Seminars are presented by the Graduate College each semester to assist students and you are encouraged to attend. Seminar information is also available as PowerPoint presentations that you can review on your own.

Graduation Exit Information and Survey Form

As part of the graduation approval process, you must complete the Graduation Exit Information and Survey form for the English Department and submit it to the Graduate Program Staff Assistant. The DOGE will not sign your Graduate Student Approval Form (see below) until this is received by the Graduate Program Staff Assistant (227 Ross Hall; englgrad@iastate.edu). The form is required to provide some basic information, including the title of your thesis, creative component, or dissertation. We particularly appreciate your evaluation of your graduate experience, thus giving the graduate program staff crucial feedback for assessing the department’s degree programs and initiatives.

Creative component (electronic submission to English Department)

If you have chosen to complete a creative component instead of a thesis, please refer to Guidelines for Thesis and Creative Component (MA) for information on format. You must provide a copy of your creative component to the English Department. Submit a single electronic PDF document of the entire project to the Graduate Program Staff Assistant (via email to englgrad@iastate.edu; CD or external drive). The DOGE will not sign your Graduate Student Approval Form until this electronic copy is received by the Graduate Program Staff Assistant (227 Ross Hall; englgrad@iastate.edu).
Graduate Student Approval Form

You are required to complete and submit a Graduate Student Approval Form to the Graduate College signed by your major professor and the DOGE upon completion of program requirements. The DOGE will not sign it until you have met department requirements for graduation (Exit Information and Survey Form; copy of creative component if applicable). Final clearance of academic requirements will be made when current term grades have been submitted and evaluated by the Graduate College.

Thesis/Dissertation electronic submission

The Graduate College deadline for final submission of electronic theses and dissertations is approximately two weeks before graduation. For information regarding the electronic submission process, refer to the Graduate College Thesis/ Dissertation website. The submission process entails 1) obtaining signatures on the Graduate Student Approval Form from your major professor and the DOGE before submitting it to the Graduate College, 2) signing on to the ProQuest website by the deadline to upload a single PDF file for Graduate College review, and 3) making any changes required in order to meet format requirements.

Graduation and commencement

You should review the Graduation and Commencement website for details about preparing for commencement.

Possible delays

If you are not able to complete all requirements on time and must delay your graduation, you must submit a new Application for Graduation for the new intended term of graduation. If you have delayed your final oral examination, consult with your major professor to decide on a new date for your orals. This can be important, because if you take your orals on or before the first day of classes for the next term, you will not have to register and pay tuition and fees for credit in the semester you actually graduate. If you must delay your orals beyond the first day of the next term, but have finished all other coursework, you should register for Gr St 600 (Examination Only; Credit R). You will be assessed the minimum current registration fee (2 credits) for Gr St 600.


**Job Placement**

The Department of English does not provide job placement services. Students may wish to investigate professional dossier services available online.

**Mentoring**

As you prepare your dossier to go on the job market, you should seek out advice and mentoring, particularly from your POS chair as well as from other graduate faculty. If your POS chair is unable to perform this mentoring, please contact the DOGE, who will put you in touch with a member of the departmental faculty who can serve as an alternate mentor.

Students looking for non-academic positions may also wish to LAS Career Services (131 Carver Hall, 294-8691, lascus@iastate.edu).

**Job listings**

Students may access the MLA Job Information List using the departmental access code. Please check with the Graduate Program Staff Assistant or the English Department 203 Ross Hall staff to acquire access.
Master of Arts Programs

About the MA Degrees
The English Department offers three Master of Arts degrees: the MA in English; the MA in Rhetoric, Composition, and Professional Communication (RCPC); and the MA in Teaching English as a Second Language/Applied Linguistics (TESL/AL).

Students must complete a minimum of 27 credit hours of graduate coursework plus three hours of credit in Engl 599 (creative component) or Engl 699 (thesis). Please refer to the Master's Programs Advising Checklist for help in planning your progress through the program. Students with a BA or BS degree are expected to complete a master's program at Iowa State University within five years.

Transfer credits
Master’s students must complete a minimum of 22 graduate credits at Iowa State University, regardless of how many credits are transferred. Requests for transfer credit consideration must be made by completing a Transfer Credit Petition form accompanied by required paperwork. Refer to the section on transfer credits for more information.

MA in English
Students admitted to graduate study for the MA in English choose one of two disciplinary specializations: Literature or Literature and the Teaching of Reading (LTR). Students who choose the Literature specialization will cultivate broad expertise in English and American literature and its historical, cultural, and theoretical contexts. Students interested in the Literature and the Teaching of Reading (LTR) specialization will cultivate a broad expertise in English and American literature and prepare to teach reading in middle schools and high schools. These students must be interviewed by Prof. Donna Niday (dniday@iastate.edu). Generally, only those students with current teaching licenses will qualify to specialize in LTR.

MA in Rhetoric, Composition, and Professional Communication
Students admitted to graduate study for the MA in Rhetoric, Composition, and Professional Communication (RCPC) do not declare a specialization but may choose electives from a particular area of concentration to strengthen their understanding of that area (e.g., teaching composition and/or professional communication, writing professional documents, understanding communication technology, analyzing visual design).

MA in TESL/Applied Linguistics areas of specialization
Students admitted to graduate study for the MA in TESL/Applied Linguistics (TESL/AL) can declare up to two of the seven elective disciplinary specializations: Computer-Assisted Language Learning (CALL), Language Assessment, English for Specific Purposes (ESP), Literacy, Literature in ESL, Corpus and Computational Linguistics, and Teaching English to L1 Spanish Learners.
Minoring in English Department MA programs

Minoring in English Department MA majors requires 9 credits in English Department courses (6 credits minimum at the 500-600 level) not counting the thesis credits. If you are a graduate student from another major, you must first find an English Department professor from the appropriate major (see Graduate Faculty section of this manual) to serve on your POS committee and to help you select appropriate minor courses. Then you must submit the English Department's Request for Graduate Minor form to the Graduate Program Staff Assistant, 227 Ross Hall, for approval by the DOGE. The professor’s name and approval as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC Form has already been approved by the Graduate College, you must submit a modification to your POSC Form in your AccessPlus account adding the minor, the faculty member representing the minor, and the approved coursework for the minor.

Co-majoring in English Department MA programs

Co-majoring in English Department MA majors requires that all requirements in each of the two majors (including areas of specialization), not counting the thesis or creative component credits, be met to complete this single MA degree. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. This is a departmental requirement that is more stringent than the Graduate College minimum requirement. These professor’s names and approvals as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC Form has already been approved by the Graduate College, you must submit a modification to your POSC Form in your AccessPlus account adding the co-major, the co-major professor and faculty member representing the co-major, and the approved coursework for the co-major.

- Apply for the co-major in time to meet thesis or creative component and final oral exam requirements by submitting the English Department’s Request to Co-Major form to the Graduate Program Staff Assistant, 227 Ross Hall, for approval by the DOGE.
- Satisfy all requirements for both majors (and areas of specialization). This means that you will need to take extra hours beyond the 30 credit hours of most master’s students. However, it will not mean that you must take an additional 30 credits hours, as some courses will work for both majors (and areas of specialization). A co-major will require a minimum of 42 credit hours (12 extra credit hours beyond the standard 30 credit hours).
- Take at least 15 credit hours of specialized courses in each of the two majors, not counting the thesis or creative component.
- Write a thesis or creative component that applies to both majors (and areas of specialization) and satisfies your POS committee members from both majors.
# MA in English Degree Requirements

Each of the MA in English disciplinary specializations (Literature; Literature and the Teaching of Reading) requires 30 credits of coursework.

## MA in English

### Specified coursework = 18 credits

**One graduate literature course in Teaching/Criticism/Bibliography (3 cr. total)**
- Engl 521: Teaching of Literature and the Literature Curriculum
- Engl 522: Literary Theory and Criticism
- Engl 546: Issues in the Study of Literature

The course used to satisfy the Teaching/Criticism/Bibliography requirement may not also be used to satisfy other program requirements.

**Five other graduate literature courses (15 cr. total), including**
- **One course in American Literature (3 cr.)**—Engl 532, 534, 544; when material is appropriate, 531, 538, 539, 540, 541, 543, 545, 546
- **One course in British Literature (3 cr.)**—Engl 523*, 533, 535; when material is appropriate, 531, 538, 539, 540, 541, 545, 546
- **One course in literature written before 1865 (3 cr.)**—Engl 523*, 532, 533; when material is appropriate, 531, 538, 539, 540, 541, 543, 545, 546. This requirement may be satisfied with the same course that satisfies a British or American Literature requirement above.
- **Two additional graduate literature courses (6 cr. total)**

### Areas of specialization = minimum 9 credits

Student must choose one of two areas of specialization offered.

#### Literature (LIT)
- Three appropriate electives from English Dept graduate course offerings in any of the graduate majors. With prior approval as a POS waiver/equivalency, 3 crs. of appropriate graduate Curriculum and Instruction (CI) coursework may be used. Courses strongly recommended for students planning to teach include:
  - Engl 503: Theory and Research in Composition
  - Engl 521: Teaching of Literature and the Literature Curriculum

TAs can count Engl 500 or 3 cr. of Sp Cm 513 as one of their electives in the POS.

#### Literature and the Teaching of Reading (LTR)

Student interested in the LTR specialization must be interviewed by Donna Niday (dnday@iastate.edu); generally only those with current teaching licenses will qualify for LTR.
- **CI 552: Corrective Reading (3 cr.)**
- **One of the following (3 cr.)**—CI 553: Teaching Struggling Adolescent Readers; CI 556: Integrating Technology into the Reading and Languages Arts Curriculum
- **CI 588: Supervised Tutoring in Reading (3 cr.)**

### Independent research = 3 credits only
- Engl 699: Thesis or Engl 599: Creative Component

## Language Requirement

Satisfying the MA English Language Requirement may require additional coursework. Once you have fulfilled this requirement or when you are submitting the Degree Planning Sheet, you must submit a Language Requirement Form to the Graduate Program Staff Assistant.

*Engl 523 can satisfy either the Language Requirement or a literature course requirement (e.g., pre-1865 British literature), but NOT BOTH.*
MA in Rhetoric, Composition, & Professional Communication Degree Requirements

The MA in Rhetoric, Composition, and Professional Communication requires 30 credits of coursework.

Specified coursework = 15 credits
- Engl 501: Research Methods in Rhetoric and Professional Communication
- Engl 506: Theory and Research in Professional Communication
- Engl 507: Writing and Analyzing Professional Documents
- Engl 547: The History of Rhetorical Theory I: From Plato to Bacon
  or Engl 548: The History of Rhetorical Theory II: From Bacon to the Present
- Engl 582: Advanced Rhetorical Analysis

Advanced study in RCPC = 6 credits
Choose from the following courses:
- 3 credits of either Engl 500: Proseminar: Teaching English Composition or Sp Cm 513: Proseminar: Teaching Fundamentals of Public Speaking
- Engl 503: Theory and Research in Composition
- Engl 504: Teaching Business and Technical Communication
- Engl 505: Technology in Business, Technical, and Professional Communication
- Engl 508: Advanced Workshop in Academic Writing
- Engl 509: Writing Proposals and Grant Applications
- Engl 529: Multimedia Content Management
- Engl 542: Production Processes for Technical Documents
- Engl 547 or 548 if not counted under "specified coursework" above
- Engl 549: Multimedia Design in Professional Communication
- Engl 586: Visual Rhetoric in Professional Communication
- Engl 592: Core Studies in Rhetoric and Professional Communication (repeatable up to 9 crs)
  A. Rhetoric of Science and Technology; B. Visual Rhetoric; C. Multimodal Theory and Pedagogy; D. Critical Cultural Rhetorics
- *Engl 602: Research Design in Rhetoric and Professional Communication (Prereq: 501)
- *Engl 603: Seminar in Advanced Pedagogy in Rhetoric and Composition: Theory and Research (Prereq: 503 or 504)
- *Engl 611: Topics in the History of Rhetorical Theory (Prerequisites: 547 or 548)
- *Engl 631: Organization and Administration of Multimodal Writing Programs (Prereq: 500, 503, 504, or 603)
  * Courses open as advanced study in RCPC to MA students with a minimum of 6 graduate credit hours completed, including the designated prerequisites.

Electives = 6 credits
Electives may represent a cohesive set of two graduate courses from English Department course offerings or from other university departments or programs (such as WS 510, Sp Cm 504, Engl 522, and Engl 527).

Independent research = 3 credits only
- Engl 699: Thesis or Engl 599: Creative Component

NOTE: The MA RCPC program does not include a foreign language requirement.
MA in TESL/Applied Linguistics
Degree Requirements

The MA in Teaching English as a Second Language/Applied Linguistics (TESL/AL) requires 30 credits of coursework.

Students in TESL/Applied Linguistics take 6 foundational courses (18 credits) and 3 elective courses (9 credits), and prepare a thesis or creative component (3 credits) that may be in an area of specialization. Effective Spring 2016, two additional specializations are available.

Prerequisites for the program include the following courses, or their equivalents (students who have not completed the prerequisites upon entry into the program must complete them as soon as possible after admission): Engl 220: Descriptive English Grammar or passing the online Engl 220 test-out; Engl 219: Introduction to Linguistics or Engl 511: Introduction to Linguistic Analysis; Engl 510: Introduction to Computers in Applied Linguistics.

Core requirement = 18 credits

Linguistic Analysis and Interpretation
- Engl/Ling 514: Sociolinguistics
- Engl/Ling 537 Corpus Approaches to Grammatical Analysis

Applied Aspects of Second Language Acquisition
- Engl/Ling 512: Second Language Acquisition (before Fall 2013, numbered as 517)
- Engl/Ling 518: TESL Methods and Materials
- Engl 519: Second Language Assessment
- Engl 588: Supervised Practice Teaching in TESL, Engl 500: Proseminar: Teaching English Composition, or 3 credits of Sp Cm 513

Elective Areas of Specialization = 9 credits

Students must choose electives designated as counting in each area of specialization and should consult with their program adviser/major professor concerning “relevant electives.”

Double specialization requires a minimum of 18 credits. Engl 510 or 511 can be counted toward 3 of the specialization credits but can be counted only once each if double specializing.

Computer-Assisted Language Learning (CALL)
- A course in instructional technology
- Engl/Ling 526: Computer-Assisted Language Learning
- Other relevant elective

Language Assessment
- Engl/Ling 527: Discourse Analysis
- Engl/Ling 513: Language Assessment Practicum
- Other relevant elective

English for Specific Purposes (ESP)
- Engl/Ling 527: Discourse Analysis
- Engl 528: English for Specific Purposes
- Other relevant elective
• Literacy
  • Engl/Ling 524: Literacy: Issues and Methods for Nonnative Speakers of English
  • Two courses taken with prior approval from the student's adviser/major professor and chosen from relevant electives in literacy (see below).

  Suggested courses inside the English Department include:
  • Engl 503: Theory and Research in Composition
  • Engl/Ling 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
  • Any relevant graduate literature courses

  Suggested courses outside the English Department include:
  • CI 554: Reading and Responding to Children's Literature
  • CI 533: Educational Psychology
  • Any courses with a significant component relevant to research in and/or pedagogy in literacy

Literature in ESL
  • Three appropriate electives two of which must be from English Department graduate literature course offerings

Corpus and Computational Linguistics
  • Three appropriate courses with a significant component relevant to either corpus-based analyses of language or the computational analysis of language.

  Relevant courses inside the English Department include:
  • Engl/Ling 516x: Methods of Formal Linguistics Analysis
  • Engl/Ling 520: Computational Analysis of English
  • Engl/Ling 527: Discourse Analysis

  Relevant courses outside the English Department include:
  • Any courses in Human Computer Interaction (HCI)

Teaching English to L1 Spanish Learners
  • Three appropriate courses with a significant component relevant to research into and/or the teaching of learners of English whose first language (L1) is Spanish.

  Relevant courses outside the English Department include:
  • Span 554: Intro to Spanish-English Interpretation
  • Span 563: Contrastive Analysis
  • Span 545: Seminar on Literatures and Cultures of Latin America

Open Option (no area of specialization)
  • Three appropriate electives approved by the POS committee

Independent research = 3 credits only
  • Engl 699: Thesis or Engl 599: Creative Component on topic related to area of specialization

Language Requirement
Satisfying the MA TESL/AL Language Requirement may require additional coursework. Once you have fulfilled this requirement or when you are submitting the Degree Planning Sheet, you must submit a Language Requirement Form to the Graduate Program Staff Assistant.
### Language Requirements (MA Programs)

#### MA in English (Literature and LTR) language requirement

All students in either specialization are required to submit a [Language Requirement Form](#) indicating how this requirement is to be met signed by your program adviser/major professor and submitted to the Graduate Program Staff Assistant for approval by the Director of Graduate Education in order to receive acknowledgement on your official academic record that a language requirement has been met.

**Native speakers of English**

All students completing the MA in English must complete a requirement in the study of language. Students must do *one* of the following:

- complete two years (or their equivalent) of college-level study in a single foreign language with an average grade of C or higher OR
- take the placement exam offered by the [Department of World Languages and Cultures](#) and achieve a score certifying proficiency in that language equivalent to satisfactory completion of two years at the college level OR
- complete, with a grade of B or higher, Engl 523: Introduction to Old English Language and Literature* OR
- complete, with a grade of B or higher, 3 credit hours of graduate linguistics

**Nonnative speakers of English**

Nonnative speakers of English must pass the [English Placement Test (EPT)](#) as a graduate student or qualify for one of the EPT exemptions; if students fail the EPT, they will be required to take English classes. Students who are exempt from taking the EPT (see exemptions on their website) do not take the EPT, but they must submit a [Graduate English Requirement Approval](#) form to the Graduate College.

Graduate courses taken to satisfy the Language Requirement may also be applied, where appropriate, on the POS of either MA in English specialization.

*Engl 523 can satisfy either the Language Requirement or a literature course requirement (e.g., pre-1865 British literature), but NOT BOTH.*
MA in TESL/Applied Linguistics language requirement

The spirit of this requirement is that students, before they graduate, will have had a language-learning experience either in the recent past or concurrent with working toward their degree. All students are required to submit a Language Requirement Form indicating how this requirement is to be met signed by your program adviser/major professor and submitted to the Graduate Program Staff Assistant for approval by the Director of Graduate Education in order to receive acknowledgement on your official academic record that a language requirement has been met.

Native speakers of English

The following are the most typical ways for native speakers of English to fulfill the requirement. Students who believe they have fulfilled the requirement in other ways should write a petition to DOGE explaining their situation. To satisfy the language requirement, students must

- have completed one year (or its equivalent) of college-level study in a single language with a grade of B or higher, as shown on a transcript, no more than five years before beginning graduate work in the TESL/Applied Linguistics program; students who finished at least one year of college-level language study more than five years before beginning graduate work in TESL/Applied Linguistics must complete one semester of college-level study of any foreign language with a grade of B or higher, concurrent with working toward the degree OR
- complete one year or its equivalent of college-level study in a single language, with a grade of B or higher in the second semester, concurrent with working toward the degree OR
- take the placement exam offered by the Department of World Languages and Cultures and achieve a score certifying proficiency in that language equivalent to satisfactory completion of one year at the college level OR
- provide clear evidence of a bilingual background

Nonnative speakers of English

Nonnative speakers of English must pass the English Placement Test (EPT) as a graduate student or qualify for one of the EPT exemptions (see exemption information on their website); if students fail the EPT, they will be required to take English classes. Students who are exempt from taking the EPT do not take the EPT, but they must submit a Graduate English Requirement Approval form required by the Graduate College and available on their website.

All graduate students in the TESL/Applied Linguistics MA program whose first language is not English are required to pass the OECT as part of their program requirements. To pass the OECT, students must receive a Level 1 pass and be fully certified or may be exempted from taking one or both of the OECT components. Check the OECT website for further information.
The Program of Study and the Committee (MA)

MA students submit the appropriate Degree Planning Sheet (DPS) for their program and other required POS documentation (if applicable) approved by their selected major professor as well as the online Graduate College Program of Study and Committee Form (POSC) through their AccessPlus account by the announced deadline in the appropriate semester:

- **2nd semester of coursework for MA graduate assistants (GAs)**
- **Upon completion of 9 POS credit hours for non-GA MA graduate students**

The Graduate Program Staff Assistant will announce the deadline (typically in the 6th week of the semester), and this deadline will be posted on our Deadlines website. All department paperwork is submitted to the Graduate Program staff Assistant, 227 Ross Hall.

Program of Study Committee (MA)

The MA Program of Study (POS) committee consists of at least three members of the graduate faculty. It must include two members, including the major professor, from your major as well as a third member from outside your major or field of emphasis. The committee must include member(s) from different fields of emphasis so as to ensure diversity of perspectives. The POS committee member from outside your field of emphasis is to provide relevant specialized knowledge or a different perspective helpful to the planning, execution, and reporting of research, or some aspect of intellectual diversity deemed important by the committee and/or major.

Information about English Department graduate faculty, their major areas, and their areas of research and teaching can be found in the Graduate Faculty section.

Selecting a committee

The POS committee is approved relatively early in your program (the second semester or equivalent—see above). Select members of your POS committee by talking to your program adviser, your graduate instructors, and other graduate students to gather information. Your major professor's primary responsibility will be supervising the development of your thesis or creative component. Talk to prospective major professors and committee members before asking for a commitment. Discuss your research interests, their availability, and their willingness to serve on your committee. If possible, provide a brief written description of your potential research interests. The POS committee can perform its several functions well only if you select your committee members in a timely manner.

How the committee works

Your POS committee will assess your educational background, review your professional and educational objectives, and evaluate your research. It will guide you as you complete your coursework and is responsible for approving the coursework in your program of study (POS).

The POS committee meets according to the needs and wishes of you and your major professor. At the MA level, it is likely that the POS committee will meet once to discuss your POS and your prospectus for the thesis or creative component and once to conduct your final oral examination. The committee may convene on other occasions as necessary or desirable.
Program of Study and Committee Form (POSC) and the Degree Planning Sheet (MA)

To meet Graduate College requirements and officially establish your committee and program of study coursework, you complete the online Program of Study and Committee Form (POSC) in your AccessPlus account and submit it for approval by your POS committee members, the DOGE, and the Graduate College. This form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree, establishes your POS committee, and documents the courses you have taken and will take for your graduate degree. It is a vital document for your graduation. Therefore, it is important that you, your major professor, POS committee members, and the DOGE catch errors so those errors won’t delay your graduation.

Because this POSC Form has so many components and must be accurate, we require you to complete an internal, departmental tool—the Degree Planning Sheet (DPS)—that will help you prepare to enter an accurate POSC Form.

The Degree Planning Sheet (DPS) essentially serves as a preparatory tool for completing the online POSC Form. The DPS is structured in a table format that follows the outline of course requirements listed in the section for your degree program in this manual. The DPS helps you, your POS committee, and the DOGE ensure that you fulfill each of the required categories in your degree program. On this form, you also list the names of your POS committee members who have agreed to be on your committee.

You should finalize your DPS and complete other required POS documentation (e.g., language requirement form, POS waiver/equivalency) with the help of your major professor. The first and most important check of the DPS and other POS documentation is the responsibility of your major professor. You should review these forms very carefully with them, checking to be sure that you fill in all the blanks and get all the necessary signatures.

You must submit printed originals of the DPS and POS documentation with required signatures to the Graduate Program Staff Assistant, 227 Ross Hall, and complete the online POSC Form by the announced deadline (second semester or equivalent).

Not meeting the announced deadline and/or not checking your documents carefully before turning them in may negatively impact your ability to register on time (see Advising/Registration Holds).

If you are have an assistantship, you may receive a notice indicating unsatisfactory progress if you have not submitted your DPS, POS documentation, and POSC Form by the announced deadline in your second semester, excluding summers. A Letter of Intent for your next academic term/year will not be issued or your tuition scholarship applied until you have submitted and correctly completed your required forms.
Committee and Program of Study changes (MA)

Changing committee members

You may need to change the committee’s make-up if your research interests shift later or a committee member is no longer able to serve. Changes will depend upon

- consent of the faculty member(s) to be added
- agreement between you and your major professor
- consent of the faculty member(s) being replaced
- approval of the English Department's DOGE

After your major professor and the faculty members to be added and replaced have consented to the change, you must make the changes to your POSC Form in your AccessPlus account and resubmit it for approval. Changes must be approved by the Graduate College before the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.

Changing your POSC coursework

Once the DPS, POS documentation, and the POSC Form are approved by the DOGE and the Graduate College, modifications can be made as necessary and the POSC Form resubmitted for approval. New or revised English Department POS documentation must also be received by the Graduate Program Staff Assistant, 227 Ross (i.e., Transfer Credit Petition, Waiver/Equivalency Petition, Over-Age Course Memo). Changes may be required by the Graduate College before you are allowed to graduate if coursework taken/taking does not agree with coursework listed on the approved POSC Form.
Guidelines for Thesis and Creative Component (MA)

The MA degree programs have a research element in addition to the required number of credit hours. These guidelines will help you complete your thesis or creative component.

General guidelines

The MA in English (Literature; Literature and the Teaching of Reading); the MA in Rhetoric, Composition, and Professional Communication; and the MA in TESL/Applied Linguistics have a research element in addition to the required number of credit hours. Because the breadth and depth of graduate studies in the English Department defines a single, narrow definition of a research element, you have considerable leeway in choosing projects that suit your program of study and also fit your future professional or academic goals. You may choose either the creative component or the thesis.

Rationale

A key factor in determining whether to do the thesis or the creative component will probably be your professional goals. If you are using the MA as a steppingstone to a PhD program in literature, linguistics, or rhetoric, for example, you will probably write a research-based thesis since this is the preference of many graduate schools. On the other hand, if you wish to become a teacher, technical writer, editor, or document design specialist, you might find the creative component better suited to your intellectual interests and professional goals. You should make the final choice after careful reflection as well as consultation with your POS committee.

Results

Thesis work produces one document—the thesis itself. A creative component normally results in two documents—the creative component project and the creative component report.

Audience, distribution, and awards

The audience for the thesis is the POS committee and other interested readers. The audience for the creative component report is also the POS committee; however, the creative component project anticipates an outside audience—whether in business, industry, or academia. Copies of MA theses are available in the university library both electronically and in print, whereas copies of creative components are not. Electronic copies of creative components are kept in the English Department. Finally, only theses, not creative components, are eligible for Graduate College Research Excellence Awards.

Format

The form of the thesis is that of an academic essay or scholarly research report. The choice will depend on the nature of the thesis, the desires of the POS committee, and the requirements of the Graduate College. A checklist of Graduate College general requirements for the thesis, along with other important information on thesis writing and submission, is available on the Graduate
College Electronic Theses/Dissertations (ETDs) at ISU website. For example, a thesis reporting empirical research might be close in form to an article appearing in Research in the Teaching of English. A thesis of a speculative nature might more resemble an article in PMLA.

The form of the creative component project itself will depend upon the nature of the project. A packet of course materials, for instance, will take on quite a different form from a comprehensive grant proposal written to a government agency. The creative component report will normally include some rationale for the project, a discussion of methods or procedures, and an explanation of what you learned from the project. If appropriate, the report might include a literature review, an analysis of why you did what you did, or even a self-evaluation.

**Original Work**

Your thesis or creative component should be comprised of original work you complete while receiving credit for Engl 599 or 699. A thesis may draw upon research you previously conducted in a class, but the final product should be a significant expansion of that research. Your creative component might draw from your experience in previous classes, but it should not be simply a revision of your earlier coursework. For example, a literature thesis may contain work you began or produced in a graduate literature course, but the thesis should reflect significant development of that earlier work.

**Procedures for each option**

**Research-based thesis**

To complete the research-based thesis, you will need to do the following:

- submit a prospectus that includes
  - an explanation of why the central question of the thesis is significant
  - a brief review of relevant literature
  - a timetable or work schedule for completing the thesis
- review the prospectus with the POS committee, revising as necessary so that it becomes a memorandum of understanding between you and your POS committee
- submit the thesis to your POS committee
- defend the thesis in an oral examination

**Creative component**

To complete the creative component, you will need to do the following:

- submit a prospectus that includes
  - an explanation of the significance or benefits accruing from the project, to you and other relevant parties
  - a brief review of relevant literature
  - a timetable or work schedule for completing the project
- review the prospectus with your POS committee, revising as necessary so that it becomes a memorandum of understanding between you and the committee
- submit the creative component (project and report) to your POS committee
- defend the project in an oral examination
About the MFA Degree

The English Department offers a Master of Fine Arts degree in Creative Writing and Environment. Students must complete a minimum of 54 credit hours of graduate coursework including six credits in Engl 699. Please refer to the MFA Program in Creative Writing & Environment Advising Checklist for help in planning your progress through the program. Students with a BA, BS, or master’s degree are expected to complete a master of fine arts program at Iowa State University within five years.

Curricular Policies and Guidelines

Environment Field Experience

As an MFA student, you are required to engage in an environmentally based internship or field work experience during your program. This work should be somehow related to the content of your thesis. You will design, propose, and complete a field experience relevant to your writing interests. By midterm of the semester before the field work is to begin, you must complete and submit—in consultation with your program adviser/major professor—a MFA Environmental Field Experience (Engl 560) Proposal Form to the field experience facilitator. Field work requirements must be met as outlined in the Guidelines for Completion of English 560: Environmental Field Experience.

Environmental courses outside the English Department

You design, in consultation with your adviser/major professor, a self-tailored core of interdisciplinary courses that allow you to pursue fields of knowledge relevant to your writing project. Selections can be made from any ISU courses outside the English Department with an environmental focus. These courses may be at the graduate level; they may also be 300- or 400-level undergraduate courses that are used in accordance with English Department and Graduate College Policy. The Petition for Approval of Environmental Courses Outside English must be completed, signed by your program adviser/major professor, signed by the CWE area coordinator, and submitted to the Graduate Program Staff Assistant (required before the DPS, POS documentation, and the POSC Form in AccessPlus will be approved). You provide an overview and rationale for your selection of outside courses as well as an argument for how each course contributes to your understanding of environment and thus is relevant to your plan of study.

Transfer credits

You may request a review of graduate credits that were completed prior to your admission into ISU’s MFA program as potential transfer credits in the below-listed categories of the MFA Program of Study.
Student must complete a minimum of 22 graduate credits at ISU, regardless of how many credits are transferred.

Requests for transfer credit consideration must be made by completing a Transfer Credit Petition form accompanied by paperwork (syllabus, handouts, assignments) from the previously completed courses, in order to determine their equivalencies to required ISU courses. Refer to the section on transfer credits for more information.

- Literature courses (in “Electives in Literature” and the Environmental Literature Course in “Core Requirements”): up to 6 credits
- Electives in English other than Creative Writing: up to 3 credits
- Environmental Courses Outside English: up to 6 credits

All creative writing workshops and creative writing electives must be completed within ISU’s MFA program.

**Minoring in the Creative Writing & Environment program**

Graduate students from other majors may obtain a graduate minor in the Creative Writing and Environment (CWE) MFA program. To do so, a prospective student needs to submit to the Graduate Program Staff Assistant, 227 Ross Hall, the following by January 5 for entry the following fall semester:

- English Department Request for Graduate Minor form for approval by the DOGE
- Statement of intent (2-3 double-spaced pages maximum) including information about creative writing projects completed or currently working on as well as any publications, information about any field work experiences and writers that have influenced your work, issues (place, landscape, the natural world, or environment) that your work engages, organizations worked with or activities related to environmental issues (if any), and writing projects you want to tackle that have an environmental dimension
- Creative writing sample of no more than 25 pages (prose) or 15 pages (poetry) demonstrating exemplary ability in one genre

The MFA program in Creative Writing and Environment requires 12 credits in creative writing English Department courses at the graduate level, and 3 must be Engl 550: Craft and Professional Practice.

Once approved for the MFA CWE minor, an adviser will be assigned who must become a POS committee member representing the minor. That professor’s name and approval as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC Form has already been approved by the Graduate College, you must submit a modification to your POSC Form in your AccessPlus account adding the minor, the faculty member representing the minor, and the approved coursework for the minor.
Co-majoring in Creative Writing & Environment MFA program

The minimum requirements for a co-major in the Creative Writing and Environment MFA program are the same as those for a major in the program. Students in other MFA majors wishing to co-major in Creative Writing and Environment must meet all requirements in each of their two majors, including the completion of a thesis appropriate to the major in Creative Writing and Environment, to complete this single MFA degree. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. *This is a departmental requirement that is more stringent than the Graduate College minimum requirement.* Those professor’s names and approvals as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC Form has already been approved by the Graduate College, you must submit a modification to your POSC Form in your AccessPlus account adding the co-major, the co-major professor and faculty member representing the co-major, and the approved coursework for the co-major.

- Apply for the co-major by submitting the English Department’s [Request to Co-Major form](#) to the Graduate Program Staff Assistant, 227 Ross Hall, for approval by the DOGE in time to meet POS, thesis, and final oral examination requirements.

- You must satisfy all requirements for both majors by outlining your entire proposed POS (54 credits minimum) on the English Department’s [Degree Planning Sheet](#) for the CWE major. Submit the DPS with the Request to Co-Major form.

- Write a thesis that applies to both majors and satisfies POS committee members from both majors.
# MFA in Creative Writing & Environment

## Degree Requirements

The MFA in Creative Writing and Environment requires a total of 54 credits of coursework.

### Core Requirement = 9 credits

- Engl 550: Creative Writing: Craft and Professional Practice (must be taken in your first semester in the program). Co-requisite for 553, 554, 555, 556, 557
- Engl 543: Environmental Literature
  or Any literature graduate course with emphasis in environment, ecology, or science
- Engl 551: Master Workshop (must be taken in the spring semester prior to final year in program)

### Creative writing workshop requirement = 12 credits

Students may choose workshops from the following:

- Engl 553: Workshop: Writing the Long Project
- Engl 554: Workshop: Fiction
- Engl 555: Workshop: Nonfiction
- Engl 556: Workshop: Poetry
- Engl 557: Studies in Creative Writing
- Engl 595B: Graduate Study and Travel: Creative Writing. Students may choose to substitute one of the study-abroad creative writing courses for one of the genre workshops

### Electives in creative writing = 6 credits

Students may choose from the following:

- Engl 553: Workshop: Writing the Long Project
- Engl 557: Studies in Creative Writing*
- Engl 558: Teaching Creative Writing
- Engl 559: Creative Writing Teaching Internship
- Engl 589: Supervised Practicum in Literary Editing

*Students may take a graduate course in literature, linguistics, or RPC instead of Engl 557 in this category with approval of the POS committee.

### Environmental Field Experience = 3 credits

- Engl 560: Environmental Field Experience—May be repeated up to a maximum of 6 credits, 3 of which can be used in the POS.
  The [MFA Environment Field Experience (Engl 560) Proposal Form](#) must be submitted according to the [MFA Guidelines for Completion of Engl 560: Environmental Field Experience](#).
**Environmental courses outside English Department = 12 credits**

You may choose, in consultation with your adviser/major professor, a self-tailored core of interdisciplinary courses that allow you to pursue fields of knowledge relevant to your writing projects. Selections are made from any Iowa State University courses with an environmental focus offered outside the English Department. These courses may be at the graduate level; they may also be 300- or 400-level undergraduate courses that are used in accordance with English Department and Graduate College Policy.

An [MFA Environmental Courses Outside English Petition](http://www.engl.iastate.edu/creative-writing/mfa-program-in-creative-writing-and-environment/mfa-coursework-program-of-study/) should be submitted to your adviser/major professor for approval before taking environmental coursework and a complete petition by no later than week 7 of your second semester of coursework even if it is a preliminary petition you will update later.

A list of suggested environmental courses outside English is available on the website (http://www.engl.iastate.edu/creative-writing/mfa-program-in-creative-writing-and-environment/mfa-coursework-program-of-study/).

**Elective in literature = 3 credits**

- Elective may be chosen from any graduate literature courses in the English Department.

**Open elective in English = 3 credits**

- Elective may be chosen from any of the graduate offerings in the English Department.

  TAs may count Engl 500 or 3 cr. of Sp Cm 513 as an elective.

**Independent research = 6 credits only**

- Engl 699: Thesis (Engl 599: Creative Component is **not** an option)
**The Program of Study and the Committee (MFA)**

MFA students submit the appropriate Degree Planning Sheet (DPS) for their program and other required POS documentation (if applicable) approved by their major professor as well as the online Graduate College Program of Study and Committee Form (POSC) through their AccessPlus account by the announced deadline in the appropriate semester:

<table>
<thead>
<tr>
<th>4th semester of coursework for MFA graduate assistants (GAs)</th>
</tr>
</thead>
</table>

**Upon completion of 27 POS credit hours for non-GA MFA graduate students**

The Graduate Program Staff Assistant will announce the deadline (typically in the 6th week of the semester), and this deadline will be posted on our Deadlines website. All department paperwork is submitted to the Graduate Program staff Assistant, 227 Ross Hall.

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**Program of Study Committee**

The MFA Program of Study (POS) committee consists of at least four members with two graduate faculty members (including the major professor) from within your major. Two graduate faculty members must be from outside your major; one member from the English Department, but outside your major, and the other must be from a department other than English. Information about English Department graduate faculty, their major areas, and their areas of research and teaching can be found in the Graduate Faculty section of this manual.

**Selecting a committee**

The POS committee must be approved in your fourth semester (or equivalent—see above) in the program. Your major professor, in consultation with your POS committee, is responsible for approving the coursework in your program of study. Their primary responsibility, however, will be supervising the development of your thesis. In selecting your major professor preference, you might consult with your program adviser, your graduate instructors, your fellow graduate students, and the faculty research and teaching areas in Graduate Faculty section of this manual.

The following is a timeline for the selection of a POS committee and the preliminary development of your thesis project, all of which will occur during your second year in the MFA program (or the equivalent based on number of POS credit hours completed).

- Approximately mid-term of your third semester (or equivalent), you will receive a form from the CWE area coordinator asking you to briefly describe your proposed thesis project and to indicate your preferences for a major professor. The MFA faculty will review all preference sheets and distribute major professor and second committee member appointments.

- After you receive your major professor appointment, you should meet with your major professor to discuss two things: 1) the development of your thesis plans, and 2) the further composition of your POS committee (one English Department member outside your major and one committee member outside the English Department).
• By the end of your third semester (or equivalent), your major professor must approve your proposal for your thesis project, which will comprise the work you plan to do in English 551, the Master Workshop, during your fourth or next spring semester.

• By the announced deadline in your fourth semester (or equivalent) you must form your POS committee and complete the department’s required paperwork as well as the online POSC Form.

**How the committee works**

Your POS committee will assess your educational background, review your professional and educational objectives, and evaluate your research/writing. It will guide you as you complete your coursework and is responsible for approving the coursework in your program of study (POS).

The POS committee meets according to the needs and wishes of you and your major professor. At the MFA level, it is likely that the POS committee will meet once to discuss your POS and your prospectus for the thesis and once to conduct your final oral examination. The committee may convene on other occasions as necessary or desirable.
To meet Graduate College requirements and officially establish your committee and program of study, you complete the online Program of Study and Committee Form (POSC) in your AccessPlus account and submit it for approval by your POS committee members, the DOGE, and the Graduate College. This form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree, establishes your POS committee, and documents the courses you have taken and will take for your graduate degree. It is a vital document for your graduation. Therefore, it is important that you, your major professor, POS committee members, and the DOGE catch errors so those errors won’t delay your graduation.

Because this POSC Form has so many components and must be accurate, we require you to complete an internal, departmental tool—the Degree Planning Sheet (DPS)—that will help you prepare to enter an accurate POSC Form.

The Degree Planning Sheet (DPS) essentially serves as a preparatory tool for completing the online POSC Form. The DPS is structured in a table format that follows the outline of course requirements listed in the section for your degree program in this manual. The DPS helps you, your POS committee, and the DOGE ensure that you fulfill each of the required categories in your degree program. On this form, you also list the names of your POS committee members who have agreed to be on your committee.

You should complete the DPS and other POS documentation (e.g., environmental courses petition, transfer credit petition) with the help of your major professor. The first and most important check of the DPS and other POS documentation is the responsibility of your major professor. You should review these forms very carefully with them, checking to be sure that you fill in all the blanks and get all the necessary signatures.

You must submit printed originals of the DPS and POS documentation with required signatures to the Graduate Program Staff Assistant, 227 Ross Hall, and complete the online POSC Form by the announced deadline (fourth semester or equivalent).

Not meeting the announced deadline and/or not checking your documents carefully before turning them in may negatively impact your ability to register on time (see Advising/Registration Holds).
Committee and Program of Study changes

Changing committee members

You may need to change the committee’s make-up if your research interests shift later or a committee member is no longer able to serve. Changes will depend upon

• consent of the faculty member(s) to be added
• agreement between you and your major professor
• consent of the faculty member(s) being replaced
• approval of the English Department's DOGE

After your major professor and the faculty members to be added and replaced have consented to the change, you must submit modifications to your POSC Form in your AccessPlus account. Changes must be approved by the Graduate College before the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.

Changing your POSC coursework

Once the DPS, POS documentation, and the POSC Form are approved by the DOGE and the Graduate College, changes can be made as necessary. New or revised English Department POS documentation must also be received by the Graduate Program Staff Assistant, 227 Ross (i.e., Transfer Credit Petition, Waiver/Equivalency Petition, Over-Age Course Memo, MFA Environmental Courses Outside English Petition). Changes may be required by the Graduate College before you are allowed to graduate if coursework taken/taking does not agree with coursework listed on the approved POSC Form.
Guidelines for Thesis (MFA)

The MFA degree program has a research element in addition to the required number of credit hours. These guidelines will help you complete your thesis.

**General guidelines**
All MFA students write theses that are composed of their own imaginative writing.

**Thesis Proposal**
The proposal for a book-length thesis must be approved by your major professor by the last month of your third semester in the program.

**Results**
Thesis work produces one document—the thesis itself. In the case of MFA students, that thesis is considered a work of publishable quality.

**Audience, distribution, and awards**
The immediate audience for the thesis is the POS committee and other interested readers, but the MFA thesis project also anticipates an outside audience of readers—agents, publishers, and readers of literary works. It should also be noted that electronic copies of MFA theses are kept on file in the university library. MFA theses are eligible for Graduate College Research Excellence Awards.

**Format**
The format of the thesis is that of a creative writing manuscript. A checklist of Graduate College general requirements for the thesis, along with other important information on thesis writing and submission, is available on the Graduate College Electronic Theses/Dissertations (ETDs) at ISU. An MFA creative writing thesis must approximate a published collection or novel.

**Original Work**
Your thesis should be comprised of original work you completed while receiving credit for Engl 699. A thesis may draw upon work previously completed in class, but the final product should be a significant expansion of that work. For example, your thesis may contain work you began or produced in graduate creative writing workshops, but it should reflect significant development of that earlier work.

**Procedures for completing the MFA thesis**
In completing the creative writing MFA thesis, you will need to do the following:

- review the proposal for a book-length thesis with your POS committee
- submit the thesis to your POS committee
- defend the thesis in an oral examination
About the Doctoral Degrees

The English Department offers two doctoral degrees: the PhD in Applied Linguistics and Technology and the PhD in Rhetoric and Professional Communication.

The ALT program requires that students complete a minimum of 54 credit hours above the BA or BS, plus 18 hours of credit in Engl 699. Upon entry into the PhD program in Applied Linguistics and Technology, students must have completed a master's degree and are expected to complete the doctoral degree within five years. Please refer to the PhD Program in Applied Linguistics and Technology Progress to Degree Checklist for help in planning your progress through the program.

The RPC program requires that students complete a minimum of 60 credit hours above the BA or BS, plus 12 hours of credit in Engl 699. Upon entry into the PhD program in Rhetoric and Professional Communication, students must have completed a bachelor's or a master's degree and are expected to complete the doctoral degree within five years (seven years if admitted with only a bachelor’s degree). Please refer to the PhD Program in Rhetoric and Professional Communication Progress to Degree Checklist for help in planning your progress through the program.

Residency and registration requirements

As PhD students, you are expected to earn at least 24 credit hours during two consecutive semesters or during a continuous period including two semesters and a summer session. This requirement does not apply to doctoral students who are employed at least half time (e.g., teaching assistants) by Iowa State University. You must also complete at Iowa State University a minimum of 36 credit hours, including all dissertation research credits, under the supervision of your POS committee.

Special Registration Procedures and Course Policies

Engl 699: Research

Engl 699 is the course students enroll in for the purpose of writing the dissertation. There is a presumption that Engl 699 credits will be part of a coherent research agenda leading to the dissertation. Normally Engl 699 credits may be taken if students have met the following requirements:

- submitted the Graduate College Program of Study and Committee Form (POSC)
- completed 45 hours of PhD coursework
- completed the portfolio assessment
- (RPC PhD only) completed Engl 501 (a primary core requirement)

Registration reference numbers for Engl 699 may be obtained from the Graduate Program Staff Assistant (englgrad@iastate.edu) once these requirements are met.
Gr St 680: Doctoral Post Prelim (Continuous) Registration

You may register for Gr St 680 Doctoral Post Prelim (Continuous) Registration after having passed the preliminary examination and before having completed the final oral defense of the dissertation.

Doctoral students who have passed the preliminary examination must register for either Gr St 680 or Engl 699 until they finish the degree. Students who fail to do so will be registered retroactively at the time of graduation and charged the appropriate fees for all semesters in which they did not register.

Discontinuous Registration

Once admitted and enrolled for classes in the PhD program, it is possible to take a semester off at some point and still remain in the program. Such "leave-taking" assumes that you are not in a position to take Engl 699, Gr St 680 (Continuous Registration), or Gr St 600 (Examination Only); if you are considering taking leave of absence, discuss this option first with your program adviser or major professor.

It is not possible to take a leave of absence from a graduate assistantship without extenuating circumstances. If you discontinue your enrollment, you must resign your graduate assistantship and reapply for an assistantship appointment (unless you have been granted a leave of absence) by February 15 to be considered for the following academic year. Reappointment to a graduate assistantship position is not guaranteed (see Resigning a graduate assistantship contract).

Transfer credits

Doctoral students must complete a minimum of 36 graduate credits at Iowa State University. Students may transfer up to 36 credits, but the actual number of transfer credits approved will be determined on a case-by-case basis. Requests for transfer credit consideration must be made by completing the Transfer Credit Petition form accompanied by required paperwork. Refer to section on transfer credits for more information.

Minoring in English Department Doctoral Programs

Minoring in English Department PhD majors (Applied Linguistics and Technology or Rhetoric and Professional Communication) requires a minimum of 12 credits in English Department courses (9 credits minimum at the 500-600 level) not counting the dissertation credits.

If you are a graduate student from another major, you must first find an English Department professor from the appropriate major (see Graduate Faculty section of this manual) to serve on your POS committee and to help you select appropriate minor courses. Then you must submit the English Department's Request for Graduate Minor form to the Graduate Program Staff Assistant,
227 Ross Hall, for approval by the DOGE. The professor’s name and approval as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC has already been approved by the Graduate College, you must submit a change to your POSC in your AccessPlus account adding the minor, the faculty member representing the minor, and the approved coursework for the minor.

Co-Majoring in English Department Doctoral Programs

To receive a co-major in the Applied Linguistics and Technology (ALT) doctoral program or the Rhetoric and Professional Communication (RPC) doctoral program, you must complete the minimum number of credits of additional graduate coursework per requirements outlined later in this section.

Students in other PhD majors wishing to co-major in either program must meet minimum requirements in each of their two majors, including the completion of a dissertation appropriate to both majors. POS committees must include co-major professors and an additional committee member from the co-major program, each representing the co-major. *This is a departmental requirement that is more stringent than the Graduate College minimum requirement.* Those professor’s names and approvals as well as that of the DOGE in the English Department are required when you submit the Graduate College Program of Study and Committee Form (POSC) in your AccessPlus account. If your POSC has already been approved by the Graduate College, you must submit a change to your POSC in your AccessPlus account adding the co-major, the co-major professor and faculty member representing the co-major, and the approved coursework for the co-major.

- Apply for the co-major in time to meet POS, preliminary exam requirements (a co-major cannot be added after the Preliminary Oral Examination), and dissertation by submitting the English Department’s Request to Co-Major form to the Graduate Program Staff Assistant, 227 Ross Hall, for approval by the DOGE.

- Outline your entire proposed POS (72 credits minimum). Complete the English Department DPS for the appropriate major charting the coursework requirements for the co-major with the Request to Co-Major form.

- Write a dissertation that applies to both majors and satisfies POS committee members from both majors.
Co-major Requirements
Applied Linguistics and Technology (30 credits)

To receive a co-major in Applied Linguistics and Technology, you must meet pre-/co-requisite requirements and complete a minimum of 30 credits as outlined below.

Pre-/Co-requisites

- Descriptive English grammar course or ENGL 220 grammar test-out
- Introductory course in linguistic or applied linguistics (ENGL/ING 219 or 511)
- Engl 512 Second Language Acquisition
- Engl 516X Methods of Formal Linguistics Analysis
- Engl 519 Second Language Assessment

Required courses (18 credits)
The following five (6) graduate courses

- Engl 510 Introduction to Computers in Applied Linguistics
- Engl 530X Technology and Oral Language
- Engl 520 Computational Analysis of English
- Engl 527 Discourse Analysis
- Engl 537 Advanced Grammatical Analysis: Social, Individual, and Empirical Perspectives
- Engl 623 Research Methods in Applied Linguistics

Elective courses (12 credits)
Four (4) graduate courses (at least one at the 600 level) from among the following

- Quantitative research methods
- Qualitative research methods
- Engl 514 Sociolinguistics
- Engl 524 Literacy: Issues and Methods for Nonnative Speakers of English
- Engl 525 Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
- Engl 526 Computer-Assisted Language Learning
- Engl 528 English for Specific Purposes
- Engl 630 Seminar in Technology and Applied Linguistics – may be taken more than once on different topics
- Engl 688 Practicum in Technology and Applied Linguistics

Portfolio assessment (in fourth semester or equivalent) passed
(see Portfolio Assessment: Qualifying Examination for more information)
Co-major Requirements
Rhetoric and Professional Communication (33 credits)

To receive a co-major in Rhetoric and Professional Communication, you must complete a minimum of 33 credits as outlined below.

**Required courses (12 credits)**

The following four (4) graduate courses

- Engl 501 Research Methods in Rhetoric and Professional Communication
- Engl 506 Theory and Research in Professional Communication
- Engl 507 Writing and Analyzing Professional Documents
- Engl 547 The History of Rhetorical Theory I: From Plato to Bacon

**Elective courses in Rhetoric and Professional Communication (15 credits)**

- 5 graduate courses in Rhetoric and Professional Communication or Speech Communication (at least two 600-level)

**Elective courses in Linguistics (6 credits)**

- 2 graduate courses in Linguistics

**Portfolio assessment (in third semester or equivalent) passed**

(see Portfolio Assessment: Qualifying Examination for more information)
The Program of Study and the Committee (PhD)

PhD students submit the appropriate Degree Planning Sheet (DPS) for their program and other required POS documentation (if applicable) approved by their selected major professor as well as the online Graduate College Program of Study and Committee Form (POSC) through their AccessPlus account by the announced deadline in the appropriate semester:

5th semester of coursework for PhD graduate assistants (GAs)
Upon completion of 36 POS credit hours for non-GA PhD graduate students

The Graduate Program Staff Assistant will announce the deadline (typically in the 6th week of the semester), and this deadline will be posted on our Deadlines website. All department paperwork is submitted to the Graduate Program staff Assistant, 227 Ross Hall.

Program of Study Committee (PhD)

The PhD Program of Study (POS) committee consists of at least five members with a minimum of three graduate faculty members (including the major professor) from within your major. Below are specific requirements for the composition of the committee (See committee make-up for co-majors.):

- It must include three members, including the major professor, from your major area.
- It must include one member from a major area outside the student's major area but within the English Department (inside-outside member).
- At least one committee member must be from outside the Department of English.
- A faculty member from a major area other than the student's major may co-chair the committee.

Information about English Department graduate faculty, their major areas, and their areas of research and teaching can be found in the Graduate Faculty section of this manual.

Selecting a committee

The POS committee is approved in your fifth semester (or equivalent—see above) in the program. Select members of your POS committee by talking to your program adviser, your graduate instructors, and other graduate students to gather information. Your major professor's primary responsibility will be supervising the development of your dissertation. Talk to prospective major professors and committee members before asking for a commitment. Discuss your research interests, their availability, and their willingness to serve on your committee. If possible, provide a brief written description of your potential research interests. The POS committee can perform its several functions well only if you select your committee members in a timely manner.

How the committee works

Your POS committee will assess your educational background, review your professional and educational objectives, and evaluate your research. It will guide you as you complete your coursework and is responsible for approving the coursework in your program of study (POS).

The POS committee meets according to the needs and wishes of you and your major professor. At the PhD level, it is likely that the POS committee will meet once to discuss your POS. The committee will also meet to administer and evaluate the preliminary examinations (both written and oral, to approve your prospectus for the dissertation, and to administer the dissertation defense (final oral examination). The committee may convene on other occasions as necessary or desirable.
Program of Study and Committee Form (POSC) and the Degree Planning Sheet (PhD)

To meet Graduate College requirements and officially establish your committee and program of study coursework, you complete the online Program of Study and Committee Form (POSC) in your AccessPlus account and submit it for approval by your POS committee members, the DOGE, and the Graduate College. This form represents an agreement between you and the Graduate College on your academic preparation for an advanced degree, establishes your POS committee, and documents the courses you have taken and will take for your graduate degree. It is a vital document for your graduation. Therefore, it is important that you, your major professor, POS committee members, and the DOGE catch errors so those errors won’t delay your graduation.

Because this POSC Form has so many components and must be accurate, we require you to complete an internal, departmental tool—the Degree Planning Sheet (DPS)—that will help you prepare to enter an accurate POSC Form.

The Degree Planning Sheet (DPS) essentially serves as a preparatory tool for completing the online POSC Form. The DPS is structured in a table format that follows the outline of course requirements listed in the section for your degree program in this manual. The DPS helps you, your POS committee, and the DOGE ensure that you fulfill each of the required categories in your degree program. On this form, you also list the names of your POS committee members who have agreed to be on your committee.

You should finalize your DPS and complete other required POS documentation (e.g., transfer credit petition, language requirement form, POS waiver/equivalency) with the help of your major professor. The first and most important check of the DPS and other POS documentation is the responsibility of your major professor. You should review these forms very carefully with your major professor, checking to be sure that you fill in all the blanks and get all the necessary signatures.

You must submit the DPS and POS documentation to the Graduate Program Staff Assistant, 227 Ross Hall, and complete the online POSC Form by the announced deadline.

Not meeting the announced deadline and/or not checking your documents carefully before turning them in may negatively impact your ability to register on time (see Advising/Registration Holds).

If you are have an assistantship, you may receive a notice indicating unsatisfactory progress if you have not submitted your DPS, POS documentation, and POSC Form by the announced deadline in your fifth semester, excluding summers. A Letter of Intent for your next academic term/year will not be issued or your tuition scholarship applied until you have submitted and correctly completed your required forms.
Committee and Program of Study changes (PhD)

Changing committee members

You may need to change the committee’s make-up if your research interests shift later or a committee member is no longer able to serve. Changes will depend upon

- consent of the faculty member(s) to be added
- agreement between you and your major professor
- consent of the faculty member(s) being replaced
- approval of the English Department's DOGE

After your major professor and the faculty members to be added and replaced have consented to the change, you must submit a change to your POSC Form in your AccessPlus account. Changes must be approved by the Graduate College before either portion of the preliminary examinations (written and oral) or the final oral examination is held.

It is a courtesy for you to make POS committee changes as soon as you know they are necessary and certainly before faculty have performed large amounts of consulting and editing for you. Making changes promptly allows faculty to shift their time to other students seeking their input.

Changing your POSC coursework

Once the DPS, POS documentation, and the POSC form are approved by the DOGE and the Graduate College, changes can be made as necessary. New or revised English Department POS documentation must also be received by the Graduate Program Staff Assistant, 227 Ross (i.e., Transfer Credit Petition, Waiver/Equivalency Petition, Over-Age Course Memo, RPC PhD Concentration Petition). Changes may be required by the Graduate College before you are allowed to graduate if coursework taken/taking does not agree with coursework listed on the approved POSC Form.
Preliminary examination requirements

The following conditions must be met before you will be allowed to take either of the two parts of your preliminary examinations (written or oral) in each of the doctoral programs:

- **full admission status** in the department PhD program
- **English requirement met** (nonnative speakers only)
- qualifying exam passed (Portfolio Assessment)
- DPS and POS documentation approved (by the English Department)
- Program of Study and Committee Form (POSC) approved in AccessPlus by the Graduate College (no later than the last day of the semester before taking preliminary oral examination—the Graduate College actually sets a date earlier in the semester by which the POSC Form must be receive by them in the routing system)
- not on probation
- time limit not exceeded
- no Incompletes (I’s) on record (except research Engl 699 credits) to take the preliminary oral examination
- registration for at least the equivalent of 2.0 credits during the semester in which either portion of the preliminary exam (written or oral) is taken—this can be final POS coursework or 699 research credits with your major professor(s)
- a minimum of six months between the preliminary oral and final oral examinations. A request for exemption of this rule must be made by the major professor and approved by the student and the DOGE(s) before submission to the Graduate College.

ABD status

PhD candidates will be considered ABD (“All But Dissertation”) when they have met these conditions:

- all required POS documentation approved by the English Department
- POSC Form approved by the Graduate College
- received a grade for all coursework listed on their approved POSC Form
- (ALT only) language requirement completed and the Language Requirement Form submitted to the Graduate Program Staff Assistant
- all Incomplete (I) grades except those for Engl 699 must be removed
- passed both written and oral portions of the preliminary examination
- processed with the Graduate College the required paperwork requesting and reporting the results of the preliminary oral examination

Salary raises for graduate assistants contingent on ABD status will begin the semester after ABD status is achieved.
PhD in Applied Linguistics and Technology (ALT)

Information on course requirements, curricular policies, preliminary exams, and prospectus and dissertation guidelines.

Applied Linguistics and Technology Degree Requirements

- complete 72 credit hours of graduate coursework beyond the BA or BS (see About the Doctoral Degrees).

<table>
<thead>
<tr>
<th>Area of Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Technology in Applied Linguistics (510, 530x, 520, 537)</td>
<td>12</td>
</tr>
<tr>
<td>Research Methods (527, 623, plus a course in qualitative methods and a course in quantitative methods)</td>
<td>12</td>
</tr>
<tr>
<td>Seminars in Applied Linguistics (Engl/Ling 630) taken four (4) times</td>
<td>12</td>
</tr>
<tr>
<td>Electives (may be 500, 514, 515, 524, 525, 526, 528, 626, 630*, 688, or other courses approved by the POS committee)</td>
<td>18</td>
</tr>
<tr>
<td>*630 credits in Electives must be in addition to the four courses (12 credits) required in the Seminars section</td>
<td></td>
</tr>
<tr>
<td>Dissertation Research</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

- pass both a portfolio assessment and (following the completion of coursework) the preliminary examinations
- write and defend a dissertation that makes a contribution to the discipline

Prerequisites/Co-requisites

Prerequisites for new students: a Master's degree from an accredited institution

Co-requisites for new students include:

- a course in descriptive English grammar that may be taken after admission to the program or passing the online Engl 220 grammar test-out
- an introductory course in linguistics or applied linguistics which may be taken after admission to the program
- ENGL/LING 516x or equivalent (Methods of Formal Linguistic Analysis)
- ENGL/LING 512 (Second Language Acquisition)
- ENGL/LING 519 (Second Language Assessment)
Curricular Policies and Guidelines (ALT)

Research Methods

Research Methodology courses include Discourse Analysis (Engl 527), Research Methods in Applied Linguistics (Engl 623), one course in Qualitative Research Methods, and one course in Quantitative Research Methods.

Seminars

Applied linguistics seminars are offered to meet students’ research needs in the same three areas. Seminars currently planned cover topics in lexis, corpus linguistics, computational linguistics, and systemic functional linguistics. Seminars on pedagogy include advanced pedagogy topics such as research on the teaching of pronunciation, automated feedback generation in the teaching of writing, linking second language acquisition with technology and language learning, and research methods for evaluation of technology for language teaching. Seminars on language assessment include validation research in language testing and advanced quantitative methods in language testing. You must take this course four times (12 credits) to fulfill this requirement.

Electives

Electives in Applied Linguistics and Technology constitute a coherent group of courses that you have selected and that have been approved by the faculty. Elective courses in applied linguistics include six courses (12 credits) offered regularly in three areas: linguistic analysis (e.g., Statistical Natural Language Processing); language pedagogy (e.g., Literacy: Issues and Methods for Nonnative Speakers of English; Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English; English for Specific Purposes); and language assessment (e.g., Computer-Assisted Language Testing). Other courses that can be applied to electives are English 500 Prominar: Teaching English Composition, English/Linguistics 514 (Sociolinguistics), and applied linguistics seminars beyond the four courses (12 credits) required ones. Electives may also be selected from other disciplines including anthropology, computer science, education, English, psychology, rhetoric, statistics, and world languages.

You are encouraged to consult with your program adviser about ideas for designing your individual program. You may transfer in elective credits only if they provide a strong complement to the other courses in your program of study.

Transfer credits

Doctoral students must complete a minimum of 36 graduate credits at Iowa State University. Students may transfer up to 36 credits, but the actual number of transfer credits approved will be determined on a case-by-case basis. Requests for transfer credit consideration must be made by completing a Transfer Credit Petition form accompanied by required paperwork. Refer to the section on transfer credits for more information.
Foreign Language Requirement

Given the international and intercultural nature of applied linguistics, holders of doctorates in the field should have personal experience learning a second language and be able to conduct some research or teaching activities in a language other than English. Students may, however, vary with respect to the focus they want to give to oral or written skills. To indicate how you will meet this requirement, you must submit a Language Requirement Form, which provides options that have been approved by the Director of Graduate Education. After this form has been approved, it will appear on your official academic record that this requirement has been met.

Native speakers of English

If you are a native speaker of English, you can satisfy the language requirement by

1. passing an oral examination in a foreign language, conducted under the supervision of your POS committee, that ensures you demonstrate language ability at the Advanced Level of the American Council on the Teaching of Foreign Languages proficiency scale OR
2. passing a reading/translation test, translating published work in applied linguistics from a foreign language into English OR
3. completing three years (or the equivalent) of college-level study in a single foreign language with grades of B or higher.

Nonnative speakers of English

If you are a nonnative speaker of English from a country where English is not the medium of instruction, you do not need to satisfy one of the above criteria. The TOEFL score submitted for admission and the ability to do doctoral-level work in English is considered evidence of your ability to use a second language for your scholarly activities.

However, to satisfy Iowa State University Graduate College language requirements, all nonnative speakers of English must pass the English Placement Test (EPT) as a graduate student or qualify for one of the EPT exemptions (see exemption information on their website). If you fail the EPT, you will be required to take English classes. Students who are exempt from taking the EPT do not take the EPT, but they must submit a Graduate English Requirement Approval form that is required by the Graduate College.

All graduate students in the Applied Linguistics and Technology PhD programs whose first language is not English are required to pass the OECT as part of their program requirements. To pass the OECT, students must receive a Level 1 pass and be fully certified or may be exempted from taking one or both of the OECT components. Check the OECT website for further information.
As a doctoral candidate in Applied Linguistics and Technology, you will submit a portfolio for diagnostic assessment of your scholarly writing to determine your eligibility to continue in the program.

All doctoral candidates in Applied Linguistics and Technology will submit a portfolio for assessment no later than the announced deadline in their fourth semester in the program (not including summer terms). Failure to do so will constitute lack of satisfactory progress toward the degree.

The following semester timeline for the portfolio submission has been established:

- 1st Monday of the semester – Portfolios due
- 6th Monday of the semester – Decisions communicated to students
- 12th Monday of the semester – Revised Portfolios due from students not passing
- 16th Monday of the semester – Decisions communicated to students

The ALT Examinations Committee, consisting of three elected Applied Linguistics faculty members elected each year.

If for any reason you wish to request a change in the procedure for the portfolio assessment (for example: extending the deadline), you must make a written request to the DOGE before the 12th Tuesday of the semester prior to which your exam is due, specifying the request and providing a rationale for it. The DOGE will decide if your request will be granted. The chair of the ALT program area and the chair of the ALT Examinations Committee (consisting of three elected Applied Linguistics graduate faculty members elected each year) will be advised of your request if approved by the DOGE. Normally, extensions are not granted except in extenuating circumstances.

**Purpose**

The portfolio should represent your best scholarly work. It establishes your readiness to undertake research and writing in applied linguistics by demonstrating your ability to define problems/issue, to make and support scholarly claims, to cite and synthesize research literature, to report results from empirical research, and to sustain a coherent scholarly argument. All elements of the portfolio must be of excellent quality, must conform to the professional writing conventions of the Applied Linguistics field, and must adhere to the style of the American Psychological Association (APA).

**Preparation**

The Applied Linguistics faculty expects that you will revise your course papers and ask for suggestions from readers before submission of your portfolio. You may ask the instructor for clarification of that instructor’s feedback on a class paper as originally submitted but may not ask Applied Linguistics faculty for feedback on drafts of portfolio exam papers.
For the portfolio, you will choose and revise representative samples of your strongest single-authored work according to the following requirements:

A. The entire portfolio should be based on papers completed during your coursework for the PhD in Applied Linguistics and Technology at Iowa State University (*i.e.*, work completed in a master's program prior to entry into the PhD program may **not** be included).

B. Submit three papers:
   1. A **reflection paper**. This should explain how the contents of the portfolio reflect your intellectual development in the program so far. It should introduce the other two papers that you have included as part of the reflection paper and explain how these projects fit into your work as a Ph.D. student at ISU. Your portfolio should also be used to highlight possible paths for dissertation research that could emerge from the work that you have done as part of the portfolio as well as other areas of work that you plan to pursue. (1,000-1,500 words)
   2. An **empirical research article**. This qualitative, quantitative, or mixed methods study should be on a topic related to your research interests (which may or may not be the subject of your future dissertation work). This paper should demonstrate your ability to synthesize and evaluate published research in the form of a comprehensive critical literature review and to identify key research questions and issues based on analyses of this previous work. It should also demonstrate your ability to report a well-developed study with well-defined research questions, a thorough explanation of the research methodology selected and used in the study, a clear presentation of the findings, the subsequent implications of those findings, and the limitations of the study. This paper is intended to demonstrate your ability to conduct research and appropriately report that work to the academic community. (9,000-10,000 words)
   3. A **critical review** of a recent (within 3 years of publication) book, test, or software. This paper should demonstrate your ability to critically evaluate the book, test, or software in the context of larger relevant issues in the field. (1,500-1,600 words)

C. Submit an electronic Microsoft Word document or PDF of each of the papers to the Graduate Program Staff Assistant via email (**englgrad@iastate.edu**). They should each be in typed, double-spaced, 12-point font format. The title page of each document must include the following:
   - Five-digit identification number chosen by the student to facilitate anonymity
   - Word count (defined as every word in the document including the list of references, appendices, and tables)
   - One of the following three titles clearly identifying which paper it represents:
     1. “Reflection Paper”
     2. “Empirical Research Article”
     3. “Critical Review”
To facilitate anonymous submission, you should remove your name from the paper and file, and choose one five-digit identification number for all papers. To ensure that your electronic copy is anonymous, remove your name and the author identification from the properties for each file (e.g., in Windows, right click on the file > “Properties” > “Details” > “Remove Properties and Personal Information”). Instructor’s comments and grades should also be removed. You should also realize that members of the ALT Examinations Committee might recognize papers even after your name has been removed because they know your work.

**Evaluation**

The Graduate Program Staff Assistant will distribute the portfolios in electronic format to all members of the ALT Examinations Committee. Portfolios will be evaluated as a demonstration of the candidate’s proficiency in academic writing and potential promise for completing the work for the degree.

The three papers should, taken together, demonstrate a student's ability to

1. define a problem or issue
2. make and support claims and subclaims
3. cite and synthesize sources
4. sustain a coherent scholarly argument
5. carry out and report on a well-developed research study
6. evaluate research in applied linguistics

Because the portfolio demonstrates a broader range of competencies than any individual course assignment and because it focuses on a student's ability to address a wider disciplinary audience than an individual instructor, even papers receiving superior evaluation as they were originally written for courses may not meet the expectations of a portfolio paper, and may require significant revisions.

After a portfolio has been evaluated, the ALT Examinations Committee will rate it as either pass or fail and will provide a written rationale for the decision within one week of the evaluation meeting. At least two members of the ALT Examinations Committee will meet with you as soon as possible after the written notification from the ALT Examinations Committee to discuss the written rationale and to provide additional feedback on your scholarly writing.

**Second Portfolio Submission**

In the case of a portfolio that does not show sufficient mastery of the scholarly writing essential for achieving the PhD, the ALT Examinations Committee will provide feedback indicating the reasons for the evaluation and what you must do in order to resubmit the portfolio, which, at the ALT Examinations Committee’s direction, may include different papers and analyses. This second portfolio must be submitted by the announced deadline later in the same semester, and
should be accompanied by a memo detailing how the reviewer comments were addressed. The same evaluation and feedback procedures will be used as those for the first submission. However, the DOGE will also participate in the evaluation and discussion of the second portfolio, but only the three members of the ALT Examinations Committee will vote on the success or failure of the second portfolio.

You are permitted to submit portfolio papers only twice, and a passing portfolio is necessary for you to continue in the PhD program. If you do not pass the portfolio assessment, you can serve out your teaching contract for the spring semester.

**Grievances regarding the portfolio assessment**

If you believe that you have legitimate reasons to appeal the decision of the ALT Examinations Committee, you may follow the grievance procedure outlined in the Graduate College Handbook (see “Grievances Related to Scholarly and Professional Competence”).
Preliminary Examination (ALT)

Doctoral candidates in Applied Linguistics and Technology must take the preliminary examination, which is composed of two parts—the preliminary written exam and the preliminary oral exam.

The preliminary examination may be taken during your final semester of coursework or just after you finish coursework and are ready to concentrate on the dissertation. You will submit two pieces of work to the POS committee: a dissertation proposal and pilot study. The POS committee will then set examination questions that will further your thinking about your research for the dissertation, addressing areas not fully covered in the dissertation proposal or pilot study. You will have 21 days to write answers to these questions. Once you have passed the preliminary written examination, an oral defense of the proposal will then take place. You and your POS committee should discuss what procedures will be in place should a failure occur for all or any parts of the written or the oral examinations.

If for any reason you wish to request a change in the procedure for the preliminary examination, you must write a memo to the Director of Graduate Education before the second Tuesday of the semester in which the exam is to be taken specifying the request and providing a rationale for it. The DOGE will decide whether or not the request will be granted.

Upon successfully completing the written and oral parts of the preliminary examination, you will be ready to pursue work on the dissertation (see additional requirements for “ABD Status”).

Time limits and other restrictions

You must pass the specialized oral field examination (preliminary oral examination) at least six months prior to your dissertation defense (final oral examination). Several other requirements must be met as well (see Preliminary examination requirements for more information).

Purpose and nature

The preliminary examination helps you to begin work on the dissertation. Although the examination will contain both written and oral components, its format could vary rather widely. Because the preliminary examination questions as well as its administration and evaluation are the responsibility of the POS committee, you will work closely with your committee to develop a dissertation proposal and conduct a pilot study.

Preliminary written examination

The preliminary written examination is a multi-stage process that takes approximately a semester to complete.

Brief overview and approximate timing

To accurately determine an appropriate timeline for this process, you need to consult with your major professor to ensure that you have scheduled a proper amount of time for the events in the process. The overview that follows is intended as a tool to help you plan this process. Further details follow this section.
1. Check that your POSC Form is approved by the Graduate College by checking your AccessPlus account. Changes to your POS committee membership or revisions in your POS coursework that were originally approved on your POSC Form must be modified in AccessPlus. Make changes to the POSC Form and select “Submit for approval” to route changes through your major professor, POS committee members, the DOGE, and the Graduate College for final approval. The written preliminary examination should not begin until all changes are approved.

2. The dissertation proposal and pilot study are submitted by the student to all POS committee members. The committee will evaluate these documents, preferably within two weeks. If POS committee determines the dissertation proposal and pilot study are acceptable, the Major Professor communicates this to the student and copies the Graduate Program Staff Assistant (englgrad@iastate.edu)

3. The POS committee develops written exam questions based on these documents. The Major Professor finalizes the written exam, coordinates dates for taking the exam with the student, prepares the exam document (template available), and administers the Preliminary Written Examination to the student via email at a predetermined time and copies the Graduate Program Staff Assistant (englgrad@iastate.edu).

4. The student has 3 weeks (21 days) to complete the written exam. Answers are sent electronically by the student to the Graduate Program Staff Assistant (englgrad@iastate.edu) who distributes the answers as well as the student’s exam document to the POS committee members for their evaluation.

5. The POS committee evaluates and meets to discuss the exam preferably within 2 weeks to determine if the student passes. The Major Professor communicates the committee decision to the student and copies the Graduate Program Staff Assistant (englgrad@iastate.edu).

6. If the student passes the exam, the Preliminary Oral Examination can be scheduled no sooner than within 2 weeks of this decision (essentially 4 weeks after the preliminary written exam answers are submitted by the student). The student works with POS committee members to determine a date and time for the exam and reserves a meeting room. All committee members must be present for the preliminary oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or permanent replacements.

7. The student obtains the Request for Preliminary Oral Examination form (available from the Graduate Program Staff Assistant, 227 Ross Hall), fills it out, and obtains the signature from their Major Professor.

8. The student submits the form to the Graduate Program Staff Assistant for DOGE signature (results of the written exam must be received before the DOGE will sign) and then delivers the form to the Graduate College, 1137 Pearson, who must receive it at least two weeks before the date of the exam.

9. The Graduate College must approve the Request for Preliminary Oral Examination and notifies the Graduate Program Staff Assistant who prepares the Report of Preliminary Oral Examination form and gives it to the Major Professor prior to the exam.

10. The Preliminary Oral Examination meeting is held on the requested date. The Report of Preliminary Oral Examination form is signed by all POS committee members and the student, taken to the Graduate Program Staff Assistant (227 Ross Hall) for review before delivering the original form to the Graduate College immediately following the exam (or the next morning).
11. The student works on the dissertation and prepares for the Final Oral Examination and graduation. **NOTE:** the Graduate College requires 6 months between the Preliminary Oral Examination and the Final Oral Examination.

**Dissertation proposal and pilot study**

The *Dissertation Proposal* should reflect standard format for applied linguistics research proposals, including the following:

1. **Introduction:** a 3- to 5-page overview of your research, including the research goals and methods to be employed.

2. **Literature Review:** a 10- to 12-page review of the theoretical underpinning of your research, previous work in the area, and unique methodologies. For all citations, use the [American Psychological Association (APA)](https://apastyle.apa.org/) style.

3. **Rationale:** a one-paragraph to one-page rationale will include research questions and the potential significance of the results.

4. **Research Design:** a 5- to 10-page narrative of the project, including a description of the object of study, whether human, text, or software, the materials that will be used in the study – tests, measures, texts, equipment, software, etc. – and the procedure to be used in collecting data.

5. **Data Analysis:** a 2- to 3-page description of how you will analyze the data in order to answer each research question.

6. **Additional sections:**
   
   a. Cover page with your name, contact information, and the names of your POS committee members.
   
   b. Proposed schedule of work including a realistic assessment of how long it will take for completion of each of the major parts of the research and writing.
   
   c. List of all references cited in the text using APA style.

The *Pilot Study* must be specifically focused on the research proposal for the dissertation. The study should provide a demonstration for you and your POS committee of the type of research and results you are proposing. It may be done in a course or as an independent study with the major professor. In principle, the study done for the portfolio could be the pilot study for the dissertation, but we do not necessarily encourage this. It should follow standard format for applied linguistics research reports, including an introduction, literature review, methods, results, discussion, and conclusion.

You should work closely with your POS committee to ensure that the dissertation proposal and pilot study are of acceptable quality to form the basis of the preliminary examination. When these requirements have been met to the satisfaction of your POS Committee, your major professor will submit a signed and dated memo or send an email so indicating to the Graduate Program Staff Assistant ([englgrad@iastate.edu](mailto:englgrad@iastate.edu)) before you are able to begin the preliminary written examination.
Examination questions for the preliminary written exam

Each preliminary written examination is constructed by your POS committee and is based on your dissertation proposal and pilot study. You are expected to talk with your POS committee members about these projects and about issues that might be topics for exam questions. The POS chair will solicit questions from POS committee members and construct the exam using the exam template and including starting and ending dates and times. The exam will consist of three questions, and candidates must answer all three questions.

Scheduling the preliminary written exam

You and your POS committee will set the date when you will take your exam. You should be aware when scheduling the preliminary written examination that exams may begin only when classes are in session and that faculty may not be available over semester breaks, on University Holidays, or during the summer to read and evaluate exams.

Taking the preliminary written exam

The POS chair sends you the exam document electronically via email and copies the Graduate Program Staff Assistant (englgrad@iastate.edu) and you will return the completed exam electronically to the same by the deadline. You will have 21 days to answer the exam questions; this allows for the inclusion of three weekends in the exam period depending on the date of the exam and the day of the week the exam is distributed to you. Once the examination questions have been set by the POS committee, you may address clarification questions to the POS committee through your major professor; the POS committee will respond as a committee, not as individual members.

Academic honesty

When taking the preliminary written examination, you may not receive any help from anyone. In order to avoid even the appearance of impropriety while taking the exam, you should not discuss the content of exam questions during the entire time the exam is in progress.

Evaluation criteria

The questions for the preliminary written examination are set by agreement of your POS committee. All members of the POS committee will read your exam and all must pass it for you to pass the preliminary written examination.

Evaluation of preliminary written exam

When you complete the answers to the examination questions and submit them electronically to the Graduate Program Staff Assistant (englgrad@iastate.edu), receipt of the completed exam will be acknowledged and answers will be distributed electronically to the POS committee members along with a copy of your exam document. The POS committee will evaluate the exam as soon as
possible to determine whether the exam passes. Ideally, this will occur within two weeks of you completing the exam. The POS chair is responsible for scheduling the evaluation meeting and ensuring that all POS committee members are present, either in person or via distance participation.

The written preliminary examination will be evaluated and voted on by all voting eligible faculty members of the POS committee approved by the Graduate College. Passing the written preliminary examination requires that all voting eligible POS committee members vote to pass the exam.

The POS chair will write you a letter indicating if you passed or failed the examination and will share with you the POS committee’s commentary as well. The POS chair will file a copy of this letter with the Graduate Program Staff Assistant (print copy or electronically via email to englgrad@iastate.edu).

If your exam does not pass, you will be required to take a second, different exam on the same dissertation proposal and pilot project at a later date that you and your POS committee will determine. In the case of a failing exam, the POS chair will write commentary that identifies problems with your exam and offers you advice in preparing to take the second exam. The POS committee will approve and sign this letter, and the POS chair will file a copy of the letter with the Graduate Program Staff Assistant (print copy or electronically to englgrad@iastate.edu).

You must pass the preliminary written examination before taking the preliminary oral examination. If you fail to pass the preliminary written examination a second time, you will be dropped from the ALT PhD program.

Grievances regarding the preliminary written examination

If you believe that you have legitimate reasons to appeal the decision of the POS committee, you may follow the grievance procedure outlined in the Graduate College Handbook (see "Grievances Related to Scholarly and Professional Competence").

Preliminary oral examination

The preliminary oral examination, as the second part of the preliminary examination, helps you prepare for dissertation work in a specific research area of your choosing. You must pass the preliminary oral examination at least six months prior to your dissertation defense (final oral examination).

Getting your POS committee together for the oral examination

Consult with your POS committee members about convenient meeting times. The earlier you can do this, the better, since it can be difficult to arrange a time when all faculty members are available (especially in the summer). All committee members must be present for the final oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or permanent replacements by submitting a Request to Change Committee Appointment form or submit this change for approval via your POSC Form in your AccessPlus account. The Graduate College can be petitioned for permission to have one committee member participate at a distance by submitting the Preliminary or Final Oral Examination with Committee Member at a Distance
form to the Graduate College prior to the exam, providing a reason, and indicating who will sign for the distant committee member at the conclusion of the exam.

Reserving a meeting room is your responsibility and can be done through the department’s electronic reservation system (http://exchange.iastate.edu).

**Request for Preliminary Oral Examination form**

Obtain a Request for Preliminary Oral Examination form from the Graduate Program Staff Assistant, 227 Ross Hall (this form is not downloadable). Because this form will specify the date and time of the preliminary oral examination, it should be filed only after you have taken and passed the preliminary written exam and met all other Preliminary Examination Requirements. You must submit this form to the Graduate College at least two weeks before the date the exam is scheduled.

It is essential that you file the Request for Preliminary Oral Examination form in a timely manner. You and your POS committee may not hold the exam unless the Request for Preliminary Oral Examination form has been filed and approved by the Graduate College.

**Report of Preliminary Oral Examination form**

The Graduate College will send the Report of Preliminary Oral Examination form to the Graduate Program Staff Assistant (this form is not downloadable) who will prepare this form and forward it to the chair of your POS committee (major professor).

According to Graduate College policy, all POS committee members must be present for the Preliminary Oral Examination and must sign the Report of Preliminary Oral Examination form. If a POS committee member is unable to attend the exam in person, the distant committee member must get approval from the Graduate College before the exam using the Request for Preliminary or Final Oral Examination with Committee Member at a Distance form and indicate who will sign the Report of Preliminary Oral Examination form for them.

The Graduate College original copy of the Report of Preliminary Oral Examination form must be submitted to 1137 Pearson immediately after the examination. The student should have the Graduate Program Staff Assistant, 227 Ross Hall, check it to be sure the decision is marked, that all committee members have signed the form, and that you have also signed the form. Submitting the form to the Graduate College, 1137 Pearson, is your responsibility.

**Oral defense of the dissertation**

See the section on Graduation for more details and information on finishing up. The department’s Graduation Information website for graduate students also contains resources and links to very helpful information.
Prospectus and Dissertation Guidelines (ALT)

Detailed university requirements for the PhD dissertation appear in several online university documents:

- *Graduate College Handbook, Ch. 7, "Finishing Up"
- Electronic Theses/Dissertations (ETDs) at ISU
- Thesis Checklist

University expectations

According to the Graduate College, a doctoral dissertation must

- follow all requirements detailed in the Thesis Checklist
- "demonstrate conclusively" your ability to conceive, design, conduct, and interpret independent and original research
- demonstrate your ability to analyze, interpret, and organize data
- be written independently (e.g., no co-authorship or joint writing)
- make a significant contribution to the field
- be worthy of publication in professional journals of quality or in book form

As the *Graduate College Handbook* points out, you, rather than the major professor or the Graduate College, are responsible for writing and editing the dissertation, as well as for completing any necessary paperwork.

Department expectations

In addition to general university expectations, there are a number of departmental expectations for students enrolled in the English Department doctoral programs. These expectations involve the dissertation prospectus, POS procedures, the structure and emphasis of the dissertation itself, and the oral defense of the dissertation.

Prospectus

Before starting on the dissertation, submit a prospectus—complete with a cover "sign-off sheet"—for your POS committee members for their approval. A prospectus typically will

- describe the nature of your project
- provide a rationale for your chosen dissertation option
- provide a rationale for the project itself
- contain a review of significant literature
- outline and justify the research methodology
- offer a chapter outline or equivalent indication of overall structure
- include a bibliography
• propose a work schedule
• identify POS committee members by name and degree program

Discussions with the POS committee may result in a variation of the above commonly held expectations.

Attached to the final prospectus is a cover sheet, which each POS committee member has signed to indicate that he/she has read the prospectus and agrees that you are ready to proceed with research. The prospectus is regarded as a starting point; that is, the project as represented by the prospectus may, and probably will, change during the course of your research and writing.

**POS procedures**

You are responsible for reaching an understanding with POS committee members concerning their respective roles. In discussing member roles, you will find it useful to review such issues as

• whether or not each committee member wants to see every draft
• what your research and writing schedule will be
• how drafts will be submitted (e.g., whether or not the POS chair should see each draft before it's circulated)

**Dissertation options**

When selecting an option for the dissertation, you and the POS Committee will need to reach a consensus regarding both the dissertation's emphasis and structure.

**Emphasis**

Although dissertations are quite varied, many ALT dissertations fall into one of the following two categories: quantitative or qualitative.

**Structural options**

Given the expectations of the Graduate College, there are two typical arrangement options for structuring a dissertation: specified chapter option or articles within a framework. In working with your POS committee, you may develop variations on these options or discover additional options for structuring your work.

**Abstracts**

Whatever the dissertation structure, you will be asked to prepare an abstract of the dissertation. Abstracts of doctoral dissertations nationwide are available in the library. Actual dissertations may be available through interlibrary loan, depending on the policies of the lender. Even when a particular dissertation can be obtained, you may need to wait two to three weeks for delivery.
PhD in Rhetoric and Professional Communication (RPC)

Information on course requirements, curricular policies, preliminary exams, and prospectus and dissertation guidelines.

Rhetoric and Professional Communication Degree Requirements

- complete 72 credit hours of graduate coursework beyond the BA or BS. These hours must include two 600-level RPC courses, not including 602.

<table>
<thead>
<tr>
<th>Area of Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary core (501, 506, 507, and 547)</td>
<td>12</td>
</tr>
<tr>
<td>Secondary core (one RPC course each in pedagogy, history, practice, and one course in research methods)</td>
<td>12</td>
</tr>
<tr>
<td>Linguistics</td>
<td>6</td>
</tr>
<tr>
<td>Electives in RPC</td>
<td>18</td>
</tr>
<tr>
<td>Concentration electives</td>
<td>12</td>
</tr>
<tr>
<td>Dissertation Research</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

- pass both a portfolio assessment and (following the completion of coursework) the preliminary examinations.
  
  **Note:** The prelims consist of two components: a comprehensive written examination and a specialized oral preliminary examination.

- write and defend a dissertation that makes a contribution to the discipline.

Prerequisites

Prerequisites for new students include:

- a Bachelor's or Master's degree from an accredited institution
Curricular Policies and Guidelines (RPC)

Secondary core

- **Pedagogical** courses include Theory and Research in Composition (503), Teaching Business and Technical Communication (504), and Seminars in Advanced Pedagogy in Rhetoric and Composition: Theory and Research (603).
- **History** courses include The History of Rhetorical Theory (548) and Topics in Rhetorical Theory (611).
- **Practice** courses include Writing Proposals and Grant Applications (509), Multimedia Content Management (529), Production Processes for Technical Documents (542), Multimedia Design in Professional Communication (549), Visual Rhetoric in Professional Communication (586), and Internship in Business, Technical, and Professional Communication (587).
- **Research Methodology** is covered in the field-specific course Research Design in Rhetoric and Professional Communication (602).

Any of these four areas in the secondary core might include Engl 592 or 611 topics courses as designated by the instructors and your program adviser/major professor (611 always meets the history requirement). These courses can be taken for credit more than once when the topic differs. *Documentation of these courses as POS waivers/equivalencies must be submitted with the Degree Planning Sheet.*

Linguistics requirement

All RPC students fulfill a language/linguistics requirement by taking 6 credit hours of linguistics or graduate-level language coursework.

RPC Electives

RPC electives constitute a coherent group of RPC courses that you select. Electives might feature, for example, courses centering around an area such as technology, academic writing, professional practice, pedagogy, or rhetorical theory. You provide a rationale for the POS itself and for each course within that program. As you choose your cluster of electives, you are encouraged to consult with your program adviser/major professor about ideas for designing your individual program. You may, under special circumstances, transfer in RPC elective credits.

Concentration

As a part of your doctoral program, you select a concentration that represents a coherent focus of your work. Whether you select the courses from a single department or from several, these courses should form an identifiable field of study (e.g., international communication, history of technology, document design). Often these 12 credit hours are taken outside the English Department, but they also can be taken within the department—even RPC courses.
You will write an argument that defines the concentration, explains the relevance of that concentration to your POS, and discusses the contribution to the POS of each course taken in the concentration. The Petition for Approval of Concentration form must be completed, signed by your major professor, and submitted to the Graduate Program Staff Assistant, 227 Ross Hall (required before the DPS, other POS documentation, and the POSC Form in AccessPlus will be approved).

**600-level courses**

The POS must include at least two 600-level RPC courses taken at ISU (cannot be transfer credits). These courses may not include 602, but can include other secondary core courses as well as electives.

**Transfer credits**

Doctoral students must complete a minimum of 36 graduate credits at Iowa State University. Students may transfer up to 36 credits, but the actual number of transfer credits approved will be determined on a case-by-case basis. Requests for transfer credit consideration must be made by completing the Transfer Credit Petition form accompanied by required paperwork. Refer to the section regarding transfer credits earlier in this manual for more information.
Doctoral candidates in Rhetoric and Professional Communication must submit a portfolio for diagnostic assessment of their scholarly writing.

All candidates for the PhD in Rhetoric and Professional Communication must submit a portfolio for assessment no later than the announced deadline in their third semester in the program (not including summer terms). Failure to do so will constitute lack of satisfactory progress toward the degree. You should notify the Graduate Program Staff Assistant (englgrad@iastate.edu) of your intent to submit a portfolio in a particular semester.

The RPC Examinations Committee, consisting of four RPC faculty members, will set a precise deadline for each semester and announce the dates no later than the third week of the fall semester. Portfolios will be evaluated twice a year, once in the fall and again in spring semester.

If for any reason you wish to request a change in the procedure for the portfolio assessment (for example: extending the deadline), you must make a written request to the DOGE before the second Tuesday of the semester in which the exam is due, specifying the request and providing a rationale for it. The DOGE will decide if such requests will be granted. The chair of the RPC program area and the chair of the RPC Examinations Committee will be advised of the request made if approved by the DOGE.

**Purpose**

The portfolio presents your best scholarly work in the discipline of rhetoric and professional communication up to your third semester. The portfolio assessment

- determines your readiness to complete research and writing tasks in the discipline
- evaluates your proficiency in academic writing
- gives you feedback on your potential for achieving the PhD

**Preparation**

To prepare for the portfolio exam, you will, at the end of your first academic year, receive collective advice from RPC graduate faculty with whom they have studied so far. During an RPC faculty meeting at the end of the academic year, faculty with whom you have studied will provide oral feedback to your program adviser on the strengths of your work so far, how you might improve, and what courses you might consider in the future. The adviser will then be responsible for meeting with you to present a written summary of this advice so that you can begin preparing for the portfolio assessment. In preparing for the assessment, you are also encouraged to seek more detailed advice from other professors, as well as peers.

**Requirements**

You will choose representative samples of your work to include in the portfolio according to the following requirements:
A. Submit a 1,000- to 1,500-word reflection paper which explains the contents of the portfolio in terms of how it reflects your intellectual development in the program so far. It should also be used to highlight possible paths for forthcoming research. You are encouraged to consult with peers, professors, and program advisers about this portfolio overview.

B. Submit two artifacts of your choice, drawn from materials produced in an RPC master’s or doctoral course at Iowa State University. At least one of these artifacts must have originated in an RPC doctoral course. These materials might include such artifacts as book reviews, conference presentations, research articles, scholarly websites, and other evidence of scholarly expertise, but must keep in mind the criteria listed in the “Evaluation” section below.

You are encouraged to consult with your adviser, as well as your peers and professors, about selecting and revising the appropriate artifacts in order to demonstrate a range of academic interests and abilities. When revising your work, you are encouraged to respond to previous feedback from professors and to refine your ideas to reflect your most current thinking about the subject matter. Additionally, you should refine your work to demonstrate ability to communicate clearly in an academic style.

The entire portfolio should be no shorter than 25 pages and no longer than 50 pages.

C. Submit an electronic Microsoft Word or PDF document of each paper to the Graduate Program Staff Assistant via email (englgrad@iastate.edu). They should each be in typed, double-spaced, 12-point font format. The title page of each document must include the following:

- One 5-digit identification number for all 3 papers to facilitate anonymity (see below)
- Identify each part as follows:
  1. Reflection paper
  2. Artifact #1
  3. Artifact #2

To facilitate anonymous submission to the extent possible, remove your name from the paper as well as any aspects of your identity that are encoded in the electronic file (e.g., in Windows, right click on the file > "Properties" > "Details" > "Remove Properties and Personal Information"). In lieu of this identification, you choose one five-digit identification number that you will use for all three papers. Realize that members of the RPC Examinations Committee might recognize papers even after your name has been removed. Instructor’s comments and grades should also be removed.
Evaluation

The Graduate Program Staff Assistant will distribute the portfolios in electronic format to all members of the RPC Examinations Committee and to your program adviser. Each portfolio will be evaluated by the RPC Examinations Committee. Your program adviser attends the evaluation meeting and participates in the discussion but does not vote on the success or failure of your portfolio. (If your program adviser also sits on the RPC Examinations Committee, another appropriate person will be selected from the RPC faculty at large, to augment the committee). Portfolios will be evaluated according to these criteria:

- Proficiency in academic writing. Regardless of the mode, genre, or medium submitted, you must display graduate-level ability to
  a. Define a problem or issue
  b. Make and support claims and subclaims
  c. Cite and synthesize sources
  d. Sustain a coherent argument, and
  e. Use standard scholarly conventions.

- Ability to explain and contextualize scholarship in the introductory overview for the exam

- Potential promise for completing work for the degree

After a portfolio has been evaluated, the RPC Examinations Committee will rate it either a pass or a fail and will provide you a written rationale for its decision within one week of the evaluation meeting (hard copies or electronic copies submitted to the Graduate Program Staff Assistant (englgrad@iastate.edu). At their discretion, program advisers can notify students immediately of the committee’s decision; however, relaying the decision this swiftly is not required. As soon as possible after the written notification from the RPC Examinations Committee, your adviser and one RPC Examinations Committee member must meet with you to discuss the written rationale and to provide additional feedback on your scholarly writing.

Second Portfolio Submission

If your initial portfolio does not show sufficient mastery of the scholarly writing essential for achieving the PhD in Rhetoric and Professional Communication, you will be asked to submit a second portfolio, which, at the direction of the RPC Examinations Committee, may include different papers and analyses, or revisions of one or both of the original papers. This second portfolio must be submitted by the announced deadline the following semester.

The second portfolio will also be evaluated by the entire RPC Examinations Committee. Your program adviser attends the evaluation meeting and participates in the discussion of the second portfolio. The DOGE also attends the meeting as an observer, but has no vote in the matter; only members of the RPC Examinations Committee vote on the success or failure of the second portfolio. The committee will provide a written rationale for its decision within one week of the evaluation meeting (hard copy or electronic copy submitted to the Graduate Program Staff
Assistant (englgrad@iastate.edu), which will be transmitted to you in a face-to-face meeting that will include your program adviser and at least one member of the RPC Examinations Committee. This meeting will take place within two weeks of the RPC Examinations Committee’s decision.

You can submit only two portfolios, and a passing portfolio is necessary for you to continue in the PhD program. You can serve out your teaching contract for the remainder of the academic year.

**Grievances regarding the portfolio assessment**

If you believe you have legitimate reasons to appeal the decision of the RPC Examinations Committee, you may follow the grievance procedure outlined in the [Graduate College Handbook](#) under “Grievances Related to Scholarly and Professional Competence.”
Preliminary Examination (RPC)

Doctoral candidates in Rhetoric and Professional Communication must take the preliminary examination, which is composed of two parts—the comprehensive written examination and the specialized oral field examination (preliminary oral examination).

Before you begin the dissertation, you will take the preliminary examination. Although this examination may be taken during the last semester of coursework, most students spend considerable time following their coursework reading and otherwise preparing for the prelims. You and your POS committee should discuss what procedures will be in place should a failure occur for all or any parts of the written or the oral preliminary examinations.

If for any reason you wish to request a change in the procedure for the preliminary examination, you must write a memo to the Director of Graduation Education before the date of the exam specifying the request and providing a rationale for it. The DOGE will decide whether or not the request will be granted.

The RPC Examinations Committee, consisting of four RPC faculty members, evaluates exam questions selected by the POS committee to ensure consistency and to provide specific advice about the focus and rigor of questions.

Upon successfully completing the written and oral parts of the preliminary examination, you will be ready to pursue work on the dissertation (see additional requirements for “ABD Status”).

Time limits and other restrictions

You must pass the specialized oral field examination (preliminary oral examination) at least six months prior to your dissertation defense (final oral examination). Several other requirements must be met as well (see Preliminary examination requirements for more information).

Purpose and nature

The preliminary examination serves two important functions. First, it certifies that you have the general knowledge necessary to engage in conversations of the discipline. Comprehensiveness is required by both the Graduate College and the RPC program. Second, the examination helps you prepare to work on the dissertation. To fulfill these two functions, the preliminary examination consists of two parts:

The comprehensive written examination component

The comprehensive examination is the first part of the preliminary examination and consists of a written exam. There are two purposes of the comprehensive examination. The first is to demonstrate your ability to make scholarly arguments involving the comprehensive range of knowledge sufficient to engage the conversation of the discipline. The second is to prepare you to write a dissertation proposal and pursue dissertation research.
The specialized examination component (preliminary oral examination)

The specialized examination is the second part of the preliminary examination and consists of a written and oral component. The specialized exam also serves as the university’s Preliminary Oral Examination, which is required of all PhD candidates at Iowa State University. As formulated within the English Department, the specialized exam is designed to help you prepare for dissertation work in a specific research area of your choosing. Though the format can vary widely, the specialized exam often consists of a dissertation prospectus and reading lists on which you will give an oral presentation during a POS committee meeting.

Both types of exams are discussed in further detail in the following sections of this document.

Comprehensive examination component

Overview of Comprehensive Examination

The Comprehensive Examination is a multi-stage process that takes approximately a semester to complete. To accurately determine an appropriate timeline for this process, you need to consult with your major professor to ensure that you have scheduled a proper amount of time between the events in the process. The overview that appears below is followed by more detailed sections about various stages of the process.

1. **Checking for Program of Study and Committee Form (POSC) Approval Status**—Check that your POSC Form is approved by the Graduate College by checking your AccessPlus account. Changes to your POS committee membership or revisions in your POS coursework that were originally approved on your POSC Form must be modified in AccessPlus. Make changes to the POSC Form and select “Submit for approval” to route changes through your major professor, POS committee members, the DOGE, and the Graduate College for final approval. Preliminary examinations should not begin until all changes are approved.

2. **Checking potential exam dates**—Discuss potential exam dates with POS committee members and determine possible dates for taking the exam (see “Scheduling the written comprehensive exam” later in this section).

   a. Before setting dates, be aware that certain restrictions exist concerning scheduling dates and times for the exam.

   b. Summer exams—Because faculty are not available during the summer to evaluate exams and because we want to avoid long delays in completing evaluations, you may not submit comprehensive exams for evaluation during the summer. They may, however, be turned in during the first week of fall semester. Effectively, this means that students can receive comprehensive exams from their POS chair 17 days before the first day of fall classes.
3. **Negotiating and Submitting the Reading List**—Compiling a reading list and having it approved as the basis for your exam is a dialogic process involving you, the POS Chair, and POS Committee. The reading list needs to be compiled and approved before exam questions are negotiated and submitted (see “Reading List” information later in this section).

   a. *Submitting proposed reading list*—You submit a proposed reading list to your POS Committee.

   b. *Revising the reading list*—You revise the list according to POS committee comments in line with the committee’s deadline.

   c. *Evaluating reading list*—Your POS chair submits reading list to the POS committee for its approval.

   d. *Finalizing reading list*—Your POS committee, working with you, makes revisions and finalizes the reading list.

   e. *Submitting approved reading list*—You submit a printed copy of the approved reading list and the [RPC Reading List Approval Memo](#) containing POS committee member original signatures to the Graduate Program Staff Assistant before you can begin the comprehensive written exam.

4. **Submitting and Negotiating the Exam Questions** (see “Exam questions and structure” later in this section)

   a. *Submitting potential exam questions*—You and POS committee members submit possible exam questions to your POS chair.

   b. *Revising and selecting exam questions*—After your reading list has been approved and submitted to the Graduate Program Staff Assistant, your POS chair (without your involvement) coordinates the revision and selection of exam questions with the POS committee.

   c. *Evaluation of exam questions by RPC Examinations Committee*—Your POS Chair submits exam questions electronically to RPC Examinations Committee Chair for evaluation. Their evaluation is intended to ensure consistency across the comprehensive exams as well as provide the POS committee with specific advice about the focus and rigor of the questions. Unless the RPC Examinations Committee Chair announces other due dates, your POS chair must submit comprehensive exam questions to the RPC Examinations Committee Chair by the first Monday of September, November, February, and April. The RPC Examinations Committee Chair returns the exam questions to the POS chair with any recommendations for revision.

   d. *Revising exam questions*—If warranted, the POS committee revises the questions (without your involvement) and the POS chair constructs the final exam using the exam template and includes starting and ending dates and times.
5. **Taking the Exam** (see “Taking the written comprehensive exam” later in this section)
   
a. **Receiving the exam**—The POS chair sends you the exam document electronically via email (copying the Graduate Program Staff Assistant englgrad@iastate.edu). You have 17 days to answer the exam questions, which allows for the inclusion of three weekends, depending on the date of the exam and the day of the week it is distributed to you.

   b. **Returning the completed exam**—On the 17th day by the designated time, you will return the completed exam electronically to the Graduate Program Staff Assistant (englgrad@iastate.edu) who will acknowledge receipt of the completed exam, making sure that all pages of the exam include a running header containing the question number, your name, and page number.

6. **Evaluating the Exam** (see “Evaluation criteria and process” later in this section).
   
a. **Distributing the completed exam**—The Graduate Program Staff Assistant distributes your completed exam as well as a copy of the exam document electronically to your POS committee. Generally, members are given two weeks to read the exam prior to the evaluation meeting.

   b. **Scheduling the evaluation committee meeting**—The POS chair is responsible for scheduling a meeting of your POS committee and ensuring that members are present, either in person or via distance participation.

   c. **Evaluating the exam**—Members of your POS committee meet to discuss and evaluate your exam. For you to pass, a minimum of four out of the five of your POS committee members must vote to pass the exam. If the POS committee is larger than five members, all but one of the members must vote to pass the exam.

   d. **Communicating the exam results**—Following the POS committee’s decision, your POS chair will write you a letter, indicating if you passed or failed the examination as well as providing the POS committee's commentary. Your POS chair will file a copy of this letter with the Graduate Program Staff Assistant (print copy or electronically via email to englgrad@iastate.edu).

**Reading list**

The comprehensive examination is based on a reading list you and your POS committee construct. Reading lists are considered public documents and, as such, are kept on file in the office of the Graduate Program Staff Assistant, 227 Ross Hall, where they may be viewed by faculty and students. You must submit a printed copy of the approved reading list and the RPC Reading List Approval Memo containing POS committee original signatures to the Graduate Program Staff Assistant before the comprehensive examination can begin. Each reading list should contain a comprehensive range of articles and books representing not only a cross section of the discipline but also a concentration of texts reflecting your research interest. Ideally, materials on the reading list that are not in your research area will be selected in ways that allow you to integrate your
The intellectual task of integrating a specialized research interest with a list representing the discipline as a whole is not only a practical necessity for the exam but also an aid to help you understand the relation of your specialty to the field at large. The grid presented below is a general heuristic for constructing reading lists that are comprehensive. The set of categories constituted by the grid suggests one way to map the discipline and to conceive of comprehensiveness. Because individual reading lists will include books as well as articles and book chapters, it is impossible to specify a precise number of items required on any single comprehensive reading list. You and your POS committee will negotiate the length of individual lists within the spirit of reasonable equity and comprehensiveness. As reading lists are constructed, both you and POS committee members are encouraged to consult faculty members who have specific expertise in the dissertation subject area but who are not on your POS committee.

The reading list should be divided into approximately three to six categories (perhaps using categories from the grid). Each category should be prefaced by a brief focus statement (approximately 200-300 words) that explains the parameters or framework of each category.

**Heuristic grid for the comprehensive examination reading list**

The following "grid" is a heuristic to guide you and your committee design and gauge the comprehensiveness of the reading list.

<table>
<thead>
<tr>
<th></th>
<th>Rhetoric</th>
<th>Composition</th>
<th>Professional Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most or all of the slots in the grid should have one or more texts in them. Individual texts might fit into more than one slot; in practice, these are not mutually exclusive categories. This heuristic makes it relatively easy to see where a reading list has substantial gaps, *i.e.* where comprehensive coverage fails. This grid is intended not as a schema with rigid percentages assigned to each category, but as a general guideline from which you and your committee can work. In practice, reading lists will not be organized according to this grid, but they should reflect attention to this vision of comprehensiveness.
Exam questions and structure

Each comprehensive examination is constructed by your POS committee and is based on your reading list. You are expected to talk with POS committee members about your reading list and about issues that might be the topics for exam questions. The POS chair will solicit questions from you and POS committee members and will construct a draft of the exam. Although your committee members may collaborate in the question writing process because it can be a useful learning tool, the POS committee alone will draft, revise, and select the six questions for your exam—three of which you must answer. The POS Chair submits exam questions electronically to RPC Examinations Committee Chair for evaluation prior to finalizing the exam. Their evaluation is intended to ensure consistency across the comprehensive exams as well as provide the POS committee with specific advice about the focus and rigor of the questions. Unless the RPC Examinations Committee Chair announces other due dates, your POS chair must submit comprehensive exam questions to the RPC Examinations Committee Chair by the first Monday of September, November, February, and April. The RPC Examinations Committee Chair returns the exam questions to the POS chair with any recommendations for revision. The POS chair then constructs the final version of the exam using the exam template and includes starting and ending dates and times.

Evaluation committee includes all POS committee members only

The members of your POS committee, including your POS committee chair, will evaluate your comprehensive exam.

Scheduling the written comprehensive exam

The dates on which the exam will be administered will be set by you and your POS chair. You should also keep in mind that most faculty members will not be available during semester breaks, University Holidays, or the summer to read and evaluate exams (see “Checking Potential Exam Dates” earlier in this section). To accurately determine an appropriate timeline for this process, consult with your POS chair to help ensure a proper amount of time is scheduled between events within the process.

Taking the written comprehensive exam

The POS chair sends the exam document to you electronically via email copying the Graduate Program Staff Assistant englgrad@iastate.edu), and you will return the completed exam electronically to the same by the deadline. You will have 17 days to answer the exam questions; this allows for the inclusion of three weekends in the exam period depending on the dates of the exam and the day of the week the exam is distributed to you.

Academic honesty

When taking the comprehensive examination, you may not receive any help from anyone. In order to avoid even the appearance of impropriety, do not discuss the content of exam questions while you are taking the exam.
Evaluation criteria

The comprehensive examination will be evaluated on the following criteria:

- command of the material (e.g., depth and subtlety of understanding of concepts discussed)
- quality of writing (e.g., coherence; clear line of argument, where points or claims are advanced and supported; professional style and format, given time constraints)
- comprehensive coverage (e.g., demonstration across the three essays of a range of knowledge of historical periods, figures, concepts and works; avoidance of duplication—for example, prominently featuring the same figure or concept in more than one answer)
- accuracy (e.g., accurate representation of research studies, historical and contemporary figures, theories, concepts, and terms; care in answering the questions asked—that is, responding to the question asked within the committee's reasonable interpretation of the question)

Evaluation process

As soon as possible after you have submitted the completed exam, the POS committee will convene to discuss the written exam and vote on whether it passes. Ideally, this will occur within two weeks of you completing the exam. Your POS chair is responsible for scheduling the POS committee meeting and ensuring that all members are present, either in person or via distance participation.

The written comprehensive examination will be evaluated and voted on by the members of the POS committee. Passing the comprehensive examination requires that a minimum of four out of the five POS committee members vote to pass the exam. If the POS committee is larger than five members, all but one of the members must vote to pass the exam.

Following the POS committee discussion and vote, the POS chair will write you a letter, indicating pass or fail of the examination and sharing with you the POS committee’s commentary. If your exam does not pass, you will be required to take a second, different exam on the same reading list at a later date determined by you and your POS committee. In the case of a failing exam, the POS chair will also write commentary that identifies problems with your exam and offers you advice in preparing to take the second exam. The POS committee will approve and sign this letter, and the POS chair will file a copy of the letter with the Graduate Program Staff Assistant within two weeks of the POS committee meeting (print copy or electronically via email to englgrad@iastate.edu).

You must pass the written comprehensive examination before taking the specialized oral examination. If you fail to pass the examination a second time, you will be dropped from the RPC PhD program.

Grievances regarding the comprehensive examination

If you believe that you have legitimate reasons to appeal the decision of the evaluation committee, you may follow the grievance procedure outlined in the Graduate College Handbook (see “Grievances Related to Scholarly and Professional Competence”).
Relation of comprehensive examination to the specialized examination

Once you have passed the written comprehensive examination, you will take the specialized examination. Because the specialized examination is precisely that, "specialized," and typically includes a dissertation proposal, the specialized examination will be evaluated by your POS committee.

Specialized examination component: Preliminary oral examination

The specialized examination, as the second part of the preliminary examination, is the preliminary oral examination. This exam helps you prepare for dissertation work in a specific research area of your choosing. Although the specialized examination will contain both written (dissertation proposal/prospectus) and oral component, its format can vary. Because the specialized examination as well as its administration and evaluation are the responsibility of the POS committee, you will work closely with your committee to develop a format that will reflect your particular research interests. After you and your POS chair have finalized the dissertation proposal/prospectus, you distribute it to all members of your POS committee at least one week before the specialized oral exam. You need to pass the preliminary oral examination at least six months prior to your dissertation defense (final oral examination). Upon successfully completing the specialized examination, you will be ready to pursue work on the dissertation (see additional requirements for “ABD Status”).

Getting your POS committee together for the oral examination

Consult with your POS committee members about convenient meeting times. The earlier you can do this, the better, since it can be difficult to arrange a time when all faculty members are available (especially in the summer). All committee members must be present for the preliminary oral exam. Graduate College approval must be granted (prior to the exam) for POS committee substitutes or permanent replacements by submitting a Request to Change Committee Appointment form or submit this change for approval via your POSC Form in your AccessPlus account. The Graduate College can be petitioned for permission to have a committee member participate at a distance. The distant committee member must get approval from the Graduate College before the exam using the Request for Preliminary or Final Oral Examination with Committee Member at a Distance form, providing a reason, and indicating who will sign the Report of Preliminary Oral Examination form for them at the conclusion of the exam.

Reserving a meeting room is your responsibility and can be done through the department’s electronic reservation system (http://exchange.iastate.edu).

Request for Preliminary Oral Examination form

Obtain a Request for Preliminary Oral Examination form from the Graduate Program Staff Assistant, 227 Ross Hall (this form is not downloadable). Because this form will specify the date and time of the preliminary oral examination, it should be filed only after you have taken and passed the preliminary written exam and met all other Preliminary Examination Requirements.
You must submit this form to the Graduate College at least two weeks before the date the exam is scheduled.

*It is essential that you file the Request for Preliminary Oral Examination form in a timely manner. You and your POS committee may not hold the exam unless the Request for Preliminary Oral Examination form has been filed and approved by the Graduate College.*

**Report of Preliminary Oral Examination form**

The Graduate College will send the Report of Preliminary Oral Examination form to the Graduate Program Staff Assistant (this form is not downloadable) who will prepare this form and forward it to the chair of your POS committee (major professor).

According to Graduate College policy, all POS committee members must be present for the Preliminary Oral Examination and must sign the Report of Preliminary Oral Examination form. If a POS committee member is unable to attend the exam in person, the distant committee member must get approval from the Graduate College before the exam using the Request for Preliminary or Final Oral Examination with Committee Member at a Distance form and indicate who will sign the Report of Preliminary Oral Examination form for them.

The Graduate College original copy of the Report of Preliminary Oral Examination form must be submitted to 1137 Pearson immediately after the examination. The student should have the Graduate Program Staff Assistant, 227 Ross Hall, check it to be sure the decision is marked, that all committee members have signed the form, and that you have also signed the form. *Submitting the form to the Graduate College, 1137 Pearson, is your responsibility.*

**Oral defense of the dissertation**

See the section on Graduation for more details and information on finishing up. The department’s Graduation Information website for graduate students also contains resources and links to very helpful information.
Prospectus and Dissertation Guidelines (RPC)

Detailed university requirements for the PhD dissertation appear in several online university documents. These online documents are the basis for the following review of university requirements.

- *Graduate College Handbook, Ch. 7, "Finishing Up"*
- Electronic Theses/Dissertations (ETDs) at ISU
- Thesis Checklist

University expectations

According to the Graduate College, a doctoral dissertation must

- follow all requirements detailed in the Thesis Checklist
- "demonstrate conclusively" your ability to conceive, design, conduct, and interpret independent and original research
- demonstrate your ability to analyze, interpret, and organize data
- be written independently (*e.g.*, no co-authorship or joint writing)
- make a significant contribution to the field
- be worthy of publication in professional journals of quality or in book form

As the *Graduate College Handbook* points out, you, rather than the major professor or the Graduate College, are responsible for writing and editing the dissertation, as well as for completing any necessary paperwork.

Department expectations

In addition to general university expectations, there are a number of departmental expectations for students enrolled in the English Department doctoral programs. These expectations involve the dissertation prospectus, POS procedures, the structure and emphasis of the dissertation itself, and the oral defense of the dissertation.

Prospectus

Before starting on the dissertation, submit a prospectus—complete with a cover "sign-off sheet"—for POS committee approval. A prospectus typically will

- describe the nature of your project
- provide a rationale for your chosen dissertation option
- provide a rationale for the project itself
- contain a review of significant literature
- outline and justify the research methodology
- offer a chapter outline or equivalent indication of overall structure
• include a bibliography
• propose a work schedule
• identify POS committee members by name and degree program relevant to the dissertation

Discussions with the POS committee may result in a variation of the above commonly held expectations.

Attached to the final prospectus is a cover sheet, which each POS committee member has signed to indicate that he/she has read the prospectus and agrees that you are ready to proceed with research. The prospectus is regarded as a starting point; that is, the project as represented by the prospectus may, and probably will, change during the course of your research and writing.

POS procedures
You are responsible for reaching an understanding with POS committee members concerning their respective roles. In discussing member roles, you will find it useful to review such issues as

• whether or not each committee member wants to see every draft
• what your research and writing schedule will be
• how drafts will be submitted (e.g., whether or not the POS chair should see each draft before it's circulated)

Dissertation options
When selecting an option for the dissertation, you and the POS committee will need to reach a consensus regarding both the dissertation's emphasis and structure.

Emphasis
Although dissertations in the humanities are quite varied, many RPC dissertations fall into one of the following four categories: historical, theoretical, empirical (experimental or descriptive), and hybrid. A dissertation dealing with a problem in pedagogy, for example, might be either historical, theoretical, empirical, or some combination of the three in its emphasis.

Structural options
Given the expectations of the Graduate College, there are two typical arrangement options for structuring a dissertation: specified chapter option or articles within a framework. In working with your POS committee, you may develop variations on these options or discover additional options for structuring your work.
Specified chapter option

Dissertations as described in Graduate College materials commonly have five chapters; however, the number of chapters in the dissertation can vary depending on the topic and nature of research. The chapter option might feature the traditional dissertation or a monograph. Monographs usually assume outside audiences.

For example, one version of a traditional dissertation is often organized this way:

- Chapter One contains a contextualized statement of purpose or a problem statement, definitions/explanations of terms or concepts, articulation of critical issues, and the research question(s) that will be explored in the dissertation.
- Chapter Two is a review of pertinent literature.
- Chapter Three. Dissertations that include an empirical study might contain a presentation of and rationale for the methodology.
- Chapter Four. If the dissertation includes an empirical study, this chapter might present the results and an interpretation of those results.
- Chapter Five. If the dissertation includes an empirical study, this chapter might discuss the implications and applications of the results.

Another example of a specified chapter dissertation would be a monograph. It might have the following organization:

- Chapter One might identify a problem or a series of related issues.
- Chapter Two might provide a historical context for the problem or issues.
- Chapters Three, Four, and Five might be organized topically and include a review of relevant literature as well as theoretical arguments.

Karen Burke LeFevre's *Invention as a Social Act* is an example of a dissertation in monograph form. Her work, which explores a concept theoretically, is organized this way:

- Introduction: introduces the concept and problematizes it; offers definitions and names theoretical approaches.
- Chapter One: establishes the scope and provides overview of the study.
- Chapter Two: develops the problem and demonstrates the inadequacy of the currently dominant theoretical approach to the problem (the Platonic view).
- Chapter Three: demonstrates how another approach (the social perspective) might better address the problem.
- Chapter Four: proposes that the framework offered in Chapter Three (the social perspective) supplant the currently dominant approach (the Platonic view) in our understanding of the concept; dramatizes the new perspective in action.
- Chapter Five: discusses the argument (the problem and the proposal) in a broader theoretical context (the role of language); engages in theory-building.
- Chapter Six: addresses implications.
There are also other alternatives available within the chapter option. For example, dissertations can include an extended narrative that incorporates all of the conventional components of other kinds of dissertations; that is, they include a statement of purpose, a review of pertinent literature, a presentation of methodology and results, a critical interpretation of findings, and a statement of significance(s). The narrative, whether embedded within the conventional dissertation components or acting as a frame for these components, must represent situations and ideas that would lose their essential character and meaning if presented outside a story framework.

It is difficult to argue that a narrative should govern a dissertation's structure. Whereas narratives can readily be used as examples, writers have a more challenging task if they want to use narrative to shape their arguments. Nevertheless, the extended narrative option provides you with an opportunity for employing this strategy where appropriate.

**Articles within a framework option**

University regulations allow you, in agreement with your POS committee, to include in the dissertation individual papers submitted or to be submitted to scholarly, refereed journals.

It is very important that you discuss this option with your POS committee before planning to pursue it. Some committees, for example, might stipulate that only articles actually accepted in refereed journals will be acceptable, while other committees might disallow this option altogether.

Dissertation manuscripts that follow this option must adhere to structural and documentation standards outlined in the [Thesis Checklist](#) under "Journal Paper Format." This option must include

- a general introduction in which the problem and its background and significance are addressed
  - a rationale for the inclusion of the papers
  - a statement about the organization of the dissertation
- a literature review
- a cover page for each journal article that includes the article's title and information regarding the journal to which it has been (or will be) submitted
- each article in its entirety including references and appendices (articles should be judged by the POS committee to be equivalent to chapters in a traditional dissertation
  - content of articles should be identical to that submitted to journals)
  - if the articles have already been published, written permission extending reproduction and distribution rights to University Microfilms International must be submitted at the time of final deposit
- a general summary discussing results as they apply to the larger problem detailed in the introduction
- works cited for references not included in articles

**Abstract**

Whatever the dissertation structure, you will be asked to prepare an abstract of the dissertation. Abstracts of doctoral dissertations nationwide are available in the library. Actual dissertations may be available through interlibrary loan, depending on the policies of the lender.
The Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) requires 12 credits of coursework.

**Credits and Time Restrictions**

The English Department offers a Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL).

Students in this graduate certificate program must meet two prerequisite requirements and complete a minimum of 12 credit hours of graduate coursework: one foundation course (3 credits) and three graduate courses (9 credits) chosen from a list of accepted courses.

The graduate certificate may be earned either before, after, or concurrently with a master's or doctoral degree. The standards of admission and the standards to which a certificate student is held are equivalent to those expected of a master's student. Credits earned for the graduate certificate may also be used to meet degree requirements for a graduate degree if approved by the Program of Study Committee for the graduate degree major. Students are expected to complete a certificate program at Iowa State University within five years. The regular Graduate College course rules apply to certificates. At least one graduate ISU course must be taken after admission or in the same semester as entry into the program.

Each certificate program has a "Director of Certificate Studies (DOCS)," which is the equivalent of a DOGE for a graduate major program.

No graduate assistantship support is available for certificate students.
Certificate program requirements

Prerequisites
Prerequisites for the certificate program include the following courses, or their equivalents (If you have not completed the prerequisites upon entry into the program, you must complete them as soon as possible after admission):

- Engl/Ling 220: Descriptive English Grammar or passing the online grammar test-out
- Engl/Ling 219: Intro to Linguistics or English/Ling 511: Intro to Linguistic Analysis

Core requirement = 3 credits
- Engl/Ling 518: Teaching English as a Second Language: Methods and Materials

TESL/TEFL coursework chosen from the following courses = 9 credits
- Engl/Ling 510: Introduction to Computers in Applied Linguistics
- Engl/Ling 519: Second Language Assessment
- Engl/Ling 524: Literacy: Issues and Methods for Nonnative Speakers of English
- Engl/Ling 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English
- Engl/Ling 588: Supervised Practice Teaching in Teaching English as a Second Language

POS: Program of Study form (Certificate)

Certificate Program of Study
Certificate students do not have a Program of Study (POS) Committee, but do have a certificate supervising professor. No Recommendation for Committee Appointment form is required.

The Certificate Program of Study (POS) form represents an agreement between you and the Graduate College regarding fulfillment of certificate program requirements. It lists the courses you have taken or will take for your graduate certificate. This completed form must be filed no later than the first week of your final term of coursework. You should complete the Certificate POS form with the help of the certificate adviser. At least one graduate ISU course must be taken after admission or in the same semester as entry into the program and is required on the Certificate POS form. If you have transfer credits, you need to submit for approval a Transfer Credit Petition form with copies of transcripts for those courses (a Graduate College requirement).
Because your Certificate POS form is a vital document for your completion of the certificate program, the various check points help catch errors before those errors delay receipt of the certificate. The first and most important check of the Certificate POS form occurs when you meet with the certificate adviser to discuss your POS and obtain a signature on your form. You should fill out the form very carefully, checking to be sure that you fill in all the blanks and get the necessary signatures, including your own. Then submit the form to the Graduate Program Staff Assistant, 227 Ross Hall, where it will be checked, processed for signature by the Director of Certificate Studies (DOCS), and forwarded to the Graduate College for final approval.

**Certificate Completion**

When you have completed all requirements, contact the Graduate Program Staff Assistant (englgrad@iastate.edu) who will verify that you have met all the requirements and submit a “Certificate Completed” form signed by the Director of Certificate Studies (DOCS) to the Graduate College. The Graduate College then certifies that all requirements have been completed satisfactorily and informs the Registrar’s Office and Graduation Office. The Registrar adds a notation to your permanent record (transcript) indicating that you were granted the Graduate Certificate in Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) on a specified date, and the Registrar issues a printed ISU graduate certificate after you have satisfactorily completed all requirements.
Graduate Faculty Membership

Listed are members of the ISU Graduate College Graduate Faculty from the English Department. The English Department majors listed for each faculty member are the majors they can represent on POS committees. The major professor must be a member of the Graduate Faculty in the student’s declared major. If a term member (*) of the Graduate Faculty is chosen as major professor for a POS committee, a co-major professor who is a full member of the Graduate Faculty must also be identified.

ALT = PhD in Applied Linguistics and Technology
ENGL = MA in English (Literature or Literature and the Teaching of Reading specializations)
CWE = MFA in Creative Writing and Environment
RCPC = MA in Rhetoric, Composition, and Professional Communication
RPC = PhD in Rhetoric and Professional Communication
TESL = MA in TESL/Applied Linguistics

<table>
<thead>
<tr>
<th>Name</th>
<th>Research and Teaching Areas</th>
<th>Majors</th>
</tr>
</thead>
</table>
| Aune, Jennifer* | Development of collaborative English links for Learning Communities; communication research regarding the (mis)understanding of science affects scientists’ communication with the general public; literary research on the silence in the Icelandic sagas | ENGL    
|               |                                                                                    | RCPC    
|               |                                                                                    | RPC     |
| Balbo, Ned     | creative writing (poetry, non-fiction)                                            | CWE     |
| Beckett, Gulbahar | sociolinguistics; language socialization; content-based language teaching/learning; project-based language teaching/learning; sociocultural approaches to language teaching/learning; qualitative research methodology; language policy | TESL    
|               |                                                                                    | ALT     |
| Betcher, Gloria* | early British drama through the time of Shakespeare; Arthurian legend; medieval British literature and culture; multimedia design; digital humanities; and multimodal communication | ENGL    |
| Blakely, Barb   | composition theory, research, and pedagogy; critical and multiple literacies; qualitative research methodology | RCPC    
|               |                                                                                    | RPC     |
| Burke, Brianna  | environmental justice; ecocriticism; Native American literature; multi-cultural 20th-century American literature | ENGL    |
| Chapelle, Carol | computers in applied linguistics; second language acquisition and testing; computer-assisted instruction | TESL    
<p>|               |                                                                                    | ALT     |
| Ching, Barbara  | cultural studies, particularly on the distinctions between high and low culture and rustic and urban culture; forms of comedy and the comic in literature and culture; literature, culture, and place; technology and new media in literature and popular culture | ENGL    |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Research and Teaching Areas</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chukharev-Khudilaynen, Evgeny</td>
<td>human language production and comprehension; computational modeling of human memory, learning, and forgetting; semantics-driven machine understanding of natural language; automated text generation from knowledge bases</td>
<td>TESL ALT</td>
</tr>
<tr>
<td>Coffelt, Tina</td>
<td>interpersonal and family communication; sexual communication; quantitative and qualitative research methods</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Cook, K L</td>
<td>creative writing (fiction, nonfiction); classic and contemporary short story; short story cycle; forms of fiction, sudden fiction; American West in film and literature; literature of the American Dream; family systems in film and literature; Shakespeare</td>
<td>CWE</td>
</tr>
<tr>
<td>Cotos, Elena</td>
<td>automated writing evaluation; intelligent/computer-assisted language learning and assessment; genre analysis; learner corpora</td>
<td>TESL ALT</td>
</tr>
<tr>
<td>Crosby, Benjamin</td>
<td>rhetoric theory and criticism; rhetoric and religion; rhetoric and pedagogy; argumentation</td>
<td>RCPC RPC</td>
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<tr>
<td>Demaray, Elyse*</td>
<td>American literature; modernism; women's literature; feminist theory; cultural studies; African American literature; autobiography</td>
<td>ENGL</td>
</tr>
<tr>
<td>Dubisar, Abby</td>
<td>gendered/feminist rhetorics; activist rhetorics/pedagogy; rhetorics of peace/war; digital and multimodal writing; writing across the curriculum/writing in the disciplines; rhetorical history and theory; disability studies</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Gilchrist, KJ*</td>
<td>20th-century literature in English; literature of WWI and modernism; interdisciplinary, collaborative, and international education</td>
<td>ENGL</td>
</tr>
<tr>
<td>Goodwin, Jean</td>
<td>rhetorical theory; argumentation theory; classical and contemporary oratory; the role of expertise in civic decision-making; science communication</td>
<td>None of the above</td>
</tr>
<tr>
<td>Gossett, Kathie</td>
<td>digital humanities; new media theory and practice; user experience (UX) design; multimodal/media communication; medieval rhetoric</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Grass, Sean</td>
<td>Victorian literature and culture, particularly Victorian fiction and autobiography; the works of Charles Dickens; sensation fiction; the Victorian book market; 19th-century commodity culture</td>
<td>ENGL</td>
</tr>
<tr>
<td>Gray, Bethany</td>
<td>corpus linguistics; register variation; English for Academic Purposes; English grammar and lexicogrammar; disciplinary writing; teaching academic writing; programming for linguistic analysis</td>
<td>TESL ALT</td>
</tr>
<tr>
<td>Haas, Barbara</td>
<td>creative writing, fiction; history and theory of the short story; plotting the novel</td>
<td>CWE</td>
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<tr>
<td>Hegelheimer, Volker</td>
<td>computer-assisted language learning; language testing; educational technology</td>
<td>TESL ALT</td>
</tr>
<tr>
<td>Kostelnick, Charles</td>
<td>visual communication in professional writing; literature and visual art</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Name</td>
<td>Research and Teaching Areas</td>
<td>Majors</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Langenberg, Christiana*</td>
<td>creative writing (fiction, nonfiction, poetry; multicultural and women's fiction and nonfiction; experimental fiction, 2nd person point of view); contemporary fiction; women's fiction; nonfiction, the lyric essay</td>
<td>CWE</td>
</tr>
<tr>
<td>LaWare, Maggie</td>
<td>interpersonal and rhetorical communication; women's communication; visual communication</td>
<td>RCPC RPC</td>
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<tr>
<td>Lefebvre, Luke</td>
<td>classroom communication and instructional processes; video feedback and self-assessment; basic communication course</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Levis, John</td>
<td>linguistics; oral discourse analysis</td>
<td>TESL ALT</td>
</tr>
<tr>
<td>Mackiewicz, Jo</td>
<td>business communication; discourse analysis (especially evaluative texts such as product reviews); technical and professional editing; English and global English grammar; politeness; publications management; research methods in technical and professional communication</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Marquart, Debra</td>
<td>writing poetry, nonfiction, fiction; intermedia arts</td>
<td>CWE</td>
</tr>
<tr>
<td>Menefee, Charissa</td>
<td>writing for stage and screen, dramatic literature, historical drama, comedy, new play development, performance of literature</td>
<td>CWE ENGL</td>
</tr>
<tr>
<td>Niday, Donna</td>
<td>English education; mentoring beginning teachers; composition pedagogy; young adult literature</td>
<td>ENGL</td>
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<tr>
<td>Ockey, Gary</td>
<td>language assessment; quantitative research methodology; second language acquisition</td>
<td>TESL ALT</td>
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<tr>
<td>Oles-Acevedo, Denise*</td>
<td>rhetorical criticism; image repair; crisis rhetoric/scandal discourse; gendered/feminist rhetorics; contemporary female political communication; popular culture; critical/cultural studies</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Post, Constance</td>
<td>transatlantic literature; early women writers; American biography and autobiography; American literature to 1870</td>
<td>ENGL</td>
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<tr>
<td>Ranalli, James*</td>
<td>computer-assisted language learning; self-regulated learning; technology-mediated strategy instruction and strategy use; automated writing evaluation; teaching academic writing; introductory linguistics and linguistic analysis</td>
<td>TESL ALT</td>
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<tr>
<td>Redmond, Mark</td>
<td>interpersonal communication; social decentering and communication adaptation; human communication theory; interpersonal relationship development</td>
<td>RCPC RPC</td>
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<tr>
<td>Remeselnik, Justin</td>
<td>literature; film studies; experimental cinema; intermedia; aesthetics</td>
<td>ENGL</td>
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<td>Roberts, Dave</td>
<td>visual rhetoric; proposal writing; pedagogy in professional communication</td>
<td>RCPC RPC</td>
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<tr>
<td>Rood, Craig</td>
<td>rhetorical criticism; rhetorical theory; rhetorical education; public address; deliberation; rhetoric and violence; public memory</td>
<td>RCPC RPC</td>
</tr>
<tr>
<td>Russell, David</td>
<td>writing across the curriculum; international writing instruction; multi-media online case study pedagogy; history of rhetoric in education</td>
<td>RCPC RPC</td>
</tr>
</tbody>
</table>

CWE = Creative Writing, RCPC = Rhetorical Criticism and Public Communication, RPC = Rhetorical Theory and Pedagogy, TESL = Teaching English as a Second Language, ALT = Academic Language Teaching
<table>
<thead>
<tr>
<th>Name</th>
<th>Research and Teaching Areas</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sauer, Geoffrey</td>
<td>rhetorical theory; new media studies; history of publishing; cultural studies and critical theory</td>
<td>RCPC</td>
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<tr>
<td>Schaal, Michèle</td>
<td>late 20th- and 21st-century literature; women writers; gender studies; feminist theory; American third-wave feminism; contemporary French feminisms; intermediately; hypermodernity; and globalization (theory and fiction)</td>
<td>ENGL</td>
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<tr>
<td>Shenk, Linda</td>
<td>Elizabethan court poetry; early modern drama; Shakespeare; international politics and diplomatic culture; Queen Elizabeth I; rhetoric and performance</td>
<td>ENGL</td>
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<tr>
<td>Silva, Karina*</td>
<td>computer-assisted language learning; teacher education</td>
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<tr>
<td>Sivils, Matthew</td>
<td>19th-century American literature; environmental literature; ecocriticism; textual studies; literature of the American South</td>
<td>ENGL</td>
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<tr>
<td>Slagell, Amy</td>
<td>speech communication; public address; 19th-century women's oratory</td>
<td>RCPC</td>
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<tr>
<td>Slater, Tammy</td>
<td>systemic functional linguistics; content-based and project-based language teaching; English for academic purposes; multimodality in language teaching and learning</td>
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<tr>
<td>Tremmel, Michelle*</td>
<td>teacher education; composition studies</td>
<td>ENGL</td>
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<tr>
<td>Tye-Williams, Stacy</td>
<td>organizational communication, workplace dignity, work-life negotiation, gender and communication, narrative, hope, sustainability, community organizing, and qualitative methodology</td>
<td>RCPC</td>
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<tr>
<td>Vajjala Balakrishna, Sowmya</td>
<td>automatic scoring of student writing; assessing the reading level of text; text simplification; identifying language learner errors automatically; developing language learning tools for non-English languages; using corpora based computational approaches to understand language use</td>
<td>TESL</td>
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<tr>
<td>Vrchota, Denise</td>
<td>oral communication across the curriculum; the role of oral communication in learner-centered classrooms, reflective learning, and adult learning</td>
<td>RCPC</td>
</tr>
<tr>
<td>Wilson, Gregory*</td>
<td>rhetoric of science, technology, and culture; ethnographic methods; rhetorical theory; cultural studies; science studies</td>
<td>RCPC</td>
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<tr>
<td>Withers, Jeremy</td>
<td>science fiction; literary theory; nature, ecology, and literature; criticism; medieval literature; film studies</td>
<td>ENGL</td>
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<tr>
<td>Yager, Susan</td>
<td>Chaucer; medieval drama; early English language and literature; <em>Gawain</em> poet</td>
<td>ENGL</td>
</tr>
<tr>
<td>Zimmerman, David</td>
<td>late 20th-century novel and short story; South American literature; the novella; creative writing (fiction, drama, and screen writing); travel writing; autobiographical writing</td>
<td>CWE</td>
</tr>
</tbody>
</table>
Forms

Each of the forms below can be found and downloaded from the English Department website at http://www.engl.iastate.edu/graduate-students/resources-for-current-students-faculty/forms-2/.

Progress to Degree Checklists
- Master’s Programs in English, RCPC, TESL/AL
- MFA Program in Creative Writing and Environment
- PhD program in Applied Linguistics and Technology
- PhD program in Rhetoric and Professional Communication

Degree Planning Sheets (DPS)
- Creative Writing and Environment MFA
- English MA
- Rhetoric, Composition, and Professional Communication MA
- TESL/Applied Linguistics MA
- Applied Linguistics and Technology PhD
- Rhetoric and Professional Communication PhD

Program of Study and Committee (POSC) Related Forms
- POSC Form (online in AccessPlus)
- Request to Change Committee Appointment
- Language Requirement Form
- Over-Age Course Memo
- POS Waiver/Equivalency Petition
- Transfer Credit Petition

Program Specific POS Forms
- MFA Environmental Courses Outside English Petition
- MFA Suggested Environmental Courses Outside English
- MFA Environmental Field Experience (Engl 560) Proposal Form
- MFA Guidelines for Completion of Engl 560: Env Field Exp
- RPC PhD Concentration Petition

Professional Travel Forms
- Professional Advance Grant (PAG) Online Application
- Professional Travel Funding Application, English Dept
- Travel Reimbursement Form
Misc Forms

Add/Drop Form (schedule change form; available in 203 or 227 Ross)
Co-Major in English Dept Graduate Programs Request
Engl 590: Special Topics (Independent Study) Request Form
English Requirement Approval form (Request to Approve the Graduate English Requirement for a Student Who Native Language is NOT English)
Graduate Minor Request (English Dept Graduate Programs)

Other miscellaneous Graduate College forms (e.g., add minor, add co-major, transfer to another major, double degree, etc.) can be downloaded from the Graduate College website at http://www.grad-college.iastate.edu/common/forms/student_forms.php

PhD Preliminary Examination Forms

ALT Preliminary Written Exam (template for Major Professor)
RPC Reading List Approval Memo
RPC Prelim Comprehensive Written Exam (template for Major Professor)
Request for Preliminary Oral Examination (not downloadable; available in 227 Ross)
Preliminary or Final oral Examination with Committee Member at a Distance

Graduation Forms

Application for Graduation System (online in AccessPlus)
Graduation Scheduler Tool (Excel doc)
Request for Final oral Examination
Preliminary or Final Oral Examination with Committee Member at a Distance
Report of Final Oral Examination (not downloadable; Major Prof receives from Graduate Program Staff Assistant)
Summer Graduate Request to Attend Spring or Fall Commencement Ceremony
Graduate Student Approval Form
Graduation Exit Information and Survey Form

Certificate Forms

Certificate program of Study (POS)
Certificate Completion Form
Request to Pursue a Certificate in Addition to a Graduate Degree