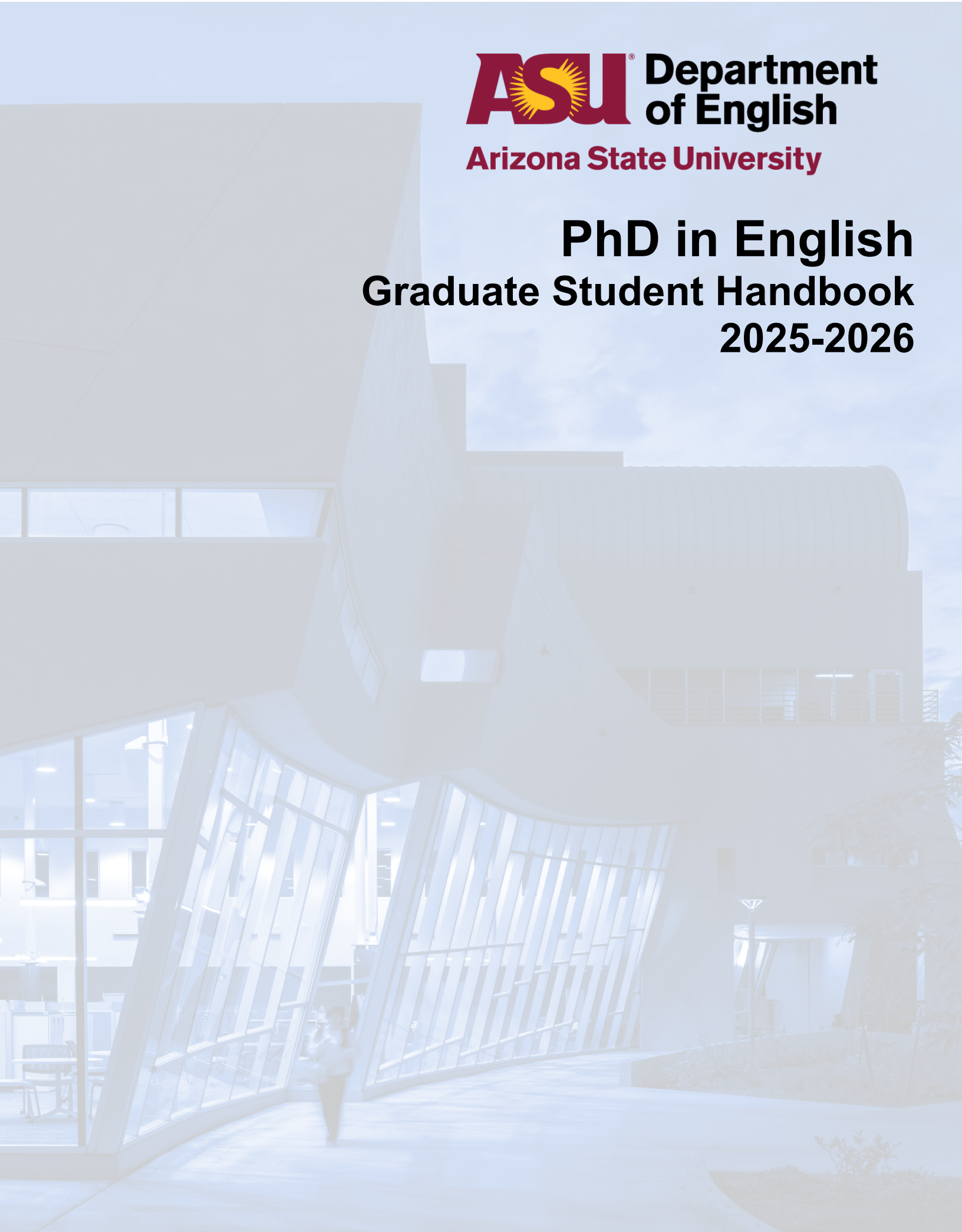
Department of English
Arizona State University

PhD in English
Graduate Student Handbook
2025-2026



Arizona State University
Department of English
Graduate Student Handbook
for Academic Year 2025-26

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Overview of the Department of English

With a degree in English from ASU, you can do just about anything. Students in our diverse programs learn how to express themselves through traditional disciplines – creative writing, education, film, linguistics, literature, and rhetorics and writing – while exploring themes of contemporary relevance, including environmental concerns, medical writing, human rights philosophies, digital humanities, cultural as well as critical enquiries, and performance. A degree from the Department of English at ASU is applicable to just about any career and is a great springboard into further graduate school, law school, medical school, and more.

At ASU, we have one of the largest English departments in the nation, offering doctoral, master's and certificate programs, which enables us to provide students with a greater diversity of offerings than most universities. Our goal is to educate citizens who can think, read, write and act in robust and significant ways to meet new challenges. The critical thinking, reading comprehension and analytic expression skills that are cultivated while earning a degree in English are transferable into any endeavor. Earning a graduate English degree from ASU will serve you in any art form, any discipline, and any profession.

Graduate students in the Department of English frequently present at national, international and local conferences and have received many prestigious awards. Approximately 600 graduate students are enrolled each semester. The program awards excellence by offering outstanding financial packages, including travel funds for professional development and teaching assistantships on a competitive basis. Class sizes are small, giving students the opportunity to work closely with professors in a variety of fields. Reading groups, guest lectures, workshops and other events help bring students and faculty together. Opportunities for professional development and mentoring, such as Preparing Future Faculty and Scholars and Knowledge Mobilization, prepare graduate students for successful careers within and beyond academia. In addition, there are several internship opportunities for English graduate students as well as study abroad opportunities.

Purpose of the Handbook and Student Responsibility

Each Graduate Handbook provides necessary information for students in one of the Department of English's graduate degree programs. It includes outlines of specific degree requirements and resources for helping students to have the most beneficial experience as they work toward fulfilling these requirements. It also provides information on policies and procedures established by Arizona State University, the Graduate College, The College of Liberal Arts and Sciences, and the Department of English. Key resources for policies beyond the Department of English are the ASU Graduate College website, the ASU Academic Catalog, and the Graduate College Policy Manual.

It is the responsibility of each student to be familiar with and abide by all pertinent policies and regulations. This handbook will help students fulfill that obligation and also prepare them to thrive in their chosen degree program. The handbook is updated annually, and past handbooks are archived on the Graduate Handbook website.

If students have questions about any of the information covered in this handbook – or about any aspect of their graduate student experience – they are encouraged to contact their graduate

advisor.

Additionally, time-sensitive information about deadlines, scholarships, jobs, workshops, and events will be sent to current students via an email. All ASU students are required to have an active ASU email. Students may forward their ASU email to another preferred account. **It is important to check your ASU email, at a minimum, twice per week so that you do not miss important notices.** Arizona State University and the Department of English conduct their business via ASU email only. Graduate students will be added to an email distribution list upon admission. Graduate students not receiving emails should contact enggrad@asu.edu to ensure that they are on the email list. Additionally, students should check their MyASU account regularly.

Note: Students who fill out the Withhold Directory Information Request may experience nondelivery of emails from the department. The hold also makes it impossible for other students, faculty, or staff to find the student's ASU email in the directory or global address book.

ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

ASU is guided by nine design aspirations:

1. Leverage Our Place
2. Enable Student Success
3. Transform Society
4. Fuse Intellectual Disciplines
5. Value Entrepreneurship
6. Be Socially Embedded
7. Conduct Use-Inspired Research
8. Engage Globally
9. Practice Principled Innovation

Culture of Respect

ASU is a community and a professional work environment. Graduate students are expected to treat their peers and all students, faculty, staff, administrators and members of the ASU community with respect and work with them in a professional manner. English graduate students are representatives of the Department of English and the University; we have every expectation that our students will be good representatives who recognize that poor behavior on the part of one student impacts all by creating negative experiences and a negative perception of our program.

Students are valued members of a highly professional research university. You can expect to be treated with courtesy, kindness, and professionalism at all times and the same is expected of you. In particular it is very important to note that University staff members do not work for the students. They work to support the students in their goals and endeavors within the university structure. It is

never acceptable to treat staff with anything less than respect, courtesy, kindness, and professionalism. Any type of disrespectful or abusive behavior on the part of our students toward any member of the ASU community will not be tolerated. This includes ignoring responsibilities as a student, such as failure to adhere to program deadlines, failure to respond to communication, and failure to fully perform teaching duties. Likewise, if you feel that you are not being properly treated, you should report your concern to your Graduate Advisor or to a departmental administrator, such as the Director of Graduate Studies.

Academic Integrity

Graduate students are expected to be ethical in their multiple roles as students, researchers, teachers or supervisors of undergraduate students and representatives of the Department, College and University. **When in doubt about appropriate conduct, students should consult the program manager or faculty advisor to seek clarification. Students may also check the Office of the University Provost Academic Integrity, Dean of Students Student Code of Conduct and The College Discussing Policy Violations.** Breaches of academic integrity include, but are not limited to, the following:

- Engaging in any form of academic deceit, e.g., referring to materials, sources or devices (camera phones, text messages, crib sheets, solution manuals, materials from previous classes or commercial research services) not authorized by the instructor for use during an evaluation or assignment;
- Providing inappropriate aid to another student in connection with any evaluation or assignment;
- Engaging in plagiarism by using the ideas, words or data of another person or persons without full and appropriate attribution;
- Engaging in plagiarism by claiming credit for the ideas, words or data of another;
- Failing to follow ethical procedures for research involving human subjects, such as violating participants' confidentiality, or failing to maintain confidential or sensitive research data in a secure location;
- Knowingly using data that do not meet appropriate standards for reliability and validity;
- Failing to meet responsibilities to undergraduate students, such as failing to provide assistance during designated office hours;
- Engaging in a romantic relationship with an undergraduate student whom the student supervises or evaluates in a classroom or research setting;
- Falsifying or misrepresenting hours or activities in relationship to an internship, externship, research assistantship, field experience, workshop or service learning experience;
- Repeatedly failing to meet commitments and responsibilities, such as chronically missing deadlines, or failing to provide work promised to colleagues; and
- Behaving in a way that reflects poorly on the Department, College and University while conducting research or participating in community activities as a representative of the Department.

Newly admitted students will receive a "priority task" on their MyASU directing them to complete a Canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher. Penalties for unethical behavior range from being placed on academic probation to dismissal from the program.

Additional information about academic integrity policies of the University is available on the Student Rights and Responsibilities website.

Sexual Harassment

The University prohibits sexual harassment by employees and students and will not tolerate any behaviors that interfere with an individual's work or educational performance or creates an intimidating, hostile or offensive working, learning or residential environment. Additional information about sexual harassment and how to report it is available at https://sexualviolenceprevention.asu.edu/

Campus Safety

To report an emergency on campus, students can simply dial 911 or use one of the emergency call boxes found on campus. Non-emergency ASU Police or campus- safety matters should be directed to 480-965-3456. ASU offers a LiveSafe Mobile app that includes a variety of safety features and benefits. For additional safety resources and contacts, such as Counseling Services, Police and Safety Escort Services, visit the Safety Resources website.

Overview of the PhD in English Program

Application Process and Admission Requirements

The Department of English How to Apply webpage lists current application requirements and deadlines for applying. There is also an Admission FAQs webpage.

Who Should Apply?

The Department of English encourages applications from individuals with a range of educational backgrounds and experiences. Skills at rhetorical and literary analysis, research, writing, verbal and visual communication, and general attentiveness to language and meaning-making are particularly useful to students in the PhD English program, and graduates with Master's degrees in fields such as English, anthropology, communications, composition, cognitive science, comparative languages and literatures, education, history, law, linguistics, philosophy, political science, psychology, religious studies, rhetoric, or sociology might be particularly well-qualified to apply.

For admission to PhD English (English education), a minimum of three years of full-time teaching or volunteer work in secondary English language arts classrooms or in literate-rich settings is required.

If you have questions about how your interests and qualifications might align with the program, please contact the PhD English academic advisor.

Application Deadlines

The application deadline is January 1 for the following fall.

Admission Requirements

Applicants must fulfill the requirements of both the Graduate College and The College of Liberal Arts and Sciences.

English Education
Applicants are eligible to apply to the program if they have earned a bachelor's and master's degree from a regionally accredited institution. Applicants with master's degrees in English education and related fields, such as English literature, applied linguistics, education, and rhetoric and composition are considered. A minimum of three years of full-time teaching or volunteer work in secondary English language arts classrooms or in literate-rich settings is required.

Literature
Applicants are eligible to apply to the program if they have earned a bachelor's and master's degree from a regionally accredited institution.

Writing, Rhetorics and Literacies
Applicants are eligible to apply to the program if they have earned a bachelor's and master's degree from a regionally accredited institution. Applicants with bachelor's or master's degrees in fields such as anthropology, applied linguistics, cognitive science, communication, comparative languages and literatures, English literature, education, history, law, linguistics, modern languages, philosophy, political science, psychology, religion, rhetoric, composition, sociology, and speech and hearing science are considered.

Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program or a minimum cumulative GPA of 3.50 (scale is 4.00 = "A") in an applicable master's degree program.

All applicants must submit:

- graduate admission application and application fee
- official transcripts
- statement of purpose
- resume or curriculum vitae
- three letters of recommendation
- academic writing sample relevant to the field
- statement of teaching philosophy (teaching assistantship only)
- proof of English proficiency

Additional Application Information
An applicant whose native language is not English and has not graduated from an institution of higher learning in the United States must provide proof of English proficiency regardless of their current residency. Applications are not processed without valid proof of English proficiency; official

scores must be sent to ASU in order for the application to be processed. Applicants can find more information about English proficiency requirements on the school website.

English Education
The one- to two-page statement should explain the applicant's interest in the program and how the applicant's background and preparation led to the specific career and research goals. Although applicants are not expected to have a definite research topic, the statement should articulate the specific domain or research area the applicant hopes to pursue and possible research questions. Letters of recommendation should be from individuals familiar with the applicant's promise in English education, including one letter from a school principal and two letters from university professors. Applicants applying for funding must also submit a statement of teaching philosophy.

Literature
The well-considered, one- to two-page, single-spaced statement of purpose should explain the applicant's scholarly background and training, career goals, proposed research specialization, any secondary field of interest and why the applicant wishes to pursue a PhD in English with a concentration in literature at Arizona State University. Applicants applying for funding must also submit a statement of teaching philosophy.

Writing, Rhetorics and Literacies
The well-considered, one- to two-page statement of purpose should explain the applicant's scholarly background and training, career goals, proposed research specialization, any secondary field of interest, and why the applicant wishes to pursue a PhD in English with a concentration in writing, rhetorics and literacies at Arizona State University. Applicants applying for funding must also submit a statement of teaching philosophy.

Teaching Assistantships

Applicants to the PhD in English program may apply for Teaching Assistantships. Teaching Assistants (TAs) receive a stipend and teach three classes per year. The TAship application can be submitted simultaneously with the application for admission to the program. TAships are awarded

on a competitive basis, and admission to the program does not guarantee a TAship. **Application Deadline: January 1st.**

Graderships

A limited number of Gradership positions are available to motivated students who are not funded as Teaching or Research Assistants. Graders are assigned to a class for up to 20 hours per week to grade a variety of assignments, ranging from quizzes or exams to short informal writing or longer formal writing assignments. Most assignments are to online classes in the Fall and Spring semesters, though some in-person and summer opportunities are also available. There is a possibility to renew the Gradership each year that the Grader remains enrolled in the program. For more information, including the current hourly wage and application process, visit the Gradership webpage.

International Students

The Department of English welcomes applications from international students. International students who are from countries whose native language is not English (regardless of where they may now reside) must meet English proficiency requirements for the Department of English and ASU. International Teaching Assistants must also meet specific requirements to serve as TAs.

Pre-admission Credits

Pre-admission credits are classes applied toward degree completion but were taken prior to admission to the graduate program. These classes can be transfer courses from another institution or classes taken at ASU as a non-degree seeking student or as an admitted graduate student of another program.

Pre-admission credits cannot have been used toward another awarded degree. Students can use up to 12 credit hours of pre-admission credits with the program director or faculty advisor's approval. Pre-admission credits must meet the following requirements:

- taken at an accredited college or university
- graduate-level
- must have obtained a grade of "B" or better (or the equivalent) in the course(s)
- completed within three years of being admitted to this graduate program
- cannot have been applied to another degree

Taking courses for graduate credit as an undergraduate or nondegree student does not ensure admission to the program or acceptance of the acquired graduate credits as part of the Interactive Plan of Study (iPOS).

In order to apply these to the iPOS, ASU must have official transcripts from the accredited transfer institution.

The Graduate College is the final approvers of transfer courses on the iPOS. They have extensive rules regarding pre-admission credits. For complete details, consult the ASU Graduate College Policy Manual.

Request a Deferral

Start Date Deferral Request: Graduate students in their first semester who need to defer their start date to a future semester may request to do so through the Request a Change link found on their MyASU. The deadline to defer for immersion students is the drop/add deadline for session C and the deadline to defer for online students is the drop/add deadline for session B. Please discuss with your advisor before requesting a deferral.

Curriculum Requirements

Doctor of Philosophy in English (English Education)

84 credit hours, a written comprehensive exam, a prospectus and a dissertation

Required Core (3 credit hours)
ENG 501 Approaches to Research (3)

Concentration (12 credit hours)
ENG 506 Methods and Issues in Teaching Language (3)
ENG 507 Methods and Issues in Teaching Composition (3)
ENG 540 Teaching Young Adult Literature (3)
ENG 541 Teaching Texts in Secondary Classrooms
ENG 594 Topic: Central Arizona Writing Project Summer Institute (3)
ENG 606 Advanced Studies in English Education (3)

Other Requirements (9 credit hours)
ENG 525 Teaching Second Language Writing (3)
ENG 556 Theories in Literacy (3)
ENG 594 Topic: Teaching First-year Composition (3)
ENG 598 Special Topics (3), such as:

- Cultural Literacies and Practices
- Digital Writing Pedagogy
- Genre in the Writing Classroom
- Teaching English in the Era of Standardization
- Teaching Shakespeare

ENG 606 Advanced Studies in English Education (3)
ENG 655 Disciplinary Discourses (3)

Internships (6 credit hours)
ENG 784 Internship (6)

Electives and Research (42 credit hours)

Culminating Experience (12 credit hours)
ENG 799 Dissertation (12)

Additional Curriculum Information
When approved by the student's supervisory committee and the Graduate College, this program allows 30 credit hours from a previously awarded master's degree to be used for this degree. Students who do not hold a master's degree are required to take additional elective and research credit hours to reach the 84 credit hours required for this program.

Students should contact their advisor for a list of approved ENG 598 topic options for the Other Requirements section.

Doctor of Philosophy in English (Literature)

84 credit hours, a written comprehensive exam, a prospectus and a dissertation

Required Core (3 credit hours)
ENG 501 Approaches to Research (3)

Concentration (12 credit hours)
ENG 588 Writing for Publication (3)
ENG 601 Job Market Workshop: Designing Your Future (3)
ENG 605 Advanced Contemporary Approaches to Literary and Cultural Studies (3)
ENG 790 Reading and Conference (3)

Pedagogies and Practices (3 credit hours)
ENG 555 Literary and Cultural Pedagogies (3)
ENG 580 Practicum (3)
ENG 604 Interdisciplinary Cultural Studies (3)
ENG 784 Internship (3)

Language and Linguistics (3 credit hours)
ENG 530 Old English (3)
ENG 532 Middle English Dialects (3)
ENG 550 Translation (3)
LIN 517 History of the English Language (3)
a 400-level course in an approved language (3)
an approved 500-level LIN course (3)
an approved graduate-level SILC course (3)

Restricted Electives (12 credit hours)

Electives and Research (39 credit hours)

Culminating Experience (12 credit hours)
ENG 799 Dissertation (12)

Additional Curriculum Information
When approved by the student's supervisory committee and the Graduate College, this program allows 30 credit hours from a previously awarded master's degree to be used for this degree. Students who do not hold a master's degree are required to take additional elective and research credit hours to reach the 84 credit hours required for this program.

The restricted electives include four courses which students can choose from an approved list of literary and cultural studies. These courses may be substituted with advisor approval.

Doctor of Philosophy in English (Writing, Rhetorics, and Literacies)

84 credit hours, a foreign language exam, a written comprehensive exam, an oral comprehensive exam, a prospectus and a dissertation

Required Core (3 credit hours)
ENG 501 Approaches to Research (3)

Concentration (9 credit hours)
ENG 551 Rhetorical Traditions (3)
ENG 552 Composition Studies (3)
ENG 556 Theories of Literacy (3)

Focus Area (9 credit hours)

Electives or Research (48 credit hours)

Other Requirements (3 credit hours)
ENG 588 Writing for Publication (3)

Culminating Experience (12 credit hours)
ENG 799 Dissertation (12)

Additional Curriculum Information
When approved by the student's supervisory committee and the Graduate College, this program allows 30 credit hours from a previously awarded master's degree to be used for this degree. Students who do not hold a master's degree are required to take additional elective and research credit hours to reach the 84 credit hours required for this program.

Language Requirement

Students in the PhD in English (Writing, Rhetorics, and Literacies) must demonstrate a reading level proficiency in a foreign language by passing a foreign language exam (pass/fail) or being exempted from the exam through coursework, having previously earned a degree in a foreign language, having previously satisfied a comparable graduate degree requirement, or being an international student whose native language is not English.

Per Graduate College policy, students required to fulfill a language requirement must do so before they are eligible to take PhD examinations, including submission of the Portfolio.

Ways of Satisfying the Language Requirement

- Passing the translation exam administered by the School of International Letters and Cultures (see exam procedure below).
- The School of International Letters and Cultures offers online courses (iCourse for in-person students and oCourse for fully online students) in GER 550 German for Reading Knowledge, FRE 550 French for Reading Knowledge, SPA 550 Spanish for Reading

Knowledge, and ITA 550 Italian for Reading Knowledge that can satisfy the requirement with a grade of B or better and count as elective credit in the program.

- In-person students in Linguistics/TESOL: Earning a “B” (3.00) or higher in both ENG 530 Old English and ENG 531 Old English Literature or their equivalent. Literature and WRL students: Earning a "B" (3.00) or higher in ENG 530 Old English or an equivalent, such as Old Norse. Note: these courses are currently not available online.
- Earning a “B” (3.00) or higher in a 400- or 500-level course in an appropriate (approved) language. Any course in which all class meetings are conducted in the approved language will satisfy this requirement; courses conducted in English will not. The class must have been completed within six years of the semester for which the student has been admitted to the program.
- Holding a bachelor’s degree in an approved foreign language.
- Having fulfilled a foreign language requirement towards a previously awarded master's degree that has been completed within six years of the semester for which the student has been admitted to the program.
- For languages which the School of International Letters and Cultures does not offer or does not offer above the 200 level, two years (4 semesters) of successfully completed college level coursework at least at the 100 and 200 level with a C or better would fulfill the requirement. The coursework must have been successfully completed no more than six years prior to admission to the degree program.
- For questions on alternate ways to fulfill the language requirement, contact enggrad@asu.edu

Exceptions
International students whose native language is not English will have this requirement waived once the Plan of Study (iPOS) has been approved with a full committee.

U.S. students who are bilingual must still demonstrate reading knowledge in the second language. To waive the language requirement, documentation or proof in the form of a certificate, a class or indication of bilingual work in a job will be required.

Students are strongly encouraged to fulfill this requirement early so as not to delay graduation. For PhD students, satisfying the language requirement is necessary before progressing to take required exams.

Foreign Language Examination Procedure
The Foreign Language Exam is administered by the School of International Letters and Cultures, which charges a fee for each exam. Payments can be made here. Students must be enrolled in at least one graduate credit the semester they take the exam.

Tempe campus students should refer to the School of International Letters and Cultures webpage for details about the on-campus exam. It usually takes six to eight weeks for exam results to be reported.

Petitions to Retake the Exam
Students who fail the exam may petition the Graduate College to retake the exam. The petition must be submitted via the iPOS and should include why the student failed, what the student will do

to prepare for the next exam (i.e., new book, dictionary, tutoring, etc.), and why the exam is needed. Students retaking the exam will be required to pay the exam fee again. Students who fail the exam a second time may petition for one final retake.

Other Curricular Requirements (English Education, Literature, and Writing, Rhetorics, and Literacies, as noted)

Internship Requirement

PhD English (English Education) students are required to take six credit hours of Internship. Students should work with the program director and the Director of Internships and Career Exploration Ruby Macksoud to plan and register accordingly.

PhD English (Literature) students have the option to take ENG 794 Internship for their Pedagogies and Practices requirement (3 credit hours). If students choose to take this course, they should work with the Director of Internships and Career Exploration Ruby Macksoud to plan and register accordingly.

Internships are optional for students in PhD English (Writing, Rhetorics, and Literacies), but they may serve as excellent professional development opportunities.

Refer to the Internship section below for further information.

Exams

Written Comprehensive Exam

Students in all three concentrations of the PhD English program are required to submit a portfolio of revised work, which constitutes the written comprehensive exam.

PhD English (English Education) students must submit two papers on topics the supervisory committee agrees are relevant to the field of English education.
*Evaluation Criteria***:** The committee will consider the following questions:

- Is the student's method of approaching the material clear and appropriate?
- Are the arguments sound and is the analysis convincing?
- Is the essay well organized?
- Is the student aware of the current literature in the field?
- How well does the essay relate to this literature?
- Are the mechanics and style of writing satisfactory?

Based on these questions, the committee will judge the portfolio to be (a) acceptable, (b) acceptable with minor revisions, (c) acceptable with major revision, (d) unacceptable. The committee has the option of awarding an extraordinary portfolio a "Pass with Distinction."

PhD English (Writing, Rhetorics and Literacies) students must submit two papers, one in the student's primary area of specialization and another in a different area. Students also submit a bibliography as part of the written exam. This bibliography provides the necessary contextual

framing to assess how the student is situating their work in the portfolio papers and within the broader field of WRL studies. The bibliography not only offers important insight into the theoretical and disciplinary commitments that inform the student's research but demonstrates their ability to identify and curate key texts within their area of focus.

*Evaluation Criteria***:** The committee will consider the following questions:

- Is the student's method of approaching the material clear and appropriate?
- Are the arguments sound and is the analysis convincing?
- Is the essay well organized?
- Is the student aware of the current literature in the field?
- How well does the essay relate to this literature?
- Are the mechanics and style of writing satisfactory?

Based on these questions, the committee will judge the portfolio to be (a) acceptable, (b) acceptable with minor revisions, (c) acceptable with major revision, (d) unacceptable. The committee has the option of awarding an extraordinary portfolio a "Pass with Distinction."

PhD English (Literature) students **following the program requirements prior to Fall 2025** must submit one thoroughly revised paper in an area of specialization. The portfolio should demonstrate that the student is able to produce scholarly work at a level expected by the profession and consistent with the degree program. In both length and in level of scholarship, the paper should be modeled after articles published in relevant scholarly journals in the field. The essay may be a revised version of work submitted in a course, but students should not assume that a term paper favorably evaluated in a course will meet the scholarly standard required of a successful portfolio essay.

*Evaluation Criteria***:** The committee will consider the following questions:

- Is the student's method of approaching the material clear and appropriate?
- Are the arguments sound and is the analysis convincing?
- Is the essay well organized?
- Is the student aware of the current literature in the field?
- How well does the essay relate to this literature?
- Are the mechanics and style of writing satisfactory?

Based on these questions, the committee will judge the portfolio to be (a) acceptable, (b) acceptable with minor revisions, (c) acceptable with major revision, (d) unacceptable. The committee has the option of awarding an extraordinary portfolio a "Pass with Distinction."

PhD English (literature) students **following the program requirements of Fall 2025** must submit three pieces of work done during the degree program and a 10- to 20-page (double-spaced) scholarly statement with a required bibliography (not included in the page count).

(1) The three pieces selected by the student exemplify aspects of the student's scholarly work completed during the PhD degree program. These might include: seminar paper; internship reflective essay; archival, paleographical, or textual editing project; proposal for a larger research project; annotated bibliography; literature review; annotated syllabus; reflection on a teaching demonstration; podcast; multimedia presentation; public humanities project; or any other substantial research-based project produced during coursework. These may be lightly revised from their original formats, in consultation with their chair. The components of the portfolio should represent already completed, successful work, accomplished in the degree program and indicative of the student's developing scholarly methods and practices.

(2) With these three components as a basis for reflection, the student writes a *scholarly*

statement and bibliography. In the scholarly statement the student should reflect on the three components of the literature portfolio and explain how each represents methods and practices central to the student's scholarly work in their chosen fields of expertise. For each component, the student should devote roughly two to four pages to evaluate its current strengths and weaknesses and to describe plans for developing the work or some aspect of it in the future.

Written evaluations of the components of the portfolio should also be framed by a larger reflection on the key knowledge and skills that the student has developed through coursework and intends to continue to refine and develop after advancing to candidacy. That reflection may include a statement of a student's evolving research agenda, including a description of chosen areas and methods; specific plans for developing that expertise; and a list of already completed and planned future reading in the chosen field or fields, designed in consultation with the committee chair and members. The portfolio should be accompanied by a bibliography of works cited or consulted, prepared in MLA style (9th ed.).

*Evaluation Criteria***:** The written comprehensive exam will be evaluated based on how well the scholarly statement does the following things:

- explains how the components of the portfolio exemplify methods and practices important to the student's scholarly work in literature and the humanities;
- situates each component in a larger intellectual, professional, or disciplinary context;
- evaluates the current strengths and weaknesses of each component of the portfolio;
- describes a thoughtfully considered future direction for each component and/or for overall future directions in research, teaching, and service;
- demonstrates awareness and mastery of important scholarly knowledge and skills in literature and the humanities.

Based on these questions, the committee will pass or fail the portfolio. The committee has the option of awarding an extraordinary portfolio a "Pass with Distinction."

Committee Chair: Students work under the direction of a faculty member with similar research interests, who has agreed to serve as the chair of the supervisory committee that will evaluate the written examination. Students preparing their portfolio are expected to work closely with the committee chair as the primary source of advice in the preparation of the paper(s).

Supervisory Committee: The supervisory committee that evaluates the written comprehensive exam consists of at least three members (including the committee chair) on the graduate faculty. Only tenured or tenure-track faculty members can serve on the committee. Petitioning to have committee members from outside the department's graduate faculty is handled by the department chair in consultation with the director of graduate studies. The Plan of Study (iPOS) is the student's official notification to the Graduate College of the committee membership. Students must have an approved iPOS on file and a committee appointed before submitting the portfolio.

Process: Before taking the written comprehensive exam, students must have essentially completed the coursework on an approved iPOS, and students in the PhD English (literature) – following the program requirements prior to Fall 2025 – and PhD English (writing, rhetorics and literacies) programs must have satisfied the foreign language requirement. By October 31 in the fall semester and by March 31 in the spring semester, the portfolio and the Portfolio Submission form must be submitted for review or the portfolio's submission date must be scheduled with the Graduate Studies Office for later in the semester. The committee has approximately two weeks to evaluate the portfolio. A summary of the committee's evaluation, provided by the chair of the

committee, is made available to the student who should feel free to consult with the chair and members of the committee for clarification. If revisions are required, they must be submitted to the committee by the date determined by the committee chair, which can be no later than the end of the following semester. Students whose portfolios are judged to be unacceptable will not be allowed to continue in the program.

Please see your program's exam process checklist for guidance on logistics.

Oral Comprehensive Exam

After passing the written comprehensive exam, students in the PhD English (Writing, Rhetorics and Literacies) are required to take an oral comprehensive exam on a bibliography of 40-80 texts central to the student's primary field and particular specialization selected by the student in consultation with the student's supervisory committee chair. Please resubmit the bibliography submitted with the portfolio and the Oral Comprehensive Exam Bibliography Submission form to the Graduate Program Manager prior to the oral exam.

PhD English (Literature) students **following program requirements prior to Fall 2025** also need to complete the oral comprehensive exam. Please submit the bibliography and the Oral Comprehensive Exam Bibliography Submission form to the Graduate Program Manager prior to the oral exam.

The purpose of the oral comprehensive exam is to demonstrate that the student has an appropriate and readily accessible knowledge of representative primary and secondary works in the area(s) of specialization and is able to think critically about texts and generate ideas by bringing various items on the list together competently and creatively.

The oral examination is conducted by the student's supervisory committee and lasts approximately one and a half hours. Students are given questions (approximately two from each committee member) ranging from specific interpretations of texts on the bibliography to broader questions that explore general concepts and issues raised by the texts.

Students are not allowed to bring in notes but are provided with a pad of paper and a pencil if they should want to jot down ideas during the examination. Students are provided the questions in both oral and visual form at the exam.

Before questioning begins, students make a brief presentation (c. 10 minutes) explaining the rationale behind the bibliography. Members of the committee take turns asking questions and may ask follow-up questions.

Committee Chair: Students work under the direction of a faculty member (with research interests similar to the student) who agrees to serve as the chair of the supervisory committee that will evaluate the oral comprehensive exam. Most often the committee chair will have served as the chair or a member of the committee that evaluated the student's written comprehensive exam. Students are expected to work closely with the committee chair in selecting the 40-80 texts of the bibliography and to secure the committee chair's approval before submitting the final bibliography.

Supervisory Committee: The supervisory committee that evaluates the oral comprehensive exam consists of at least three members (including the committee chair) on the graduate faculty and is typically the same committee that evaluated the written exam (portfolio). Only tenured or tenure-track faculty members can serve on the committee. Petitioning to have committee members from outside the department's graduate faculty is handled by the department chair in consultation with the director of graduate studies. The Plan of Study (iPOS) is the student's official notification to the Graduate College of the committee membership. Students must have an approved iPOS on file and a committee appointed before scheduling the oral comprehensive exam.

Process: Before taking the oral comprehensive exam, students must pass the written comprehensive exam. Students work with the chair of the supervisory committee chair to compile the bibliography of 40-80 texts. Once the chair has approved the bibliography and all committee members have agreed to an exam date and time, the student submits a copy of the bibliography to the English Graduate Studies Program Manager (Literature with program requirements from before 2025; not Writing Rhetorics and Literacies) and requests that a room be scheduled. During the exam itself,

- the student records the exam (the exam questions and answers) on Zoom, or with a phone or computer, or by reserving a digital recorder in advance from the main department office (RBHL 170);
- the committee uses the Oral Comprehensive Exam Evaluation form, which may be filled in online, downloaded, or printed in advance;
- the committee, at the end of the examination, deliberates privately and marks the exam results and comments on the form, and then calls the student back into the room;
- and the student listens to the results, then reads and signs the form by using an e-signature online or on the downloaded form; or by writing in pen on the printed form.

Please note that faculty, after typing the results directly into the form, may use a printer on any floor to print and sign the form by hand. After the exam, the committee chair returns the signed form and recording to the English Graduate Studies Program Manager. A printed form with signatures can be scanned and sent to the English Graduate Studies Program Manager or placed in that person's mail-folder in the main office. If left in the mail-folder, please inform the English Graduate Studies Program Manager. The recording is kept in the student's file, accessible to the committee and the student, until graduation.

Please see your program's exam process checklist for guidance on logistics.

Students who fail the exam may retake it once. Students are expected to retake the exam no later than the end of the following semester.

Students may petition the Director of Graduate Studies to substitute a written exam for the oral exam. The petition must include a one-page justification along with a letter of support from the chair of the student's supervisory committee. If the petition is approved, a four-hour written exam in the student's area of specialization is scheduled by mutual agreement between the student, the chair of the committee, and the other committee members. The form and number of questions is identical to the oral modality. Committee members review the exam independently within 24 hours of receipt and return their evaluations to the committee chair, who informs the student of the results. Each committee member must sign the doctoral oral examination form and the committee chair, then, submits it to the English Graduate Studies Program Manager.

Evaluation Criteria for Oral Exams: The PhD English (literature) oral comprehensive exam is evaluated based on how successfully the student

- accurately describes the major features (setting, plot, character, conflict, etc.) in the primary texts referenced during exam
- accurately describes the historical context in which these primary works were composed
- compares and contrasts primary works from the bibliography
- accurately identifies and applies theoretical, literary and/or critical concepts from the bibliography
- accurately summarizes and compares and contrasts arguments in secondary texts in the bibliography
- contextualizes specific scholarly arguments in relation to larger intellectual traditions
- evaluates the strengths and weaknesses of scholarly arguments
- identifies the significance of the methodological approach informing a given work of secondary criticism
- draws on accurate details and contextual information to make grounded, accurate and insightful observations about the function of methodology in and across the literary criticism featured on the reading list

Note: PhD English (literature) students following the program requirements of Fall 2025 do not take an oral exam. PhD English (literature) students following earlier program requirements must do the oral exam.

PhD English (writing, rhetorics and literacies) exams are evaluated based on how successfully the student

- demonstrates awareness of the most important scholarship on the topic by directly referencing key scholars and landmark texts from the bibliography
- describes the historical development of a given topic
- evaluates how conversation/connections are operating in the field and explains the meaning/significance of those connections and the implications of them
- defines and describes the theoretical concept(s) and identifies the scholars who developed and significantly utilized the theories
- applies concepts to analyze a situation or a text with an understanding of the potentials and limits of the concept
- describes the core tenets, history (where it comes from, how it has been developed, and why it matters now), and scope of methodologies
- identifies controversies associated with given methodologies
- identifies the values underlying the methodology
- evaluates the limitations of the methodology and the ability to address those limitations
- applies a particular methodology to fit a situation or research question

Based on the above, each committee member assigns a score on the following scale:

3 = high pass, 2 = pass, 1 = low pass, 0 = fail.

An average of the scores, rounded up to the nearest whole number at .5 or higher, determines the result.

Exam Retakes: Students who fail the written or oral exam may retake it once. Depending on the circumstances and reasons for failure, students are expected to retake the exam no later than the end of the following semester.

Prospectus Defense

Before advancing to candidacy, PhD students are required to write and defend a dissertation prospectus. A dissertation prospectus is a document (around 15 to 25 double-spaced pages long, including a bibliography) that provides an overview of the research that a student plans to do for the dissertation. It should identify the topic that the student plans to write on and a research question, or research questions, that will guide this work. It may include a provisional argument that the student thinks might emerge from their research, but it is not required to. The prospectus should demonstrate that the student is aware of scholarship in the field pertinent to the topic and has a methodology and workplan suitable for undertaking research on this topic. Prospectuses often include provisional chapter outlines, suggesting how the student might approach various aspects of the research question. Students can find examples of past prospectuses on this webpage under the Professional Development Resources tab.

Committee Chair: Students will work under the direction of a faculty member with research interests similar to the student who agrees to serve as the chair of the supervisory committee that will evaluate the prospectus defense. Most often the committee chair will have served as the chair or a member of the committee that evaluated the student's previous graduate exams, though as a student's research develops they may find that a different faculty member is best suited to supervising the student's dissertation work. Students are expected to work closely with the committee chair to determine a research question and methodology and draft the prospectus.

Supervisory Committee: The supervisory committee, who will evaluate the prospectus defense, consists of at least three members (including the committee chair) on the graduate faculty. Only tenured or tenure-track faculty members can serve on the committee. Petitioning to have committee members from outside the department's graduate faculty will be handled by the department chair in consultation with the director of graduate studies. The Interactive Plan of Study (iPOS) is the student's official notification to the Graduate College of the committee membership. Students should have an approved iPOS on file and a committee appointed before scheduling the prospectus defense.

Process: Defenses take place during the fall and spring semesters while classes are in session and students must be enrolled in at least one graduate credit. Before defending the prospectus, students must pass the written comprehensive exam and any other required doctoral exams. In consultation with the chair of the supervisory committee chair, the student will draft a prospectus. Once the chair and all committee members have agreed to a defense date and time, the student will submit a copy of the prospectus and the Prospectus Submission form to the English Graduate Studies Program Manager. At the defense, the student will provide a concise oral summary of the prospectus and answer any questions that the supervisory committee has about it. At the end of the defense, the committee will deliberate privately, mark the defense results on the Prospectus Evaluation form, and then call the student back into the room to hear the results. The standard

length for a prospectus defense is 60 to 90 minutes. After the exam, the committee chair will return the signed form to the English Graduate Studies Program Manager. Once a form indicating that the student has passed the defense has been processed, the student will advance to candidacy.

Defenses should be held in-person. Committee members may attend virtually, but the student and chair (or at least one co-chair) should be in-person. To request a virtual defense of the prospectus, please email a justification to the English Graduate Studies Program Manager. The request will be sent to the Director of Graduate Studies for review and approval.

Please see your program's exam process checklist for guidance on logistics.

Evaluation Criteria: Each committee member will vote "pass" or "fail" for the defense based solely on whether the prospectus and the student's answers during the defense indicate that the student is prepared to begin intensive research on the proposed topic. Majority vote of the supervisory committee, verified by the Chair of the Department of English, will determine whether the student passes or fails.

Culminating Experience

The culminating experience of the PhD English program is the dissertation.

Dissertation

Students in the PhD in English program are required to write a dissertation based on original and independent research/creative activity. A dissertation is a document, usually around 200 double-spaced pages in length (plus a bibliography), that addresses a well-focused research question or problem. The completed dissertation is defended in an oral examination.

Dissertation Director: Students will work under the direction of a faculty member with research interests similar to the student who agrees to serve as the Dissertation Committee Chair, otherwise known as the Dissertation Director. The Dissertation Director must be a tenured faculty member. Most often the Dissertation Director will have served as the chair or a member of the student's previous doctoral examinations, though as a student's research develops they may find that a different faculty member is best suited to direct their dissertation. If a student wants two faculty members to co-chair, both faculty members must agree to co-chair with each other. A student works with the Dissertation Director to choose a topic, define its scope, determine a method of research, and establish a timeline for completing and defending the dissertation.

Dissertation Committee: The Dissertation Committee consists of at least three members (including the Dissertation Director) on the graduate faculty, ordinarily specialists in the area of the dissertation. Only tenured or tenure-track faculty members can serve on the committee. Petitioning to have committee members from outside the department's graduate faculty will be handled by the department chair in consultation with the director of graduate studies. The Interactive Plan of Study (iPOS) is the student's official notification to the Graduate College of the committee membership.

Registration: To earn their degree, students must complete 12 credit hours of ENG 799

Dissertation to apply to their iPOS. To register for dissertation hours, please see Department of English Registration Procedures.

Dissertation Defense: Students planning to graduate in a given semester must complete their dissertation and schedule their defense in time to meet all Graduate College deadlines. The date, time, and room must be determined before students can schedule a defense with the Graduate College. Once the student and committee members have agreed on a date and time for the defense, the student can contact their graduate advisor on how to schedule a room. Room scheduling can sometimes take up to three days, so please allow ample time. After the room scheduling is confirmed, students must schedule the defense with the Graduate College via their iPOS (which can be accessed through the "schedule your defense" tab of the MyASU homepage) at least ten working days before the defense date. All milestones such as completed iPOS and exams must be completed before a defense can be scheduled.

For a virtual defense exception, students must provide a justification based on some hardship to them (i.e. medical, visa-related, financial). The student must also obtain a letter of support from their chair/co-chairs. The student will send both the justification and support letter to their graduate academic advisor for review and to obtain approval from the Director of Graduate Studies. If the department approves, the advisor will submit the virtual defense petition in the iPOS for Graduate College approval. If it is approved, the student will then be able to schedule the virtual defense through the iPOS.

For in-person defenses, up to 50% of the committee may attend virtually if needed. The student and the chair (or one of the co-chairs) must be present in-person, and then up to 50% could attend virtually. For example, for a committee of three, one of the members could attend virtually. For a committee of four, up to two, etc.

The final dissertation must be formatted according to the Graduate College's required format and must be submitted for format approval at least 10 working days before the defense. Citations in doctoral dissertations are to conform to the latest edition of *The Chicago Manual of Style*, *The MLA Style Manual*, *The Publication Manual of the American Psychological Association*, or any other pertinent style guide accepted by Graduate College.

Oral defenses of dissertations are announced in the English Department. A student preparing for a defense must send an email to their graduate advisor at least a week prior to their defense, which will include student name, dissertation title, date, time, room, committee chair, committee members, link for virtual audience, if applicable, and a brief abstract. The abstract should be in the body of the email, not as an attachment. Note: all defenses must be held on campus and be open to the public.

It is English department policy that defenses must be scheduled only in the fall and spring semesters; summer defenses are being allowed only in cases of unusual hardship.

Timeline for Degree Completion

The PhD in English is designed to be completed in 5 years of full-time enrollment. PhD students

receiving funding as Teaching Assistants (TAs) or Research Assistants (RAs) are expected to complete their degrees within 5 years. Depending on students' individual circumstances, they may take longer; however, the Department of English strongly discourages students from taking more than 7 years, and the Graduate College sets a time limit of 10 years from the semester and year of admission to the PhD program for completing all program requirements.

Yearly Progress

PhD English (English education)

- **Year 1:** Students take 18 credit hours, including ENG 501 Approaches to Research: English Education.
- **Year 2:** Students take 18 credit hours, including 3 credit hours of ENG 784 Internship.
- **Year 3:** Students finish required classes and 3 credit hours of ENG 784 Internship. They enroll in ENG 792 Research hours while preparing for exams and take the written comprehensive exam by the end of the fall semester and defend the prospectus by the end of the spring semester.
- **Year 4:** Students enroll in ENG 799 Dissertation hours while researching and writing.
- **Year 5:** Students complete and defend the dissertation.

PhD English (literature)

- **Year 1:** Students take 15 or 18 credit hours, including ENG 501 Approaches to Research: Literature.
- **Year 2:** Students take 15 or 18 credit hours, completing any required classes.
- **Year 3:** Students enroll in ENG 792 Research hours while preparing for exams. They take the written comprehensive exam (and the oral comprehensive exam if following the requirements prior to Fall 2025) by the end of the fall semester and defend the prospectus by the end of the spring semester.
- **Year 4:** Students enroll in ENG 799 Dissertation hours while researching and writing.
- **Year 5:** Students complete and defend the dissertation.

PhD English (writing, rhetorics and literacies)

- **Year 1:** Students take 12 credit hours of required classes, including ENG 501 Approaches to Research: Rhetoric & Composition.
- **Year 2:** Students take 12 credit hours of required classes.
- **Year 3:** Students enroll in ENG 792 Research hours while preparing for exams. They take the written comprehensive exam and oral comprehensive exam by the end of the fall semester and defend the prospectus by the end of the spring semester.
- **Year 4:** Students enroll in ENG 799 Dissertation hours while researching and writing.
- **Year 5:** Students complete and defend the dissertation.

Advising

Role of the Director of Graduate Studies

The Director of Graduate Studies maintains the overall academic integrity of the graduate degree program, and acts as liaison among the faculty and the college administration, staff, and students.

The DGS works with the Associate Chair of Curriculum to oversee the administration of the Department's graduate degree programs and certificates. The DGS also coordinates recruitment, retention, funding, and placement of graduate students; implements new initiatives and policies and manages academic conduct issues in graduate-level courses. The DGS facilitates professional development for graduate students and works with the graduate students on programs and initiatives to build community among students and serves as liaison between Department leadership, the Graduate College, and The College of Liberal Arts and Sciences.

Role of the Graduate Academic Advisors

Graduate academic advisors help students interpret departmental and university policies and procedures, as well as navigate university systems and program requirements. Questions regarding coursework applicable to their degree should be addressed with the student's assigned academic advisor (listed on the iPOS). Advisors are the main source of information for students as they move through the program. Students should reach out to their advisors when they have questions.They provide advising in many areas, including but not limited to:

- Admissions
- New Student Orientation
- General Advising
- Degree Requirements
- iPOS (Interactive Plan of Study)
- Degree milestones (exams, defenses, etc.)
- Department of English Policies
- Graduate College Policies
- Funding (including TA opportunities)
- Graduation

Meet Your Graduate Academic Advisor

The Graduate Academic Advisor for the PhD English program is Kira Assad. Students should meet with their advisor at least once per year to plan their coursework and track their progress toward satisfying degree requirements. Please make appointments by email and contact the advisor in advance if you need to cancel.

Once a doctoral student has chosen a committee chair, that faculty member becomes a key source of scholarly and professional advice. To make good progress, students should keep in close contact with their chair as well as their Graduate Academic Advisor.

Role of the First-year Mentor: Newly admitted PhD students in *PhD English (literature)* and *PhD English (English education)* are assigned an area-specific faculty member as a first-year mentor. Students may meet with their mentor to learn more about graduate work and life at ASU. The first-year mentor can assist students in pursuing their research interests and may become a future Dissertation Director or committee member.

Continuous Enrollment and Leave of Absence (LOA)

Once admitted to a graduate degree program, students must be registered for a minimum of one graduate credit hour (not audit) during all phases of their graduate education. This includes periods when they are engaged in research; working on or defending their thesis, applied project or dissertation; or in any other way using university facilities or faculty time including the term in which they graduate.

Registration for every fall and spring semester is required. Summer registration is required for students who have been admitted for summer, are completing culminating experiences or incomplete grade work, taking an exam, or graduating from their degree program.

Grades of “W" (withdrawal) or “X” (audit) are not considered valid registration for continuous enrollment purposes. “W" grades are received when students officially withdraw from a course after the course drop deadline. “X” grades are received for audit courses. Additionally, students completing work for a course in which they received a grade of “I” (incomplete) must maintain continuous enrollment as defined previously. If the work for an incomplete grade is not completed and the grade changed within one year, the “I” grade becomes permanent.

Students planning to discontinue enrollment for a semester or more must submit a Leave of Absence (LOA) via their iPOS prior to the semester that the student plans to take the leave. Students do not need an approved iPOS on file to submit a LOA petition, but students will need to read and accept the first page to move on to the petition section. Students will select “Leave of Absence” under the Petition type, and then select the semester they want to begin the LOA. A petition for an LOA must be approved by the department and the Graduate College. Students may request a leave without course registration for a maximum of two semesters during their entire program.

A student on leave is not required to pay fees, but in turn is not permitted to place any demands on university faculty and staff, or use any university resources. Students who do not enroll for a fall or spring semester without an approved leave of absence by Graduate College are considered withdrawn from the university under the assumption that they have decided to discontinue their program. **Students discontinued for failure to enroll without an approved Leave of Absence may reapply for admission to resume their degree program. The application will be considered along with all other new applications to the degree program. There is no guarantee of admission and not all prior credits may count.**

Students who experience distress or crisis that inhibits their academic studies during a semester should contact their academic advisor, the Director of Graduate Studies, and/or Student Services to discuss medical or compassionate withdrawal or other accommodations.

Types of Withdrawals

Students may drop or withdraw from a class up until the appropriate deadline: https://students.asu.edu/drop-add

A student can withdraw from the session called a “complete session withdrawal”. This will withdraw

the student from the university. It will not count towards continuous enrollment if a student wants to resume their studies. The student would need to reapply to the program, and any courses taken prior to this semester will be “preadmission.”

A student can make a medical/compassionate withdrawal if they qualify. They would need to have documentation. This type of withdrawal will not affect continuous enrollment. The College medical/compassionate withdrawal site can be used as a great resource for step-by-step instructions.

Voluntary Withdrawal from a Graduate Degree Program: This form must be completed if a student wishes to entirely withdraw from a graduate program (i.e., not just for a limited time).

Other than dropping/withdrawing from a class, students should make the graduate advisor aware of plans to withdraw.

TA/RA Parental Leave

TA/RAs with a .50 FTE appointment who have completed at least one academic year's service are eligible for up to twelve weeks of paid parental leave for the birth or adoption of a child and will continue to receive their stipend and associated benefits (health insurance and tuition award) during this twelve-week period. If both parents are graduate students with a .50 FTE TA/RA appointment who have completed at least one academic year’s service, they may choose to split the leave between them. A TA/RA must maintain a minimum enrollment of six credit hours during the term of paid leave. Any portion of the twelve-week period that falls outside the appointment term will reduce the amount of available paid parental leave on a pro-rated basis. For more information, see https://academicpersonnel.asu.edu/parental-leave.

Program and Campus Change Requests

Program Change Request
Graduate students seeking approval to switch graduate programs within the Department of English must submit a strong justification for requesting the program change and the application materials required for the graduate program to their academic graduate advisor. These materials will be reviewed by the review committee. If the review committee approves the student, the student will submit the change through their MyASU Request a Change link.

Note: Courses taken prior to the change are subject to approval for the new program and considered pre-admission credits. All graduate students may request only **one *program change*** during their graduate program. Even with a justification and application materials, the request may still be denied.

Campus Change Request (Tempe or ASU Online)
Graduate students in a graduate program that offers the program in both an online and in-person modality may be able to request approval to switch campuses. This campus change request is only applicable to the MTESOL and MA English programs.

Note: The MA English program offers four distinct tracks. MA English students will be required to

follow the program change request guidelines if making a campus change request.

International Student Enrollment Requirements

In order for international students to maintain good standing for their VISAs, they must take a minimum of **9 credit hours** per semester (i.e., 3 classes), 6 credits of which must be face-to-face classes.

Resources Available to International Students:

International Students and Scholars Center 480-727-4776, located on the first floor of the Student Services Building, issc@asu.edu. The International Student and Scholar Center provides a variety of services including orientation, immigration advising, referrals and programming. Their programming includes activities that assist international students in meeting people and adjusting to their new lives at ASU.

Global Launch: Global Launch is an intensive English as a second language program, which prepares students for academic work at the university level. Students may enter the appropriate level classes several times during the year. Fees are separate from ASU tuition. Please contact their department for more information 480-965-2376.

Interactive Plan of Study

The Interactive Plan of Study (iPOS) is the official record of a graduate student's program plans: a list of what a student has already taken, is presently taking, and will take to complete the degree requirements. Completing the iPOS in a timely manner is a requirement of the program.

Deadlines: It is recommended that students complete the iPOS in the first semester of the program. A completed and approved iPOS is required before students can schedule the first doctoral exam. PhD students must submit their iPOS by the beginning of their second year. Failure to do so may result in a hold on registration.

Procedure for Filing: Before accessing the iPOS, students ought to consult the Graduate College webpage for instructions and tutorials on how to complete the iPOS. The iPOS is filed online via MyASU by clicking on the iPOS link, selecting "Graduate Interactive Plan of Study (iPOS)," and selecting the appropriate degree program. Students experiencing technical difficulty with submission should contact ipos-g@asu.edu.

To receive departmental to approval of an iPOS, students must follow these instructions:

1. **Consult with your Graduate Academic Advisor** to plan how you will fulfill degree requirements.
2. **Complete and submit your iPOS** via MyASU. You will need to select the appropriate requirements for your degree (i.e., foreign language, written comprehensive exam, oral exam, prospectus defense, dissertation, etc.).
3. **Email** your advisor **for department approval.** If there are any issues, the iPOS will be sent back to you and you will be notified of what needs to be changed.

4. **Once the proposed courses have been approved, the iPOS will be sent to the Graduate College for final approval.**

Supervisory Faculty Committee: Students are guided by faculty mentors through their degree program. Students should identify their mentors early in their graduate career and look to them for guidance in their graduate work. This committee serves as the intellectual guide for students and must approve the research/scholarly focus and substance of the dissertation. The members of the supervisory committee have the necessary knowledge and skills to advise the student during the formulation of the research topic and during the completion of the research and the dissertation/thesis/applied project.

A committee chair must be listed to submit the iPOS for approval. Graduate students can update their iPOS committee with committee change requests.

This is the general criteria for forming a graduate student's supervisory committee, which is composed of a chair (or co-chairs) and member(s).

- The supervisory committee must have at least one faculty member from the student's program area in the Department of English.
- At least 50% of the supervisory committee must be active (not emeritus/a) ASU faculty. If an active committee member at ASU retires or moves to a different institution, that person may still constitute part of the 50% for up to two years after leaving ASU.
- Faculty need prior approval by the Department of English and the Graduate College to become a member of the Graduate Faculty at ASU and serve regularly on graduate-student supervisory committees. If a faculty member has not been approved, please ask the graduate academic advisor how to proceed.

Committee Chair (also called Supervisory Chair)

- The PhD committee chair or one co-chair must be at the rank of associate or full professor in the Department of English at ASU.
    - Note: Some areas require the chair to be a member of the area. If unsure, please consult the appropriate graduate advisor.
- The MA committee chair/co-chair must be at the rank of assistant, associate or full professor in the Department of English at ASU. However, assistant professors must request one-time approval by the Department of English and the Graduate College for each committee they chair.
- All chairs/co-chairs are required to be ASU faculty or approved ASU-affiliate faculty. If unsure, students should ask their program's graduate academic advisor.
    - Note: If the faculty member serving as supervisory chair retires and becomes emeritus/emerita faculty, they can still serve on the committee as a co-chair, but an active faculty member must become co-chair with them.
- Before iPOS committee changes can be approved, the graduate academic advisor needs to receive an email that states the faculty member has agreed to serve as chair/co-chair.

Committee Members

- A graduate student must discuss the composition of their committee with their chair/co-chairs before asking faculty to serve as members of the committee.
- The number of members, in addition to the chair (or co-chairs), depends on the culminating

experience: customarily, 1 member for the MA applied project, 2 members for MA thesis, and 2-3 members for the PhD dissertation.
- Committee members may be at the rank of full professor or full teaching professor, associate professor or associate teaching professor, assistant professor or assistant teaching professor, clinical professor, and clinical associate professor as long as they have been approved by the Department of English and the Graduate College to serve as graduate faculty on PhD and/or MA committees in the Department of English.
- The graduate academic advisor needs the faculty member's agreement to serve as a member on the student's supervisory committee in an email before iPOS committee changes can be approved.

If a student is unsure if a faculty member is eligible to be on their supervisory committee, they should reach out to their graduate academic advisor.

Submitting Changes and Updates: Once an iPOS is approved, students who take a course other than what was initially planned must submit a **course change request** through the MyASU iPOS link. Likewise, to add or delete committee members or change the committee chair, students must file a **committee change request** through the MyASU iPOS link. **Before scheduling an exam or defense, students must verify that the members listed on the iPOS correctly matches the evaluation committee.**

Class Registration

ASU Registration Procedures
Once you have cleared any registration holds and your registration date has arrived, you are ready to register for classes. You can also search for available classes online. Consult the Academic Calendar for more information on important dates/deadlines.

Note: Graduate advisors cannot enroll or drop courses on student's behalf. These actions must be completed by the student through their MyASU.

Department of English Registration Procedures

You will need to receive an override if you plan to enroll in any of the following courses:
- ENG 590/790 Reading & Conference
- ENG 792 Research
- ENG 795 Continuing Registration
- ENG 799 Dissertation

To register for **research (792), dissertation (799)** or **continuing registration (795)** hours:
- Fill out the Override Authorization Form to request an override.
- You will receive an automated email after submitting the form. Your override request will not be considered until you respond to this email to create a case for your request.
- Our front office staff will confirm that you have been approved by your dissertation chair and

the Graduate Studies Office to register for these credits.
- If you receive notification that you have not been approved to enroll, please contact your academic advisor.
- Otherwise, you will receive an email with further instructions on how to register.

To register for **Reading & Conference (590/790)** hours:
- Students should first consult with the faculty member that they hope to work with.
- If both parties are in agreement, students should work with the faculty member to complete the Reading & Conference (APL/LIN/ENG 590 or 790) Request Form ensuring all information in the agreement section is filled out, and then email the completed form with student and faculty signatures to your graduate advisor.
- If approved, the advisor will return the form with the signature of the Director of Graduate Studies and instructions for finalizing enrollment.

Note: Whether the Reading & Conference is taken at the 500- or 700-level depends on how advanced the content is. A Reading & Conference may not be used as a means of taking a regular catalog course on an individual basis.

Override Authorization is required for classes that are full, have a time conflict, or unmet prerequisites. Follow Course Override procedures and use the online form.

Satisfactory Academic Progress and Professional Conduct Policy

Students must maintain satisfactory academic progress (defined below in Section I: Academic Progress) in order to remain in good academic standing and on track for graduation. Progress is reviewed twice a year by the Graduate Academic Advisors: at the end of Fall semester (when only students whose GPA falls below 3.0 are notified) and at the end of the Spring semester when all PhD students receive academic progress letters as do any Masters students whose GPA falls below 3.0.

Graduate students must adhere to the professional conduct policy (described in Section II: Professional Conduct Policy) to remain in good standing. Violations of the code of professional conduct are considered in consultation with their instructors, Writing Programs, or the Internship Program and may result in a *written warning of unprofessional conduct*.

The consequences for failure to maintain satisfactory academic progress and for violating the professional conduct policy are explained below in Section III: Consequences and Appeals, which covers academic probation, loss of TA funding, and the appeals processes.

Important Terms
- **GPA** - Grade-point average
- **iPOS GPA** - Calculated for all courses that appear on the student's approved iPOS. Courses with a grade lower than a "C" and those with an "I" cannot appear in the iPOS, but they are calculated in the Graduate GPA.
- **Graduate GPA** - Calculated for all graduate-level courses (500 and above) appearing on the student's transcript.

- **Cumulative GPA** - Calculated for all courses completed as a graduate student at ASU.
- **"I" grade** - A grade of "incomplete" that an instructor has the option to grant when a student has been unable to complete a small percentage of the assessed work for class, such as a final assignment. Any student requesting an incomplete must review the Incomplete policy in the Grades section.
    - Note: The Department of English permits no more than two incompletes on a student's transcript at any time.

I. Academic Progress

At the end of spring semester, all PhD students are notified about their academic progress by the Graduate Studies Program Manager. All Masters students are notified by Graduate Academic Advisors when their GPA falls below 3.0. Those making "unsatisfactory academic progress" (see below) will be told how to improve in order to return to satisfactory academic progress. Students receiving such notifications are strongly encouraged to make appointments with their academic advisors.

Satisfactory Academic Progress

For satisfactory academic progress, a graduate student must

- maintain an iPOS GPA, graduate GPA, and cumulative GPA of 3.0 or higher every semester. (For definitions of these terms, see above.)
- earn a C or better in every iPOS class
- maintain continuous enrollment (not including summer terms)
- make satisfactory progress toward completion of such benchmarks as coursework, exams, and culminating experiences (depending on the program: capstone, applied project, thesis, or dissertation)

Unsatisfactory Academic Progress and Academic Probation

Notifications of "unsatisfactory academic progress" will be sent to graduate students with

- iPOS GPA, graduate GPA, or cumulative GPA falling below 3.0
- Noncontinuous enrollment due to an unexcused leave
- Being one year or more behind on the completion of benchmarks (PhD only)
- Other academic reasons that have delayed progress toward completion of the degree, such as more than two grades of "incomplete"
- More than 2 warnings of unprofessional conduct

Students receiving a notification of unsatisfactory progress are placed on academic probation. Students are notified in writing and have the opportunity to appeal (see further description of academic probation in Section III below).

II: Professional Conduct Policy

Graduate students are obliged to behave professionally while engaging in their coursework, internships, Graduate Teaching Assistantships, Research Assistantships, and other activities that are part of their Department of English graduate degrees. Please see Academic Integrity, Culture of Respect, TA Expectations and the guidelines listed in the Graduate Assistant Handbook. It is the duty of graduate students to become familiar with these codes of conduct.

When a student receives a *written warning of unprofessional conduct* from a supervisor or instructor, the student is expected to write a 500- to 1,000-word reflection upon that behavior that includes a plan to behave professionally for submission to the Director of Graduate of Studies. Both the warning and the reflection will be kept on file for the duration of the student's degree program.

Egregious violations of the ASU code of Academic Integrity and the ABOR Student Code of Conduct may result in academic probation, loss of funding, or immediate suspension or expulsion from the academic program.

III. Consequences and Appeals

Academic Probation

Students can be placed on academic probation due to unsatisfactory progress or other reasons related to academic progress and the professional code of conduct. "Academic probation" means the probationary continuation of enrollment in the graduate program. A student placed on academic probation is informed in writing about the areas in which the program's standards are not being met and the actions to take to be restored to good standing. In consultation with the student's supervisory chair, the Director of Graduate Studies, and other parties relevant to the student's probationary status, the Graduate Academic Advisor provides the student with a memorandum of probationary requirements, which describes the requirements the student must meet on a specific timeline.

Within one month of receiving written notice of academic probation (by email), the student must meet with the Graduate Academic Advisor to discuss the terms of probation and sign the memorandum, which will be kept in the student's file. If the terms of academic probation are not met, the student will be recommended for dismissal from the program by the Dean of the Graduate College.

Loss of TA Funding

Students receiving multiple warnings concerning professional conduct while teaching for Writing Programs may lose the Teaching Assistantship or may not have the Teaching Assistantship renewed. Students receiving multiple warnings may also lose the opportunity to teach for other programs, such as Creative Writing, Literature, and Linguistics and Applied Linguistics. Additionally, students on academic probation may lose TA funding and the aforementioned opportunities.

Dismissal

These are the common conditions under which dismissal is recommended by the Chair or Director of Graduate Studies in the Department of English to the Dean of the Graduate College.

- Deception or falsification of statements in the admissions application process
- Egregious breaches of professional conduct (for example, harassment, Title IX violations, misuse of ASU facilities or misappropriation of funds)
- Unethical academic conduct (i.e., plagiarism, falsification of data, unauthorized use of AI)
- Failure to meet the terms of academic probation

Appeals

- Appealing unsatisfactory academic progress: students have 10 working days to appeal the decision in writing to the Director of Graduate Studies.
- Appealing a warning of unprofessional conduct: students have 10 working days to appeal the decision in writing to the Director of Graduate Studies and the Chair of the Department of English.
- Appealing academic probation: students have 10 working days to appeal the decision in writing to the Dean of the Graduate College.
- Appealing academic dismissal from the program: students may appeal the decision at the level of the program, department, and college.
- Appealing suspension or expulsion: students may appeal the decision at the level of the department, college, and university.

Grades

The final passing grade for Research (ENG/LIN/APL 592/792), Thesis (ENG/LIN/APL 599), and Dissertation (ENG/LIN/APL 799) is a Y.

Continuing registration (ENG/LIN 595/795) remains a Z. The Z means in progress.

Students doing Applied Project (ENG/LIN/APL 593) or Capstone (ENG/LIN/FMS 597) must earn a B or better to graduate.

For ENG/LIN/APL 590/790, grade options are A, B, C, D, or E. Y/Z is NOT an option.

Incomplete grades are given entirely at the discretion of the instructor of a course and require the submission of a contract, in consultation with the instructor, that outlines the work required, the timeline, and the assessment process. Per Graduate College policy, incomplete grades not completed within one year become a permanent "I" on the student transcript, and the course must be retaken for use in the iPOS. An instructor may, however, require that the Incomplete be finished in a shorter timeframe and may stipulate a different grade if the Incomplete is not finished. The student must be registered for at least one graduate credit in the semester that the coursework for the incomplete grade is finished.

Internal Process for Complaints and Concerns
Grades: Complaints about individual assignments are to be discussed with the class instructor, not with the department. Complaints about a final course grade should be discussed with the instructor in at least one conference soon as possible after the grade is awarded. University policy for student appeal procedures on grades | Academic Catalog

Non-Grade Issues: If a student has a concern, problem, or complaint that does not fit within the duties or abilities of the student's advisor, dissertation, thesis or applied project chair, they should seek counsel from the Graduate Program Manager or Director of Graduate Studies. The Program Manager and Director are often able to work toward a positive resolution of problems and can provide university wide resources in order to do so. The Dean of Students Office can be an additional resource where concern, problem, or complaints are not of a departmental nature—such

as mental or physical health, financial aid, and items related to the ASU student code of conduct. Dean of Students | Educational Outreach and Student Services

Application for Graduation

Students should apply for graduation during the semester of planned graduation and no later than the date specified in the most current version of the Graduate College's Graduation Deadlines and Procedures. **Students are responsible for knowing the University deadlines**. The Graduate Application for Graduation is through MyASU. Additional instructions on applying for graduation are online.

Graduate Commencement: This ceremony is university-wide. Doctoral candidates are hooded by their faculty directors and cross the stage when their name is announced. Master's candidates will be hooded by one of the Marshals of Investiture, but they will not be individually recognized or cross the stage. Degrees are conferred at Commencement.

Convocation: This ceremony is for the particular college. Graduates are individually recognized and cross the stage at college convocation events and special interest ceremonies. Students receive a diploma cover at The College Convocation, and it is for both undergraduate and graduate students within The College of Liberal Arts and Sciences.

Ceremonies are subject to change. Please contact commence@asu.edu with questions.

Exit Survey and Interviews

Graduating students will be asked to complete an electronic exit survey and be invited to schedule an exit interview with the Director of Graduate Studies. The survey and interviews help the department to track students' accomplishments, including post-graduation employment, and better understand students' experiences in an effort to continue enhancing the program for future students.

Internships

Graduate internships offer students an immersive, hands-on experience that connects their academic studies with professional practice in cultural, historical, social, public, and private sectors. They provide a unique opportunity to engage with companies and organizations—such as museums, archives, libraries, non-profits, community agencies, educational institutions and academic programs, publishing houses, production companies, and media outlets—that value the application of critical thinking, research, teaching, writing, and communication skills.

Interns work closely with mentors in the field, contributing to projects that may involve (but are not limited to) research, teaching, writing, editing, educational programming, creative content development, video and media editing, social media management, events management, community engagement, and many other areas of expertise. Students will deepen their understanding of how disciplines within the humanities intersect with contemporary professional

environments while gaining exposure to career paths in academia, the arts, cultural institutions, policy, film, media, corporations, community groups, government agencies, and beyond.

Graduate internships emphasize both independent and collaborative work, requiring students to apply advanced critical thinking, analytical skills, and interdisciplinary knowledge to real-world challenges. Internships can be completed in person or remote through local, national, or global contexts and can be paid or unpaid.

Academic credit for internship work is available for both immersion and online students through graduate courses (e.g., LIN/ENG584, LIN/ENG784) that build career readiness using a model of reflective professional practice, supervised academic work, and professional mentoring, networking, and development. Through professional reports, participation in discussions, and regular feedback from professional mentors and the internship course instructor, students refine their professional skills and develop their expertise to position themselves for success in both academic and non-academic careers after graduation.

Students wishing to explore internship options can get started in five easy steps:

Step 1: Consider your skills, interests, and career goals. Sign up for helpful career exploration and planning tools like ImaginePhD. It's not just for PhD students!

Step 2: Explore internship opportunities posted on the Department of English Internship and Career Exploration Facebook page and other general resources such as department emails, ASU Handshake or LinkedIn Jobs, and ASU internship and career fairs.

Step 3: Reach out to the Director of Internships and Career Readiness Ruby Macksoud for a customized internship meeting.

Step 4: Apply and interview for an internship(s). Secure and accept an internship offer.

Step 5: Work with the Director of Internships and Career Readiness to complete the required internship registration paperwork and to enroll in an academic internship course.

*Please note that the internship registration paperwork must be completed at least 2-3 months in advance of starting an internship, and graduate course override permission will only be given after all registration paperwork has been processed.

For inspiration, please see these student internship experiences:

- ASU English department inaugurates student research initiatives
- ASU English boosts skills-based training through funded internships
- A pitch-perfect learning opportunity

TA Expectations

Resident and non-resident TAs/RAs must enroll for a minimum of six (6) non-audit graduate credits

each fall and spring semester of their TA/RA appointment, and international TAs/RAs must enroll for a minimum of nine (9) non-audit graduate credits each fall and spring semester of their TA/RA appointment. TAs must maintain a 3.0 GPA during the course of the assistantship and may not accumulate more than 2 incompletes ("I" grades) at any given time. Falling below a 3.0 and/or accumulating more than 2 incompletes may result in cancellation of the TAship. Refer to the *TA/RA Handbook* for additional information.

If a TA/RA is unable to continue an appointment, the TA must inform the supervising faculty member in writing of the reasons for the action. Copies of the notice should be sent to the head of the academic unit (when applicable) and to the Vice Provost of Graduate College, as stated in the *TA/RA Handbook*. TAs who resign from their positions will no longer receive benefits and may be required to pay tuition owed to the University.

Expectations for TA Professionalism

- **All TAs in Writing Programs are required to attend Writing Programs Convocation each semester.**
- All first-year TAs are expected to show up to the ENG 594 Practicum on time, stay until the class is complete, and notify the practicum leader when they will be absent.
- All TAs are expected to notify Writing Programs administrators when they cancel classes in which they are the instructor of record.
- Since official ASU business is conducted via email, Teaching Assistants/Associates in the Department of English must maintain a working ASU email account, check it regularly, and reply as needed.
- TAs considering resigning from their positions mid-year or applying for a Leave of Absence must provide ample notice (two weeks) to department administration. With the exception of emergency situations, TAs will not resign from their posts in the middle of the semester.
- TAs must use professional decorum, as described in the Graduate College Teaching Assistant Handbook.

Please see the section on "Satisfactory Academic Progress and Professional Conduct" on *written warnings of unprofessional behavior*, which, depending on the degree and quantity of violations, may lead to an unsatisfactory academic progress report, academic probation, loss of funding due to nonrenewal of the TA stipend, or even immediate removal from the classroom and withdrawal, suspension, or expulsion from the program. The same section describes the appeals processes available to graduate students.

Performance Review

Performance Review is multi-tiered and occurs throughout the year. New TA Educators evaluate teaching performance of new composition TAs each semester, while continuing TAs are reviewed once per year. Additionally, per university policy, each course requires student evaluations, which are administered online.

Reappointments

TAships are awarded yearly and renewal depends on satisfactory performance reviews and satisfactory progress toward degree. However, TA appointments are made with the expectation that students entering the PhD program with a TAship or RAship will continue to receive funding for

up to the five years expected for program completion. Students who enter without funding and gain it in later years will have a prorated schedule for eligibility based on the expected time to degree. For example, students who receive a TAship in the second year of their PhD program will be eligible for up to four years of TA support. TA- or RA-funded students who have not completed the degree in the expected timeframe may petition for an extension. Petitions must be submitted in writing to the Graduate Studies Program Manager by November 1 for the following academic year. Petitions will be evaluated based on students' progress in the program and the reasons for the delay.

Workload

Students holding appointments as TAs or RAs at ASU will work no more than .50% FTE (20 hours per week) during fall and spring semesters at ASU. According to the *TA/RA Handbook*, graduate students who exceed this limit risk termination from their appointment and will be ineligible for reappointment for 26 weeks.

Teaching Assignments

PhD students who are working on their core course requirements while teaching for Writing Programs must take the ENG 594 courses that train them to teach basic composition classes (ENG 101 and 102). Once they have completed the course requirements that they are expected to finish during the first two years of their program, doctoral students are encouraged to take additional Writing Programs ENG 594 courses (such as those focused on online or hybrid, multilingual, or multimodal teaching). Exceptions may be made for students whose doctoral research and future dissertation are explicitly linked to the 594 course's topic.

When New TAs are offered their positions, their teaching assignments are planned for them because the schedule of classes is planned almost a year in advance. For a New TA's second semester of teaching, they are involved in the planning of their teaching assignments. After the first year of teaching, TAs are given the opportunity to share their preferences of what and when they would like to teach depending on their training and qualifications.

Writing Programs offer classes at all times of the day, Monday through Friday, morning, afternoon, and evening. To be fair with assignments, TAs are expected to rotate in and out of two-day-a-week classes to three-day-a-week classes whenever possible. Teaching loads for TAs are 2-1; they teach two classes in the Fall semester and one class in the Spring semester. New TAs begin their first year of teaching with a 1-2 teaching load. Historically, our highest enrollments are in the Fall semester and lower in the Spring. Therefore, teaching loads cannot be changed upon request.

Writing Programs will always change a TA's teaching assignment if the assigned days/times conflict with the graduate coursework a TA needs to take. Changes to a TA's class schedule should be communicated immediately. Unfortunately, we cannot update teaching assignments to accommodate commitments outside of the university, for example other employment.

Hybrid/Online Training

Writing Programs offers a one-semester practicum (ENG 594, Teaching Hybrid and Online) that prepares teachers to reconfigure existing courses and projects into forms that will be appropriate for online asynchronous delivery formats. After completing this certification course typically offered

in the Spring semester, teachers can begin requesting hybrid courses for the next Spring semester. Upon completion of teaching a particular course in the hybrid format or a teacher has a strong history of teaching a specific course, teachers can request to teach in the online format.

Online Teaching Assignments
Online teaching assignments in Writing Programs are available to all teachers who have completed the Writing Programs' certification process. Completing the EdPlus Master Class is not sufficient training to qualify for teaching hybrids and iCourses in Writing Programs. Even though a teacher may have experience teaching in the hybrid or online format at a previous institution, completing Writing Programs' certification process is still required. Please note that doctoral students should not seek certification until after they have completed the coursework that precedes the portfolio exam.

Because there are more teachers who are trained to teach in the online format than there are available online sections, completely online teaching assignments are not available from semester to semester. Teachers who have online assignments must always be available to transition into an in-person class assignment if enrollment dictates that changes in teaching assignments are necessary.

Summer Teaching Assignment
TAs are invited to apply to teach summer Writing Program courses early in the Spring semester. Teaching assignments are awarded based on professionalism (meeting deadlines, following program policies and procedures, etc.), excellence in teaching (teaching evaluations), qualifications for teaching courses being offered, rotation of assignments from one summer to the next, and experience teaching in the online format in Writing Programs.

Special Note
Writing Programs will consider requests to teach courses outside of Writing Programs and will do the best to accommodate based on enrollment projections. However, we have a commitment to the university to offer needed classes based on enrollment projections and trends. All teaching assignments can change at any time depending on enrollment.

Questions
Questions about teaching assignments in Writing Programs should be directed to Demetria Baker, Senior Program Manager in Writing Programs. Specific questions about TAs teaching in their area of study can be directed to the Director of Writing Programs who works closely with the Director of Graduate Studies.

Master's in Passing

The Department of English may grant a master's to PhD students not already holding a master's degree. Regularly admitted students in a doctoral program can be considered for the master's in passing when they have completed 30 or 33 hours of coursework (depending on the program) and submit an acceptable portfolio.

PhD students who have met the above requirements and wish to be awarded the master's in

passing should contact the Graduate Studies Program Manager who will review the request and submit it to Graduate College. The student will then complete and submit an Interactive Plan of Study (iPOS) for the master's degree and apply for graduation for the MA.

Resources

Financial Support

The Department of English grants fellowships/scholarships and teaching assistantships on a competitive basis. For information on how to apply for an assistantship, visit the website. A 50 percent teaching assistantship (20 hours/week) comes with a tuition award, health insurance, and a stipend. Admission into and continuation within the program is not a guarantee of this funding. Teaching assistantships are reserved for PhD and MFA students only. MA, MAS and MTESOL students are not funded.

Continuing students may apply for internal and external awards, scholarships, travel awards and dissertation fellowships. The Department of English will send emails to students about scholarships and travel funding opportunities, including Graduate College Travel Awards when they become available. Students should keep an eye on their email for announcements and deadlines.

The Graduate Student Government (GSG) has travel and research funding opportunities that students may apply for, including a JumpStart Research Grant. Students may also participate in the process by serving as award reviewers.

Students should also visit the Graduate College's website and other links for student funding resources:

- Graduate College at ASU
- Federal Student Aid (Student Loans)
- Working at ASU
- Financial Aid Resources
- Financial Aid for International Students
- Scholarships

Student Health Insurance

Students who wish to enroll in Student Health Insurance through ASU must do so within the first two weeks of the semester. Students should sign in to their MyASU, under Campus Services, click on Health & Wellness Resources, and then click Health Insurance and Enroll/Cancel. Students are automatically re-enrolled. To confirm enrollment, check your student account for Health Insurance Charge. Cancellation is the same steps as enrolling listed above and must be done during the open enrollment period. International students are automatically enrolled. Visit ASU Health Services for more information on student health insurance enrollment deadlines, premium charges, and coverage.

Professional Development

The Department of English strives to assist students in all aspects of their professional development to ensure they will be poised for the job market. Information about succeeding in

graduate programs, conferences, job market resources and graduate studies videos can be found on the Department's Professional Development webpage.

Graduate Writing Centers

ASU's Writing Centers, through the University Academic Success Program, provide writing centers for ASU graduate students from all disciplines where you can:

- Get feedback on writing projects at any stage.
- Get help organizing a writing group.
- Attend workshops about writing.
- Receive coaching on navigating graduate school life.

The ASU Graduate Writing Centers currently serve students at these locations:

1. Downtown Phoenix: University Center Building (UCENT), Room 101
2. Tempe: 711 E Lemon St #38; 480-965-9072
3. West: Fletcher Library (FLHLB), LL2; 602-543-6151
4. Polytechnic campus: 5988 S Backus Mall; 480-727-1452

For more information or to schedule an appointment, please visit the Graduate Academic Support or call (480) 965-9072.

Student Well-Being

Our students' health and well-being are our top priority. Please don't hesitate to contact us with questions and concerns.

The 10 Best Practices in Graduate Student Wellbeing include proven ways to assist graduate students in bettering their health under the increasing demands of graduate school. There are also multiple services offered by ASU to further help students:

- Counseling Services
- Health Services
- Student Accessibility and Inclusive Learning Services (SAILS)

The Arizona State University Victim Advocate ensures crime victims on any ASU campus, witnesses and family members receive free, confidential support. You do not need to file a police report or be a patient or Health or Counseling Services to meet with ASU Victim Advocates. If you have questions, contact Victim Advocates or call 480-965-0107.

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please

see https://www.asu.edu/aad/manuals/acd/acd401.html.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

Veterans should visit the Pat Tillman Veterans Center website for more information on benefits and services: https://veterans.asu.edu.

Faculty

A list of Department of English faculty can be found online. A list of graduate faculty can be found on the Graduate College website.

Facilities

Study Spaces on the Tempe Campus
Graduate students may use the Graduate Student Lounge (RBHL 164) and the tables in open spaces on all three floors of RBHL. They may use the Request a Room form (under Forms on the Resources for Current Grad Students page) to reserve study space in RBHL for specific days and times. Hayden Library provides a list of the Library's reservable and non-reservable study rooms.

Computing Resources for Graduate Students
Graduate students have access to the Media Learning Lab in RBHL 115 with ISAAC access. Students requiring ISAAC access should use this form to add access via their sun card. There is also a computing pod in the common area around the TA neighborhoods on the first floor of RBHL. For more information about the technological features in Ross-Blakley Hall, see this webpage.

Contact Bruce Matsunaga for questions. Information on printing can be found here.

Tuition and Fees

Students can find information on tuition and fees online. A Tuition Calculator and schedule are both available for students' use. Note: A tuition award is given to students who hold teaching assistantships. All students, including TAs, are responsible for paying fees each semester.