

PHD DEGREE REQUIREMENTS

PREVIOUS COURSEWORK PREPARATION

Upon admission or no later than the Initial Advisory Interview (see p. 3.11) the Graduate Director will determine each new student's background and preparation for study in the RTC Program. Coursework requirements may vary depending upon a student's prior experience with the content and context of rhetoric and/or technical communication. The Program of Study generally requires 32 credits of coursework (see Table 3.1 below), as well as the completion of a Modern Language requirement (see p. 3.5). In addition, the student will complete individualized study credits (HU6900, 6901) to prepare for comprehensive examinations and take Dissertation Research credits (HU6990) during the course of writing, revisions, and oral defense of the dissertation, while maintaining continuous enrollment. (See p. 4.1, Policies and Procedures)

General scenarios for incoming students include:

1. PRIOR MASTER'S IN CLOSELY RELATED FIELDS FROM ANOTHER UNIVERSITY

Students with a master's degree in a field closely related to RTC, but from another university, will undertake the Program of Study outlined below (see Table 3.1), but should meet with the Graduate Director to discuss how their previous preparation maps onto the courses offered by Michigan Tech, so as to avoid unnecessary overlap.

2. PRIOR MASTER'S IN OTHER FIELDS

For a student with a previous MA or MS degree in an area not central to the coursework of the RTC degree (either from Michigan Tech or elsewhere), the Graduate Director may determine that the student needs to build a stronger background knowledge in RTC. This may require coursework in addition to the basic Program of Study of 32 credits (see Table 3.1), before the student can move on to study for Comprehensives Examinations. In some cases, the Graduate Director may recommend completing a master's degree in the RTC program before moving on to the PhD

3. PRIOR MASTER'S IN RTC AT MICHIGAN TECH

A student with a previous MS degree in Rhetoric and Technical Communication from Michigan Tech must take any remaining required courses not completed as a Master's student, including HU5001, HU5002, HU5003, HU5004, and HU5931 (if you did not teach but plan to as a PhD student). Then, in consultation with the Graduate Director or a Comprehensives Committee, the student must devise a plan of study for completing the major and minor stream requirements, plus carefully selected electives for a total of 32

credits (27 of which must be coursework credits, the remainder to be filled in with independent readings, internships, etc.)

4. “FAST-TRACK” MS/PhD

This is a special option for those students applying from outside Michigan Tech with no master’s degree who want to move straight into a PhD program without receiving a MS. Students with exceptional promise or preparation may then be considered for a Fast-Track MS/PhD degree. (The Graduate Director, in consultation with the RTC committee, will decide eligibility for the option.) Such students join the program as master’s students, but after completing their master’s coursework students present a portfolio of three extended papers from courses taken in the RTC program to be considered for formal admission into the PhD program (in lieu of completing a project, thesis or coursework paper). Upon approved admission, the student will then complete all requirements for the PhD. Please note that students will not receive an MS degree from Michigan Tech. However, students who choose to leave the RTC program prior to completing the PhD requirements may request to receive an MS upon exiting. To do so they must have completed all MS coursework requirements and additional work beyond coursework to the equivalent of a master’s thesis, project, or coursework paper. Approval of this additional work will be determined by the Graduate Director and Graduate School in consultation with each student. (See Chapter 2 for MS coursework requirements.)

TOTAL CREDIT REQUIREMENTS, SUMMARIZED

Table 3.1 describes the breakdown of credit hours for doctoral students.

Table 3.1: Credit Requirements (For students matriculating since Fall 2000)
PhD Program of Study

- **REQUIRED COURSES (9-11 credits)**

- HU5001¹ *Proseminar*. 2 semesters (1 credit each)
- HU5931² *Oral, Written, & Visual Communication Pedagogy*, 2 semesters (2 credits each)
- HU5002 *Rhetoric, Composition, Literacy* (3 credits)
- HU5003 *Technical Communication, Technology Studies* (3 credits)
- HU5004 *Communication in Cultural Contexts* (3 credits)

¹ HU5001 is waived if completed as a Master's student in RTC at Michigan Tech.

² HU5931 is required only if receiving aid through teaching.

- **COMPETENCE IN A MODERN LANGUAGE other than English**

- No specific credit requirements

- **ADVANCED COURSES (minimum 21 credits)**

- Three more courses in one's **Major** stream (9 credits)
- Two more courses in one's **Minor** stream (6 credits)
- Two electives (6 credits)

- **INDIVIDUALIZED STUDY (no credit minimum)**

- HU6900 Independent Study or HU6901 Directed Readings, in preparation for comprehensives
- HU6902 Internships (optional)
- Doctoral dissertation research (HU6990) credits sufficient to complete and defend a dissertation, while maintaining continuous enrollment.

PHD REQUIREMENTS, DETAILED

• BASIC REQUIREMENTS

The five graduate classes required in the PhD program (HU5001, HU5002, HU5003, and HU5004, as well as HU5931 [required only if receiving support through teaching]) are offered every year. Other courses are offered on a revolving basis. Students should complete these specific program requirements as early as possible. A description of these classes follows; Table 3.2, p. 3.10 may be used as a checklist.

HU5001 Proseminar in Rhetoric and Technical Communication

HU5001 provides an introduction to the RTC graduate program and graduate studies, generally. It orients students to the place of graduate studies within the institution, to the various opportunities our program provides, to the policies and procedures of the RTC program, and to the graduate faculty and their research interests. The Proseminar is required of all first-year graduate students, providing an opportunity to think through individual goals for graduate study and consider potential project or research areas.

HU5931 Oral, Written, and Visual Communication Pedagogy

New Graduate Teaching Instructors (GTIs) who teach the undergraduate second-year course, UN2001 *Revisions: Oral, Written, and Visual Communication Strategies*, are required to take two semesters of the support workshop, HU5931. It begins with an intensive, ten-day orientation seminar in the two weeks before classes begin in the fall and continues with weekly workshops through each of the first two semesters the student teaches. Students receive two credits each term for this course. This requirement does not apply for students who do not receive teaching support.

Key Issues Courses (HU5002, 5003, 5004)

New PhD students are required to take the three first-year seminars, which explore the fields encompassed within the three streams of study, HU5002 *Rhetoric, Composition, & Literacy*; HU5003 *Technical Communication/Technology Studies*; and HU5004 *Communication in Cultural Contexts*. These courses focus on key issues, key readings, and key figures, and are designed with two major purposes: to give an introduction to the program's perspective on these streams of study and to provide all students in the program common critical terminologies, methodological underpinnings, and central readings (upon which later work within the streams will build).

Modern Language Requirement

PhD students must demonstrate a basic reading knowledge of a modern language other than English. This requirement must be completed ***before one can take the comprehensives examinations***. PhD students should begin planning to fulfill this requirement as soon as they join the program.

Currently, languages that are formally taught on a continuing basis at MTU include French, German, and Spanish. Students who want to use another language to fulfill the requirement should consult with the Graduate Liaison for Modern Languages Placement Examination to determine whether or not instruction and testing is available for that language. (Note: Knowledge of computer languages will not fulfill this requirement.)

A basic reading knowledge of a modern language other than English may be demonstrated in one of three ways:

1. Achieving a score on the WebCAPE language placement exam that would place the student in an introductory second-year course. Examinations can be scheduled at any time by consulting with the Modern Language Director.

Students who fail to achieve the required score on the first attempt may retake the examination again by consulting with the Modern Language Director. However, students who fail on their third attempt will be required to enroll in either an accelerated or regular language course.

2. Completing one year (two semesters or three quarters) of a first-year modern language sequence with a grade of B or better.

These courses may be taken in the Department of Humanities at Michigan Tech, or at another accredited institution or modern language program with prior approval of the Director for Modern Languages and Literatures. Students who take first-year language courses to fulfill the requirement may ***not*** use these credits as part of the required credits for the doctoral degree.

3. Successfully completing a written translation examination from French, German, or Spanish into English. The target-language text will be approximately 1,000 words in length. The type of text (literary, journalistic, technical, theoretical) will be chosen by the placement exam coordinator, in consultation with faculty members teaching in the

language, to match an individual student's general area of interest. This examination, taken on-site with a three-hour time limit, will be supervised and evaluated by Modern Language faculty. Students may use a dictionary to complete the examination. The student's English translation must reflect an ability to understand the text's main points.

4. Receive a waiver of the Modern Language Requirement.

Requesting Waivers for Modern Language Requirement

Students requesting waivers for the modern language requirement must submit a petition addressed to the Director for Modern Languages and Literatures and justifying their request. Waivers may be granted for one of the following reasons:

<ul style="list-style-type: none"> • Native speaker of a modern language other than English
<ul style="list-style-type: none"> • A degree in a modern language and literature
<ul style="list-style-type: none"> • Proven proficiency in a modern language other than English
<ul style="list-style-type: none"> • A degree in comparative literature
<ul style="list-style-type: none"> • Fulfillment of modern language requirement for a graduate degree at another institution within the last five years
<ul style="list-style-type: none"> • Second-year proficiency in a modern language other than English (with an average grade of B or better) within the last five years

• ADVANCED COURSES

Beyond the required courses, the plan of study for the PhD degree assumes a minimum of seven more courses of advanced work in 5000-level topics or 6000-level special topics courses. (Up to three 4000-level courses or 9 credits of transfer courses may be included, at the discretion of the students' advisory committees and/or the program director. See OTHER COURSES below).

Major and Minor Streams, Electives

Students pursue advanced work focused in two of the three streams of study *Rhetoric, Composition, & Literacy* (the **R** stream), *Technical Communication/Technology Studies* (the **T** stream), or *Communication in Cultural Contexts* (the **C** stream). They plan (with the aid of their advisors) a **major** stream of study of at least three courses and a **minor** stream of at least two courses. Students also take two **elective** courses, where they may

choose to engage in more work to support their major or minor streams, to work within the third stream, or to take cognate courses from other departments on campus. The goal is always to move towards breadth of coverage within the chosen streams of study, but also depth, in building the solid background for comprehensive examinations, dissertation research, and teaching fields or areas of expertise for postgraduate jobs.

Research Preparation

Doctoral students must satisfy their Advisory Committees that they have sufficient preparation in methodologies appropriate for research and analysis in their chosen fields of specialization. There are no specific methods requirements; students must consult with their advisory committees as soon as possible in the first year to determine which courses (or independent studies) would best prepare them for advanced work and the independent research of their dissertations.

Individualized Study: Independent Studies, Directed Readings, Internships

A central part of most students' experience is the opportunity to work one-on-one with faculty to pursue independent work, or to learn methodologies and practice appropriate research methods, or to participate in on-going extra-curricular, pre-professional opportunities, such as journal editing or certain programmatic assistantships. Students may thus elect to add independent studies (HU6900), directed readings (HU6901), or internships (HU6902) to their basic coursework, especially when preparing for the comprehensive examinations. See Chapter 4 for more specifics on the policies relating to this individualized study.

• OTHER COURSES

Students may wish to include credits from programs other than RTC in their program of study. To do so, they must consult with their Advisory Committee and then petition the Graduate Director in advance. Such courses may include transfer credits from another graduate program, cognate graduate courses from other Michigan Tech departments, Humanities department 4000-level courses, or possibly three credits of Individualized Study.

These other courses can total **no more than nine credits** of the overall 32 coursework credits, and must be approved in advance. The minimum consideration for approval is whether the student can make a case that these other credits directly contribute to the student's immediate educational goals, particularly the successful completion of the RTC Program's comprehensive examinations and dissertation.

Transfer Credits

Credits earned in other graduate programs but not applied to previous degrees may be considered for transfer, to fulfill up to nine credits for graduate degrees in the RTC Program. The major criterion for acceptance is whether those credits contribute directly to the student's immediate educational goals, particularly the successful completion of the comprehensive examinations and dissertation.

The Director of Graduate Studies reviews written requests for transfer credits and recommends to the Graduate School what transferred credits will and will not be accepted by the RTC Program. The student should provide transcripts, course descriptions, and other relevant materials to document the request for transfer. (See also the Graduate School's website for the appropriate forms for submitting transfer credits: <http://www.gradschool.mtu.edu/forms>)

Although transfer credits are either officially approved or disapproved when Degree Schedule forms are filed, students should verify the status of these credits far in advance with the Director of Graduate Studies. (See also the Graduate School's website: <http://www.mtu.edu/gradschool/administration/academics/policies-procedures/transfer/>)

Cognate Courses from Other Departments

Because of the interdisciplinary nature of the RTC Program, students may petition to take graduate courses outside the department, depending on one's research interests. All such courses intended to count towards one's degree requirements must be approved in advance by the Director of Graduate Studies in consultation with the student's advisory committee.

HU4000-Level Courses

Students may include in their final Degree Schedules up to 9 credits of HU4000-level courses taught by graduate faculty. However, all such HU4000-level courses must be approved in advance by the Director of Graduate Studies.

Pass/Fail and Audited Courses

Courses that are audited or taken on a pass/fail basis cannot be counted on the degree schedule.

• TABLE 3.2:

RTC PhD DEGREE CHECKLIST
 (Effective for students matriculating in Fall 2001 or after)

STUDENT _____ ADVISOR SIGN OFF _____ DATE _____

COURSE	TERM/YR	PROF	GRADE
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REQUIRED OF ALL STUDENTS

- | | | | |
|--|---------|-------|-------|
| ___ HU5001 <i>Proseminar</i> . 2 sem | ___/___ | _____ | _____ |
| ___ HU5931 <i>Oral, Writ, Vis Comm Ped</i> . 2sem | ___/___ | _____ | _____ |
| ___ Competency in a modern language; proof filed with RTC office, DATE _____ | | | |

THREE "Key Issues/Streamhead" courses (min. 9 credits):

- | | | | |
|--|---------|-------|-------|
| ___ HU5002 <i>Rhetoric /Composition/Literacy</i> | ___/___ | _____ | _____ |
| ___ HU5003 <i>Tech Comm/Technology Studies</i> | ___/___ | _____ | _____ |
| ___ HU5004 <i>Communication in Cultural Contexts</i> | ___/___ | _____ | _____ |

ADVANCED WORK

MAJOR STREAM COURSES (min. 9 credits): STREAM _____

- | | | | |
|--------------|---------|-------|-------|
| ___ HU _____ | ___/___ | _____ | _____ |
| ___ HU _____ | ___/___ | _____ | _____ |
| ___ HU _____ | ___/___ | _____ | _____ |

MINOR STREAM COURSES (min. 6 credits): STREAM _____

- | | | | |
|--------------|---------|-------|-------|
| ___ HU _____ | ___/___ | _____ | _____ |
| ___ HU _____ | ___/___ | _____ | _____ |

ELECTIVE COURSES (min. 6 credits): HU, approved cognate, or transfer; 4000 or above

- | | | | |
|------------------|---------|-------|-------|
| ___ _____ Stream | ___/___ | _____ | _____ |
| ___ _____ Stream | ___/___ | _____ | _____ |

Appropriate preparation in research methodology and methods, as defined by your committee/advisors (may be included in your coursework above)

Approved by committee: _____ DATE: _____

ADDITIONAL WORK

Optional independent work, particularly while preparing for comprehensive examinations); (3 cr. may be petitioned to substitute for courses); add on reverse

- ___ HU6900 Independent Study (specify separately; note term/yr, prof., grade)
- ___ HU6901 Directed Reading (specify separately; note term/yr, prof., grade)
- ___ HU6902 Internship (specify separately; note term/yr, prof., grade)

COMPREHENSIVES AND DISSERTATION

- Comprehensives examinations and oral defense: DATE _____
- Dissertation prospectus (should be within 1 term of comps) DATE _____
- ___ HU6990 Doctoral Research (post comps) (specify separately; note term/yr, prof., grade)
- Oral defense of dissertation (see timeline for final stages) DATE _____

³ HU5001 is waived if completed as a Master's student in RTC.

⁴ HU5931 is required only if receiving aid through teaching.

ANNUAL PROGRESS REPORTS

The Annual Progress Reports (see Appendix B) verify that students are making timely progress towards completion of their respective degrees and assure that they receive guidance and feedback from their committees that enable sustained progress within the established terms for funding. These reports are reviewed by the student's Advisory Committee (or Graduate Director, if the student has not yet named a committee) and the RTC Steering Committee. The Annual Progress report is also a major factor in determining students' future funding in the program. Failure to make sufficient progress towards the degree may be considered grounds for dismissal from the program. Students who are not on leave from the program and who do not submit an Annual Progress Report will not be considered in good standing.

THE ADVISING STRUCTURE

When students first enter the RTC Program, they meet with the Graduate Director for an Initial Advisory Interview early in their first semester of residence at Michigan Tech. Then, periodically during the first and second year of residence, students will continue to meet with the Graduate Director to receive help in selecting courses, defining research interests, and forming Advisory Committees. It is the responsibility of the Graduate Director to monitor the formal progress of students until students form Advisory Committees.

• INITIAL ADVISORY INTERVIEW

The Initial Advisory Interview establishes how student interests match the scholarly orientations of the department and interests of individual faculty members, orients students, and offers suggestions regarding potential members of student Advisory Committees. The following issues and questions may be explored in the interview:

- Student questions about the RTC Program
- Past coursework and intellectual history, including previous language study and research methods courses
- Areas of interest and expertise
- Directions and goals for graduate work, including course selections for students with non-humanities degrees

- Career goals
- Preferences for working with particular faculty
- Interests in faculty to serve as the three-person Advisory Committee.

• **CONTINUING ADVISING**

Once the three-person Advisory Committees have been formed, usually by the conclusion of coursework, the advising emphasis shifts. Students consult with the Chairs of their committees concerning the content of their work in the program, although students maintain primary responsibility for informing themselves about policies, procedures, and deadlines. The Graduate Director remains available for consultation about policies, procedures, deadlines, and committee changes. During the course of completing work on their degrees, doctoral students will form two Advisory Committees: a Comprehensive Examinations Advisory Committee, and a Dissertation Advisory Committee.

Comprehensive Examinations Advisory Committee

The Comprehensive Examinations Advisory Committee (Comps Committee) consists of three graduate faculty members. The chair of the committee is an RTC faculty member who has served on at least one comprehensive committee. When all members of a student's committee have agreed to serve, the Programs Office will notify the student and the committee members in writing.

Dissertation Advisory Committee

The Dissertation Advisory Committee (Dissertation Committee) will normally consist of a chair and at least two additional members of the RTC graduate faculty as well as a Michigan Tech faculty member from outside the department. (All members of the dissertation advisory committee must be members of Michigan Tech's graduate faculty). If two RTC faculty members are co-chairing a committee, there needs to be at least one additional member of the RTC faculty on the committee. The chair of the committee is a tenured or tenure-track RTC faculty member who has successfully passed the second-year probationary review and has served on at least one dissertation committee. Additional internal (within Michigan Tech) or external (non-Michigan Tech faculty) members of the committee may be added with the approval of members of the advisory committee and the Director of Graduate Studies. In the case of an external member of

the committee, the approval of the chair of the Department of Humanities must also be obtained. External committee members are expected to participate in the dissertation defense. In order to serve on the Dissertation Committee, an external member of the committee must receive graduate faculty status from the Dean of the Graduate School.

The following University requirements also obtain in the creation of dissertation advisory committees:

In situations where a student might appropriately request a primary chair outside of the home department, a member from the home department will serve as co-chair.

All voting members of doctoral examination committees must be members of the Graduate Faculty. Faculty members who hold an adjunct appointment in a department may not serve as the outside member on committees for students in that department; however, they may serve as an internal member. For additional up-to-date information on committee policies, please visit the Graduate School website:

<http://www.mtu.edu/gradschool/administration/academics/requirements/phd/>.

FORMING AN ADVISORY COMMITTEE FOR THE COMPREHENSIVE EXAMS

• PURPOSE OF A COMPREHENSIVE COMMITTEE

Comprehensive Examinations Advisory Committees (Comprehensive or Comps Committees) are responsible for helping students plan and complete a focused course of study and research that will further their educational and career plans. Comprehensive Committees are usually formed by the conclusion of the student's coursework. Students may opt to initially form only a partial committee, with the understanding that others will be invited later.

• PROCEDURES

The Comprehensive Committee consists of three graduate faculty members. The members of the Comprehensive Committee may all be from the Department of Humanities or, in specially approved circumstances, consist of two Humanities faculty members and one other Michigan Tech faculty member. Here are the procedural steps for forming the Comprehensive Committee:

1. The student identifies three areas of concentration in which he or she wants to prepare, usually drawing two from within the student's major stream, and one from within the minor stream of study. This should be done in consultation with the Graduate Director. The student discusses these areas with potential committee members.

2. The student makes a request, addressed to the Graduate Director, and given to the Graduate Program Assistant, to formally invite three faculty members to become the student's Comprehensive Examinations Advisory Committee. The student also proposes which member may become the Comprehensive Committee Chair. Students may approach potential committee members to discuss committee membership but do not formally invite faculty directly. The Graduate Director issues all formal invitations to faculty, and all requests and responses are not official until they have been received in writing.

Students are encouraged to work with faculty members of their choice as long as one or more of the following criteria can be met:

- Faculty members have research interests appropriate to the student's work.
- The work of advising as a whole is distributed as equitably as possible among the graduate faculty.
- At least one member of the Advisory Committee can offer appropriate methodological direction.

If a faculty member does not agree to serve on a committee, the Graduate Director will consult with the student to select and invite another faculty member to serve. Faculty may not wish to work on a graduate committee for several reasons:

- They have little expertise related to the student's research interests.
- They believe they may not work well with the student.
- Their previous commitments are such they will not have enough time to devote to the student.
- They will be on leave or on sabbatical during a critical point in the examination or preparation process.

Faculty are asked to respond to requests within two weeks. When new committee members have accepted their invitations, the RTC Program Assistant will notify the student and the rest of the committee in writing. When any changes are made to the membership of an Advisory Committee, the RTC Program Office will send a new request for Advisory Committee for Comprehensive Examinations form (D2, see <http://www.gradschool.mtu.edu/forms/tracking.html>).

Reconstituting the Comprehensive Committee—Student Initiated Change

During the course of their graduate study, students may request to re-form their Comprehensive Committees if they feel changes are appropriate. Committees may change, for example, due to changes in faculty and in students' academic development. Students may request that their committee be re-formed for the following reasons:

- Research interests change
- Committee members become unavailable
- Irreconcilable differences develop between a student and a committee member.

Students may discuss potential changes with any member of their Comprehensive Committee or with the Graduate Director. However, students must follow the same procedure when reconstituting their Comprehensive Committee as when initially forming the committee. Students who wish to reformulate their Comprehensive Committee more than once must petition to do so and have their request approved by the RTC Steering Committee.

Reconstituting the Comprehensive Committee—Faculty Initiated Change

Faculty may also request to be removed from Comprehensive Committees. Such requests are appropriate for a number of reasons:

- Faculty commitments become such that they will not have the time to devote to the student (e.g., this may apply if faculty go on leave or take sabbaticals).
- The student's research develops in a direction that does not coincide with the committee member's areas of expertise or professional development.
- Irreconcilable differences develop between faculty and the student.

Faculty members should address any written requests for removal from Comprehensive Committees to the Director of Graduate Studies. Faculty members may work in consultation with either of these advisors before notifying students of such requests.

After Reforming the Comprehensive Committee

In most cases, working with new committee members results in a change in the student's focus or course of study. Because of this, when re-forming committees, students need to allow adequate time to establish working relationships with new committee members. It is recommended that PhD students allow at least two or more semesters after re-forming their committees before proceeding with the Comprehensive Examinations and at least one semester before proceeding with their Final Oral Examinations.

COMPREHENSIVE EXAMINATIONS

• COMPREHENSIVE EXAMINATIONS AREAS

Prior to undertaking their Comprehensive Examinations, doctoral students are expected to identify three faculty members whose background and expertise are consonant with and relevant to the students' interests (dissertation research and future teaching or professional opportunities). Students are expected to prepare both broadly (i.e., to be prepared to teach an undergraduate survey but also a graduate course in that area) but also deeply (i.e., to be able to identify current important questions, problems, and issues suitable for framing a dissertation topic, as well as demonstrate an extensive familiarity with and understanding of previous scholarly work on those issues.) The following list represents some of the recent areas in which students have prepared; specific identification of the domain of the comprehensive examination areas should be discussed as soon as possible between a student and that student's Comprehensives Committee.

Table 3.3: Some Comprehensive Examinations Areas

- | | |
|-------------------------|----------------------------------|
| • communication | • literary nonfiction & poetics |
| • composition | • literature & literary theory |
| • critical theory | • modern languages & literatures |
| • cultural studies | • new media design |
| • discourse | • pedagogy |
| • environmental studies | • philosophy |

- ethnography
- gender studies
- intercultural communication
- linguistics
- literacy theory & research
- rhetoric
- technical communication
- technology studies
- visual representation
- science studies

Comprehensive Exams certify that students have developed the following levels of knowledge and skills:

- Broad knowledge in the three areas—that is, familiarity with the most important research in those areas, familiarity with primary issues and controversies in those areas, and ability to situate one’s own work within the context of those areas
- Ability to make connections among those areas
- Ability to reason critically and creatively

During the Comprehensive Exams, students are expected to demonstrate both knowledge and critical position in their chosen areas. Coursework can contribute to developing this expertise, but coursework alone is generally not a sufficient measure of a student’s facility in a chosen area. Students should also note that good coursework grades do not automatically indicate that they are prepared to undertake their Comprehensive Exams.

• **TIMELINE**

Students take Comprehensive Examinations after completing all required coursework, including fulfillment of the modern language requirement. Graduate School regulations state that students must take their Comprehensive Exams at least two semesters prior to scheduling the Dissertation Defense and no later than their fifth year of study. Because these exams, however, are a transition from one phase of graduate study to the next, students are strongly encouraged to take exams within one year of coursework completion, generally within their third year for full-time students. The Comprehensive Exams consist of both written and oral components.

Except under extraordinary circumstances, and then only with prior approval of all committee members, Comprehensive Exams will not be administered during the Summer semester.

• ENROLLMENT DURING PREPARATION FOR THE COMPREHENSIVE EXAMINATIONS

Students who are actively preparing for their Comprehensive Examinations and who do not want to enroll in regularly scheduled courses have two coursework options available to them:

- HU6900 Independent Studies
- HU6901 Directed Readings

Some students wish to work more independently than standard HU6900 or HU6901 courses allow and need to register for credits to maintain their continued enrollment for financial support purposes. For such students, a third option exists: With the prior approval of their Committee Chairs, these students should register Pass/Fail for HU6901 Directed Reading credit. (Note: Pass/Fail courses cannot be applied to the Final Degree Schedule.)

Students who are studying for their Comprehensive Examinations should not enroll for HU6990 Research credits. This course designation is reserved for students who are actively working on their Dissertations.

• COMPREHENSIVE EXAMINATIONS PREPARATION

Reading Lists

After securing a complete Comprehensive Examinations Advisory Committee, the student works in consultation with the committee to develop reading lists appropriate to their areas of concentration. The content and length of each list is negotiated between the student and each committee member under the guidance of the Committee Chair. Reading lists should acquaint the student with a broad knowledge of theories, research, issues, and controversies in their selected areas of study. Some faculty may choose to supply an initial reading list that can be adapted later to meet the specific needs and interests of individual students.

Students should begin developing these lists early in their programs and share them with all members of their Comprehensive Committee. At least one month prior to their Comprehensive Examinations, each list must be approved and signed by the appropriate

committee member and distributed to all members of the committee. A copy of each approved reading list must be submitted at the same time by the student to the Programs Office assistant for inclusion in the student's file.

Reading lists from all past students are kept on file and can be consulted and photocopied by both faculty members and students.

Sample Questions

At the discretion of individual faculty members, students may be given sample questions in advance (which may include questions that are used during their exams) or may be asked to write questions of their own (which may also be included in their exams).

Past Examination Questions and Answers

Questions and their written answers are kept on file in the Programs Office. Both are available to faculty and students with the permission of the original examinee. However, past questions and their answers may not be removed from the Programs Office, may not be copied, nor may notes be taken from them.

• COMPREHENSIVE EXAMS RESPONSIBILITIES

Comprehensive Examinations Advisory Committee

After all Comprehensive Committee members have received approved reading lists, the student's Chair will convene the full committee to share their area-specific questions, to devise an interdisciplinary question that integrates the examination areas of concentration, and to discuss the student's proposed examination schedule. All Comprehensive Committee members read the final versions of all questions before they are given to the examinee.

Generally, all four questions will be agreed upon before the examination begins. Committees who wish to divert from this practice must consult with the Director of Graduate Studies prior to the scheduled examination.

In addition, the committee discusses specific procedures for the Comprehensive Exams.

Committee members may want to discuss the following issues:

- What are appropriate procedures (if any) for students who request clarification of examination procedures or questions?
- What constitutes appropriate contact between committee members and examinees?
- What are appropriate format and procedures for the Final Oral Examination?
- By what date (no later than three days prior to the Oral Examination date) will the Chair inform the student and the Programs Office of the status of the written examinations?

Discussions of these issues should be finalized prior to the scheduled examinations.

Student

In preparation for the Comprehensive Examinations, and in consultation with their Chairs and the Programs Office, students are responsible for completing the following tasks:

- Determining when their Comprehensive Committee members are available and scheduling a time and place for the no-external-sources parts of the examinations (if any), and for their Oral Examinations.
- Arranging for necessary computer support.
- Providing the Programs Office with four copies of each of their written examination answers. (Note: the Programs Office distributes these copies to the members of the student's Comprehensive Committee. Students should notify the Programs Office in advance if there are any special conditions for distributing their answers.)

WRITTEN COMPREHENSIVE EXAMINATION

Each Comprehensive Examination option includes both a written and an oral component. Students may choose the option that seems most appropriate for them, although Comprehensive Committee members may advise the student concerning this decision. Table 3.4 describes the three options available for the written part of the exams.

Table 3.4: Options for the Written Part of the Comprehensive Exams

Option	Content	Restrictions
Two-Week*	<p>Part 1</p> <p>Students receive one question from each examination area.</p>	<p>During this part of the examination, students may refer to published sources. Answers to questions must be typed and should not exceed 2,500 words without prior approval from committee members.</p>
	<p>Part 2</p> <p>Within 3 days of finishing the first 3 questions, students respond in writing to an interdisciplinary question prepared jointly by the entire committee.</p>	<p>During this part of the examination, no external sources are allowed. Students have four hours to complete their responses.</p>
Month-long	<p>Students receive one question from each examination area, as well as one interdisciplinary question that has been prepared jointly by the entire committee.</p> <p>Students have four weeks to write answers to all three area questions and the interdisciplinary question.</p>	<p>Students may refer to published sources during this part of their exams. Answers to questions must be typed and should not exceed 2,500 words without prior approval from committee members.</p>
In-house	<p>Part 1</p> <p>Students receive one area question per day on three separate days and are allowed four hours each day to complete their response.</p>	<p>During this part of the examination, no external sources are allowed. Answers to all three of the area questions must be completed within one week. Students have one week to answer the take-home portion of the examination.</p>
	<p>Part 2</p> <p>After completing the three area questions, students receive the interdisciplinary question, which is answered in a take home format within a one-week period.</p>	<p>During this part of the examination, students may refer to published sources. Written responses must be typed and should not exceed 2,500 words except with prior approval from committee members.</p>

*Explanation of time limits: Students have two weeks to complete their answers. Students who begin writing on a Monday must turn in all of their completed responses by the end of the business day on the second Monday following their start date.

A Fourth Comprehensives Option: 8 Month, Recursive Writing

A fourth comprehensive examination format is now available that offers a chance for students to work closely with faculty on reading and writing over most of one academic year. This option also offers students an opportunity to move toward a dissertation question or a pre-proposal of some sort (as well as potential papers that might be suitable for publication with revisions; these examinations are *not* meant to be “publishable papers” in and of themselves). However, all members of the committee must agree to this format before it can be chosen and must establish a clear-cut time line for completing the exam. Students must be aware that this version, though recursive in the writing process, is still an examination that can be passed or not.

As is currently recommended, students choosing this option should begin forming comprehensive committees by the end of their coursework and have a committee in place by the end of the second year.

In the third year, students write three papers of substantial length (20-30 pages) under the direction of each of their committee members. This writing begins October 1 and must be completed by March 15. Students meet with their committee members throughout this time as they progress through the writing of each paper.

If these papers are acceptable to committee members, students then write and defend a dissertation pre-proposal (written by April 30 and defended by the second week in May). This defense will complete the comprehensive examination.

ARRANGEMENTS

Prior to the scheduled comprehensive written examination dates, students and their Comprehensive Committees should agree on a tentative date for the comprehensive oral examination. Additionally, students and their Comprehensive Committees should discuss appropriate examination and question clarification procedures prior to examination dates.

Finally, place, time, and technology arrangements must be made prior to the written examination dates.

For those students without their own, the Department of Humanities provides a computer (either a PC or a Macintosh) on which to work. Students who prefer to write their exams by hand may work for the complete exam period and then have additional time

immediately afterward to transcribe their written texts with a computer. Both the handwritten and the transcribed copies must be turned in.

Preferably, students will complete their exams while in residence. Special arrangements for off-campus students must be approved in advance by the Director of Graduate Studies.

Faculty should be allowed sufficient time (usually one to two weeks) to review and discuss all written materials. At least three business days prior to the oral examination, the Committee Chair is responsible for informing both the student and the Programs Office whether or not the student has passed the written component of the Comprehensive Exams.

Students who are unable to complete the oral components of their Exams (e.g., due to illness) may reschedule for a date within one week of the original oral examination date.

Students who do not pass the written components of their Comprehensive Exams may not proceed to the oral component of their Exams.

ORAL COMPREHENSIVE EXAMINATION

During this two-hour exam, Comprehensive Committee members ask for clarification and justification of the positions students take in their written examinations. They also ask students to extend their thinking beyond what has appeared in their written material. All questions must be based on the approved reading lists.

After excusing the student from the room, Committee members deliberate about the quality of the student's work and performance during the exams. They base their decision on two criteria:

- Quality of the arguments in each of the four written responses
- Quality of the thinking and knowledge demonstrated in the oral component of the examinations.

EVALUATING THE COMPREHENSIVE EXAMINATIONS

Because each committee member reads and evaluates the answers to each of the three area questions and the interdisciplinary question, students pass the Comprehensive Examinations only when their full Comprehensive Committee is in agreement about the satisfactory quality of the work demonstrated in both the written and oral examination components.

Passing

When the Comprehensive Committee has completed their deliberations, they reconvene to inform the student whether he or she has passed the Comprehensive Examinations.

Satisfactory performance on the Comprehensive Exams indicates that no additional formal coursework is needed. Additional coursework may be taken at the discretion of each individual student.

If the student has passed, the committee then discusses any additional conditions of their evaluation. If the student has failed, the committee then discusses the reasons for that failure.

Passing Conditionally

The Comprehensive Committee may award the student a Conditional Pass if any part of the exam answers raise a concern about the student's knowledge, particularly if the committee feels that this knowledge is important to the student's continued graduate studies.

Committees awarding a Conditional Pass may require one or both of the following conditions for the student's passing the Comprehensive Exams:

- Additional coursework

If the committee requires additional coursework of the student, then they should draft a memo to the Director of Graduate Studies specifying a course of study for the student. The student will be officially passed when the criteria documented in the memo have been met

- Additional examination

If the committee requires an additional examination, then the student must complete the work described below:

- Write a response to a single question drafted by the full Committee that addresses the Committee's concerns
- Take an hour-long oral examination based on the written answer to the question.

Students have one week to write their answer to the additional question. Students can refer only to published sources during this part of the examination. Written responses should not exceed 2,500 words except with prior approval from Committee members, and should be word-processed.

Unsatisfactory completion

Students fail their Comprehensive Examinations when more than one member of the Comprehensive Committee considers the student's written or oral responses unsatisfactory.

Students who fail the Comprehensive Examinations may petition the RTC Steering Committee to retake the examinations once, no sooner than the next semester. A second failure of the Comprehensive Examinations provides sufficient grounds for dismissal from the Program.

The RTC Steering Committee decides the status of students who fail their Comprehensive Examinations twice.

DOCTORAL DISSERTATION

The central doctoral degree requirement is completing a research project that leads to a Dissertation contributing to knowledge in the rhetoric and technical communication fields. Dissertations reflect a variety of perspectives and methods in their form and content. Although the creation of communication products such as manuals, videos, or computer-assisted instruction software may form a part of the doctoral research, such products cannot be submitted in place of Dissertations.

ESTABLISHING A DISSERTATION ADVISORY COMMITTEE

The Dissertation Advisory Committee (Dissertation Committee) consists of at least four members of the graduate faculty, at least one of whom must be Michigan Tech faculty from a department other than the Department of Humanities. See “Dissertation Advisory Committee” on page 3.12 for further information.

As they form their Dissertation Committees and prior to beginning work on their Dissertations, students define plans of research and writing. To accomplish these tasks, students work through the following procedure:

1. Secure a Chair for the Dissertation Committee.

Students should discuss with potential committee chairs the nature and scope of their Dissertations, but requests and responses concerning committee service are not official until they have been received in writing. The Graduate Director should issue all invitations. Faculty should respond to invitations within two weeks.

2. Draft a 250–350 word Preliminary Proposal.

In consultation with the Dissertation Committee Chair, students develop a 250–350 word statement that indicates the subject, proposed focus, and research design or theoretical base of their Dissertations. Preliminary Proposals should be completed within one semester of passing the Comprehensive Examinations.

3. Identify potential additional committee members, including the non-Humanities Michigan Tech member, and circulate the Preliminary Proposal to them.

With the guidance of their Chairs/Directors, students review and develop their proposals with the assistance of the Dissertation Committee members. Students inviting Committee members should follow the same invitation procedure as when inviting the Chair (see above, number 2). The Programs Office notifies students and Dissertation Committee members of the committee’s final membership.

4. In consultation with the Dissertation Committee, expand the Preliminary Proposal into a 5-10 (1000-2000 word) double-spaced page Final Proposal.

Once students have a Dissertation Committee chair, they can begin refining and further defining their research and writing plans for their Dissertations and constituting their full committee with the exception of the outside committee member who is selected later in the process. In consultation with their committee chair, students expand their Preliminary Proposals into a 5-10 page Final Dissertation Proposal. This step should be completed within two semesters after passing the Comprehensive Examinations.

The proposal should include a discussion of research questions that will be addressed in the dissertation, a brief review of the literature that provides a context for the research, a brief discussion of the significance of the research, research methods that will be employed, a table of contents, a chapter summary, a bibliography, and a schedule of when work will be completed.

5. Submit the Final Proposal and the Approval of Dissertation Proposal form to the Humanities Programs Office. Use the form on the Graduate School site:

<http://www.gradschool.mtu.edu/forms>

WORKING ON THE DISSERTATION

The major advisor of the dissertation is responsible for advising the student on the preparation of the dissertation proposal, advising the student on choosing additional committee members, meeting with the student to recommend further reading and to discuss ideas, reading all drafts of chapters and approving them to go to the rest of the committee, and helping the student stay on track to finish in a timely way. In cases where another member of the advisory committee has special expertise (on methodology, for example) not held by the chair, such committee members may also be asked to read early drafts.

Students should communicate regularly with the chair of their committee on their progress in completing the dissertation and submit chapters for review on a regular basis. Students are not advised to submit the entire dissertation at once for review by the chair. Students should check with faculty regarding availability to read dissertation chapters during the summer. Chairs must provide feedback on draft chapters in a timely manner but no later than one month after they have received them. Once all members of the committee have read the final draft dissertation and decided it is defensible, the chair of the committee should meet with the student to discuss the logistics of the oral defense.

The oral defense is then scheduled to take place at least two weeks after the committee has agreed to go forward.

DISSERTATION, THE ORAL DEFENSE

Once the Dissertation Committee agrees that the student may defend his or her Dissertation, the Final Oral Examination is scheduled. This agreement requires that committee members will have read the version of the dissertation that will be defended and have provided students any feedback they felt necessary to improve the dissertation.

The Final Oral Examination must be scheduled at least two weeks after this decision has been made; the Final Oral Examination date must also be scheduled at least three weeks prior to the semester's end in which the degree will be awarded.

Except under extraordinary circumstances, and then only with prior approval of all committee members, Final Oral Examinations are not administered during the Summer session.

Preparing for the Oral Defense—Student Responsibilities

Students work in consultation with their Chairs to schedule the time and place of their examinations and to prepare the abstract of their Dissertation. At least two weeks prior to their examination, the student must submit an abstract of their Dissertation to the RTC Programs Office and the final notification of the examination date.

Copies of pre-examination drafts of the Dissertation must be distributed to all members of the student's Dissertation Committee at least six weeks prior to the scheduled examination date. Copies of pre-examination drafts of Dissertations must also be made available in the Petersen Library to interested faculty and graduate students within this timeframe. Students should bring a photocopy of the Report on the Final Oral Examination form, which can be found on the Graduate School site: <http://www.gradschool.mtu.edu/forms>.

Preparing for the Oral Defense—Committee Responsibilities

The Chair should convene the full Dissertation Committee prior to the Final Oral Examination to discuss issues such as appropriate examination format and procedures. All such discussions should be finalized prior to the Final Oral Examination date.

Procedures for the Oral Defense

During part one of the examination, the student makes a brief, public presentation describing his or her career and research goals followed by an overview of the major conclusions of the Dissertation. The student then fields questions from the audience. This section of the examination period should run no longer than one hour.

During part two of the examination, the committee questions the student about the validity of the methods and conclusions contained in the Dissertation and about the significance of the student's research in regard to the larger body of existing knowledge within the field.

Although part two of the examination is also open to the public, only committee members are allowed to question the student.

EVALUATING THE ORAL DEFENSE

After the Final Oral Examination, the Dissertation Committee asks the student to leave, allowing the committee the opportunity to deliberate in private about the quality of the student's work and performance during the exam. Their decision will be based on two criteria:

- Quality of research represented in the Dissertation and in the examination.
- Knowledge and evidence of contribution to the field represented in the Dissertation and in the examination.

Passing

According to Graduate School regulations, students pass their Final Oral Examination when no more than one member of their Dissertation Committee is in dissent about the satisfactory quality of the work demonstrated in both the Dissertation and in the Final Oral Examination. If a member of the Dissertation Committee dissents, the student must address that member's dissenting comments prior to receiving final approval for passing. According to Graduate School regulations, the student's Chair and the Graduate School will judge when the student has satisfactorily addressed the dissenting committee member's comments.

Passing with Revisions

If the Dissertation Committee agrees that the student's work needs revision, they may ask the student to revise his or her Dissertation before being certified for completing the requirements of the doctoral degree. Students may receive a provisional pass. This means that substantial changes that will take more than 2 weeks need to be made to the draft that has been defended. The student cannot proceed with submission of the dissertation to the Graduate School or with graduation until the Chair of the Dissertation Committee approves these revisions.

Unsatisfactory Completion of the Final Oral Examination

According to Graduate School regulations, students fail their Final Oral Examinations when more than one member of the Dissertation Committee is in dissent about the satisfactory quality of the work demonstrated in the Dissertation and in the Final Oral Examination.

Students who fail their Final Oral Examination may petition the RTC Steering Committee to retake the examination once, no sooner than the next semester. A second failure of the Final Oral Examination provides sufficient grounds for dismissal from the RTC Program. The RTC Steering Committee determines the status of students who fail their Final Oral Examination twice.

Post- Exam Procedures

After the Dissertation Committee's deliberations are complete, they reconvene to inform the student that he or she has either passed or failed the Final Oral Examination. If the student has passed, the committee discusses any additional conditions to their evaluation. If the student has failed, the committee discusses the reasons for that failure.

Students who fail their exam may choose to reconstitute their Dissertation Committees and retake the examination. However, students must wait at least one semester before proceeding with a second Final Oral Examination.

Upon successful completion of the Final Oral Examination or after the second failure of the Examination, the Report on Oral Examination form (found on the Graduate School web page for tracking forms: <http://www.gradschool.mtu.edu/forms>) must be submitted by the Chair of the Dissertation Committee to the Programs Office.

Following the successful defense and revision of their Dissertations, students must submit an electronic copy to the Graduate School, along with other documents. Students should follow the submission guidelines posted by the Graduate School at <http://www.gradschool.mtu.edu/td/submission>.

One bound copy and an unbound copy of their Dissertations must be submitted to the Programs Office, and one bound copy must be given to the Chair of the Dissertation Committee. Students pay for all Dissertation binding and microfilm storage fees; more information, including current rates, is available at <http://www.gradschool.mtu.edu/td/submission> and http://www.gradschool.mtu.edu/policies/thesis_specs.html.

UNIVERSITY GRADUATION REQUIREMENTS

Commencement information is sent by the Graduate School to eligible students approximately three months prior to either the December or May ceremony. To participate in the graduation ceremony, you must complete all degree requirements (including revisions and filing paperwork) at least three weeks prior to the ceremony, but the Graduate School must be notified of commencement plans early in the ceremony semester. In order to be sure about their inclusion in commencement materials, students should contact the Graduate School by the deadline announced by the Graduate School. Under no circumstances are PhD students to go through commencement before the dissertation is defended and the final document and attending paperwork have been submitted to the Graduate School. Students nearing completion should confirm their commencement plans with the Graduate School at the beginning of the semester in which a defense is planned. More information regarding graduation and degree certification can be found at the Graduate School web site.

DOCTORAL DEGREE TIMELINE

Doctoral students can use Table 3.5 as a chronological guide for completing steps and submitting forms during their graduate studies. Doctoral students who enter the RTC Program directly from a bachelor's program should refer to the timeline for master's students as well.

Table 3.5: Timeline for Doctoral Graduate Study

Year	Degree Timeframe	Timeline Event	Responsible Persons	Date Completed
1 st year	1st semester:	Meet with Graduate Director	Director, Student	
2 nd year	By end of 2nd year	Request Comps Committee Chair for Comprehensive Exam	Director	
		Request Comps Committee for Comprehensive Exam	Director	
		Verify completion of coursework requirements (incl. modern language)	Comps Chair, Student	
		Submit Pre-Defense Form to the Programs Office	Comps Chair, Student	
3 rd year	By the end of the 1 st semester of 3 rd year	Develop Reading Lists for Comprehensive Examinations	Student, Comps Committee	
	1 month prior to Comps Exams	Submit Reading Lists to Programs Office	Comps Committee, Student	
	Before end of 3 rd year	Comprehensive Examinations		
	Immediately after exams	Submit Report of Comprehensive Examinations form, copies of questions & answers	Comps Committee, Student	
	1 semester after Comps Exams	Request Dissertation Committee Chair	Director	
	1 semester after Comps Exams	Submit Preliminary Proposal for Dissertation	Director, Student	
		Request Dissertation Advisory Committee	Director, Student	
	2 semesters after Comps Exams	Submit Approval of Dissertation Proposal form	Dissertation Committee, Student	
4 th year		Meet regularly with Dissertation Committee Chair	Student	
		Request Outside Dissertation Committee Member	Director	
4 th & 5 th year		Draft Chapters of Dissertation	Dissertation Committee, Student	
5 th year	6 weeks prior to Final Oral Examination	Submit complete draft of Dissertation to full Dissertation Committee	Dissertation Committee, Student	
	2 weeks prior to Final Oral Examination	Submit Pre-Defense form, Dissertation Draft, and one-page Abstract	Dissertation Chair, Student	
	Prior to end of 5th year	Final Oral Examination (take Report on Final Oral Examination form along)		
	Immediately after Exam	Submit Report on Final Oral Examination form	Dissertation Committee	
	After Exam	Deliver signed, bound copies	Student	

		of Dissertation to appropriate university and department personnel (remember the Graduate School does not get paper copies); refer to the Graduate School final submission requirements http://www.gradschool.mtu.edu/td/submission		
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TABLE 3.6: Tracking Form

TRACKING FORM FOR DOCTORAL STUDENTS

General Student Information

Name BA/BS Degree (Institution/Field/Date) MA/MS Degree (Institution/Field/Date) Date of Entry into Program Date Degree Expected Date of Graduation (Certified by Graduate School)
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Residence Record	Year	Semesters Enrolled (Circle)
Sem. in Residence		FALL SPRING SUMMER
		FALL SPRING SUMMER
		FALL SPRING SUMMER
		FALL SPRING SUMMER
		FALL SPRING SUMMER
Sem. not in Residence		FALL SPRING SUMMER
		FALL SPRING SUMMER
		FALL SPRING SUMMER

Initial Advisory Interview and Comprehensive Advisory Committee Formed

Initial Advisory Interview	DATE:
Comprehensive Advisory Committee Formed (D2 Filed by Programs Office)	ADVISOR:
	DATE:

Committee Members	CHAIR:
	AREA:
	MEMBER 1:
	AREA:
	MEMBER 2
	AREA:

Coursework Requirements

Transfer Credits

Number	Title	Sem/Yr	Grade	Instructor	Credits

Required Courses

Number	Title	Sem/Yr	Grade	Instructor	Credits
HU 5001	Proseminar in RTC				
HU 5001	Proseminar in RTC				

Foundations of Pedagogy (GTIs only)

HU 5931					
HU 5931					

Key Issues Courses

HU 5002					
HU 5003					
HU 5004					

Modern Language

(Indicate method of passing below, e.g., College Board exam, Courses, waiver, etc.)

DATE

Major Stream

HU					
HU					
HU					

Minor Stream

HU					
HU					

Elective Courses

Independent Studies (HU6900)

Directed Readings (HU6901)

Number	Title	Sem/Yr	Grade	Instructor	Credits

Internships (HU6902)

Dissertation Research Credits (HU6990)

Comprehensive Exams

Approval and Filing of Reading Lists	DATE:
Examination Options (Check one) Examination Start/End Dates Tentative Oral Exam Date	Two-Week Option Four-Week Option In-House Option (4 th option: Long-term)
Examination Status (Circle one)	Passed Passed Conditionally Additional Exam Start Date Additional Oral Exam Date Status (Passed/Failed)
Report on the Comprehensive Exams Filed	DATE
Degree Schedule Filed	DATE:

Dissertation

Proposals and Committees for Dissertation

Preliminary Proposal for Dissertation
(submitted)

DATE:

Request for Chair Committee

DATE:

Dissertation Advisory Committee Formed
Committee Members

DATE:

CHAIR:

MEMBER:

MEMBER:

OUTSIDE MEMBER:

Final Proposal for the Dissertation (submitted
Approval of Dissertation Proposal)

DATE:

Draft to Full Committee (Scheduled prior to scheduling Final Oral Examination)	DATE:
Meeting of Full Dissertation Advisory Committee	DATE:
Drafts to Full Committee and to Graduate School (submitted at least two weeks prior to Final Oral Examination)	DATE:
Pre-Defense Form—Request Date for Final Oral Examination Filed (submitted at least two weeks prior to Final Oral Examination)	DATE:
Abstract of Dissertation to Programs Office (submitted with Request for Final Oral Examination Date)	DATE:
Final Oral Examination	DATE:
Examination Status (Check one)	Passed
	Passed Conditionally
	Failed
Report on Final Oral Examination Filed	DATE:
Final Dissertation (filed)	DATE:
Dissertation Title:	

Note: To verify order and procedure of forms, always check the Graduate School information at <http://www.gradschool.mtu.edu/forms> because it is updated frequently.

Graduation

Graduation Certified by Director of Graduate Studies	DATE:
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