GRADUATE PROGRAM HANDBOOK OF POLICIES AND PROCEDURES

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INTRODUCTION

This handbook is designed to acquaint graduate students with the program requirements of the Department of History. Some matters, such as residence requirements, transfer credit hours, the mechanics of registration, and the design of the dissertation have been omitted or only briefly mentioned. These subjects are treated in the OFFICIAL BULLETIN: REGULATIONS CONCERNING GRADUATE STUDY.

POLICIES AND PROCEDURES FOR THE PHD PROGRAM

The PhD program of the Department of History both offers individually tailored programs and opportunities for transnational and comparative study. Students design their own programs of study in consultation with their advisers in accord with their own intellectual and research interests. Through a mix of directed readings, independent study, and research seminars, students aim to balance understanding of particulars with an enriched sense of contexts to make sense of them.

Programs of study consist of four (4) defined fields— two "teaching" fields and two "research" fields. Teaching fields are understood as those that qualify students to teach basic introductory or survey history courses. These generally will be national, regional, or global fields. Students are expected to master the foundational knowledge in these fields. Their grounding for their qualifying exam in a teaching field will come from 591 Directed Reading courses or 592 Independent Reading courses and any undergraduate courses they choose to audit.

Faculty will post the teaching fields in which they will examine and provide a list of fifty significant texts to any interested student. Among the teaching fields are US I, US II, Western Civilization I, Asian History, Global History. A complete list of approved teaching fields may be found on the department website.

Research fields are specialized and concentrated interests that should support dissertation work. These normally will be met through 400-level courses (the majority of which will have a comparative or transnational orientation) and directed readings courses (usually demarcated 591). The latter meet regularly at least once every other week and require some significant writing—either research or historiographical review. Students may find the possible research fields by consulting individual faculty websites or the Research Field webpage, which lists all the research fields on offer and who will examine them. Students are required to read at least 35-40 books, or article equivalents, the titles to be worked out in consultation with their examiner. At least one research field must be transnational or comparative in nature. Examples of research fields might be: the Enlightenment, African- American migration, History of Psychology.

There are two required courses, normally taken in the first year: History 500 and History 501. History 500 will concentrate on the basic concerns of historical study: the nature of historical knowledge, the purposes of historical study, the craft and methodology and perhaps a section on pedagogy. History 501 “Worlds of Inquiry” introduces students to the interests of the Rochester faculty, which fall into three spheres of inquiry -- the world of nations, which emphasizes the complications of government, nationalism, war, and power; the world of goods, which concentrates on commerce and trade, the supporting institutions and the consequence of various modes of production and consumption; and the world of knowledge, which addresses how humans have known the world, how that knowledge has changed, and the purposes and uses humans have made of knowledge. Students will read a sequence of exemplary works in each world — works that will acquaint them with the rudiments of each sphere, the problems under investigation and some of the solutions offered.
All students who have not achieved ABD status must also attended The History Workshop, which will meet approximately six times a term on Friday from 12 - 2. The Workshop will include discussion and comment on submitted papers or on topical forums such as the AHR issue on modernity. All students working on their PhD dissertations must present their work at least once.

**ADVISER SELECTION AND PROGRAM FORMULATION**

Students will be assigned the adviser with whom they applied to work. Together the student and adviser formulate a program of study for the first two years of study. The program is then submitted to the Graduate Studies Committee for approval.

The program will consist of 1] the enumeration of two research fields and two teaching fields in which the student will be examined and the identity of the department faculty member who will conduct the examination in each field, 2] a provisional list of twelve courses that the student will take in the first two years of study, and 3] a list of languages, if any, that the student must master in order to complete significant research. Students and advisers will need to submit the program of study by the end of the first semester in residence.

Although the department makes every effort to alert students of the courses available for them during the two years that they will take courses, leaves, retirements, and other exigencies often intervene. Likewise, students find new interests and develop their own reading courses. When changes occur, students will need to file a new program of study with the Director of Graduate Studies.

Students must pass the examinations before defending a dissertation prospectus. Although students are encouraged to take fields with four different professors, in some cases it may be necessary for a professor to examine both a teaching and research field.

Students will select their research and teaching fields from those that the department faculty indicates it will offer and examine. Professors will post available research and teaching fields on their webpages and the compiled list will be sent to entering students prior to arrival on campus, usually by August 15.

For further details, see “Qualifying Examinations” below.

It is expected that the initial adviser will supervise the PhD dissertation. However, circumstances change. Students for whom this is the case may without penalty approach another faculty member to serve as the dissertation adviser. Should the faculty member agree, the student may request the Director of Graduate Studies make the change. The student will also need to submit a new Program of Study in consultation with the Graduate Coordinator.

Students must also select a secondary adviser (the “second reader” of the dissertation) from within the Department. Students must consult with the Director of Graduate Studies about their plans prior to scheduling the prospectus review (see “Dissertation Prospectus” below).

With the approval of the Director of Graduate Studies, students may have two co-advisers from the Department who share equally in supervising the dissertation.

**CREDITS AND COURSE REQUIREMENTS**

The PhD degree requires 90 hours of graduate credit beyond the bachelor’s degree. Courses in the Department of History normally carry 5 credit-hours. Full-time PhD students earn 15 credits each semester for two years, for a total of 60 credit hours. They accrue an additional 30 credit hours by registering in the third year for reading and research courses in connection with the dissertation.

Students entering the program with an MA degree from another institution may receive up to fifteen (15) hours history credit for that degree.
All students must take History 500 “Problems in Historical Analysis” in the fall term of their first year of residence and History 501 “Worlds of Inquiry” in the spring term of their first year. Those with a special interest in the United States will ordinarily take the “America and the World” sequence (460-461).

All students are required to complete at least one research paper during the first year and at least one research paper during the second year. These papers are normally undertaken in a Department research seminar. These papers are to be filed in each student’s portfolio. The portfolio consists of the research papers, the research field and teaching field essays (See “Qualifying Examinations” below), and faculty evaluations for course and teaching work. The department will review the portfolio in May of each academic year.

Students also are encouraged to audit appropriate undergraduate courses and in some cases may be required to do so. Students may register for directed reading in place of a seminar when no appropriate seminars are offered in the specific field for which the student is preparing an examination. Directed readings may be included in the program of study submitted to the Graduate program for approval. Once this permission has been obtained, registration requires the written approval of the instructor, chair, and Dean of The College. Forms for this registration are available via the online registration website. Under no circumstances will a teaching or other work obligation be considered an acceptable reason for substituting directed reading for a seminar. Below are specific expectations for coursework:

1) FIRST-YEAR STUDENTS:

In the fall of the first year of residence, all students take History 500 “Problems in Historical Analysis” plus two additional 400- or 500 - level courses. For students with a primary interest in some aspect of the American experience, one of those courses will ordinarily be History 460, the first half of the America and the world sequence. In the spring, students will take History 501: Worlds of Inquiry and two additional 400- or 500- level courses. For students with a primary interest in some aspect of the American experience, one of those courses will ordinarily be History 461, the second half of the America and the World sequence.

Students may meet their requirements through department seminars or individual reading courses. Reading courses must be arranged with faculty and are offered at the faculty member’s discretion. During the first year, students may work toward completion of either teaching or research fields. The department recommends that, if feasible, students finish at least one research field by the end of the first year. Students are required to complete at least one research paper using primary sources during the first year.

First-year PhD students may also choose to serve as apprentice teachers (AT) in the spring semester. This is a non-credit bearing opportunity to begin training for a teaching career. For more information please see the “Teaching” section.

2) SECOND-YEAR STUDENTS:

Students will take three courses per term in their second year of residence. Courses are intended to prepare students for research and teaching field examinations and to hone their research and writing skills. By August 31st following the second year, students are required to pass qualifying examinations in both research fields. (For more details, see “Qualifying Examinations” below).

All students are required to complete at least one research paper during the second year, and normally do so in a Department research seminar.

3) THIRD-YEAR STUDENTS:

The third year of graduate study will be devoted to the examinations in the teaching field (normally taken in December) and the writing and defense of the dissertation prospectus not later than three months following the examinations. Students will also serve as teaching assistants in the fall and spring semesters, this does not require registration. Students ordinarily register for three 5 credit sections of HIS 592 in consultation with their advisor in their Fall semester (upon completion of 60 credit hours) and one section at 15 credits of PhD research (HIS 595) in their Spring semester (upon completion of 75 credit hours). See also “Categories of Registration
Following Completion of 90 Credit Hours” below.

4) FOURTH-YEAR AND BEYOND:

Students in their fourth or fifth year will also teach a one-semester course, or co-teach with a faculty member. The course must be approved by the undergraduate committee and students must submit to the committee a proposal that indicates the material to be covered and the type of work undergraduate students will undertake. Graduate Students’ duties for the course will be the same as all full-time faculty. Whether they teach in their fourth of fifth year will depend upon departmental need and their own research plans.

Students may choose to meet this service requirement by serving as editor of the Seward papers or by participating in the college writing program (See additional information in “Teaching Assistantships” and “College Writing Program”).

5) MODIFICATIONS OF REQUIREMENTS:

Students who enter the PhD Graduate Program with an approved MA will have their course requirements adjusted in consultation with their adviser, contingent upon approval of program of study by the Graduate Committee. Normally, a student entering with an MA in history will be required to complete nine courses in their first two years.

6) GENERAL CONSIDERATIONS:

Courses should be selected with an eye to the broadest possible coverage within fields. This is particularly important in the light of current academic employment opportunities; i.e., institutions of higher learning increasingly insist that their junior faculty be equipped to teach general survey courses in American, European, or transnational history, and also in at least one topical field. It is not unusual for individuals hired in an American history position to be asked to teach Western or World Civilization, and vice versa. Hence the dangers of overly narrow specialization are apparent, and students may be encouraged to take a course beyond those required. It is the responsibility of the student and of the student’s adviser to arrange the program with these facts in mind.

SAMPLE PROGRAM

The following programs indicate how a student might meet the requirements of the program

Program I: Generic

First Year

Semester One:

Problems in Historical Analysis (HIS 500)

Readings in Research Field I (HIS 591)

Research Seminar in Research Field I (HIS 460)

Semester Two:

Worlds of Inquiry (HIS 501) Readings in Research Field I (HIS 591) Readings in Research Field II (HIS 591) [Qualifying Examination in Research Field I]

Second Year

Semester One:

Research Seminar in Research Field II

Readings in Teaching Field I (HIS 591)

Readings in Research Field II

Semester Two:
Readings in Teaching Field II
Research Seminar
Readings in Research Field
[Qualifying Examination in Research Field II]

**Program II: US Cultural and Intellectual Concentration**

**First Year**

*Semester One:*

Problems in Historical Analysis (HIS 500)
Readings in Nineteenth-Century American Intellectual History (HIS 511)
America and the World I (HIS 460)

*Semester Two:*

Worlds of Inquiry (History 501)
Research in Nineteenth-Century American Intellectual History (HIS 512)
America and the World II (HIS 461)

**Second Year**

*Semester One:*

Readings in Twentieth-Century American Intellectual History (HIS 513)
Readings in US History I (HIS 591)
Seminar in the History of Psychology
[Examination in US Intellectual History Research Field]

*Semester Two:*

Research in Twentieth-Century American Intellectual History (HIS 514)
Readings in US History II (HIS 592)
History of Psychoanalysis (HIS 309)
[Examination in History of Psychology Research Field]

**Grading System and Evaluation**

The Department accepts all grades of "A", "A-", "B+," and “B” for credit toward the PhD. Students whose performance falls outside the satisfactory range cannot expect to be continued in the program.

At the end of each semester, the instructor will provide each student with an evaluation of the work done in that semester. This evaluation, which includes a written assessment of the student's work as well as a grade, is designed to inform students of their progress and the instructor's judgment as to the student's ability to complete doctoral work in history successfully. Students are expected to use the evaluations to discuss their work with their instructors. The evaluations do not form part of the student's official dossier and are not in any way to be confused with letters of recommendation. However, they are used by the Department in determining which
students shall or shall not be continued in the program.

Students are formally evaluated twice a year. At the beginning of the second semester each year, the Graduate Studies Committee will review the progress of all of the PhD students in the program. In conjunction with the students’ course adviser or dissertation adviser, the Director of Graduate Studies will notify those students whose work requires improvement.

Students are evaluated by the entire Department faculty at the end of the academic year. At the conclusion of each of their first two years, students will turn in to the Department office at least one research paper from the preceding year of study, which will be placed in their files. The deadline for completion of this requirement will be announced by the DGS each spring semester once the date for the Department’s graduate student evaluation meeting has been fixed. The Department faculty will then review the work in each student’s portfolio as part of the end-of-year evaluation process. Subsequently, the DGS will send to each student a letter specifying the student’s standing in the program and indicating, if necessary, areas requiring improvement.

**TIMELY COMPLETION OF WORK**

Students are expected to complete all required course work by the end of each term.

First-year students receiving "I" grades for the fall term must complete their work by the following March 15; those same students receiving "I" grades for the spring term must complete their work by the following August 15. Advanced students will be expected to complete all course work for each academic year by August 15 following that year. Failure to complete work by these deadlines may result in a student’s termination in the program. An accumulation of four "incompletes" constitutes grounds for termination of participation in the graduate program.

All language examinations must be passed by the end of the second year. The qualifying examinations are taken serially. Written research field examinations must be taken prior to the end of the second semester, and must be taken before the teaching field examinations. Teaching field examinations, which consist of written and oral portions, must be taken in September of the third year. The dissertation prospectus must be submitted and defended three months after, or no later than the beginning of the semester following, the qualifying examinations.

**LANGUAGE REQUIREMENT**

Candidates in American history are not required to pass language examinations except in cases where the student’s prospective thesis or dissertation adviser determines that language skills are essential to carry out the student’s proposed thesis or dissertation.

PhD candidates not in American History must pass two language examinations. Three categories of language use will guide the language examiners in determining whether or not a student has passed the examination:

a. Primary Research Language—the language of most archival sources and essential secondary literature

b. Secondary Research Language—the language of some essential archival sources and secondary literature, with English the primary research language

c. All others—including possible future use

It will be the responsibility of the adviser to determine the category to which a particular student belongs. The Director of Graduate Studies must be informed of the student’s language use needs before a determination of proficiency is made.
Students required to meet the language requirement must pass the first language examination before registering for the third semester and the second before taking the qualifying examinations. The usual languages are French and German. With the consent of the course adviser and/or the thesis or dissertation adviser, as well as the Director of Graduate Studies, languages needed for thesis work may replace either French or German or both. However, in fields where additional language proficiency is necessary for adequate professional training, a dissertation adviser may require more than two languages.

Language examinations are given year-round and, once the student has secured a faculty member willing to provide materials for the student to be tested upon and grade the language exam, the student should contact the Graduate Coordinator to schedule the details of the examination. Each examination is normally graded by a member of the faculty, who is apprised of the language use category pertaining to the student, and signified by fail, low pass, pass, and high (honors) pass. Examinations run for two hours and physical dictionaries may be consulted during the examination.

Some seminars have language prerequisites which students must satisfy before they will be admitted. Students who fail to pass one language examination before the third semester in residence will not be permitted to register for history courses until they can present evidence of having satisfied or having made approved arrangements to meet this essential requirement.

**QUALIFYING EXAMINATIONS**

Qualifying Examinations consists of two parts: written examination of the research fields and written and oral examination of the teaching fields.

Research field examinations are generally historiographic and synthetic papers in response to a topic or concern posed by the research field examiner. The question will draw upon the reading list for the research field that the examining professor has posted. Substitutions must be negotiated with the professor. The paper must be at least twenty pages in length and the examiner is the sole arbiter of whether the response is sufficient to demonstrate an understanding of the field and its crucial issues. Students will have a month to write the paper. Both fields must be finished and the papers submitted to the Graduate Coordinator by August 31st of the second year.

Provided they pass the research fields, students examined in teaching fields will receive questions for the written portion in early December of their third year. Faculty members will turn in questions to the Graduate Coordinator, who will send the questions out to the students by email at 9 am on the day designated by the Director of Graduate Studies. The exam itself will require students to write one essay of 2000-2500 words for each essay. Examiners will give students a choice of one of two questions.

Students will submit the first essay to the Graduate Coordinator within 24 hours of receiving the questions by e-mail. They will then receive the second set of questions from the Graduate Coordinator, to whom they will submit their response within 24 hours. They may use any materials they wish (books, notes, etc.) in constructing their answers. Exams will be graded by each of the examiners in the teaching fields. Faculty members should not convey to students whether or not they have passed the first part of the exam until the students have completed the second part.

Students who pass the written portions of the teaching field examination will progress to the oral examination. The examination committee, appointed by the Dean of Graduate Studies, consists of the following: the teaching field examiners (one of whom may be the adviser); and an outside examiner (the chair of the committee) who is present to insure the fairness of the exam and who may or may not choose to participate in the questioning. The Dean of Graduate Studies strongly urges the student’s adviser to be present at the exam even if the adviser is not an examiner in order to support and assess his or her advisee. Prior to the oral examination, each member of the oral examination committee will receive from the Graduate Coordinator a copy of the student’s responses to the written exams.
The oral examination is not the venue for re-examination of the written portion. If examiners judge a student to have passed the written portion, the oral examination cannot be a re-test. The oral examination may, however, use written responses as a basis for new lines of questioning.

Students who fail to pass the written exam of the teaching field will have to retake it and will not progress to the orals until they have done so.

The oral examination will be held no less than one week and no more than two weeks following the completion of the written exam. The student is responsible for contacting the Graduate Coordinator for assistance in scheduling their oral examination.

Students are strongly encouraged to talk to each examiner about the examiner’s expectations for the exam.

**FAI LURE AND RETAKING THE EXAM**

Students may retake their exams one time only. Should they fail the research field, they may write another in response to a new question after two months. Students who fail the written portion of the teaching field examination are permitted to retake it once. Students who pass the written examination but fail the oral examination need not retake the written portion but must retake the oral portion.

**DISSERTATION PROSPECTUS**

Three months after their qualifying examinations, PhD students will submit a 10-15 page dissertation prospectus for approval to a committee comprised of the dissertation committee (at least two department faculty members) and the Director of Graduate Studies. The prospectus should explain the significance and originality of the proposed topic. It must include a statement of justification, a working argument, hypothesis, or set of questions to be answered, a preliminary bibliography and primary source list, and a tentative chapter outline.

Prior to the student’s submission of the prospectus for approval, the adviser will determine whether the following questions can be answered satisfactorily:

1. Does the proposal show clearly a central theme on which a coherent dissertation can be produced with the length of time allowed?
2. Can we be sure that the subject is not already treated adequately in the literature or that another individual is working on it in a way that would jeopardize the student’s claim to originality?
3. Are there adequate and accessible primary sources for a detailed treatment of the subject?
4. Does the candidate demonstrate competence in handling the subject?
5. What will be the main contribution of the dissertation to scholarship in the field?
6. How important will the contribution be and how will it further the academic career of the candidate?
7. Is the interpretive approach (methodology) appropriate to addressing the central issue of the dissertation?

If those questions cannot be satisfactorily answered, the adviser will continue to work with the student until she or he is satisfied that the prospectus is ready for review by the Director of Graduate Studies and the student’s committee. The Director of Graduate Studies, the committee, and the student will then hold a prospectus defense, at which the above questions will also serve as the focus of discussion. Students who fail to hold a prospectus defense within the specified time period may put their financial aid in jeopardy. The prospectus must be submitted to the Director of Graduate Studies and committee members at least two weeks before the defense.
**Dissertation**

As a final requirement for the doctorate, students will be expected to prepare a dissertation falling within their major field of study. The work will be done under the primary direction of the dissertation adviser, who will, in conjunction with the student, select one or two other members of the faculty to act as second or third readers.

All students are expected to present a portion of their dissertation in the Department Workshop.

After submitting the dissertation to the Department, the student will take a final oral examination in which he/she defends the dissertation before a committee consisting of his/her thesis adviser, at least one other faculty member from the department, one faculty examiner from outside the department, and a chair of the committee recruited by the student in consultation with his/her adviser.

General statements about the dissertation are difficult to make, but as a rule it will consist of an investigation of some historical problem, based in good part upon research in original sources. In certain instances, students may be permitted to offer editions of important bodies of material in fulfillment of these requirements. The dissertation is expected to show originality in interpretation and be clearly written. It will become part of the University Library's collections, and be made available through Proquest to scholars generally; it should therefore be worthy of inclusion in the literature of history. We recommend that the thesis be prepared using WORD or another approved word processor program. Students can usually expect to spend the equivalent of a year of full-time travel and research in collecting the materials for the dissertation, and as much time in writing it as their other commitments, their own skills, and the demands of their advisers allow or require. More specific information can be secured from individual faculty members once a student has begun to plan the dissertation.

The selection of a dissertation topic should come early in the student's program. This will enable the student to shape the work in seminars in such a way as to lay the foundation for the dissertation. Students should plan to begin intensive work on the dissertation as early as possible.

**Extensions**

University regulations stipulate that all requirements for the PhD must be completed within seven years of initial matriculation. Should the student not be able to meet this deadline, he/she must petition the Dean of the College of Arts and Sciences for an extension. The following procedure is necessary: 1) the student's dissertation adviser reports to the Director of Graduate Studies in writing regarding the student's progress on the dissertation; 2) the Director of Graduate Studies writes to the Dean commenting on, or endorsing the request for an extension; and 3) the Dean either grants or denies the request. **By no means should the Dean's consent be taken for granted.** Extensions will be allowed up to ten years after initial matriculation. If the dissertation is not completed by that time, no further extensions will be granted. If and when the dissertation is completed, however, the student may petition the University Dean for Graduate Studies for permission to defend it. **Again, the Dean's approval of the petition should not be taken for granted.**

**Teaching**

Preparation for college and university teaching forms an integral part of the PhD program. All PhD students must teach for at least two years.

In their fourth or fifth year, depending upon individual research plans and departmental need, students will teach a one-semester undergraduate course. A title and course description must be submitted to the Director of Undergraduate Studies at the end of the fall semester prior to the year in which students hope to teach. Students will submit a syllabus for the course to the Director of Undergraduate Studies and to their dissertation advisor no later than the beginning of the registration period for the semester in which they are teaching. In addition, students
may opt to participate in the College Writing Program (see below) or the Mellon Digital Humanities Program.

PhD students are also encouraged to be Apprentice Teachers (ATs) during the second semester of their first year of residence. Apprentice teachers act as participant-observers in an undergraduate course under the close supervision of a member of the faculty. Ordinarily, students will attend the course; hold weekly meetings with the professor to discuss the progress of the course and, in many cases, to consider strategies for teaching the week’s assigned reading; assist the professor in preparing examination questions, paper topics, and other written assignments; gain experience in evaluating undergraduates’ work by reading and commenting on (but not grading) exams and essays; and prepare a lecture or lead a class discussion.

Two forms of TA responsibility are the general rule: teaching discussion sections in survey and other large undergraduate classes; grading and other forms of assistance in lecture courses that do not offer supplementary sections. TAs normally handle one or two discussion sections, usually meeting weekly, or the equivalent in grading and other forms of assistance. This will sometimes involve responsibility for roughly 30 undergraduates per semester, depending upon how sections are divided. It is expected that TAs will devote approximately twelve (12) hours per week to their teaching and/or grading responsibilities.

Once students pass their oral examinations, or if they have an MA degree, they also have the opportunity to teach courses of their own devising during the summer sessions. It is not unusual for students majoring in American history to serve as TAs in introductory European or Global history courses for students majoring in European History to serve as TAs in the U.S. history surveys. These assignments should be viewed less as arbitrary assignments and more as opportunities for students to broaden their teaching experience in preparation for future employment.

**COLLEGE WRITING PROGRAM**

After two semesters of serving as Teaching Assistants, students may have the opportunity to design and run their own courses in the College Writing Program. This program offers a variety of primary writing courses whose objective is to teach undergraduates the skills of written argument. Instructors will have sole responsibility for choosing course topics, creating syllabi, and determining the course format. They will teach two such writing courses in the third and fourth years (these can be the same course offered more than once).

Selection for the College Writing Program is by application. Students receive supplementary stipends while participating in the Writing Program and become eligible for special writing fellowships in their fifth and sixth years. The program obligates students to take a training course in May-June of their second year, for which they will receive an additional payment. Teachers in the Writing Program register for WRT 571 in the fall of their third year and for WRT 572 in the spring of the third year.

**CATEGORIES OF REGISTRATION FOLLOWING COMPLETION OF 90 CREDIT HOURS**

*(All students must maintain continuous registration)*

**999 Doctoral Dissertation (Fee):** $1,050.00 per semester (Health Fee Required)

Student has completed his/her course work (90 hours or whatever is called for on his/her program) and is working on his/her dissertation full-time here at the University of Rochester. If the student will be off campus completing his/her thesis full-time he/she will need the Dean of Graduate Studies's approval for registering 999—"in absentia."

(In this instance, the HEALTH FEE is waived IF you do not have University health insurance).

**995 Continuation of Doctoral Dissertation (Fee):** $1,050.00 per semester (No Health Fee Required)

Student has completed his/her course work (90 hours or whatever is called for on his/her program) and will not be
working on his/her thesis full-time but perhaps is holding a full-time job of some sort.

**Note:** Students who have loans and are working full-time on their dissertations must be careful that they register for 999--otherwise they may be expected to start paying back their loans.

**985 Leave of Absence (Fee):** $60.00 per semester registration (No Health Fee Required)

A student who has not completed his/her course and credit requirements may, upon recommendation of the Department, request a leave of absence. The Department and the student must make a written request to the Dean for Graduate Studies.

Students who fail to maintain continuous registration will be dropped from the College.

*2014-15 fee schedule; subject to change each academic year.

**POLICIES AND PROCEDURES FOR THE MA PROGRAM**

The Department of History offers two tracks to a Master of Arts degree, known as Plan A or Plan B. The degree requires 30 credit hours.

1) Most students complete Plan B, as follows:

Fall semester 15 credit hours

Spring semester 15 credit hours

A master’s essay completed in a research seminar or other course. Revision of the essay over the summer, if necessary (0 credit hours).

Total time: One calendar year, maximum

By the rules of the College, the essay must be read by two faculty members. One of these will be the instructor in whose course the student did the work.

No defense is required.

Students are permitted to take no more than 6 credits of 49X (independent reading and research courses).

2) Students who wish to write a master’s thesis may complete Plan A, as follows: Fall semester 15 credit hours

Spring semester 15 credit hours, of which ten are HIS 491 or other HIS 49X courses

By the beginning of the spring semester, students who wish to complete Plan A must submit an acceptable thesis prospectus to a faculty member willing to supervise the student’s work. Otherwise students will remain on Plan B.

Thesis 0 credit hours (students pay continuation fee).

Defense of thesis

A Plan A degree requires that students take at least 6 and no more than 12 credits of independent reading and research at the master’s level

Total time: Students will be encouraged to complete the program in two years. By the rules of the College, they are allowed up to five years from the time of enrollment before they must petition the Dean for an extension.