

GRADUATE HANDBOOK  
2016-17

MEDIEVAL INSTITUTE  
UNIVERSITY OF NOTRE DAME

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## 1. BASIC PRINCIPLES

### 1.1. GRADUATE DEGREES

A degree in Medieval Studies is a professional qualification. The Medieval Institute normally awards the Master of Medieval Studies (M.M.S.) and the Doctor of Philosophy (PhD.) in Medieval Studies to students intending to teach in colleges or universities. Other students seeking a degree in Medieval Studies may plan to work in museums, libraries, or other professions in which this degree will be of value. Students are admitted to the Medieval Institute with the expectation that they will pursue the PhD. degree; we do not admit students for a terminal Master's degree. Students will earn an M.M.S. degree in the course of completing the PhD. requirements.

Medieval Studies is an inherently interdisciplinary realm of study, and degrees earned in the Medieval Institute are rigorously interdisciplinary. This contrasts with degrees in medieval topics awarded within the framework of traditional departmental programs. The interdisciplinary program in the Medieval Institute is, therefore, distinctive in several respects. Once a student has identified a basic geographical and/or chronological and/or thematic set of interests, he or she will develop, through the advising process (see 2.2.3 below), a multifaceted but strictly coherent program of study that draws upon history, languages, literatures, the fine arts, theology, and philosophy. Nevertheless, because it is most likely that graduates of the Medieval Institute eventually will be employed by departments, and not by centers or institutes, the curriculum in the Medieval Institute also aims to equip students with expertise in a standard departmental discipline. Every incoming student should keep in mind these dual aspirations of interdisciplinarity combined with departmental employability. It is our goal to train students with a degree in Medieval Studies to be as competitive for departmental academic jobs as students trained in the particular discipline. Indeed, we believe that their interdisciplinary training will provide added value and demonstrate broader competence.

All students in the Medieval Institute must achieve proficiency in at least one medieval research language (Latin, Greek, or Arabic), at least two other languages, and paleography. Students in the Medieval Institute normally spend two years in course work, then complete PhD. qualifying examinations and the dissertation proposal in the third year. The dissertation usually takes two or three more years to complete. In total, a student will normally spend five or six years completing our program. Students who complete their program of study by the end of their fifth year will become eligible for a year's Postdoctoral Fellowship at Notre Dame, funded by the College of Arts and Letters.

### 1.2. THE MEDIEVAL INSTITUTE COMMUNITY

The Medieval Institute community consists of a graduate student body that typically numbers 25 to 30, ranging from students in course work to advanced students working on their dissertations, approximately 60 faculty members who teach and conduct research on aspects of the medieval world, and the staff of the Medieval Institute.

The staff of the Medieval Institute consists of the Director, the Director of Graduate Studies (DGS), the Administrative Assistant, whose duties include maintaining graduate student files and records, and an Events and Communications Specialist. The Institute also has a thriving undergraduate program overseen by a Director of Undergraduate Studies (DUS).

Students in the Medieval Institute are expected to attend all lectures, symposia, workshops, conferences, and other events sponsored by the Institute. Students in the first three years of study

are required to participate in graduate seminars given by visiting speakers. Attendance is required so as to assure speakers of robust audiences, but more importantly, to confront students continually with the myriad approaches, methodologies, and topics that fall under the broad rubric of “Medieval Studies.”

All graduate students in the Medieval Institute are assigned dedicated work space in the Institute on the seventh floor of Hesburgh Library. Students have access to the library whenever it is open and to the reading rooms of the Medieval Institute during evenings and weekends when these rooms are not generally open to the public.

## 2. ACADEMIC POLICIES

### 2.1. ENROLLMENT

After admission and matriculation, all students must be continuously enrolled (except as provided in 2.1.3, 2.1.4, and 2.1.5) until they have completed their degree programs. Students must enroll each semester according to the schedule provided by the Graduate School and the University Registrar. Any student who fails to enroll for one or more semesters must apply for readmission to the program with no assurance that readmission will be awarded.

#### 2.1.1. FULL-TIME STATUS

The Medieval Institute considers graduate study to be a full-time engagement. Students are not admitted on a part-time basis and may not, during the course of their studies, shift to part-time study. Except for assigned Teaching Assistant (TA) and Research Assistant (RA) positions, students receiving a stipend are not allowed to accept outside employment without written permission from the DGS. All students should consult with the DGS before accepting any outside employment during their tenure as students.

#### 2.1.2. FULL-TIME ENROLLMENT

All students must register for at least nine credit hours every semester in order to be considered full-time students. Credits may be earned either through course work (each class usually earns three credits), exam preparation (variable credits), research (variable credits), dissertation preparation (variable credits), and other credit-bearing activities. Only after the eighth year of study, if a student is granted a special one-year extension as a part-time student (and is paying his or her own resident tuition), may registration drop to one credit per semester.

Residency status is determined by a student’s continual presence or non-presence on campus. If a student is on campus a majority of the days of a week or a majority of weeks per month, he or she will be considered in residence. If a student is not present on campus in this fashion, he or she will be considered a non-resident student. For more on this policy, see the Academic Code of the Graduate School, section 3.3.

### 2.1.3. LEAVE OF ABSENCE

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For exceptional reasons, and on the recommendation of the Medieval Institute (which means the DGS and/or the Graduate Committee), a student in good academic standing may request a leave of absence for a maximum of two consecutive semesters. A request for a leave of absence must be made before the semester in which the leave is taken, and all leaves of absence must be approved by the Graduate School. If, for some urgent reason, a student is allowed to leave the University after the beginning of the semester, the withdrawal procedure (see 2.1.5 below) must be followed. If at the end of the leave of absence period the student does not return, the student is considered terminated. Application for readmission is required if the student wishes to return, with no assurance that readmission will be awarded.

### 2.1.4. MEDICAL AND PARENTAL LEAVE

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Students enrolled in the Notre Dame Graduate School who wish to temporarily interrupt their programs for medical reasons must apply to the Graduate School. Students are eligible under this policy if they have a “serious medical condition.” For purposes of this policy, “serious medical condition” means a medical condition that (1) requires multiple-day hospitalization or (2) renders the student unable to engage in course work and all other Graduate School-related duties for a period of at least ten (10) calendar days. Certification by a physician that the student has a serious medical condition as defined in this policy must be submitted to the Graduate School no less than three months prior to the separation period (for childbirth and other predictable requests) or as soon as the need is foreseen (for emergency requests). In situations involving childbirth, the separation period will generally begin on the actual date of childbirth; in all cases, regardless of the nature of the medical condition, the duration of the separation will be as certified by the physician up to a maximum of six weeks. Students may utilize this medical separation policy two non-consecutive times during their graduate studies. Should students need more than six weeks at any one time, they must withdraw from the University. Leaves of absence for one semester or more for medical or other reasons are governed by the Graduate School Leave of Absence policy.

Full-time, degree-seeking students in their fifth year of study or less who are receiving financial aid from the Graduate School or external funds will receive a stipend equal to their normal stipend during their period of separation, for a maximum of six weeks, paid by the Graduate School. Students will retain their tuition scholarships, access to on-campus medical facilities, and all other resources available to students during the entire separation period (up to six weeks). Students also will be deemed “continuously enrolled” at the University during the entire period of separation.

Teaching Assistant and Research Assistant duties will cease at least during the period of separation. Students are responsible for making arrangements, through their departments, to cover their duties. Students taking classes will be required to make arrangements with individual course instructors for completion of any courses in progress during the leave. Students will be granted the option to reschedule exams, or extend candidacy deadlines (or other deadlines not discussed herein). Students are responsible for making arrangements to reschedule exams, extend deadlines, and to make up other work not discussed herein. Unlike a regular one-semester leave, time off in conjunction with this policy will count toward the students’ degree time limit of eight years and the university-sponsored funding cap of five years.

Students who become parents during their time in the PhD program may apply for a “childbirth accommodation” for one semester. Unlike the medical separation policy that covers any medical

condition, this accommodation policy addresses a single set of circumstances: new parenthood. The accommodation provides students with a semester (16 weeks) to adjust to new parenthood. It is not a leave of absence; it is an accommodation, which allows for a reduced workload for that semester but requires the student to remain engaged with their studies. Students maintain their standing as students and are eligible for financial support. Students who have taken up to a maximum of two childbirth accommodations will receive an additional semester (or two) of guaranteed stipend after their fifth year, but childbirth accommodations do not otherwise add time to the student's program clock. Students who are expecting a baby should contact the DGS as soon as possible, as accommodations must be applied for in advance, in accordance with the Graduate School's Family Accommodation Policy.

#### 2.1.5. WITHDRAWAL FROM THE PROGRAM

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To withdraw from the University before the end of the semester, a student must inform the Institute (the DGS and the Administrative Assistant) and the Graduate School, as well as complete the notice of withdrawal in the Office of the Registrar, 300 Grace Hall. Prorated refunds may be available according to the rules in force in the Graduate School.

Upon approval of the withdrawal, the University enters a grade of "W" for each course in which the student is registered. If a student drops out of the University without following the procedure described above, a grade of "F" is recorded for each course. The credit for any course or examination will be forfeited if the student interrupts his or her program of study for five years or more.

The University reserves the right to require the withdrawal of any student when academic performance, health status, or general conduct may be judged clearly detrimental to the best interests of either the student or the University community.

#### 2.1.6. MAXIMUM REGISTRATION

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During each semester of the academic year, a graduate student should not register for more than twelve credit hours of graduate courses, i.e., courses numbered 60000 and higher. In some cases, students may enroll in undergraduate courses (this is common with language courses), but they may not take these for graded credit without DGS approval, and no more than six credits may be earned in this way. In certain circumstances, exceptions are granted. In the summer session, a graduate student may not register for more than six credit hours.

#### 2.1.7. CHANGES IN STUDENT CLASS SCHEDULES

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Normally a student may add courses only during the first seven class days of the semester. Exceptionally, a student may add courses after this time only on recommendation of the Director and with approval of the Graduate School. A student may drop courses during the first seven class days of the semester. To drop a course after this period and up to the mid-semester point (the Graduate School and the Registrar will set the exact date in each term), a student must have the approval of the DGS, of his or her adviser, and of the Graduate School; however, no tuition adjustment will be made after the seventh class day of the semester. A course may be dropped after the mid- semester point only in cases of serious physical or mental illness. Courses dropped after

this date will be posted on the student's permanent record with the grade of "W".

A course taken for credit can be changed to an audit course after the mid-semester point only in cases of serious physical or mental illness.

#### 2.1.8. TRANSFER OF CREDITS

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The Medieval Institute does not normally transfer credits earned at another institution. However, students who enter the program with a completed Master's degree may petition the DGS to transfer up to two courses (six credits) from their Master's program. Transferring credits allows more flexibility in our program and can slightly accelerate a student's progress. Except in very special circumstances, students may not transfer credit to substitute for required courses in the Medieval Studies program. All transfers must follow the guidelines set out by the Graduate School and require the formal approval of the Graduate School. Students should refer to the Graduate Programs Bulletin of Information concerning transfer of credit.

#### 2.1.9. AUDITING CLASSES

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Students may elect to audit a class formally or informally. If a student wishes to follow a course of lectures without formally registering as an auditor and the relevant professor is agreeable, then no formal steps need to be taken. During the first three years, and especially in the case of language courses, it is recommended that a student register as a formal auditor. If a student wishes to register formally as an auditor, he or she must plan to include the audited credits among the total credits for which the student has registered in that term. Students may formally audit a class only with the approval of the DGS and their advisers. Normally, the Graduate School does not permit more than two audited courses per semester.



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## 2.2. EVALUATION OF STUDENTS

### 2.2.1. GRADUATE GRADES

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In addition to the information noted here, also see 2.2.4 below for further grading policies in the Medieval Institute.

Listed here are graduate grades and the corresponding number of quality points per credit hour.

A	4	
A-	3.667	
B+	3.333	
B	3	
B-	2.667	
C+	2.333	
C	2	
C-	1.667	
D	1	
F	0	
I	0	(Until Incomplete is removed)
NR	None	Not reported
S	None	Satisfactory
U	None	Unsatisfactory
V	None	Auditor
W	None	Discontinued with permission

Quality point values are used to compute the student's GPA (Grade Point Average). The GPA is the ratio of accumulated earned quality points to the accumulated earned semester credit hours. GPA computation takes into account only those grades earned in Notre Dame graduate courses by students with graduate status at Notre Dame. For courses taken in a department or college in the University but outside the Graduate School, or taken outside the University, the grade will not be included in the GPA computation. Grades of C- and D are counted towards a student's GPA, but they do not count towards the degree requirement. A student receiving a C- or D in a class must retake that class if they wish credit for it.

A student receives the temporary grade of "T" when, for acceptable reasons, he or she has not completed the requirements for a 60000-or-higher-level graduate course within the semester or summer session. No grade of "T" can be given for courses below the 60000 level or to graduating students in the final semester or final summer session. It is recommended that professors explain their policy on Incompletes in their course syllabi. A professor need not grant an Incomplete in a course. When a professor permits Incompletes in a course, a student is required to ask the

professor's permission to take an Incomplete, and this request must be made prior to the last class day.

When a student receives a grade of "I," he or she has 30 days from when grades were due (for the semester in which the "I" was given) to complete the course work for a grade. Extensions for incompletes require formal approval of the Associate Dean of Students in the Graduate School.

The University temporarily computes the incomplete grade as the equivalent of an "F" in calculating the GPA. When the student fulfills the above requirements, the "I" is replaced by the new grade. If the student does not complete the course within the required time, the grade will be changed permanently to an "F".

The Institute and the Graduate School will review a student who receives more than one "I" in a semester or an "I" in two or more consecutive semesters, to determine his or her eligibility for continued support and enrollment. In the Medieval Institute, a student who incurs three or more Incompletes in the first two years of study will not usually be permitted to proceed to the PhD., although such a student may be awarded the M.M.S. if all requirements for that degree have been fulfilled.

The grades of "S" and "U" are used in courses without semester credit hours, as well as in research courses. Students enrolled in exam preparation and doctoral research will also be awarded S/U grades each semester by their advisers. In these courses, the grade of "S" does figure in a student's earned semester credit-hour total but does not figure in the computation of the GPA. A grade of "U" will not count toward the student's earned semester credit-hour total, nor will it figure in the computation of the GPA.

S/U grades are an important measure of progress for doctoral students in the fourth year and beyond. Students who have not made measurable progress on their dissertations during a semester risk a grade of "U", which can trigger the discontinuation of funding, and possible termination. See also 2.2.4 on Academic Good Standing.

The grade of "V" has neither quality-point nor credit-hour value. It is the only grade available to the registered auditor who requests at the beginning of the semester that it is made part of his or her permanent record and who attends the course throughout the entire semester (but see 2.1.9 above on Auditing Classes). The grade of "V" cannot be changed to a credit-earning grade.

The grade of "W" is given for a course that a student is allowed to drop after the mid-semester point.

## 2.2.2. EXAMINATIONS

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### 2.2.2.1. FINAL EXAMS

Graduate students must take final exams in courses that have exams unless the professor has made other arrangements. Unexcused absence from a regularly scheduled final examination results in an "F". An absence excused in advance results in an "I" (see 2.2.1 above).

### 2.2.2.2. PHD. CANDIDACY EXAMS

In the Medieval Institute, students must successfully pass PhD. candidacy exams in the fall of the third year. These consist of four written examinations and one oral 90- to 120-minute

exam. For further details on the structure and content of these examinations, see 3.2.3.2 below on PhD. Candidacy Exams.

### 2.2.2.3. LANGUAGE EXAMS

In the Medieval Institute, a student must pass a written examination in at least one medieval research language (Latin, Greek, or Arabic) before the end of the fourth semester. Most students take the Latin examination, which is offered once every semester. A student wishing to take the exam in Arabic or Greek should consult with the DGS. A student must also pass written examinations in two other languages (usually modern languages) by the end of the fifth semester. For more information, see 3.1.2 on Language Requirements.

### 2.2.3. ACADEMIC ADVISING

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On initial enrollment in the Medieval Institute, each student is advised by the DGS. Gradually, the student's academic, intellectual, and professional advising will fall more under the guidance of the professor(s) whom the student identifies as his or her primary adviser(s). Each student should make a formal choice of primary adviser(s) by the end of the third semester of study. In exceptional cases, it is possible to change an adviser at a later stage, and the DGS continues to hold primary responsibility for general advising and administration of the student's academic standing in the program.

The Administrative Assistant in the Institute shares in advising insofar as he or she maintains student records and alerts both the DGS and the student about University, Graduate School, and Institute deadlines.

### 2.2.4. ACADEMIC GOOD STANDING

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#### 2.2.4.1. CRITERIA

At the University of Notre Dame, continuation in a graduate degree program, admission to degree candidacy, and graduation require maintenance of at least a 3.0 ("B") cumulative grade point average (GPA). A student may be dismissed if the GPA in any one semester is below 2.5 or if the GPA is below 3.0 for two consecutive semesters.

Please note that these GPA numbers reflect a minimum for good standing in the Graduate School. In fact, the Medieval Institute expects students to maintain a much higher standard in course work. Graduate grades below "B+" should be cause for serious concern, especially after the first year, as they generally reflect real doubt on the part of the instructor that a student's work is of sufficient quality for doctoral study.

Students in Year Three and above in the program will receive a grade of "S" or "U" each semester from their adviser. A grade of "S" signifies reasonable and satisfactory progress toward the dissertation (i.e., measurable advances in research, submission of draft chapters, etc.). A student should consult regularly with his/her adviser in order to be sure that both parties have a clear understanding of what is expected in order to earn a grade of "S". These expectations should also be recorded in a written memo. A student who does not meet reasonable expectations for progress may be awarded a grade of "U". If a grade of "U" is

awarded, a student may lose stipend funding in the following semester. If a grade of “U” is awarded in two consecutive semesters, a student may be asked to leave the program.

An adequate GPA is only one factor taken into consideration in determining a student’s qualifications for an advanced degree. A failure to make progress toward any degree requirements, including fulfillment of language requirements, according to the schedule set out in this Handbook, may jeopardize a student’s standing. Students who fail to meet reasonable standards of teaching as TAs may also risk losing academic good standing.

#### 2.2.4.2. LOSS OF ACADEMIC GOOD STANDING

The Institute may place a student on restricted financial eligibility (this can range from the loss of eligibility for travel funds to the loss of all financial aid) or academic probation (a warning that the student has lost good standing and faces possible dismissal). The Graduate School enforces an “eight-semester” rule. Students have eight semesters within which to pass their PhD. candidacy exams and have their dissertation proposals approved. Students who do not achieve these objectives within this eight-semester time frame will lose their funding. In practice, students in the Medieval Institute must pass their candidacy exams and submit their dissertation proposals no later than the end of the first week of the seventh semester.

#### 2.2.4.3. TERMINATION

The Institute reserves the right to dismiss a student who fails to maintain academic good standing or who, in the collective judgment of the DGS, the Graduate Committee, and the faculty with whom the student has worked, has little or no chance of successfully completing the program or who has shown a consistent disregard for the Institute’s rules as specified in this Handbook. For more information on Dismissal, see the Academic Code of the Graduate School, section 5.7.

#### 2.2.5. STUDENT EVALUATIONS

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The performance of all doctoral students is evaluated by the Medieval Institute at the end of every semester. At the end of every semester each member of the faculty is asked to fill out an evaluation form for every student with whom he or she has worked during that semester, and to submit the evaluations to the Director. The Director reviews these evaluations along with the student’s transcript and takes one of three courses of action:

- (1) When a student is making fine progress, the Director places a brief written statement to this effect in the student’s file and may communicate this assessment to the student orally.
- (2) When a student has specifically defined but not serious problems, the Director summarizes faculty judgments in writing for the student’s file and consults with the student, aiming in such consultation to define a plan to address any perceived problems.
- (3) When a student is seen to have serious problems, the Director will consult with the Graduate Committee and communicate to the student in writing the results of that

consultation. The student will then be asked to consult with the Director, or with the Graduate Committee, or with the Director and the student's adviser. The result of consultation will be a written plan specifying the actions the student must take to remove faculty concerns and the time period within which those actions must be taken. Except in unusual circumstances, a student who fails to address the concerns that have arisen in this review and consultation process within one semester will be terminated.

Evaluation forms will become part of a student's departmental file. If they request it, students may see the evaluation form(s) for one or more of their courses. Requests should be made to the DGS.

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## 2.3. FUNDING

### 2.3.1. FELLOWSHIP SUPPORT

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With the offer of admission to the Medieval Institute, a student is assured fellowship support, provided that he or she maintains good standing as defined above. All students receive a promise of tuition for up to eight years and a stipend for five years, unless they are supported from another source. Stipend levels vary, and basic levels may increase slightly over time in accordance with Graduate School allocations. Students may not receive a stipend in addition to another major fellowship or salary, although in some cases it may be possible to defer a year of stipend while receiving other funding. A stipend is never promised after the fifth year. A student should consult with the DGS and the Graduate School if there are questions about a stipend. In many cases, the Administrative Assistant can also provide answers to stipend questions.

In general, there are two kinds of stipends in the Medieval Institute: regular fellowships and special university fellowships. Stipends are paid in twelve equal monthly installments. Students in receipt of special university fellowships should consult their offer letters for details of their particular funding package.

All Medieval Institute students receiving a stipend, of either type, are considered to "owe service" in years two and three of their stipend tenure. Most often, "service" means serving as a Teaching Assistant (TA) in a relevant course within one of the departments in the College of Arts and Letters. Sometimes "service" means assisting a faculty member as a Research Assistant (RA). If there is a choice, students should opt for a teaching assignment, since this provides valuable experience and helps in creating a teaching portfolio. Teaching assignments are made by the DGS in consultation with individual departments and with each student.

### 2.3.2. TUITION

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Tuition is promised for up to eight years. If a student continues to be enrolled for more than eight years, then the student must pay for his or her own tuition. A special petition to the Graduate School is needed to allow more than eight years of enrollment, and extended enrollment is never granted for more than twelve months. Take note that a student must be enrolled, and tuition must be paid, in the semester in which a student defends the dissertation.

### 2.3.3. FUNDING BEYOND FIVE YEARS

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Except in cases where students have received childbirth accommodations or other approved leaves of absence, regular stipend funding is never promised beyond the fifth year of study, and Notre Dame will not provide any stipends at all for students beyond the sixth year. If, after consulting with his or advisor, a student feels that it will be impossible to complete the dissertation by the end of the fifth year, an alternative source of funding must be found. Students are expected to be proactive in seeking outside teaching opportunities, grants, and fellowships with which to support themselves while they are completing the dissertation. There are a number of different kinds of funding opportunities discussed immediately below.

#### 2.3.3.1. OUTSIDE GRANTS AND FELLOWSHIPS

Outside grants and fellowships come in many forms: some provide funding to travel for research while others provide dissertation support. Before the end of the third year, every student should consult with the graduate fellowship adviser in the Institute for Scholarship in the Liberal Arts (ISLA) for a full list of possible options. Plan ahead and keep in mind that most grants and fellowships have application deadlines many months before the start of the award. Learning to write a successful grant proposal is a valuable professional skill for all academics. It is useful to learn this skill in graduate school, quite aside from the fact that winning a grant both provides financial support and looks good on a CV. Starting in the fourth year, every student should apply for at least one grant or fellowship and give a record of their application(s) to the Administrative Assistant. Students should note that receiving an external fellowship or grant in year four or five does not guarantee a sixth year of funding from Notre Dame; nor does it add time to the student's program clock.

#### 2.3.3.2. NOTRE DAME GRANTS AND FELLOWSHIPS

Medieval Institute students have often been supported for a year or a summer on grants from within Notre Dame, including fellowships from ISLA, from the Nanovic Institute, and from the Kaneb Center for Teaching and Learning.

#### 2.3.3.3. SIXTH-YEAR STIPENDS

If a student requires funding for a sixth year of study, he or she may apply, via the DGS, to the College of Arts and Letters in April of the fifth year. A sixth year of funding will not always be available and depends above all on evidence of good progress towards completion of the dissertation. Students wishing to apply for a sixth year of stipend should inform the DGS and their advisor(s) at the start of the spring semester in the fifth year.

#### 2.3.3.4. SALARY FOR TEACHING

Many advanced students fund themselves by teaching in adjunct, lecturer, part-time, and visiting positions. In some cases, there may be suitable positions open at Notre Dame, but students should also look more widely. See also 2.3.4 below.

#### 2.3.3.5. LOANS

In some circumstances, it may be reasonable for a student to take out a loan in order to cover a final dissertation year. Students should always consult with the DGS before taking this step, however.

#### 2.3.4. PAYMENT FOR TEACHING

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Students do not receive payment for teaching undertaken as a service requirement in years 2 and 3 or any additional teaching done for Notre Dame while the student is in receipt of stipend. If a student is no longer in receipt of a Notre Dame fellowship and he or she teaches a class for the university, payment for this work will be arranged by the department in question. (See also section 2.3.3.4 above and in section 2.4.2 below.)

#### 2.3.5. TRAVEL SUPPORT

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Students receive a research budget that they can use as they wish for approved travel, subject to DGS approval. Details of this budget will be found in the student's offer letter. The Administrative Assistant works with student to arrange travel and manage expense claims.

There are several different sources to support travel to participate in conferences and to conduct short-term research. One of the most important new opportunities is the graduate student professionalization grant offered through ISLA. Any student with funding needs should apply first to ISLA. Also, through an annual allocation for professional development from the Graduate School and its own endowed funds, the Institute is able to support students who are: (1) presenting a paper at a significant conference; (2) attending the major employment interview conference in their field and have scheduled job interview(s); or (3) attending the International Congress on Medieval Studies at Kalamazoo. Students may also petition the DGS for support for conferences where the subject matter or the people present are likely to have major significance for the student's professional development. In all cases, the Institute expects that students will apply to the Graduate School for available and eligible funding before applying for Institute support.

#### 2.3.6. ADDITIONAL RESEARCH SUPPORT

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By means of its endowed funds, the Institute can usually support students in the acquisition of microfilms or similar materials pertinent to their doctoral research. ISLA and the Graduate School may also be able to help with these costs. Talk to the DGS if you need funding.

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### 2.4. PROFESSIONALIZATION

The Medieval Institute makes every effort to help its students to understand the ways of the academy, the cultures of particular academic disciplines, and the strategies most likely to be successful in the winning of awards, fellowships, and jobs.

### 2.4.1. MEETING SCHOLARS IN THE FIELD

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Every year the Institute hosts numerous visiting scholars and sponsors lectures by many of them. After lectures there are receptions where students can meet and talk with visitors. Following seminars and during symposia and conferences, students are often invited to have lunch with visiting scholars. These formal and informal encounters have two aims: to introduce students to the wide array of interests and styles evident among academics, and to let students have a chance to meet, exchange ideas with, and become known by significant figures in their fields. If a student wishes to meet a visiting scholar and has not received a specific invitation, the student should talk to the DGS in order to arrange a meeting.

### 2.4.2. TEACHING OPPORTUNITIES

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#### 2.4.2.1. TEACHING ASSISTANTS

All Institute students serve as Teaching Assistants during their second and third years. As a condition of entering the classroom, students are expected to attend the Kaneb Center for Teaching and Learning's training seminars, as well as any required departmental workshops on teaching. For example, students teaching in the History Department should attend HIST 83003, "The Historical Profession," and students teaching in the Philosophy Department should attend PHIL 85104, the "TA Training Seminar." Students are also strongly encouraged to attend additional Kaneb Center lectures, presentations, and workshops throughout their years in graduate school.

#### 2.4.2.2. INSTRUCTOR OF RECORD

As noted above in section 2.3.4, advanced students should also seek out opportunities to teach as "Instructor of Record." By teaching unique courses of their own creation, or by teaching an already established departmental course, students gain experience in the classroom and gather teaching evaluations and other materials for their teaching portfolios. Each semester Medieval Institute will offer one or two students in the fifth or sixth year of the program the chance to design and teach their own courses, subject to approval and sufficient uptake by students. Students should consult with the DGS and the DUS if they wish to take advantage of this opportunity.

#### 2.4.2.3. TEACHING PORTFOLIO

Whenever they teach (either as a TA or instructor of record), students should collect materials for a teaching portfolio. A teaching portfolio is an important part of a job application; it includes a statement of individual teaching philosophy, syllabi, evaluations, letters from professors for whom a student has served as a TA or who have observed his/her teaching, examples of work and projects, informal comments from students, and other materials. It is the student's responsibility to compile and keep his or her own teaching portfolio. The Kaneb Center is a useful source of advice in putting together a teaching portfolio.



### 2.4.3. CONFERENCE PRESENTATIONS

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Any Institute graduate student who is about to make a presentation at a significant conference is encouraged to advise the DGS of his or her plans. The DGS will make every effort to assemble an audience so that the student can “practice” his or her talk, receive constructive criticism, and cope with the kinds of questions that the talk might be likely to provoke.

### 2.4.4. MOCK INTERVIEWS

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When an Institute student has a job interview at a major conference, the student should speak to his or her adviser and the DGS in order to assemble several relevant faculty members to give the student a vigorous and representative practice interview experience.

### 2.4.5. JOB TALKS

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When a student is invited for a campus interview, the DGS will assemble an audience to hear and critique the student’s job talk and also to provide advice on the interviewing experience.

### 2.4.6. PUBLICATIONS

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Ideally, students should have at least one publication on their CVs by the time they seek an academic position. Usually this will be an article, and it should be placed in a respected, peer-reviewed journal in their field. Because the process of publication takes time, students should begin thinking about this as early as possible in the program. Whenever a student writes a significant research paper, he or she should consider whether to try to revise it for publication. In this regard, the advice of the faculty will be very helpful.

## 3. THE CURRICULUM

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### 3.1. PROGRAM OF STUDY

The Medieval Institute offers a Doctor of Philosophy degree in Medieval Studies. Most students earn a Master of Medieval Studies (M.M.S.) degree after two years of study (see 3.2.2 below), and are then approved for further work toward the PhD. The Institute does not accept candidates for a terminal Master’s degree. The programs of the Medieval Institute are rigorous and interdisciplinary, and make high demands in terms of language skills. The degree requires a specified number of credit hours, language exams, oral and written exams, proficiency in paleography, and research projects.

The Graduate School requires that all PhD. students complete any and all training modules for the Responsible Conduct of Research and Ethics requirements. For more information, please consult the Professional Development portion of the Graduate School web site at <http://graduateschool.nd.edu>.

### 3.1.1. CURRICULUM OUTLINE

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NOTE: Not all credits are graded credits that contribute to a student's GPA. In the curriculum outline below, some classes are marked "GPA" (they will receive a letter grade); other classes are marked "S/U" and do not contribute to GPA calculations.

#### YEAR ONE

##### Fall (Semester I)

3 credits	Christian Latin or Intermediate Latin (or advanced Arabic/Greek) (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
<hr/>	
12 credits	

##### Spring (Semester II)

3 credits	Medieval Latin (or advanced Arabic/Greek) (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
<hr/>	
12 credits	

**Summer 1:** Many students enroll for Medieval Latin or Paleography, or other language study (3 credits) (GPA credit varies). Otherwise, Summer 1 should be spent preparing for the second year or engaging in professional development activities.

#### YEAR TWO

##### Fall (Semester III)

3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
<hr/>	
9 credits	

- Optional language class (not for credit)
- Teaching

**Spring (Semester IV)**

3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)

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9 credits

- Optional language class (not for credit)
- Teaching
- Research language exam must be passed by the end of this semester
- First “other” language exam must be passed by the end of this semester
- Reading lists for qualifying exams must be approved by end of this semester

**Summer 2:** Exam and dissertation proposal preparation

**YEAR THREE****Fall (Semester V)**

6/9 credits	MI 77001 Exam Preparation (S/U)
0/3 credits	Optional elective (GPA)

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9 credits

(MI77001 may be taken for a variable number of credit hours, but generally students enroll for 9 hours of credit unless they are taking one or more other courses for credit, in which case they will enroll for correspondingly fewer credits in MI 77001.)

- Optional language class (not for credit)
- Teaching
- PhD. candidacy exams (normally taken in November)

**Spring (Semester VI)**

9 credits	MI 77002 Dissertation Proposal Preparation (S/U)
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9 credits

- Optional language class (not for credit)
- Teaching
- Dissertation proposal draft must be submitted, defended, and approved by May 1

**YEARS FOUR TO EIGHT**

During Years Four and Up (through Year Eight), students should register for nine credits of MI 88001, Resident Dissertation Research or MI 88002, Nonresident Dissertation Research each semester (S/U) until the dissertation is defended. A student must be enrolled during the semester in which the defense takes place. After Year Eight, a student is no longer eligible for tuition coverage.

If they successfully petition for a brief extension of enrollment beyond the eighth year, then they are responsible for paying their own tuition.

### 3.1.2. NORMAL TIME TO DEGREE

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After acceptance of the dissertation proposal at the end of Year Three, most students will require two or three years to complete the dissertation. The time to degree for this program is thus five to six years. Only in exceptional circumstances will students continue into a seventh year, for which internal stipend support is never available.

### 3.1.3. LANGUAGE REQUIREMENTS

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Every student must pass a written examination in at least one medieval research language (Latin, Greek, or Arabic) before the end of the fourth semester. The language chosen should be the primary written language for their region of study. Most students take the Latin examination, which is offered once every semester (see 3.1.3 for the schedule). A student wishing to take the exam in Arabic or Greek should consult with the DGS. Students who want to test in another medieval research language should consult with the DGS (Note: European vernacular languages such as Old English do not qualify).

A student must also pass written examinations in two “other” languages to demonstrate reading knowledge. Normally, these will be two modern languages of use for the student’s field of research. On occasion, with the permission of the DGS, a student may choose to be examined in another medieval language. Language exams are administered by the various language departments and it is a student’s responsibility to find out the schedule for the language exams they wish to take. Students must pass at least one “other” language requirement by the end of the fourth semester in the second year. The second “other” language exam must be passed by the end of the fifth semester in the third year.

If a student enters our program with a completed M.A. degree, and has passed one or more graduate-level language exams in modern languages while enrolled in the former program, it may be possible to substitute these exams for Notre Dame exams. A student should consult with the DGS. Note that it is never possible to substitute a medieval language exam.

A student must pass at least two language exams (one medieval, one “other”) in order to be awarded the M.M.S. degree; a student must pass three exams (one medieval, two “other”) in order to take the PhD candidacy exams. Note that these language exams are considered a minimum qualification, so passing a language exam does not mean that a student is exempt from further study of that language. The DGS or adviser may require further work in a given language, or the study of more languages.

Most medievalists will need several more languages in order to be successful in their field. In many cases, students will need more than one medieval research language, as well as multiple modern languages. It is each student’s responsibility, in consultation with his or her adviser, to acquire a working knowledge of whichever languages are needed for research in the field of choice and to write the dissertation. In some cases, if a necessary language is not offered at Notre Dame, the Medieval Institute or the Graduate School can provide funding to pursue study of this language elsewhere.

### 3.1.4. SCHEDULE FOR LATIN EXAM

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The Medieval Institute's Latin Examination will be administered each fall semester in the week after Thanksgiving and each spring semester in the week after spring break. This is a general guideline as sometimes the proctor's personal schedule or campus events necessitate a departure from the regular exam schedule. Students must take the exam every semester until it is passed (up to four times), and a passing mark on the examination is required for the M.M.S. degree. The examination normally consists of three "unseen" passages, and may include both prose and verse selections. Students may use a dictionary (paper copies only) to prepare their translation of one of the three passages. The examination is set and graded by a faculty committee. Past examinations are available for consultation on the Medieval Institute's web site.

### 3.1.5. DISTRIBUTION OF COURSES

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Among the courses designated as "electives," five must be chosen so as to satisfy the following area requirements. Students must take at least one course each in:

- 1) History (normally Proseminar I or II)
- 2) Philosophy or Theology
- 3) Literature in Latin or vernacular
- 4) Art or Music
- 5) Paleography

Students will also normally take at least two courses in their medieval research language (whether or not they have passed the exam in that language).

After completing these distribution and language requirements, a number of open elective courses still remain. Students should choose remaining classes in consultation with the DGS and their adviser, with the intention both to preserve interdisciplinarity and to train for a particular field. Most of the remaining electives should be in a student's chosen departmental discipline, including at least one or two non-medieval courses in this discipline. These non-medieval courses should be chosen in consultation with the student's adviser and with the DGS in the relevant department in order to conform to expectations in that field. For example, a student hoping for a job in an English department may want to take a course in modern literary theory, etc.

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## 3.2. PROGRESS AND YEARLY MILESTONES: YEARS ONE THROUGH THREE

As well as the curriculum outlined above, students need to be aware of certain issues particular to each year of study in the program.

### 3.2.1. FIRST YEAR

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In the first year of study, students work closely with the DGS, who serves as their adviser. At the same time, however, students should get to know faculty in their field(s) of interest, and should be thinking about choosing a field adviser. Field advisers are chosen in the second year, but the DGS remains a source for advice and information. Students in the first year should concentrate on their course work and language acquisition, while thinking actively about plans for their program in the years ahead. All first-year students will be evaluated by the DGS and the Graduate Committee at the end of the first year.

### 3.2.1.2. EVALUATION OF FIRST-YEAR STUDENTS

Around the first week of May of each year, the DGS and the Graduate Committee will review the accomplishments of the members of the first-year class. There are three possible recommendations that will be communicated in writing to the student:

- 1) Continuation in the program (the first year has gone well and the student shows promise)
- 2) Termination (in the judgment of the faculty, there have been serious problems during the first year)
- 3) Probationary continuation (there are some problems, but it is hoped that these can be corrected in the second year; students will receive specific recommendations for improvement)

### 3.2.2. SECOND YEAR: MASTER OF MEDIEVAL STUDIES (M.M.S.)

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Students should be aware that the program for the M.M.S. degree has changed significantly in 2010. There is no longer a separate Master's examination in the second year of study. Instead, students take one set of PhD. qualifying exams in the third year. Students will usually be eligible for the M.M.S. degree at the end of the second year of study. The M.M.S. in the Medieval Institute is not considered a terminal degree; instead students earn the M.M.S. in the course of their studies for the PhD.

However, qualification for the M.M.S. degree does not constitute automatic permission to continue on to the PhD. qualifying exams. At the end of the second year, all students will be reviewed by the DGS and the Graduate Committee. See 3.2.2.2 below on Evaluation of Second-Year Students.

#### 3.2.2.1. BASIC REQUIREMENTS FOR THE M.M.S.

In order to receive the M.M.S. degree, a student must have:

- Passed the medieval research language examination (Latin, Arabic, or Greek). The Latin Examination is offered twice per year and students must take it each time it is offered until they have passed (for other exams, a student should consult with the DGS)
- Passed a reading-knowledge examination in one modern language
- Passed Paleography
- Completed at least 42 credits of course work (the equivalent of the first two years of classes); up to 6 credits may be transferred from another completed Master's program (see 2.1.8 above)

#### 3.2.2.2. EVALUATION OF SECOND-YEAR STUDENTS

Around the first week of May of each year, the DGS and the Graduate Committee will review the accomplishments of the members of the second-year class. There are four possible recommendations that will be communicated in writing to the student:

- 1) Permission to take the PhD. candidacy exams, with award of the M.M.S.
- 2) Permission to repeat/complete a deficient element in the M.M.S. requirements with the expectation that the M.M.S. will be terminal (requirements must be completed before the start of the next fall semester).
- 3) Award of the M.M.S. as a terminal degree
- 4) Termination without the M.M.S. degree

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### 3.3. THIRD YEAR AND UP: THE DOCTOR OF PHILOSOPHY IN MEDIEVAL STUDIES

#### 3.3.1. BASIC REQUIREMENTS FOR THE PHD.

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In addition to completing successfully the M.M.S. requirements, the Doctor of Philosophy in Medieval Studies degree requires:

- The successful completion of at least 70 credit hours in total
- Passing a second “other” language examination
- Successful completion of four written PhD. candidacy examinations (one of three hours’ and three of two hours’ duration), and one oral PhD. candidacy examination of 90 to 120 minutes
- Completion of any and all training modules for the Responsible Conduct of Research and Ethics requirements
- Presentation of a satisfactory dissertation proposal
- Presentation and defense of a satisfactory dissertation

#### 3.3.2. PHD. CANDIDACY EXAMS

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Students take four written examinations in fields agreed in consultation with the DGS and four faculty members who have agreed to advise students in the production of reading lists and act as examiners. (In some cases, it may be possible, with approval from the DGS, for the student’s principal adviser to oversee two examinations, but otherwise each faculty adviser may only work on one exam per student.) One reading list will be designated the candidate’s major field, and this reading list should be directed towards the likely subject of his or her dissertation. The major field reading list should include ca. 50 items, including both primary and secondary sources. Both book-length works and articles may be included on reading lists. Three other subjects will be designated supplementary fields, and each of these fields will have a reading list of ca. 30 items. All reading lists, signed off by faculty advisers, must be turned in to the MI office two weeks before the end of the Spring Semester in the second year. Students are expected to spend the bulk of their second summer on the program working on their exam lists. Written exams will take place the week before Fall Break in the third year. The four written exams will be scheduled over the course of two days, with oral examinations taking place the week after Fall Break. The major field exam will be of three hours’ duration; the supplementary field exams will last two hours each.

Students must pass three out of four written exams to proceed to the oral exam. The oral exam will last 90 minutes. At the end of the oral exam, the examiners will decide whether the candidate’s overall performance, in both written and oral exams, merits a Pass, Fail, or Retake grade. The

examiners may specify which exams the student must retake, including both written and oral elements. Retakes must take place before the end of the Spring Semester. A grade of Fail in the candidacy exams will only be given in cases where most written work was only minimally acceptable for a pass and the oral exam was failed. In these circumstances, a student's fellowship will be terminated at the end of the third year of study and he or she will not be allowed to proceed to the dissertation. Students will not be permitted to retake examinations more than once.

### 3.3.2.1. FIELDS FOR PHD. CANDIDACY EXAMINATIONS

The purpose of the candidacy examinations is twofold: they (i) facilitate and assess students' progress in and mastery of their discipline and (ii) require students to read in depth in discipline-specific and interdisciplinary areas that prepare the ground for their dissertation proposal and subsequent research and writing. There are no prescribed exam fields; nor does the MI have predefined reading lists for particular fields. The choice of lists and the composition of reading lists are for the candidate to determine in consultation with her or his advisers.

The major field should be directly related to the student's proposed dissertation topic. The three supplementary exam fields should be chosen with a view both to providing a solid foundation for the dissertation and broadening the student's disciplinary and interdisciplinary scope, as the following examples illustrate:

*Example 1: Esmerelda plans to write a dissertation that looks at Dante and the liturgy. Her first reading list is directly related to her dissertation topic, and therefore surveys previous scholarship that touches on Dante's use of liturgical materials and includes relevant primary sources. Dante's contemporary cultural context is essential background for this project, so Esmerelda's second list deals with Italian literary history of the period. Naturally, her third list encompasses medieval liturgy more generally. Finally, Esmerelda believes that manuscript evidence will be important to her future research, so she selects a fourth reading list that covers paleography, with an emphasis on fourteenth-century Italian script.*

*Example 2: Cuthbert plans to write a dissertation that examines the economic history of three English monasteries over several centuries. His dissertation-related reading list features works that deal directly with his three chosen institutions and monastic history. As a historian working across a longue durée, he understands that he needs to have a broad chronological conspectus, so he produces two supplementary reading lists covering Anglo-Saxon history and England from the Conquest to 1250, respectively. Finally, Cuthbert produces a list that focuses on methodology, with a selection of secondary sources on the principles of economic history and their application to the medieval period.*



### 3.3.3. THE DISSERTATION PROPOSAL

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The dissertation proposal is a brief document that lays out the intellectual rationale, methodology, and structure of a student's dissertation. It must be produced in the third year of a student's studies, in consultation with the student's dissertation adviser. The dissertation proposal must be submitted to the student's committee (with a copy to the DGS) by the end of the third week after Spring Break in the third year. The dissertation proposal approval meeting will take place within two weeks of its being submitted. The dissertation proposal committee will comprise the student's adviser and two other professors, who will normally have agreed to serve on the student's dissertation committee. The DGS may also attend this meeting as a non-voting participant. At the end of the meeting, the committee will vote to Pass, Fail, or Defer the candidate's proposal. In the event of a deferral, students have until one week before the end of Spring Semester to produce a revised proposal. The committee has the discretion to require a second meeting with the candidate before approving a revised proposal.

#### 3.3.3.1. FORM OF DISSERTATION PROPOSAL

All students must submit a dissertation proposal of 10 to 15 pages of text, plus 3 to 5 pages of bibliography. A proposal should include:

- Statement of thesis, hypothesis, or question to be explored (i.e., What is this dissertation about?)
- A brief summary of the state of the question in the literature (i.e., Why should this dissertation be written and what will be its original contribution?)
- A description of the sources—both published and archival—that the student intends to use, their location, and availability
- A plan of work with a description of the particular methodological and theoretical approaches that the dissertation will employ
- A preliminary outline of possible chapters
- A bibliography

#### 3.3.3.2. PROPOSAL APPROVAL

Proposals will be discussed in a 60- to 90-minute session, to be scheduled no later than two weeks before end of the spring semester of the Third Year. It is a student's responsibility, in consultation with the adviser, to ask the Administrative Assistant to schedule this discussion. Participants should include the student, the adviser, at least one other professor from the field of emphasis, and the interdisciplinary examiner from the PhD. exams (or an appropriate substitute). Normally, but not necessarily, faculty participating in the dissertation proposal approval will become readers for the dissertation.

### 3.3.4. EVALUATION OF THIRD-YEAR STUDENTS

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Around the first week of May of each year, the DGS and the Graduate Committee will review the accomplishments of the members of the third-year class. There are two possible recommendations that will be communicated in writing to the student:

- 1) Continuation

- 2) Termination with only an M.M.S. degree (this decision would reflect failure of the exams or the production of an inadequate/unworkable dissertation proposal.)

### 3.3.5. WRITING THE DISSERTATION

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Once a student has had the proposal approved, he or she is informally termed “ABD” (All But Dissertation). The status of being ABD in Medieval Studies usually lasts two or three years, until the dissertation is completed, with its length depending on the complexity of topic, need for overseas research, and other factors. When planning the dissertation, students are advised to be mindful of the six-year program clock and to choose, in close consultation with their adviser, a topic for a dissertation that is likely to be achievable within no more than three years’ of work.

All ABD students are expected to make constant and measurable progress each semester, whether in research or writing. They should stay in regular contact with their primary advisers, and (as needed) with other readers of the dissertation. Each semester the adviser will submit a grade of “S” or “U”, reflecting whether satisfactory progress has been made. A student receiving a grade of “U” (unsatisfactory) risks losing funding; a student receiving two grades of “U” risks termination. See further details in 2.2.4 above.

An ABD student must consult regularly with his or her dissertation advisor, and should also stay in touch with members of the dissertation committee in order to update them on progress and the anticipated defense date.

### 3.3.6. EVALUATION OF ABD STUDENTS

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Around the first week of May of each year, the DGS and the Graduate Committee will review the progress of all ABD students. If a student is making satisfactory progress, no further action is needed. In the case of unsatisfactory progress (the award of a “U” grade), the DGS will communicate with the student.

### 3.3.7. DEFENDING THE DISSERTATION

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When a student and his or her adviser agree that a dissertation is ready to be defended, documents should be filed in the Medieval Institute and the Graduate School to initiate a defense. Defense committees will normally consist of four members of the faculty: one, the student’s adviser, and three other readers chosen by the student and his or her adviser in consultation with the Director. If there are two co-directors of the dissertation, there must still be three other readers. The Director may appoint him/herself as an examiner of any dissertation submitted to the Medieval Institute. At least one dissertation examiner will normally come from a department other than the one in which the student’s field of emphasis resides. A student may petition the DGS to have one examiner from outside the University. In such cases, the Medieval Institute will sustain reasonable costs for such an outside examiner. The date of the defense should be worked out by the dissertation adviser, the student, and the committee, in consultation with the Administrative Assistant. It is possible to hold a defense with one faculty member participating from a distance by video or telephone conference but only in very exceptional circumstances may more than one person participate from a distance.

After a student and his or her adviser decide that the dissertation is ready to defend, the student must furnish the Medieval Institute with an electronic copy (pdf format) of the finished dissertation.

At the same time a copy should be submitted to the Graduate School for a preliminary check of formatting. Copies of the dissertation must be handed in at least six weeks before the expected date of defense. This allows readers four weeks to read the dissertation, and then gives the Medieval Institute time to notify the Graduate School of the upcoming defense. Students should not ask readers to read more quickly.

In order to avoid any last-minute confusion, students should consult with the Administrative Assistant in the Medieval Institute well in advance of the expected defense date to obtain information on procedures and deadlines. The University sets firm deadlines each year for when a dissertation must be defended in order to receive a degree in May, August, or January. Commencement ceremonies are only held in May; all degree recipients from the previous August and January may participate in the May ceremonies.

Readers must read and approve the dissertation within four weeks. Readers decide whether it is ready to be defended, and so indicate by returning the appropriate form to the Medieval Institute. Approval of the dissertation by a reader must be unconditional. Only a dissertation unanimously and unconditionally approved by the three readers may be defended. Unconditional approval of the dissertation for defense does not imply reader agreement or support; it implies a reader's acknowledgment that the dissertation is an academically sound and defensible scholarly product.

Even though the dissertation has been approved for defense, revisions may still be required. If defects in the dissertation come to light at the defense, the candidate may be asked to revise the dissertation before it is given to the Graduate School and the degree is conferred. The student is responsible for incorporating into the dissertation whatever changes the readers find necessary. It will be the responsibility of the dissertation director, or such person as the committee may appoint, to report to the Graduate School that such revisions have been completed satisfactorily. A dissertation director should not sign the cover page of the final copy of the dissertation until all required changes have been made.

A student must be enrolled at the time the dissertation is defended, during its revision (if any is required), and at the time it is submitted to the Graduate School.

The format of the dissertation should follow guidelines set by the Notre Dame Graduate School. Information on formatting and guidelines is available at (<http://graduateschool.nd.edu/resources-for-current-students/dt/>). These guidelines must be followed even if the candidate has previously published the substance of the dissertation in scholarly journals.

To receive the degree at the next commencement, the doctoral student who has successfully defended his or her dissertation must present it in complete and final form to the Graduate School. This may be done either in electronic form, as a PDF file, or in the form of two complete paper copies. In each case, the student must also submit a title page signed by the dissertation director. For full instructions on submitting, binding, and microfilming the dissertation, a student should consult the Graduate Programs Bulletin of Information.

### 3.3.8. TIME LIMIT FOR COMPLETION

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All students must finish their dissertations and graduate before the end of their eighth year, when tuition coverage ceases. A student must be enrolled, and tuition paid, in the semester in which the dissertation is defended and in which they graduate. In exceptional circumstances, a student who needs more than eight years to complete the dissertation may petition the Graduate School for a brief extension of degree eligibility (no more than one year). This petition must have the written

support of a student's adviser and the DGS. In the event that an extension is granted by the Graduate School, the student must pay tuition during this period and should register as a part-time student with one credit-hour of resident tuition each semester. If the dissertation is not completed by the end of the extension period, the student will be terminated.

### 3.3.9. THE ARTS AND LETTERS POSTDOCTORAL FELLOWSHIP

Students who successfully defend their dissertation by the end of their fifth year of study (effectively, by the last day in July) will be offered a one-year Postdoctoral Fellowship by the College of Arts and Letters. This fellowship, which carries a 1/1 teaching load and provides students with time to work on their publication profile and networking in preparation for the job market, receives a stipend with full benefits. Students not intending to pursue an academic career are also eligible for this scheme: in place of the teaching requirement, these students will be offered internships in relevant academic-adjacent fields.

Students who defend their dissertation by the end of the first semester of their sixth year will be eligible for one semester's Postdoctoral Fellowship. Students who have taken leave of absence or received childbirth accommodations are eligible for this scheme provided that they complete their dissertation within the revised timeline agreed with the DGS and approved by the Graduate School.

### 3.3.10. GETTING A JOB

Most, but not all, Medieval Institute students seek academic jobs after the completion of their PhD degrees. Information on recent student placement is available through the Medieval Institute web site. Those students not seeking an academic job should consult with the Career Center, with the DGS, and with faculty in their field about other employment options.

For students who are seeking an academic position, the process follows a fairly strict timetable. Tenure-track academic jobs are advertised each fall (usually between August and November) and applications are normally due from the end of September to the middle of November. The main locus for job interviews (if you make the first round of selection) varies by field, so students should be aware of the place and date of their field's conferences (American Historical Association, Modern Languages Association, American Academy of Religion, etc.). They should also be a member of the relevant organization(s). A student who is invited for a conference interview should notify the DGS right away. The Medieval Institute will make every effort to cover the cost of travel and lodging for all students going to conference interviews. If a student goes to an on-campus interview, it is normal for the host institution to pay these costs.

Any student planning to be on the job market should notify the Administrative Assistant early in the fall semester. The Administrative Assistant will help to compile materials for the job application dossier, and will send out copies of the dossier. A student is responsible for arranging to have all materials (cover letter, teaching portfolio, transcripts, letters of recommendation, etc.) reach the Administrative Assistant in a timely manner and for furnishing relevant names and addresses for mailing the dossier. Students should also be prepared to send dissertation chapters if requested, but these should not usually be sent as part of the initial application dossier. If students are invited for conference interviews, or on-campus job talks, they should see their adviser or the DGS to schedule a mock interview or practice job talk.

#### 4. GRADUATE SCHOOL POLICIES

All graduate students in Medieval Studies must abide by the policies set by the Notre Dame Graduate School as well as those set by the Medieval Institute. Graduate School policies can be found at: [http://graduateschool.nd.edu/assets/72055/academic\\_code\\_for\\_current\\_students.pdf](http://graduateschool.nd.edu/assets/72055/academic_code_for_current_students.pdf).

All students are responsible for familiarizing themselves with Graduate School policies, and most especially those policies concerning the appeals policy in case of grievance, academic integrity, and ethical issues (sections 5.8, 5.9, and 5.10).

## APPENDIX I: COLLEGE OF ARTS AND LETTERS FUNDING POLICIES

The College guarantees funding for graduate students through the first five years of graduate study, contingent on satisfactory progress towards the degree as defined by program requirements. Depending on the graduate program, students either receive the base stipend, paid over 9 months, and may apply for additional summer funding on a competitive basis; or they receive a higher, 12-month stipend with no additional summer funding. Many students receive additional funding in the form of premium fellowships and other top-up funds.

### GUARANTEED SIXTH-YEAR POSTDOCTORAL FELLOWSHIP

Students who finish in five years (i.e. complete all requirements for the degree at least 10 days before the start of what would otherwise be their 11th semester, see below) are guaranteed a one-year postdoctoral fellowship, with a teaching load of no more than one course per semester, additional funds to support professional development (at least \$1500), and benefits as described by the Office of Human Resources at [http://hr.nd.edu/assets/121245/p1\\_benefit\\_summary\\_2014.pdf](http://hr.nd.edu/assets/121245/p1_benefit_summary_2014.pdf)

Students who win external fellowships at or above the base stipend amount and do not collect a stipend from the College for one or more years, *and* who finish their dissertation within five years, may be eligible for a premium sixth-year postdoctoral fellowship at a higher level of salary. To complete all the requirements for the degree, the student must successfully defend the dissertation and submit the finished dissertation to the Graduate School.

### PARTIAL SIXTH-YEAR POSTDOC

Should a sixth-year student complete the degree requirements for the PhD after the start of the sixth year, the student may receive a post-doc for the remainder of that academic year that includes post-doc stipend support in lieu of a graduate stipend at the established sixth-year post-doc level. The annual post-doc stipend will be prorated, will begin in the month following the PhD completion, and end with the end of the current academic year. The postdoc fellow will also be eligible to receive a prorated amount of professional development funds to enhance career development. A pro-rated post-doc is not guaranteed; students should apply via their DGS and applications will be considered by the DGS in consultation with the divisional associate dean on a case-by-case basis.

### SIXTH-YEAR FUNDING FOR ACADEMIC YEAR 2016/2017

*Students who win external fellowships at or above the base stipend amount and who did not collect a stipend from the College for one or more years during their first five years of study* may apply for an additional year of funding (see the procedure below). Fellowships funded by sources within the University (NDIAS, Nanovic, etc.) do not count as external fellowships. Sixth-year funding is not guaranteed for these students, but external recognition of a student's research and progress toward degree will count strongly in the consideration of applications.

The College will not pay for more than a single additional year of funding (e.g. a student who wins an external fellowship that runs for two years may not then collect a College stipend in their sixth *and* seventh years.) Sixth-year stipends will be paid over nine months, ending in May of the sixth year.

*Students who have not finished in five years and have collected a stipend from the College for five years* may apply for sixth-year funding if funding is available. Sixth-year funding is not guaranteed but may be granted in

exceptional cases. For some students, sixth-year funding may be offered on a semester to semester basis. Students must show evidence of sustained and satisfactory progress towards the completion of the dissertation, and a plan for completion by the end of the sixth year. The application process is explained below.

The College will monitor closely whether students who are given a sixth year of funding achieve what they say they are going to achieve. If programs regularly request and secure sixth-year funding for students who fail to finish, the success of subsequent applications may be affected.

*Students in their first five years who collect a stipend while on childbirth accommodation*, generally will receive funding for at least one semester in their sixth year, provided they are in good standing with their program. For more on leaves and accommodations, see below.

## STUDENTS BEYOND THE SIXTH YEAR

Students beyond the sixth year are not eligible for stipend support.

## APPLICATIONS FOR SIXTH-YEAR FUNDING FOR ACADEMIC YEAR 2016/2017

The Director of Graduate Studies for each program should address the request to the appropriate divisional associate dean. Requests for sixth year funding are due May 1.

Requests should include:

- a letter from the student's advisor outlining the student's progress to date and likely timetable for completion (if the department conducts an annual assessment of each graduate student, the annual assessment report can be submitted instead of a letter from the advisor).
- a work plan from the student explaining what they need to do to finish and how they will do it (1 page maximum).
- the student's c.v.
- an explanation of how the Department intends to fund the stipend.
- the length of the term of funding requested (whether it is for one or two semesters).

## PH.D. STIPEND PAYMENT SCHEDULES

First-year students - Students entering the program will receive their first stipend payment on 8/31. Students entering the program must comply with Federal I-9 requirements and submit their social security number before receiving their first stipend payment (Those without a ssn should have applied for one to receive support.).

PhD students on academic year stipends – 9 month or academic year stipends are paid semi-monthly on the 15th and last day of the month. The 9 month stipend period begins 8/16, with the first payment disbursed on 8/31, and ends 5/15. Stipends will be entered at the department level so that all semi-monthly stipend payments are equal. Graduate students in programs with 9 month stipends will be eligible to apply for summer stipend funding if the department has funding available. Students with 9 month stipends who also receive top-up stipends will receive the top-up stipend as summer funding and will generally not be eligible to receive additional summer stipend funding.

Summer stipends begin on 5/16 (paid 5/31) and end on 8/15 (paid 8/15), are paid semi-monthly, and are entered by the department as equal semi-monthly payments.

PhD students on 12 month stipends – virtually all departments have moved to 12 month PhD student stipends. Like all graduate stipends, these stipends are paid semi-monthly on the 15th and last day of each month. The annual year begins 8/16 and ends on 8/15. Technically, the graduate annual stipends will be broken down into the Academic Year and Summer, and may be further broken down into the fall and spring semesters, if appropriate. The fall semester begins 8/16 and ends 12/31. The spring semester begins 1/1 and ends 5/15. The summer session begins 5/16 and ends 8/15. Stipends will be entered at the department level so that all semi-monthly stipend payments are equal. Graduate students in programs with 12 month stipends are not eligible to apply for additional summer stipend funding. Students receiving top-up funding will also receive stipends on an annualized basis, with payments processed in such a way so that payments are equal on a semi-monthly basis. The graduate school will assist in determining proper foapal splits and distributions.

If a student on a 12 month stipend graduates in May, the stipend will end in May because a graduate stipend cannot extend beyond graduation. In some cases, a student might receive total payments that are less than the promised stipend because of the way stipend payments are averaged across 12 months. In those cases, the College will supplement the May payment so the student will have received a total stipend equal to the promised stipend.

#### ADDITIONAL PAYMENTS

Graduate students who are on stipend may not receive additional payments from the University or College for services provided that are related to their stipend duties. Students on stipend may serve as TAs, teach, provide research support, or offer other academic/administrative support which benefits the University, department, and/or individual faculty. This work should be considered part of their professional training. Graduate students are not eligible for additional payments beyond the stipend for duties that prevent continuous progress toward degree completion and that are diversions of time or energy for the purpose of earning additional compensation. Graduate students who are not on stipend may be paid for work provided, (i.e. TAing, teaching, research, etc.) at prevailing College rates.

#### MEDICAL LEAVES OF ABSENCE AND CHILDBIRTH ACCOMMODATIONS

(For the Graduate School policy, see:

[http://graduateschool.nd.edu/assets/139927/bulletin\\_2014\\_2015.pdf](http://graduateschool.nd.edu/assets/139927/bulletin_2014_2015.pdf).)

The Graduate School currently offers either Childbirth Accommodation (which preserves funding, does not stop the student's clock, but extends academic eligibility by a semester) or Medical Leave of Absence (which stops funding and the academic clock). Students are limited to two (2) funded semesters of Childbirth Accommodation during their time in the program. Application for a Medical Leave of Absence or a Childbirth Accommodation should be made to the DGS with approval of the department chair and the Associate Dean for Academic Affairs in the Graduate School.

For students on a Childbirth Accommodation (which preserves funding), the College will provide an additional semester of funding beyond the fifth year for students in good standing. This option will make it easier for students to choose the appropriate course of action.



The College is considering the creation of a funded leave policy that would provide stipend support to students on the first semester of a Medical Leave of Absence and share a draft policy for discussion as soon as it is available.

**NOTE: this document supersedes any previous policy or agreement concerning graduate funding in the College of Arts and Letters. In the case of any disagreement between the policies outlined here and those in an existing graduate handbook or other previous agreement, the policies outlined here will prevail.**

APPENDIX II: LEARNING AND KNOWLEDGE OBJECTIVES IN MEDIEVAL STUDIES

	Learning Objective	Indicators	Modes of Assessment
Disciplinary Expertise	Formulate an original research question and successfully conduct the research to address this question and present findings in written and oral form	<ul style="list-style-type: none"> <li>• Write a strong and original dissertation that has significance in its field</li> <li>• Submit at least one article to a peer-reviewed journal</li> <li>• Present a paper at a professional conference at least once</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Dissertation defense</li> <li>• Evaluation of seminar papers</li> <li>• Defense of dissertation proposal</li> <li>• Student Annual Report</li> </ul>
	Demonstrate both interdisciplinary training and also mastery within chosen disciplinary field	<ul style="list-style-type: none"> <li>• Performance on candidacy exams</li> <li>• Distribution of course work</li> <li>• Strength of dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Performance on candidacy exams</li> <li>• Dissertation defense</li> </ul>
	Demonstrate competency in the languages and technical skills necessary for research examinations	<ul style="list-style-type: none"> <li>• Performance on language</li> <li>• Performance in courses</li> <li>• Use of languages in course work, dissertation, and other research</li> <li>• Mastery of paleography, text editing, codicology, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Pass language examinations (one medieval language; two other languages)</li> <li>• Assessment of course work (including required paleography)</li> <li>• Dissertation defense</li> <li>• Second-Year Project evaluation</li> <li>• Seminar papers</li> </ul>
	Students should become familiar with the geographical region in Europe or the Middle East relevant to their research and recognize Medieval Studies as an international discipline	<ul style="list-style-type: none"> <li>• Travel abroad</li> <li>• Language acquisition</li> <li>• Research in foreign libraries and archives</li> <li>• Attend international conferences and meet non-American scholars</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Student Annual Report</li> </ul>

	<b>Learning Objective</b>	<b>Indicators</b>	<b>Modes of Assessment</b>
Intellectual Breadth	Students will have a broad interdisciplinary knowledge of Medieval Studies	<ul style="list-style-type: none"> <li>• Performance in graduate courses</li> <li>• Attend and participate in a variety of Medieval Institute and departmental colloquia, lectures, and other academic events</li> <li>• Attendance and participation at general medieval conferences (Medieval Congress at Kalamazoo, the Medieval Academy of America, Leeds)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Assessment of work in courses</li> <li>• Candidacy examinations</li> <li>• Student Annual Report</li> </ul>
	Students will demonstrate strong training in their chosen disciplinary field, both medieval and non-medieval	<ul style="list-style-type: none"> <li>• Participation in conferences, departmental events, etc, in the chosen field</li> <li>• Performance in medieval classes in the chosen field</li> <li>• Performance in non-medieval classes in the chosen field</li> <li>• Teaching in the chosen field</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Assessments of courses</li> <li>• Candidacy examinations</li> </ul>
	Students will be able to articulate where their research specialty fits within Medieval Studies and their particular field and why it matters	<ul style="list-style-type: none"> <li>• Introductory and concluding sections of the dissertation</li> <li>• Mock job interviews (and real job interviews)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidacy examinations</li> <li>• Defense of dissertation proposal</li> <li>• Dissertation defense</li> <li>• Mock job interviews</li> </ul>
Ethical Competence	<b>Learning Objective</b>	<b>Indicators</b>	<b>Modes of Assessment</b>
	Students should know and be able to articulate the ethical and moral implications of their research	<ul style="list-style-type: none"> <li>• Completion of the required Graduate School workshop on ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Degree audit</li> </ul>
Professional Preparation	<b>Learning Objective</b>	<b>Indicators</b>	<b>Modes of Assessment</b>
	Students should be able to present their ideas and research orally with confidence and authority	<ul style="list-style-type: none"> <li>• Present their work at a professional conference at least once</li> <li>• Present at least one public paper at Notre Dame</li> <li>• Oral examinations and evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• First-year oral evaluations</li> <li>• Public oral presentation of Second-Year Project</li> <li>• Dissertation defense</li> <li>• Oral section of candidacy exams</li> </ul>

		<ul style="list-style-type: none"> <li>• Presentations in seminars</li> <li>• Teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching evaluations (CIFs and faculty observations)</li> <li>• Student Annual Report</li> </ul>
<p>Professional Preparation</p>	<p>Students should become confident and competent teachers in their field</p>	<ul style="list-style-type: none"> <li>• Serve as Teaching Assistants (four semesters)</li> <li>• Serve as Teacher of Record for at least one class (either at Notre Dame or elsewhere)</li> <li>• Attend workshops on teaching</li> <li>• Compile Teaching Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching evaluations (CIFs and faculty observations)</li> <li>• Annual student evaluation</li> <li>• Teaching Portfolio</li> <li>• Teaching certificates from Kaneb</li> <li>• Student Annual Report</li> </ul>
	<p>Students should understand how to write and submit papers for publication</p>	<ul style="list-style-type: none"> <li>• Submit at least one article to a peer-reviewed journal</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Student Annual Report</li> </ul>
	<p>Students should understand the process by which grant applications are developed and submitted to funding agencies</p>	<ul style="list-style-type: none"> <li>• Submit at least one fellowship or grant application to a source outside of Notre Dame</li> <li>• Submit at least one fellowship or grant application to a source within Notre Dame</li> <li>• Attend grant-writing workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Graduate School list of fellowships applied for</li> <li>• Student Annual Report</li> </ul>
	<p>Students should have a strong sense of the professional attributes of their chosen field</p>	<ul style="list-style-type: none"> <li>• Attend at least one relevant conference (at Notre Dame or elsewhere) per year</li> <li>• Attend relevant development workshops</li> <li>• Students in the Medieval Institute should integrate themselves into the life of the academic department in their chosen field</li> <li>• Join relevant academic societies (MAA, AHA, MLA, AAR, et al.)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Student Annual Report</li> </ul>
	<p>Students should meet and network with other students and established scholars working in their field</p>	<ul style="list-style-type: none"> <li>• Attend conferences and lectures to present work, listen, meet, and network</li> <li>• Invite scholars to lecture at Notre Dame</li> <li>• Be involved in the organization of</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Student Annual Report</li> </ul>

		<p>conferences</p> <ul style="list-style-type: none"> <li>• Join relevant academic societies</li> </ul>	
	<p>Students should become familiar with academic processes and procedures, including the hiring process and job market in their field</p>	<ul style="list-style-type: none"> <li>• Serve, when possible, as a student member on university, college, institute, or departmental committees</li> <li>• Attend academic job talks in their field</li> <li>• Seek advice and attend workshops on the process of job seeking</li> <li>• Participate in mock interviews and job talks</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student evaluation</li> <li>• Employment</li> <li>• Student Annual Report</li> </ul>