

GRADUATE HANDBOOK

2012-13

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 (Ph.D.) 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 Ph.D. 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 Ph.D. 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 Ph.D. qualifying examinations and the dissertation proposal in the third year. The dissertation usually takes three or four more years to complete. In total, a student will normally spend six or seven years completing our program.

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 who, in addition to general administrative responsibility for the Institute and all its programs, also serves as Director of Graduate Studies or DGS (in the text below, the titles “Director” and “DGS” are used interchangeably); the Associate Director who, while less directly involved in the graduate program, provides advice and support, and works with students on Medieval Institute events; and the Administrative Assistant, whose duties include maintaining graduate student files and records. 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.” Starting in the third year, even before submitting a proposal, students should also plan to participate in a group devoted to supporting those writing dissertations. There is an interdisciplinary dissertation writers’ workshop run by the Institute, but some students may prefer to attend (or to organize) groups that are more field-specific.

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 Director. 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

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 Leave

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.

2.1.5. Withdrawal from the Program

To withdraw from the University before the end of the semester, a student must inform the Institute (the Director 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

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. Most notably, in the first semester of the first year, students are expected to enroll in the one-credit, ungraded “Introduction to Medieval Studies” course, bringing the semester total to thirteen credit hours. In the summer session, a graduate student may not register for more than six credit hours.

2.1.7. Changes in Student Class Schedules

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 Director, 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

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

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.

2.2. Evaluation of Students

2.2.1. Graduate Grades

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 "I" 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 "I" 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 Ph.D., 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, and in the “Introduction to Medieval Studies.” 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

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. Ph.D. Candidacy Exams

In the Medieval Institute, students must successfully pass Ph.D. candidacy exams in the spring of the third year. These consist of five 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 Ph.D. 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

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.

The Associate Director assists the DGS and students in general issues of professionalization and socialization.

2.2.4. Academic Good Standing

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 Ph.D. 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 Director, 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

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.

See section 3.2 below (Progress and Yearly Milestones) on the evaluation of students in each year of the program.

2.3. Funding

2.3.1. Fellowship Support

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, although it is sometimes possible to provide a stipend for a sixth-year student. 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 (paid over nine months) and special university fellowships (paid over twelve months). Students on nine-month fellowships may be eligible for summer support (see 2.3.5 below for summer funding options).

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

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

Because most students in the Medieval Institute take more than five years to finish the Ph.D., it is very important to think strategically about funding. 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. If a

student wins a grant while still on stipend, it may be possible to roll over the stipend in order to provide an extra year of support.

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*

Very occasionally, there is stipend funding left over after funding students in years one through five. If this is ever the case, the DGS has the discretion to award remaining funding to sixth-year students. However, this funding is not guaranteed and no student should ever count on such funding.

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.

2.3.4. Teaching

In addition to what is said in section 2.3.3.4 above and in section 2.4.2 below, note that from time to time teaching opportunities present themselves to Medieval Institute students. This is an important opportunity to teach as “Instructor of Record,” not as a Teaching Assistant. Sometimes these opportunities come during the academic year and while a student is still receiving a stipend. When such opportunities arise, the student receives a graduate stipend from the Medieval Institute but teaches his or her own course in a department. Departments may, on a case-by-case basis, offer some limited remuneration above the normal stipend. If a student who is no longer on a stipend is offered a teaching opportunity, then any salary should be arranged between the student and the department in which s/he is teaching.

2.3.5. Summer Support

2.3.5.1. Summer Tuition

Duly enrolled graduate students who apply before the annually posted deadlines may take up to three credit hours of graduate courses in the summer without fees. Students **must** notify the Administrative Assistant if they wish to take a summer course for credit since tuition is not automatic and must be requested. If students wish to enroll for more credits (up to six are allowed), they must pay tuition for the extra credits. Students not taking credit-bearing courses do not need summer tuition.

2.3.5.2. Summer Stipends

Each summer the Institute receives an allocation from the Graduate School for a small number of summer stipends. These are intended for students on nine-month stipends, but there are usually not enough for all those who need them. Priority for allocation of summer stipends is as follows: First priority goes to students in their second summer while they prepare for their Ph.D. candidacy exams and dissertation proposals; second priority goes to students enrolled in for-credit course work during the summer (these courses must be approved by the DGS and may either be at Notre Dame or elsewhere); third priority goes to rising fourth-year students to permit them to complete their dissertation proposals; final priority goes to rising fifth- and sixth-year students to enable them to work full time on their dissertations. No student who is on a twelve-month fellowship will be awarded a summer stipend. Graduate School summer stipends do not demand and are not contingent upon the performance of teaching, research, or other service.

Graduate students receiving a summer stipend and conducting independent research and study must register for the zero-credit session “Independent Summer Research.” Registering for this course will ensure proper classification for tax purposes, and only those students engaged in research and receiving a stipend are eligible for this course.

2.3.5.3. Other Summer Money

Students should also look for other summer funding opportunities: fellowships, grants, teaching, and research assistantships. For example, the Graduate School offers grants for summer language study and ISLA can award money to faculty for summer research assistants. Occasionally, the Director can award summer stipends from Institute funds for the specific purpose of securing research and/or administrative assistance in the Medieval Institute.

2.3.6. Travel Support

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 Director 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 (e.g., Zahm Travel Grants) before applying for Institute support. Students should also be sure to use their allocation for conference travel from the Graduate Student Union (G.S.U.). Students who wish to travel to Britain in the spring semester should also consult with the Director and the Director of Undergraduate Studies about participating in the Institute's study-abroad program based at the University of St. Andrews.

2.3.7. Research Support

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 Director if you need funding.

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

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

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.

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

Any Institute graduate student who is about to make a presentation at a significant conference is encouraged to advise the Director of his or her plans. The Director 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

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

When a student is invited for a campus interview, the Director 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

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. A primary purpose of the Second-Year Project is to give students the opportunity to produce a piece of work that may be suitable for publication.

3. The Curriculum

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 Ph.D. 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 Ph.D. 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

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)
1 credit	MI 60001, Introduction to Medieval Studies (S/U)
<hr/>	
13 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)
	Assessment discussion in April
	Second-Year Project proposal and adviser approval due by May 1
<hr/>	
12 credits	

Summer 1: Summer study is optional, but many students enroll for Medieval Latin or Paleography, or other language study (3 credits) (GPA credit varies)

YEAR TWO

Fall (Semester III)

3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	MI 67001, Second-Year Project (see description in 3.2.2.2 below) (S/U)
	Optional language class (not for credit)
	Teaching
<hr/>	
9 credits	

Spring (Semester IV)

3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	MI 67002, Second-Year Project (due April 15) with colloquium presentation in late April (GPA) 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
<hr/>	
9 credits	

Summer 2: Normally devoted to exam and dissertation proposal preparation

YEAR THREE

Fall (Semester V)

6-9 credits	MI 77001, Exam Preparation—This 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 (S/U)
(3 credits)	Optional elective (GPA) Optional language class (not for credit) Teaching Signed copies of exam reading lists are due to DGS on September 1 Second “other” language exam must be passed by the end of this semester
<hr/>	
9 credits	

Spring (Semester VI)

6 credits	MI 77001, Exam Preparation (S/U)
3 credits	MI 77002, Dissertation Proposal Preparation (S/U) Optional language class (not for credit) Teaching Ph.D. candidacy exams (normally taken in February) Dissertation proposal draft must be submitted by May 1 (or before)
<hr/>	
9 credits	

YEARS FOUR TO EIGHT

A student's final **dissertation proposal** must be approved no later than the end of the first week of the fall semester of Year Four (semester VII).

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.

Normal Time to Degree: After acceptance of the dissertation proposal at the start of Year Four, most students will require three or four years to complete the dissertation. It is not unusual for a student to take six or seven years, from start to finish, to complete the Doctorate in Medieval Studies.

3.1.2. Language Requirements

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 Ph.D 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.

3.1.3. Schedule for Latin Exam

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.

3.1.4. Distribution of Courses

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

- history (normally Proseminar I or II)
- philosophy or theology
- literature in Latin or vernacular
- art or music

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), and they must take a course in paleography (in some cases, this may have to be taken after the second year if paleography was not offered during years one and two).

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.

3.2. Progress and Yearly Milestones

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

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.

3.2.1.1. Assessment Discussion

There will be an assessment discussion (about 60 minutes) with two professors scheduled in April of a student's first year. Students should consult with the Administrative Assistant about scheduling. There is no extra reading list for this assessment. Instead, the purpose is to assess a student's ability at oral expression and synthetic thinking, to review material from classes taken during the first year, to discuss the student's preparation for the chosen discipline, and to consider plans for the second year (including classes and the Second-Year Project). The student will choose two professors with whom he/she has taken classes during the year, in consultation with the DGS. One or both professors should be in the student's discipline of interest. The DGS will chair the meeting, and may also ask questions. This discussion is an important tool for assessment and planning, but not something that a student can fail. The student will be given written feedback.

3.2.1.2. Approval of Second-Year Project

Each student must submit a general statement of the topic chosen for the Second-Year Project, with signed adviser approval, no later than May 1 of the student's first year.

3.2.1.3. 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: the Master of Medieval Studies (M.M.S.)

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 Ph.D. 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 Ph.D.

However, qualification for the M.M.S. degree does **not** constitute automatic permission to continue on to the Ph.D. qualifying exams. At the end of the second year, all students will be reviewed by the DGS and the Graduate Committee. See 3.2.2.3 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 (if it was offered)
- submitted a satisfactory Second-Year Research Project by the stated deadline; "satisfactory" means a grade of "B" or above (note: for

continuation to the Ph.D., a grade of “A” is required; see more details in 3.2.2.2 below)

- presented a formal paper based on the Second-Year Research Project at the public colloquium scheduled in April
- completed at least 43 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. *The Second-Year Project*

A general statement of the topic chosen for the Second-Year Project, with signed adviser approval, is due on May 1 of a student’s first year. Ideally, this project will have an interdisciplinary component, but this is not required. The Second-Year Project may take many forms, but it should be an extended piece of original research that makes an original contribution in its field. Because it is important for a student to have publications on his or her CV, it is strongly encouraged that the Second-Year Project be taken as an opportunity to get a start on a publishable article. The Second-Year Project may originate in a seminar paper, Master’s thesis, or other previous work, but it should significantly expand on this earlier project. Alternatively, it may represent research in a new area that a student wishes to explore. The Second-Year Project may investigate a potential dissertation topic, and may be related to later dissertation work.

Normally (but not necessarily), the adviser on the Second-Year Project will be the professor with whom the student expects to write the dissertation, and they will be in the field in which the student hopes eventually to secure a position. The second reader may be a faculty member in the same field or in a different field.

The Medieval Institute holds an annual public colloquium each April for second-year students to give formal presentations on their research projects to the Medieval Institute community.

The Second-Year Project must be completed and deemed satisfactory by two readers (the adviser plus one other reader in the field) by the end of the second year. If the two readers disagree, then the Medieval Institute Graduate Committee will also read the paper. Completed projects are due by April 15 of the second year. No late papers or incomplete grades are allowed, except in extraordinary circumstances. If the project is not complete and satisfactory, a student may not continue into the third year. A grade of “B” or above is deemed satisfactory for the award of an M.M.S. degree. Students must receive an “A” or an “A-” in order to be eligible for the Ph.D. program.

3.2.2.3. *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 Ph.D. 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

3.2.3. Third Year and Up: the Doctor of Philosophy in Medieval Studies

3.2.3.1. Basic Requirements for the Ph.D.

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
- completion of Paleography if it was postponed from Years One and Two
- successful completion of five written Ph.D. candidacy examinations (one of three hours’ and four of two hours’ duration), and one oral Ph.D. candidacy examination of 90 to 120 minutes (normally scheduled for February of the third year)
- completion of any and all training modules for the Responsible Conduct of Research and Ethics requirements
- presentation of a satisfactory dissertation proposal (no later than the end of the first week of the seventh semester)
- presentation and defense of a satisfactory dissertation

3.2.3.2. Ph.D. Candidacy Exams

Ph.D. candidacy exams are based on the totality of a student’s course work and five reading lists prepared in close consultation with five examiners. Students will write a three-hour examination in their major field of study and two-hour exams in the other four

fields. Normally, three lists (and, therefore, exams) will represent the student's primary discipline, and one of these will represent the student's major field of study (this will be the expected area of the dissertation and will be examined by the adviser). A fourth list may represent a substantially different field within that discipline. One candidacy list/examiner may be drawn from outside the Medieval Institute faculty. Typically, however, two lists/examiners will represent disciplines outside the major discipline but closely related to it intellectually, chronologically, or methodologically. (For guidelines on lists, see 3.2.3.2.1.)

Students preparing for candidacy examinations must submit to the DGS complete reading lists, signed by their examiners, by September 1 of the third year. Written candidacy exams will normally be scheduled in February of the third year, and oral exams will normally be scheduled in late February or early March (before the Spring Break). Both written and oral exams are scheduled with the help of the Administrative Assistant. There must be at least four working days between the last written exam and the oral exam in order to allow for grading. A student must pass the written exam in the major field and at least three of the other four written exams in order to continue to the oral exam. If one minor field written exam is failed, it is not necessary to retake this exam (although a student has this option) in order to take the oral. If a student fails the written exam in the major field, or in two or more of the minor fields, all failed sections must be retaken and, if passed, the student may then continue to the oral exam. Except in extraordinary circumstances, all exams and retakes, written and oral, must be completed by May 1 of the third year.

The oral exam, chaired by a faculty member appointed by the Graduate School, will usually last 90 minutes but may extend to 120 minutes. The student's adviser may take more time in the oral exam than the other examiners. When the oral exam is completed, the student will be asked to leave the room and the examiners will discuss the student's performance. Their verdict (pass, retake, or fail) will be communicated to the student and to the Director immediately after the exam. A grade of "pass" represents outstanding work in the oral exam, major-field written exam, and at least three other written exams. If a student should fail the oral exam, but the written work was very strong, he or she will be given the option to retake the oral section (as noted above, this retake must be scheduled before May 1). A grade of "fail," though rare, will be given in cases where most written work was only minimally acceptable for a pass and the oral exam was failed.

3.2.3.2.1. Fields for Ph.D. Candidacy Examinations

"Fields" represent segments of vast disciplines. No student, or professor, can be expected to know all there is to know within any one of them. Accordingly, fields will be defined, for purposes of study and examination, by reading lists created by students in close consultation with their professors. A student whose primary discipline is, say, history, will choose at least three fields within history (and may include another field in history outside the Middle Ages). Reading lists may emphasize primary sources, exciting recent scholarship, classic works of scholarship, or a combination of the three. Required reading

may mean either books or articles. Students and faculty members will be expected to strike the appropriate balance depending upon the needs and traditions within particular academic fields. As rough guidelines, Ph.D. lists should amount to 50 to 60 primary texts or books (or the equivalent in articles).

The following disciplines and examination fields are currently available. Students who wish to take an examination in a non-listed field should consult with their adviser and the DGS.

Art History: Late Antique Art, Early Medieval Art, Later Medieval Art, Byzantine Art, Renaissance Art

History: Late Antiquity, The Early Middle Ages, The High Middle Ages, The Late Middle Ages, The Renaissance, The Mediterranean World, The Islamic World, Byzantium, The Medieval Church, Medieval Intellectual History, Medieval Economic History

Language and Literature: Arabic, Dante and/or Petrarch and/or Boccaccio, Old English, Middle English, Old French, Middle French, Old High German, Middle High German, Late Antique Latin, Medieval Latin, Renaissance Latin, Medieval Spanish Literature

Manuscript Studies: Codicology, Paleography, Text Editing

Music: Musicology, Music History

Philosophy: Late Antique Philosophy, Early Medieval Philosophy, High Medieval Philosophy, Late Medieval Philosophy, Medieval Islamic Philosophy, Medieval Jewish Philosophy

Theology: Greek Patristic Theology, Latin Patristic Theology, Early Medieval Theology, High Medieval Theology, Late Medieval Theology, Byzantine Theology, Medieval Islamic Theology, Medieval Jewish Theology

3.2.3.3. *The Dissertation Proposal*

Students should begin thinking about possible dissertation topics as soon as they enter the program. However, one of the reasons for broad interdisciplinary course work and examinations is to provide both a depth of training and an awareness of the richness of options. A student in Medieval Studies should write a dissertation that is not only profoundly engaged in a particular field but also informed by interdisciplinary questions.

Students should begin work on the dissertation proposal during the third year at the same time as they are preparing for exams. A DRAFT of the dissertation proposal is due no later than May 1 of the third year. If possible, some students will have their proposal approved by this point. The FINAL dissertation proposal must be approved by

the end of the first week of classes in a student's fourth year. If a student cannot meet this deadline, he or she will ask the DGS to schedule a meeting involving the DGS, the adviser, and the student to ascertain when a proposal can be submitted.

3.2.3.3.1. Form of 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 very 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 very preliminary outline of possible chapters
- A bibliography

3.2.3.3.2. Proposal Approval

Proposals will be discussed in a 60- to 90-minute session, to be scheduled no later than the end of the first week of classes of the fourth 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 Ph.D. exams (or an appropriate substitute). Normally, but not necessarily, faculty participating in the dissertation proposal approval will become readers for the dissertation.

3.2.3.4. Evaluation of Third-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 third-year class. There are two possible recommendations that will be communicated in writing to the student:

(1) Continuation (if the proposal is already approved) or permission to continue preparation of the dissertation proposal, with the expectation of approval by the start of the fall semester

(2) Termination with only an M.M.S. degree (this decision would reflect failure of the exams or an inability to make reasonable progress toward a proposal)

3.2.3.5. *Writing the Dissertation*

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 three or four years, until the dissertation is completed, with its length depending on the complexity of topic, need for overseas research, and other factors.

As noted above, in the discussion of the Medieval Institute community (see 1.2), ABD students in residence should plan to participate in a group devoted to supporting students writing dissertations. There is an interdisciplinary dissertation writers’ workshop run by the Institute, but some students may prefer to attend (or to organize) groups that are more field-specific. Students who are not in residence while writing the dissertation should find opportunities to talk about their work with students and faculty wherever they are located, and they should make every effort to be within reach of a research library.

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. At least once during the dissertation process (and ideally every year), the student should meet together with the advisor and as many members of the dissertation committee as possible to discuss the progress and trajectory of the project.

3.2.3.6. *Evaluation of ABD Students*

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. Students reaching the end of their academic eligibility (the end of the eighth year) should consult with the DGS about their progress.

3.2.3.7. *Defending the Dissertation*

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 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 Director and the Graduate School 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 WebEx (or by speaker phone if WebEx is unavailable), 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 three full printed copies of the dissertation for distribution to the three readers. At the same time, a fourth 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*.

3.2.3.8. Time Limit for Completion

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.

3.2.4. Getting a Job

Most, but not all, Medieval Institute students seek academic jobs after the completion of their Ph.D. 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.

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: Learning and Knowledge Objectives in Medieval Studies

Disciplinary Expertise	Learning Objective	Indicators	Modes of Assessment
	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"> • Write a strong and original dissertation that has significance in its field • Submit at least one article to a peer-reviewed journal • Present a paper at a professional conference at least once • Complete the Second-Year Project • Participate regularly in the Medieval Dissertation Writers' Workshop (MDWW) or other similar group for ABD students 	<ul style="list-style-type: none"> • Annual student evaluation • Dissertation defense • Second-Year Project evaluation • Evaluation of seminar papers • Participation in MDWW • Defense of dissertation proposal • Student Annual Report
	Demonstrate both interdisciplinary training and also mastery within chosen disciplinary field	<ul style="list-style-type: none"> • Performance on candidacy exams • Distribution of course work • Strength of dissertation 	<ul style="list-style-type: none"> • Annual student evaluation • Performance on candidacy exams • Dissertation defense • Second-Year Project evaluation
	Demonstrate competency in the	<ul style="list-style-type: none"> • Performance on language 	<ul style="list-style-type: none"> • Pass language examinations (one

	languages and technical skills necessary for research	<p>examinations</p> <ul style="list-style-type: none"> • Performance in courses • Use of languages in course work, dissertation, and other research • Mastery of paleography, text editing, codicology, etc. 	<p>medieval language; two other languages)</p> <ul style="list-style-type: none"> • Assessment of course work (including required paleography) • Dissertation defense • Second-Year Project evaluation • Seminar papers
	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"> • Travel abroad • Language acquisition • Research in foreign libraries and archives • Attend international conferences and meet non-American scholars 	<ul style="list-style-type: none"> • Annual student evaluation • Student Annual Report
Intellectual Breadth	Learning Objective	Indicators	Modes of Assessment
	Students will have a broad interdisciplinary knowledge of Medieval Studies	<ul style="list-style-type: none"> • Performance in graduate courses • Attend and participate in a variety of Medieval Institute and departmental colloquia, lectures, and other academic events • Attendance and participation at general medieval conferences (Medieval Congress at Kalamazoo, the Medieval 	<ul style="list-style-type: none"> • Annual student evaluation • Assessment of work in courses • Candidacy examinations • Student Annual Report

		Academy of America, Leeds) <ul style="list-style-type: none"> Participate in the MDWW 	
	Students will demonstrate strong training in their chosen disciplinary field, both medieval and non-medieval	<ul style="list-style-type: none"> Participation in conferences, departmental events, etc., in the chosen field Performance in medieval classes in the chosen field Performance in non-medieval classes in the chosen field Teaching in the chosen field 	<ul style="list-style-type: none"> Annual student evaluation Assessments of courses Candidacy examinations
	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"> Candidacy examinations Introductory and concluding sections of the dissertation Mock job interviews (and real job interviews) 	<ul style="list-style-type: none"> Candidacy examinations Defense of dissertation proposal Dissertation defense Mock job interviews
Ethical Competence	Learning Objective	Indicators	Modes of Assessment
	Students should know and be able to articulate the ethical and moral implications of their research	<ul style="list-style-type: none"> Completion of the required Graduate School workshop on ethics 	<ul style="list-style-type: none"> Degree audit
Professional Preparation	Learning Objective	Indicators	Modes of Assessment
	Students should be able to present their ideas and research	<ul style="list-style-type: none"> Present their work at a professional conference at least 	<ul style="list-style-type: none"> Annual student evaluation First-year oral

	orally with confidence and authority	<p>once</p> <ul style="list-style-type: none"> • Present at least one public paper at Notre Dame • Oral examinations and evaluations • Presentations in seminars • Teaching experience 	<p>evaluations</p> <ul style="list-style-type: none"> • Public oral presentation of Second-Year Project • Dissertation defense • Oral section of candidacy exams • Teaching evaluations (CIFs and faculty observations) • Student Annual Report
	Students should become confident and competent teachers in their field	<ul style="list-style-type: none"> • Serve as Teaching Assistants (four semesters) • Serve as Teacher of Record for at least one class (either at Notre Dame or elsewhere) • Attend workshops on teaching • Compile Teaching Portfolio 	<ul style="list-style-type: none"> • Teaching evaluations (CIFs and faculty observations) • Annual student evaluation • Teaching Portfolio • Teaching certificates from Kaneb • Student Annual Report
	Students should understand how to write and submit papers for publication	<ul style="list-style-type: none"> • Submit at least one article to a peer-reviewed journal 	<ul style="list-style-type: none"> • Annual student evaluation • Second-year project assessment • Student Annual Report
	Students should understand the process by which grant applications are developed and submitted to funding agencies	<ul style="list-style-type: none"> • Submit at least one fellowship or grant application to a source outside of Notre Dame • Submit at least one fellowship or grant 	<ul style="list-style-type: none"> • Annual student evaluation • Graduate School list of fellowships applied for • Student Annual Report

		<p>application to a source within Notre Dame</p> <ul style="list-style-type: none"> • Attend grant-writing workshops 	
	<p>Students should have a strong sense of the professional attributes of their chosen field</p>	<ul style="list-style-type: none"> • Attend at least one relevant conference (at Notre Dame or elsewhere) per year • Attend relevant development workshops • Students in the Medieval Institute should integrate themselves into the life of the academic department in their chosen field • Join relevant academic societies (MAA, AHA, MLA, AAR, et al.) 	<ul style="list-style-type: none"> • Annual student evaluation • Student Annual Report
	<p>Students should meet and network with other students and established scholars working in their field</p>	<ul style="list-style-type: none"> • Attend conferences and lectures to present work, listen, meet, and network • Invite scholars to lecture at Notre Dame • Be involved in the organization of conferences • Join relevant academic societies 	<ul style="list-style-type: none"> • Annual student evaluation • Student Annual Report
	<p>Students should become familiar with academic</p>	<ul style="list-style-type: none"> • Serve, when possible, as a student member on 	<ul style="list-style-type: none"> • Annual student evaluation • Employment

	<p>processes and procedures, including the hiring process and job market in their field</p>	<p>university, college, institute, or departmental committees</p> <ul style="list-style-type: none"> • Attend academic job talks in their field • Seek advice and attend workshops on the process of job seeking • Participate in mock interviews and job talks 	<ul style="list-style-type: none"> • Student Annual Report
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Approved in Fall 2011 by the Medieval Institute Graduate Committee