

GRADUATE HANDBOOK

2023-24

MEDIEVAL INSTITUTE

UNIVERSITY OF
NOTRE DAME

Last revised August 28, 2023

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This handbook is intended as a resource to help graduate students in the Medieval Institute navigate the requirements and practices of our own program, of the Graduate School, and of the university as a whole. Sections 1 and 2 establish basic premises of inclusion in the Medieval Institute and standards of conduct, pertaining to research, study, and professional behavior. Section 3 describes the degree requirements and training of the Medieval Institute programs and indicates by reference to the Graduate School's academic code where those requirements are imposed by the Graduate School. Sections 4 and 5 assemble the policies and procedures of other units at the university (the Graduate School, the registrar, the College of Arts and Letters) as those policies pertain to MI graduate students. Students are responsible for reading this handbook and familiarizing themselves with the expectations and degree requirements of the MI PhD program.

1. BASIC PRINCIPLES

1.1. GRADUATE DEGREES

A degree in Medieval Studies is a professional qualification. The Medieval Institute awards the Master of Medieval Studies (M.M.S.) and the Doctor of Philosophy (Ph.D.) in Medieval Studies. 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 normally earn an M.M.S. degree in the course of completing the Ph.D. requirements. They may choose to earn another relevant master's degree from Notre Dame (e.g. Classics or History and Philosophy of Science) provided they still fulfill the requirements to proceed to ABD status within the Medieval Studies Ph.D. program.

Medieval Studies is an inherently interdisciplinary realm of scholarship, and over the course of study students are expected to attain familiarity with the methods and discourses of multiple disciplines. 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, a multifaceted but coherent program of study that draws upon history, languages, literatures, the fine arts, theology, and philosophy. Nevertheless, because it is most likely that those who pursue teaching professions 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. Indeed, we believe that their interdisciplinary training will provide added value and demonstrate broader competence.

In addition to our own degree program, the Medieval Institute administers two Graduate Minors: the Graduate Minor in Medieval Studies and a Graduate Minor in Byzantine Studies (each with a Master's Track for students in terminal Master's programs and a Ph.D. track for Ph.D. students). The Graduate Minors in Byzantine Studies are available to graduate students in any relevant program at Notre Dame, including the Ph.D. program in Medieval Studies. The Graduate Minors in Medieval Studies are available to graduate students in any relevant program at Notre Dame, except for the Ph.D. in Medieval Studies.

1.2. THE MEDIEVAL INSTITUTE COMMUNITY

The Medieval Institute community consists of a) a graduate student body that typically numbers around 20, ranging from students in course work to advanced students working on their dissertations, b) approximately 60 faculty members housed in a variety of departments who teach and conduct research on aspects of the medieval world, and c) the staff of the Medieval Institute.

1.2.1. MI FACULTY AND STAFF AS RESOURCES FOR STUDENTS

The faculty and staff of the Medieval Institute consist of the Director, the Assistant Director, the Director of Graduate Studies (DGS), the Director of Undergraduate Studies and Engagement (DUS), and the Administrative Coordinator. Two members of the Library Faculty also serve the Institute: the Medieval Studies Librarian and the Curator of Ancient and Medieval Manuscripts, who is also the Byzantine and Classics Librarian. All of the people working in these capacities can be resources for graduate students in various situations.

The Director of the Institute has full responsibility, in consultation with the Institute's elected faculty committee, for all the Institute's programs, budgets, development initiatives, and overall direction. The Director is always a tenured faculty member of a humanities department and actively researches and teaches in the field of Medieval Studies. The Assistant Director is the executive officer of the MI, overseeing all its daily operations (including marketing, programming, budget, and research visitor/fellows programs) and supervising its staff, postgraduate, and student workers. The Assistant Director works with the Director on development and strategic planning and also maintains an active scholarly teaching and research agenda. The Institute's undergraduate program offers a major, honors major, supplementary major, and minor – as well as regular undergraduate programming – overseen by the Director of Undergraduate Studies and Engagement (DUS).

The Director of Graduate Studies (DGS) is appointed by the Director from among the MI's Faculty Fellows. The DGS serves as each incoming student's primary advisor until they select a faculty member from their own field, after which the DGS continues to be responsible for ensuring that each student understands and fulfills all requirements for the degree program on schedule. The DGS also functions as the MI's placement officer and, in that capacity, is a resource for professionalization and job search advice and training. The Administrative Coordinator is the invaluable crossroads of much of this work, supporting the MI faculty and staff as well as MI graduate students and ensuring that the office runs smoothly. A large part of this work is as graduate program coordinator; in this capacity, he ensures all program and student needs are met, maintains student files and records, and stays in close contact with graduate students and the DGS throughout the year.

Admissions and evaluation of current students are conducted by the Graduate Committee, whose members are appointed each year by the Director of the Institute.

1.2.2. STUDENT COMMUNITY AND PRESENCE

The Medieval Institute graduate students maintain a customary that outlines self-governance procedures in various areas, including selection of graduate representatives and carrel assignments. For questions regarding the customary, students should consult the current reps.

Normally, students in residence are expected to attend all lectures, symposia, workshops, conferences, and other events sponsored by the Medieval Institute. Students in the first three years of study are expected to participate in graduate seminars given by visiting speakers. Attendance is expected so as to assure speakers of robust audiences, but more importantly, to expose students to the myriad approaches, methodologies, and topics that fall under the broad rubric of "Medieval Studies." Early and frequent attendance at on-campus lectures and conferences is an important component of academic professionalization (see 3.5.3).

Normally, all graduate students in the Medieval Institute are assigned dedicated work space in the Institute on the seventh floor of Hesburgh Library. Students normally 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. CONDUCT, ETHICS, AND GRIEVANCE PROCEDURES

2.1. Conduct Expectations

2.1.1. COMMUNITY STANDARDS

The Medieval Institute strives to fulfill Notre Dame's commitment to creating a space for academic inquiry in which all feel safe and can thrive, regardless of race, color, national or ethnic origin, social or economic class, religion, gender identity or expression, sexual orientation, disability, veteran status, genetic information, or age. All members of the Notre Dame community, faculty and students alike, should be familiar with the university's statements on [Diversity and Inclusion](#) and the [Notice of Non-Discrimination](#). All students and faculty who make use of Medieval Institute resources and spaces, whether affiliated with the Medieval Institute or another program or department, are expected to abide by both the university's and the Medieval Institute's standards of professional behavior. Resources and information may be found in the [MI Code of Conduct](#) and at <https://diversity.nd.edu/>.

All students are furthermore responsible for familiarizing themselves with [Graduate School policies](#), particularly those sections of the Academic Code concerning academic integrity, plagiarism, falsification of credentials, and other ethical issues (especially §5.8 and §5.9 of the Academic Code).

2.1.2. MENTORING STANDARDS

The University of Notre Dame and the Graduate Program in Medieval Studies recognizes that to be a good advisor to graduate students, one must be a good mentor. We believe that advisors should provide engaging, constructive, and supportive environments for the graduate students they oversee and serve. The advisor-graduate student relationship should be one of open communication and transparency; personal and professional development; and mutual respect. Advisors should prepare graduate students to facilitate a thriving learning community and serve as leaders in their future careers.

2.2. Grievance Procedures

The University and the Graduate School have various policies and procedures governing a) [complaints dealing with academic issues](#) and other program decisions that terminate or impede progress toward the degree, b) [sexual and discriminatory harassment](#), c) plagiarism and academic integrity (see the relevant sections of the Graduate School Bulletin), and d) [disability accommodations](#) and [disability-related grievances](#). Students can approach [the appropriate offices and administrators](#) directly, but they are also encouraged to bring concerns in these areas to the attention of the DGS. In those cases where the DGS is the subject of the grievance, the student should consult with the Director, with the [Office of Institutional Equity](#), and/or with the Graduate School's Associate Dean of Academic Affairs (currently John Lubker). In cases of sexual harassment, students should be aware of mandatory reporting policies and may choose instead to make use of the [SpeakUp](#) resource.

3. THE CURRICULUM

3.1. ACADEMIC ADVISING

Each student should make a formal choice of primary advisor(s) by the end of the third semester of study. It is possible to change the primary advisor at a later stage. See section 3.4.3.1. for guidelines and restrictions on selecting primary advisors. The DGS holds primary responsibility for general advising and administration of the student's academic standing in the program. The Administrative Coordinator in the Institute shares in advising insofar as he or she maintains student records and alerts both the DGS and the students about University, Graduate School, and Institute deadlines. Within the Graduate School, the Program Director of Academic Services (currently Maureen Collins) maintains records of degree requirements and interfaces with the registrar.

3.2. PROGRAM OF STUDY

The Medieval Institute offers a Doctor of Philosophy degree in Medieval Studies. The Institute does not accept candidates for a terminal Master's degree. Most students earn a Master of Medieval Studies (M.M.S.) degree after two years of study (see 3.3.2), and are then approved for further work toward the Ph.D. The degree requirements for the M.M.S. are also required for the Ph.D. Even if students choose to receive an alternate master's degree, they must complete the M.M.S. requirements in order to earn the Ph.D. in Medieval Studies.

All students in the Medieval Institute must achieve proficiency in at least one medieval research language (Latin, Greek, or Arabic), at least two other research languages, and paleography (Latin or Greek). Students in the Medieval Institute normally spend two years in course work, then complete Ph.D. candidacy 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.

The Graduate School requires that all Ph.D. students complete at least three hours of Research Ethics training in order to graduate. For more information, please consult [the Graduate School website](#). All students must complete the New TA Orientation as a condition of entering the classroom as an instructor or TA.

3.2.1. CURRICULUM OUTLINE

Students register for courses through the "NOVO" system, which may be accessed through [inside.nd.edu](#). 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. For more details on grade types, see §4.2.1; for auditing, see §4.1.2.

The timeline for required courses, service duties, degree milestones, and professionalization goals may also be found in Appendix I.

3.2.1.1. Year One

Fall (Semester 1)

3 credits	Christian Latin or Intermediate Latin (or advanced Greek/Arabic) (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)
3 credits	Elective (GPA)

12 credits

Spring (Semester 2)

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

Summer 1

0 credits	MI 67890: Independent Summer Research
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In the summer terms, students must enroll in MI 67890 to continue to receive the stipend and for tax classification purposes. Many students enroll in language study or Graduate Reading courses (GPA credit varies). Otherwise, Summer 1 should be spent preparing for the second year or engaging in professional development activities.

*3.2.1.2. Year Two***Fall (Semester 3)**

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

- Optional language class (audit, see 4.1.2.2)
- Service assignment
- Students should aim to pass either the medieval research language exam or the first other language exam

Spring (Semester 4)

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

- Optional language class (audit, see 4.1.2.2)
- Service assignment
- Medieval research language exam must be passed by the end of this semester
- First other research language exam must be passed by the end of this semester
- Reading lists for candidacy exams must be approved by the end of this semester

Summer 2

0 credits	MI 67890: Independent Summer Research
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In the summer term, students must enroll in MI 67890 to continue to receive the stipend and for tax classification purposes. This summer should primarily be devoted to exam and dissertation proposal preparation. However, in consultation with a faculty advisor, students should also be finalizing revisions on a

seminar paper in order to submit it to a journal by the end of this summer. Depending on the journal, time to publication can take years and students should have at least one article in print during year five.

3.2.1.3. *Year Two-and-a-Half: The Duffy and Gabriel Fellowships*

See 5.1.4 for a fuller description of these fellowships and the expectations.

Fall (Semester 3a)

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

9 credits

- Coursework is intended to broaden the student's preparation and skills training for their dissertation research. This may include, e.g.: learning a further research language; learning a technical skill such as text editing, XML coding, or deepening paleographical expertise; further coursework in a secondary discipline
- 10 hours per week assisting with community engagement and outreach
- *Gabriel*: In addition to the above, the Gabriel fellowship holder use the Gabriel collections for a scholarly purpose (e.g. a comprehensive exam list, conference presentation or abstract, planned use in the dissertation proposal, etc.)

Spring (Semester 4a)

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

9 credits

- Coursework is intended to broaden the student's preparation and skills training for their dissertation research. This may include, e.g.: learning a further research language; learning a technical skill such as text editing, XML coding, or deepening paleographical expertise; further coursework in a secondary discipline
- 10 hours per week assisting with community engagement and outreach
- *Gabriel*: In addition to the above, the Gabriel fellowship holder use the Gabriel collections for a scholarly purpose (e.g. a comprehensive exam list, conference presentation or abstract, planned use in the dissertation proposal, etc.)

Summer

0 credits MI 67890: Independent Summer Research

In the summer term, students must enroll in MI 67890 to continue to receive the stipend and for tax classification purposes.

3.2.1.4. *Year Three*

Fall (Semester 5)

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

9 credits

(MI 77001 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.)

3.2.3. [USING YOUR ELECTIVES EFFECTIVELY](#)

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 advisor, with the intention to train for a particular field. Most of the remaining electives should be in a student's chosen departmental discipline, including at least two non-medieval courses in this discipline. These non-medieval courses should be chosen in consultation with the student's advisor 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 on Shakespeare or in modern literary theory. Students are encouraged to fulfill the requirements of a Graduate Minor. Current options are: [Screen Cultures](#), [History and Philosophy of Science](#), [Gender Studies](#), and [Byzantine Studies](#). Such qualifications and coursework are important for a competitive profile on the job market.

With the permission of the DGS and their primary advisor, students may choose to earn a master's degree in a neighboring discipline/department instead of receiving the M.M.S. If they so choose, they must still complete all requirements of the M.M.S., including the course distribution requirements. They may "double-count" courses towards both master's requirements, but the Graduate School will only confer one degree. If students are interested in this path, they must consult the DGS of the MI and the DGS overseeing the other program as soon as possible after matriculation, because it requires careful coordination of their course distributions. Finally, this option is only possible for master's programs with clearly defined fulfillment requirements, such as HPS and Classics, usually terminal master's programs.

It is also possible for students to take a course at another university in the area and transfer the credits to Notre Dame. This can be an excellent opportunity to get to know preeminent faculty at a nearby institution early during graduate study. Students should be very careful with scheduling when considering such opportunities, but the University of Chicago in particular is close enough to permit such arrangements. Students interested in this option should consult with the DGS as early as possible, since the Graduate School will have to make arrangements with the host institution on a case-by-case basis.

3.2.4. [LANGUAGE REQUIREMENTS](#)

3.2.4.1. *Medieval Language Exams*

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. A student wishing to take the exam in Greek, Arabic, or another medieval research language (e.g. Hebrew) should consult with the DGS as soon as possible in their course of study. European vernacular languages such as Old English do not qualify for the medieval research language exam.

The Medieval Institute's Latin Examination will typically be administered each fall semester in the week after Thanksgiving and each spring semester in the week after spring break. Students are strongly encouraged to take the exam every semester until they pass (up to four times). The examination normally consists of three "unseen" passages and may include both prose and verse selections. Students may use a dictionary and other handbooks (paper copies only) to prepare their translation of two 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.

A similar exam in Byzantine Greek is available as required. Students intending to take the exam in Byzantine Greek should contact the DGS by the end of the semester preceding that in which they wish to take the exam (i.e. if you want to take the exam in Spring, you must inform the DGS by the last week of classes in the Fall).

3.2.4.2. *"Other" Language Exams*

A student must also pass written examinations in two "other" languages to demonstrate reading knowledge. Students must pass at least one "other" language requirement by the end of the fourth semester. The second

“other” language exam must be passed by the end of the fifth semester. 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.

If a student enters the MI Ph.D. program having completed a master’s degree at Notre Dame and having passed one or more graduate-level language exams in modern languages while enrolled in the former program, it may be possible to accept these exams for this requirement with permission of the DGS and the student’s primary advisor. It is never possible to substitute a medieval language exam.

3.2.4.3. Degree Requirements and Research Needs

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 proceed to ABD status.

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 advisor 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 advisor, to acquire a working knowledge of whichever languages are needed for research in the field of choice and for writing the dissertation. If a necessary language is not offered at Notre Dame, students may seek funding to pursue study of this language elsewhere; possible sources include the Graduate School, the CSLC, the Nanovic Institute, the Liu Institute, and ISLA.

3.2.5. NORMAL TIME TO DEGREE

After acceptance of the dissertation proposal, 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. Internal stipend support is sometimes available for a sixth year but is not guaranteed, unless a student receives a Duffy/Gabriel fellowship, certain other university fellowships, or an externally funded fellowship that allows the student to postpone an entire year of university funding. Notre Dame will never provide stipend funding for students in Year 7 and above.

3.2.6. FACULTY REPORTS AND SEMESTER EVALUATIONS

The performance of all doctoral students is evaluated by the DGS at the end of every semester and by the DGS and the Graduate Committee at the end of every academic year on the basis of each student’s transcript and reports submitted by faculty. The procedures and possible outcomes of the yearly evaluation involving the Graduate Committee are outlined in the relevant sections of 3.3. At the end of each academic year, the DGS delivers a written progress letter to each student outlining their accomplishments to date; their milestone goals and requirements for the coming year; and any areas of concern.

At the end of every semester (including fall), each member of the faculty is asked to submit a brief evaluation of every student with whom he or she has worked during that semester, and to submit the evaluations to the DGS. Students should inform the DGS if they worked closely with a faculty member outside of classes or exams, so that the DGS may solicit an evaluation from such persons as well. All of these reports will be saved, possibly to be mined later for letters of recommendation. The DGS will review these evaluations along with the student’s transcript and take one of three courses of action:

- When a student is making fine progress, the DGS places a brief written statement to this effect in the student’s file and (in the fall) may communicate this assessment to the student orally.

- When a student has specifically defined but not serious problems, the DGS summarizes faculty judgments in writing for the student's file and consults with the student either in writing or (in the fall) orally, aiming in such consultation to define a plan to address any perceived problems.
- When a student is seen to have serious problems, the DGS will consult with the Director and 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 advisor. 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.

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

3.3. PROGRESS AND MILESTONES: YEARS ONE AND TWO

As well as the curriculum outlined above, students need to be aware of certain milestones that should be met in each year of study in the program.

3.3.1. FIRST YEAR

In the first year of study, students work closely with the DGS, who serves as their advisor. At the same time, however, students should get to know faculty in their field(s) of interest, and should be thinking about choosing a primary advisor. Primary advisors 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 participating actively in the academic community of the Medieval Institute (attending lectures, etc.) and thinking about plans for their program in the years ahead. Every academic should always have a 5-year plan throughout their career.

3.3.1.1. Evaluation of First-Year Students

Around the beginning of May of each year (normally in the week after spring semester grades have been filed and released), 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:

- Continuation in the program (the first year has gone well and the student shows promise)
- Termination (in the judgment of the faculty, there have been serious problems during the first year)
- 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)

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

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. candidacy exams. At the end of the second year, all students will be reviewed by the DGS and the Graduate Committee.

3.3.2.1. 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, Greek, or Arabic)
- Passed one reading-knowledge examination in an "other" language

- Successfully completed a Paleography (either Latin or Greek) course according to the Graduate School's stipulations for required courses (see 4.2.1.1)
- 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 4.1.4)

3.3.2.2. *Evaluation of Second-Year Students*

Around the beginning of May of each year (normally in the week after spring semester grades have been filed and released), the DGS and the Graduate Committee will review the accomplishments of the members of the second-year class. There are five possible recommendations that will be communicated in writing to the student:

- Permission to take the PhD candidacy exams
 - with award of the M.M.S.
 - contingent on successfully repeating/completing a deficient element in the M.M.S. requirements within a specific timeframe and subject to the approval of the DGS, the student's primary advisor, and other relevant faculty. Such cases must be argued very convincingly.
- Termination from the program with
 - Award of the M.M.S. as a terminal degree
 - Permission to repeat/complete a deficient element in the M.M.S. requirements before the start of the next fall semester with the M.M.S. awarded as a terminal degree if the deficient requirements are satisfactorily completed
 - Termination without the M.M.S. degree

3.3.3. YEAR TWO-AND-A-HALF: THE DUFFY AND GABRIEL FELLOWSHIPS

Students are eligible for Duffy and Gabriel Fellowships in the year following their second year. (See 5.1.4) Language in the following section (3.4) about the third year applies to these students in the year following the Duffy or Gabriel fellowship, i.e. all requirements, duties, and deadlines are postponed until their fourth year in the program.

3.4. **PROGRESS AND MILESTONES: THIRD YEAR AND UP**

3.4.1. BASIC REQUIREMENTS FOR THE PH.D.

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

- The successful completion of at least 72 credit hours in total (Academic Code, §6.2.1)
- Passing a second "other" language examination
- Successful completion of four written Ph.D. candidacy examinations (one of three hours' and three of two hours' duration), and one oral Ph.D. candidacy examination of 90 to 120 minutes
- Completion of all relevant and required training modules for the Responsible Conduct of Research and Ethics
- Presentation and defense of a satisfactory dissertation proposal
- Presentation and defense of a satisfactory dissertation

3.4.2. PH.D. CANDIDACY EXAMINATIONS

The candidacy examinations have both a written and an oral component. (Academic Code, §6.2.8) 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 primary advisor to oversee two examinations, but otherwise each faculty advisor may only work on one exam per student. Both tenured/tenure-track and non-tenure-track (e.g. teaching faculty or library faculty) may serve as examiners.

3.4.2.1. Fields for the Ph.D. Candidacy Examinations

The purpose of the candidacy examinations is twofold: they (1) facilitate and assess students' progress in and mastery of their discipline and (2) require students to read in depth in discipline-specific and methodological areas that prepare the ground for their dissertation proposal and subsequent dissertation 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 examiners. Examiners should bear in mind that the students should be crafting the dissertation proposal in tandem with exam preparation and the exam readings should feed smoothly into writing the proposal. Previous exam lists are available as models in a Google Drive administered by the grad reps.

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 about 50 items, including both primary and secondary sources. Three other subjects will be designated supplementary fields and should be chosen with a view both to providing a solid methodological foundation for the dissertation and broadening the student's disciplinary and interdisciplinary scope. Students are encouraged to devote one list to professionalization (e.g. teaching preparation). Each of these fields will have a reading list of about 30 items including both primary and secondary sources. Both book-length works and articles may be included on reading lists and may count as single items, at the discretion of the student and the examiner.

3.4.2.2. The Written Ph.D. Candidacy Examinations

All reading lists, approved by the faculty examiners, must be filed with the DGS, the Administrative Coordinator, and the Grad Drive repository in the final week of classes of the fourth semester of study (or the spring semester of the Duffy/Gabriel year).

Following the submission of reading lists, faculty examiners submit questions based on the lists to the Administrative Coordinator, in a Word document, no later than one week prior to the exam date. Examiners may submit one or several questions and ask for the examinee to answer all or some of them. The question or questions should be substantial enough to occupy the examinee for the duration of the exam period.

The four written exams must be completed by the week before the semester break in the fifth semester (normally fall of the third year). They may be taken earlier. 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 Administrative Coordinator is available to help schedule exams.

3.4.2.3. The Oral Ph.D. Candidacy Examinations

The oral exam will take place within two weeks after the written exams and will last 90-120 minutes and all committee members must be present, at least virtually. The format of the meeting itself is flexible and students should confirm with the full committee which format will be followed. Normally, each committee member in turn has ten minutes to examine the student followed by a second round of questions. The time allotted to each examiner in the second round may be shorter, for example, five 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 following 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 and he or she will not be allowed to proceed to the dissertation. Students will not be permitted to retake examinations more than once.

3.4.3. THE DISSERTATION PROPOSAL

The dissertation proposal is a brief document that lays out the intellectual rationale, methodology, structure, and working plan of a student's dissertation. It must be produced in the third year of a student's studies, in consultation with the student's primary advisor and subject to approval by the committee.

3.4.3.1. *Constitution of the Dissertation Committee*

Normally, but not necessarily, faculty participating in the dissertation proposal approval will become readers for the dissertation and students should form the proposal committee with this in mind. The dissertation proposal committee will comprise the student's primary advisor (now the dissertation director) and at least two other faculty members, normally but not necessarily two of the three supplementary field examiners. Dissertation directors are chosen from the tenured and tenure-track faculty. There also may be one co-director, who can be chosen from non-tenured and non-tenure-track faculty (e.g. teaching faculty or library faculty) provided the other co-director is tenured or tenure-track faculty. (Academic Code, §6.2.7) If the student selects two co-directors, there still must be two other faculty members on the committee for a total of four. Non-tenured and non-tenure-track faculty may serve as non-directing committee members with no further restrictions. The dissertation director or at least one of the co-directors must be in the department in which the student's primary discipline or field of emphasis resides (i.e. in the department of the discipline into which the student hopes to be hired).

3.4.3.2. *Form of the Dissertation Proposal*

All students must submit a dissertation proposal of 10-15 double-spaced pages of text, plus 3-5 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 current scholarship (i.e., Why should this dissertation be written and what will its original contribution be?)
- 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 target page range, determined in consultation with the committee and based on disciplinary standards and a realistic working plan
- A realistic timeline for completion by the end of year 5 or of year 6
- A deadline for the dissertation midcourse review (typically after two chapters have been drafted)
- A bibliography

3.4.3.3. *Deadlines for Proposal Submission*

A first draft of the proposal must be submitted to the entire anticipated committee by the last week of classes in the fifth semester (normally Fall semester of Year Three). The final proposal must be submitted to the entire anticipated committee in the first week of classes of the following semester (normally Spring semester). Students with one semester of medical/family leave or childbirth accommodation may consult with the DGS and their dissertation committee to determine suitable deadlines.

3.4.3.4. *Proposal Approval Meeting*

Proposals will be discussed in a 60- to 90-minute session, to be scheduled no later than two weeks after the proposal has been submitted to the committee. It is a student's responsibility, in consultation with the dissertation director, to ask the Administrative Coordinator to schedule this discussion. The DGS may also attend this meeting as a non-voting participant. The format of the meeting itself is flexible and students should confirm with the full committee which format will be followed. Normally, each committee member in

turn has ten minutes to examine the student followed by a second round of questions. The time allotted to each examiner in the second round may be shorter, for example, five minutes.

At the end of the meeting, the committee will vote to Pass, Fail, or Defer the candidate's proposal. If the proposal passes, the student is declared ABD and may proceed to dissertating. If the proposal fails, the student will be terminated from the program at the end of the Academic Year. In the event of a deferral, students have until two weeks from the date of the proposal defense to submit a satisfactorily revised proposal. The committee has the discretion to require a second meeting with the candidate before approving the revised proposal.

3.4.3.5. Evaluation of Third-Year Students

Around the beginning of May of each year (normally in the week after spring semester grades have been filed and released), 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:

- Continuation to dissertation
- Termination with only an M.M.S. degree (This decision would reflect failure of the exams or failure to produce an adequate/workable dissertation proposal.)

3.4.4. 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 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 and writing the proposal, students are advised to be mindful of the five- to six-year program clock and to choose, in close consultation with the DGS and with their dissertation director, a topic for a dissertation that is likely to be achievable within no more than three years of work, and taking into account that significant time during the fall semester of the final year will be devoted to the job/post-doc search.

3.4.4.1. Semesterly Progress

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 dissertation directors, and with other members of the dissertation committee. Each student should create a written memorandum of mutual expectations with each separate committee member (not just the dissertation director) that addresses at what stage the committee member expects to see the student's work and whether, to what degree, of what kind, and within what time frame the student expects feedback. For guidance on developing mutual expectations, see the Graduate School's [guidelines](#) and Appendix III. Each semester the dissertation director will submit a grade of S or U, reflecting whether satisfactory progress has been made in light of the mutually determined expectations. A student receiving a grade of U (unsatisfactory) risks losing funding; a student receiving a grade of U in two consecutive semesters will automatically be placed on probation by the Graduate School and risks termination. (See 4.2.2.) Probationary status entails loss of the stipend and reduction of tuition coverage, so that students on probation must pay for one credit each semester. (Academic Code, §5.6.2)

3.4.4.2. Dissertation Midcourse Review

In consultation with their director, their committee, and the DGS, students determine a deadline for their dissertation midcourse review (typically after two chapters have been drafted) as part of the dissertation proposal's completion timeline. Students and their directors should evaluate progress towards this deadline at the end of every semester when the director gives the S/U grade for Dissertation Research. If the deadline proves unattainable, the student must create a revised timeline in consultation with their director and the DGS.

The dissertation midcourse meeting will typically last 60-90 minutes and all committee members should be present, at least virtually. Students should submit materials to their full committee two weeks in advance of the meeting. The agreed-upon chapters or chapter drafts are expected, but students may also distribute additional materials (outlines, chapter abstracts) on which the student wishes to receive feedback or which will help guide the meeting. This offers students the opportunity to address major shifts in the dissertation that their research has generated and to ensure that all committee members are agreed on the direction of the dissertation. It also provides committees with an opportunity to interact as a group and to express any concerns that students need to take into account as they proceed towards completion.

At the meeting itself, the student will speak for approximately ten minutes to summarize their work to date and identify areas of focus for discussion or feedback. Each committee member then has ten minutes to respond to the student, comment on the shared materials, or ask further questions. The meeting may have a second round of questions or may close with an open discussion at the discretion of the director and the committee. The students must supply a revised completion timeline, if the committee requires.

3.4.4.3. Evaluation of ABD Students

Around the beginning of May of each year (normally in the week after spring semester grades have been filed and released), 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 first U grade), the DGS will communicate with the student and the student's dissertation director to create a revised plan for completing by the end of year 5 or 6. If the student has received a U grade in a second consecutive semester, she or he will be placed on probation (see §4.2.2).

3.4.5. DEFENDING THE DISSERTATION

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, including during summer term.

3.4.5.1. Defense Committee and Examiners

The core defense committee will consist of the student's dissertation committee (see 3.4.3.1 for rules determining committee composition). The DGS may appoint her/himself as a reader of any dissertation submitted to the Medieval Institute. A student may petition the DGS to have one reader from outside the University. In such cases, the Medieval Institute will sustain reasonable costs for such an outside reader to attend the defense in person. Students are encouraged to consider this option, since recommendation letters from faculty at institutions other than Notre Dame can be an advantage when seeking an academic job. It is possible to hold a defense with partial or full participation by videoconference (e.g. by Zoom).

3.4.5.2. Semesterly Timeline for Submission and Defense

In order to avoid last-minute confusion or delayed graduation date, students should consult with the Administrative Coordinator in the Medieval Institute at the end of the semester before the expected defense date to obtain information on procedures and deadlines for the following semester. 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. All deadlines are posted on the Graduate School's [calendar](#).

After a student and his or her advisor 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. The format of the dissertation must follow the guidelines set by the [Graduate School](#). These guidelines must be followed even if the candidate has previously published the substance of the dissertation in scholarly journals.

Copies of the dissertation should be distributed to the entire committee 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. Note that this six-week time frame places the MI's deadline somewhat before the Graduate School's formatting submission deadline. Since the copies provided to the committee do not need to be formatted, students often submit the completed dissertation to the committee by the MI's deadline and then undertake the formatting for submission by the Graduate School's deadline.

Readers must read and approve the dissertation within four weeks and submit their report at least two days before the date of the defense. Readers decide whether the dissertation is ready to be defended, and so indicate by completing and submitting the appropriate form. This is currently a digital form submitted through an email link. Approval of the dissertation by a reader must be unconditional. Only a dissertation unanimously and unconditionally approved by the committee 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.

3.4.5.3. Dissertation Defense

The dissertation defense will typically last 90-120 minutes and all committee members should be present, by videoconference if necessary. Friends, family, and other students may be present for the examination portion, but must leave when the committee goes into deliberation. Normally, the defense will begin with a 10-15 minute address by the student, followed by two rounds of questions. Each committee member in turn has ten minutes to examine the student followed by a second round of questions. The time allotted to each examiner in the second round may be shorter, for example, five minutes. At the end of the second round of questions, the student and any auditors leave the room to allow the committee to deliberate.

The committee's discussion of the dissertation and its defense will culminate in a vote whether the performance merits a passing or failing of the defense. (See the Academic Bulletin section "Defense of the Dissertation" for the following.) On a board of three, two votes are required to pass. On a board of four, three votes are required to pass. If a department chooses to have five members, four votes are required to pass. If the committee members are physically present, they should sign any necessary paperwork before leaving. If the committee members are virtually present, they should file the appropriate electronic forms as soon as possible after the defense has been completed. In case of failure of the defense, on the recommendation of a majority of the examiners, another opportunity to defend may be authorized. An authorization for a second defense must be approved by the Graduate School. A second failure results in forfeiture of degree eligibility and is recorded on the candidate's permanent record.

3.4.5.4. Formal Submission

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 formally submitted 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.

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, following the Graduate School's requirements and deadlines.

3.4.5.5. Time Limit for Completion

Unless interrupted by approved medical leaves and/or approved childbirth accommodations, all students must defend and file 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, including the summer term. 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 advisor 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.

Students enrolled during the spring 2020 semester who experienced disruption to their academic progress during the COVID-19 pandemic are eligible for the accommodations to policies within the [Academic Code](#) of the Graduate School, including an extension of degree eligibility to nine years. (See §A.5)

3.5. PROFESSIONALIZATION

The Medieval Institute has an obligation to prepare students for success in a variety of future careers. Information on recent student placement is available through the Medieval Institute website.

3.5.1. [PROFESSIONAL MENTORING AND SEMESTERLY PLANS](#)

From the first semester and throughout the program, all students should meet at the beginning of each semester with their mentors (plural for each student) to discuss their professional goals and draft a plan for the semester. Mentors might include the DGS, the advisor or dissertation director, dissertation or exam committee members, any other trusted faculty, the Graduate Career Services consultant, or staff members and people outside the university whose careers align with the student's goals. These mentoring conversations should address not only the basic requirements relevant to the student's stage in the program but also the additional professional activities, opportunities, and training that the student should pursue in order to prepare themselves for their career goals (conference presentations, article submissions, grant applications, internships, etc). In conversation with these mentors, each student should create a reasonable and realistic plan of work for the semester that integrates program requirements and progress on the dissertation with appropriate professional development goals. In order to turn these semesterly goals into a feasible plan, students are strongly encouraged to avail themselves of the videos and webinars offered by the [National Center for Faculty Diversity and Development](#) (especially the module "Every Semester Needs a Plan") to which we have access through Notre Dame's institutional membership.

The objectives of the semesterly plans are 1) to facilitate frequent and open communication between students and their mentors, 2) to help students identify and pursue professionalization opportunities for both traditional academic and diverse careers early in the program, and 3) to help students develop planning and project management skills early, which will ease the transition to dissertating and serve them well in any career.

3.5.2. [GENERAL PRINCIPLES AND RESOURCES FOR PROFESSIONALIZATION](#)

Students are strongly encouraged to read job search handbooks at the very beginning of the program, because traditional academic jobs are increasingly few and far between and it is imperative that students begin to professionalize themselves early. In particular, Karen Kelsky's [The Professor Is In](#) offers advice that is relevant for long-term career preparation beginning with the very earliest stages of a PhD. Students may also explore volumes such as [The Academic's Handbook](#), [The Academic Job Search Handbook](#), [Written/Unwritten: Diversity and the Hidden Truths of Tenure](#), [The New PhD](#), and [Putting the Humanities PhD to Work](#).

Building a successful professional profile takes years and students should begin this preparation as early as possible. Students should seek mentorship first and foremost from faculty within their own chosen discipline in order to learn about discipline-specific professional norms. However, no single person can provide comprehensive mentorship. Students should develop relationships with multiple mentors who can advise in a wide variety of professional and personal areas.

All students are strongly encouraged to meet with the Arts and Letters [Graduate Career Consultant](#) early in the program, through the Graduate Career Services' career management system [Handshake](#). As early as possible, students should investigate the various certificates and professionalization experiences available through [Graduate Career Services](#), the [Center for Social Concerns](#), the [Kaneb Center](#), and the Graduate School's [LASER](#) program, for example.

All students should take advantage of the webinars and resources made available through Notre Dame's institutional membership with the [National Center for Faculty Diversity and Development](#). The working habits and project management skills presented in these webinars are eminently transferable skills that promote success in any career, academic or otherwise. Similarly, the [ImaginePhD](#) tool provides information on the skill sets that support success in diverse careers, including traditional faculty tracks. Students should exploit this resource both in order to identify which professional or personal skills they should focus on improving and to explore alternative career possibilities.

Many disciplinary professional organizations (American Historical Association, Modern Languages Association, American Academy of Religion, American Philosophical Association, etc.) maintain job sites, networks, and professional guidance (for example, the MLA's [Connected Academics](#) site and the AHA's [Career Diversity for Historians](#) initiative). All students should familiarize themselves with the practices, expectations, opportunities, and resources of their own discipline's major professional organization.

3.5.3. [OWED SERVICE AND PROFESSIONALIZATION](#)

All Medieval Institute students receiving a stipend are considered to “owe service” in semesters three through six of their stipend (years 2-3). The Graduate School does not police *how* owed service is fulfilled, so MI students can be quite creative in seeking work experience that matches their interests. Students interested in such professionalization opportunities should inform the DGS as soon as possible, since internship-style Project Assistantships often entail more bureaucracy. Grad Career Services can facilitate internship placements both within and outside of the university. Ideas for owed service internship placements include but are not limited to:

<i>Within the university</i>	<i>Outside the university</i>
Religion & Literature, Studies in the Age of Chaucer or other journals Shakespeare @ Notre Dame or the DeBartolo Performing Arts Center University of Notre Dame Press or Ave Maria Press Center for Digital Scholarship, Rare Books and Special Collections, or the Raclin Art Museum Notre Dame International the Development Office, Foundation Relations, or with the Academic Advancement Director in A&L the Gender Relations Center or Multicultural Students Programs and Services the Moreau Prison Initiative	D'TSB (DownTown South Bend) Hammes or another local bookstore St. Joseph County Public Library or a branch Robinson Community Learning Center the Center for History or the South Bend Art Museum Center for Hospice Care or Holy Cross Village St. Margaret's House, La Casa de Amistad, the LGBTQ Center, South Bend Black Lives Matter

3.5.4. [TEACHING OPPORTUNITIES](#)

3.5.4.1. *Teaching Assistants*

Most students serve as Teaching Assistants during their second and third years. As a condition of entering the classroom, students are required to attend the Kaneb Center for Teaching and Learning's New TA Orientation. Students should also seek to join workshops on teaching offered or required by the department of their primary discipline. For example, students whose primary field is history should attend HIST 83002 ("The Historical Profession"), students in philosophy should attend PHIL 85104 ("Teaching Methods") and/or PHIL 85105 ("Philosophy Pedagogy Workshop"), and students in Theology should attend their informal series of professionalization talks and pedagogical seminars. TAs should discuss duties and expectations openly and early with the faculty member for whom they are working. They should request the opportunity to lesson plan, lead a class, lecture, and/or otherwise pursue some form of mentored pedagogical development.

3.5.4.2. *Instructor of Record*

Students interested in teaching careers should seek out opportunities to teach as "Instructor of Record." By solo 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. Students should consult with the DGS and the DUS if they wish to take advantage of this opportunity. If their plan is to teach outside the MI, they should consult with the DGS and DUS of the department in which they hope to land, and do this early in their program. Many departments will require students to do some sort of discipline-specific pedagogical preparation before allowing them to teach.

3.5.4.3. *Teaching Observations*

Both TAs and Instructors of Record should request that one or more faculty members visit their class and complete a Teaching Observation Form. Since the provost's office has set universal standards for teaching observation, the faculty member may use either the MI's [Teaching Observation Form](#) (available in the MI Grad Google Drive) or their home department's. Completed Teaching Observation Forms should be submitted to the DGS for the student's file. These forms are an important aspect of learning to teach well and may also be mined for positive language for letters of recommendation. Students are also encouraged to engage in peer observations and to take advantage of the "Graduate Peer Observation Program."

3.5.4.4. *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.

3.5.4.5. *Kaneb Center Teaching Certificates*

Students are strongly encouraged to attend workshops through the Kaneb Center and, in particular, to fulfill the requirements for the [Striving for Excellence in Teaching Certificate](#) and the [Advanced Teaching Scholar Certificate](#). The requirements for the latter are fulfilled (among other things) by creating a job market teaching portfolio, which students seeking teaching positions must do anyway. In addition to providing valuable experience and training in themselves, such qualifications and certificates are extremely important in creating a competitive profile for the job market.

3.5.5. [RESEARCH ACTIVITIES](#)

A successful research profile entails a broad set of skills and accomplishments beyond mere completion of the dissertation, most importantly conference presentations, successful grant and award applications, and

peer-reviewed scholarly publications. Students should begin developing these other aspects of their profile as early as possible in the course of the program.

3.5.5.1. Conference Presentations

Students are encouraged to apply for and present at graduate student conferences as early as possible in their degree program. By the fourth or fifth year, students should be attending and presenting at the annual conference of their discipline's major professional organization. Any Medieval Institute graduate student who is about to make a presentation at a significant conference may seek to give a practice talk within the Notre Dame community in order to practice delivery, receive constructive criticism, and cope with the kinds of questions that the talk might be likely to invite. The DGS and/or the Administrative Coordinator can help organize such practice talks.

3.5.5.2. Grant Writing

See sections 5.1.7 and 5.2.

3.5.5.3. Publications

Ideally, students should have at least one publication in print by the time they seek an academic position. This will preferably be an article, and it should be placed in a respected, peer-reviewed journal in their field. Academic cultures vary with regard to the status accorded to different publication types (for example, European academia tends to value contributions to edited volumes more than North American academia), so students should seek the advice of faculty members familiar with the academic culture of the global region in which they intend to seek a career.

Because the process of publication takes time, students should begin thinking about this as early as possible in the program. At the end of each year of coursework, students should select one seminar paper and revise it for publication in consultation with a faculty member. As a general goal, students might aim to submit an article to a journal in the summer after Year Two and again in the summer after Year Three. Students in any discipline may participate in the English department's Practicum on professional publication and students are also encouraged to use resources such as Wendy Belcher's [Writing Your Journal Article in Twelve Weeks](#), of which there is a digital copy floating around the MI.

3.5.6. NETWORKING AND PUBLIC PRESENCE

3.5.6.1. Meeting Scholars in the Field

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 or dinner 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 Associate Director in order to arrange a meeting.

Students should also identify and take advantage of communities and networks in the region – IU Bloomington, the University of Chicago, and Western Michigan have particularly strong communities of medievalists. Students can get on email lists for these institutions, may attend events and conferences, and should make an effort to meet both faculty and grad students in their field.

3.5.6.2. Web Presence

Googling people has become an almost immediate impulse and students should work to control their web presence, in order to make their professional information easily and publicly available. Students should always ensure that their profile on the Medieval Institute's website is up to date. As early as possible in their study, students should create a CV (in consultation with faculty, the DGS, and/or Career Services), which they post

on academia.edu, and/or a resume (in consultation with Career Services), which they post on LinkedIn. Students should have links to these pages posted on their MI web profile.

3.5.7. [GETTING A JOB](#)

3.5.7.1. *Preparing Academic Applications*

Any student planning to be on the academic job market should notify the DGS in August at the absolute latest. For students who are seeking an academic position, the process follows a fairly predictable 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. Different disciplines advertise jobs in different locations, but a good place to start for most disciplines is [the dreaded Wiki](#). Whether or not a student intends to go on the market, s/he should prepare all materials (cover letter, teaching portfolio, transcripts, letters of recommendation, etc.) in the fall of the fifth year. Students applying for jobs should also be prepared to send dissertation chapters, but these are not usually requested as part of the initial application dossier. For a realistic chance at an academic job, students should be significantly advanced in their writing.

3.5.7.2. *Preparing for Interviews*

Many institutions now conduct first-round interviews virtually. Nevertheless, students should be aware of the place and date of their field's conferences where job interviews have historically been held (American Historical Association, Modern Languages Association, American Academy of Religion, etc.). They should also be a member of the relevant organization(s). Students should apply to the normal conference funding sources on campus (e.g. GSPDA, ISLA), and 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.

If students are invited for conference interviews, or on-campus job talks, they should see their advisor and the DGS to schedule a mock interview or practice job talk. The Meruelo Family Center for Career Development provides interview rooms for mock interviews – and for real interviews via teleconference.

3.5.7.3. *Seeking Non-Faculty Jobs*

Students curious about career paths outside of the traditional faculty tracks should consult with [Graduate Career Services](#) (and [Handshake](#)), with the DGS, and with faculty in their field about other employment options as early as possible in the program in order to organize appropriate training, internship opportunities, and other work experience. During the four semesters of owed service, for example, the Graduate School allows for non-teaching service assignments in the form of “Project Assistantships” if such work experience fits the student's career goals.

3.6. Graduate Minors

Fulfilling a Graduate Minor in Medieval Studies or Byzantine Studies will have no effect on a student's time to degree. Since the double-counting rule does not apply to minors, students will not need to take more classes in order to fulfill the minor requirements; they will simply need to ensure that the courses they do take towards their degrees correspond to the distribution required by the minor. If a student wishes to pursue one of these graduate minors, they should notify the DGS of the Medieval Institute who can advise on the requirements. Fulfillment of the requirements for the Graduate Minors are tracked by forms ([available on the MI website](#) in Master's track and PhD track versions). When a student has completed the requirements for a minor, they submit the form to the Medieval Institute DGS for approval. Upon approval the student should submit the relevant eForm for the minor to be added to their official transcript.

These Graduate Minors are primarily intended for students enrolled in other programs and departments across Arts & Letters. Students in the MI's PhD program are eligible for the Graduate Minor in Byzantine Studies, but they are not eligible for the Graduate Minor in Medieval Studies.

3.6.1. THE MINOR IN MEDIEVAL STUDIES (FOR MASTER'S STUDENTS)

The Minor in Medieval Studies is designed for Notre Dame graduate students enrolled in terminal Master's programs. The Minor requires

- 3 courses (9 credits), of which one course must be originated in a department outside the student's home department
- competence in a medieval research language (normally medieval Latin or Arabic, but under certain circumstances another medieval language such as Old Norse, Old Irish, or Hebrew is permissible) demonstrated by credit-earning coursework or passing an exam. (For Latin, this is provisionally defined as at least a B+ in at least Intermediate Latin, with Christian Latin or Medieval Latin strongly recommended.)
- 2 semesters of
 - attendance at Medieval Institute academic events or lectures (at least 2 per semester) *and/or*
 - participation in a Medieval Institute Working Group

3.6.2. THE MINOR IN MEDIEVAL STUDIES – ADVANCED (FOR PHD STUDENTS)

The Advanced Minor in Medieval Studies is designed for Notre Dame graduate students enrolled in PhD programs. The Advanced Minor requires

- 3 courses (9 credits), of which
 - one course must originate in a department outside the student's home department *and*
 - one course must have a significant component of manuscript studies or manuscript-based work (normally 25% or more of instructional time or assessment, approval at the discretion of the DGS and the Graduate Committee)
- competence in a medieval research language (normally medieval Latin or Arabic, but under certain circumstances another medieval language such as Old Norse, Old Irish, or Hebrew is permissible) demonstrated by credit-earning coursework or passing an exam. (For Latin, this is provisionally defined as at least a B+ in Christian Latin, Medieval Latin, or a 4xx Latin course.)
- 4 semesters of
 - attendance at Medieval Institute academic events or lectures (at least 2 per semester) *and/or*
 - participation in a Medieval Institute Working Group
- substantial research in a medieval area, demonstrated through
 - a published article,
 - a conference presentation, or
 - a dissertation chapter

3.6.3. THE MINOR IN BYZANTINE STUDIES (FOR MASTER'S STUDENTS)

The Minor in Byzantine Studies is designed for Notre Dame graduate students enrolled in terminal Master's programs. The Minor requires

- 3 courses (9 credits), of which one course must originate in a department outside the student's home department
- competence in a Byzantine Studies research language (normally Greek, but under certain circumstances another language such as Syriac or Coptic is permissible) demonstrated by credit-earning coursework or passing an exam
- 2 semesters of
 - attendance at Medieval Institute academic events or lectures (at least 2 per semester) *and/or*
 - participation in a Medieval Institute Working Group

3.6.4. THE MINOR IN BYZANTINE STUDIES – ADVANCED (FOR PHD STUDENTS)

The Advanced Minor in Byzantine Studies is designed for Notre Dame graduate students enrolled in PhD programs. The Advanced Minor requires

- 3 courses (9 credits), of which
 - one course must originate in a department outside the student’s home department
 - one course must have a significant component of manuscript studies or manuscript-based work (normally 25% or more of instructional time or assessment, approval at the discretion of the DGS and the Byzantine Committee)
- competence in a Byzantine Studies research language (normally Greek, but under certain circumstances another language such as Syriac or Coptic is permissible) demonstrated by credit-earning coursework or passing an exam
- 4 semesters of
 - attendance at Medieval Institute academic events or lectures (at least 2 per semester) *and/or*
 - participation in a Medieval Institute Working Group
- substantial research in an area of Byzantine Studies, demonstrated through
 - a published article,
 - a conference presentation, or
 - a dissertation chapter

4. ACADEMIC POLICIES AND TRAINING

4.1. ENROLLMENT

The policies outlined in this section (4.1) are derived from the Academic Code of the Graduate School and may be cross-referenced there.

4.1.1. CONTINUOUS ENROLLMENT

After admission and matriculation, all students must be continuously enrolled (except as provided in 4.1.5) until they have completed their degree programs. All students must both register and complete the ND Roll Call process each semester during the dates and times announced by the University Registrar. Any admitted student who fails to register and complete the ND Roll Call process for one semester or more must seek readmission through their department and then the Graduate School with no assurance that readmission will be awarded. Degree students must register and complete the ND Roll Call process during the semester in which they plan to graduate; this includes the summer session. (Academic Code §3.5 and §3.7)

During the summer, all students receiving a stipend (typically years 1-5) must register for MI 67890: “Independent Summer Research.” This course enables continuation of stipend payments through the summer and tax benefits specific to graduate students. Completion of Roll Call for the Summer Session is also required. In the summer following years 1 and 2, students may also take a summer course, typically a modern research language for reading, medieval Latin, or paleography/codicology/diplomatics, depending on offerings. Summer course and tuition scholarship policies may be found on the Graduate School [website](#).

4.1.2. FULL-TIME STATUS AND CLASS SCHEDULES

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. Part-time students are not eligible for financial support from the institution. 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. (Academic Code §3.3)

4.1.2.1. *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. In the summer session, a graduate student may not register for more than six credit hours. (Academic Code, §3.8)

4.1.2.2. *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. When students request an audit, they should always make sure expectations are clear. Some instructors will want the student to do all activities and assignments and some instructors will excuse auditors from exams, group work, presentations, or some aspect of coursework. Students should ideally record in writing which assignments auditors are expected to complete. Auditors should always follow the regular attendance policy and be prepared to participate in the class sessions fully.

During the first three years, and especially in the case of language courses, it is recommended that a student register as a formal auditor. Students who want to formally audit a course must 1) obtain the instructor's consent, 2) obtain registration release from that department's administrative assistant, 3) register for the course with a letter grade, then 4) submit a [course audit request](#) through the Graduate School's [website](#). The audit must be requested before the sixth class day of the semester and students may formally audit a class only with the approval of the DGS and their advisors.

Audits do not count towards a student's full-time enrollment, nor do they count towards fulfilling degree requirements. The audited class is made part of the student's permanent record, but the grade of V (Auditor) does not have quality-points associated with it and it cannot be changed to a credit-earning grade. Students may not audit more than two courses per semester. (Academic Code, §4.3)

4.1.2.3. *Changes in Student Class Schedules*

A student may add courses through the first six class days of the semester. A student may add courses after this time only on the recommendation of the program and with the approval of the Graduate School dean or authorized designee and only up until the end of a term. No courses may be added once a semester has been completed.

A student may drop courses at his or her discretion through the first six class days of the fall or spring semester. To drop a course after this period and up to the last day for course discontinuance (see the Graduate School calendar for the exact date), requires the approval of the DGS, the student's advisor, and the Graduate School dean or authorized designee; however, no tuition adjustment will be made after the sixth class day of the semester. A course may be dropped after the last day for course discontinuance only in cases of serious physical or mental illness incurred by the student or an immediate family member of that student. Courses dropped after this period will be posted on the student's permanent record with the grade of W (discontinued with permission).

A course taken for credit can be changed to an audited course until the end of the sixth class day. An audit request form must be submitted to make this change. Only in cases of serious physical or mental illness can a course be changed from credit to audit after the deadline, and only until the end of the term. No changes can be made once a semester has been completed. (Academic Code, §4.2)

4.1.3. RESIDENCY STATUS

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. With the exception of library privileges, a student classified as a non-resident cannot use University services, such as meal plans, student housing, and athletic facilities. The student determines resident status when registering for courses, which is then verified by their program. (Academic Code §3.4)

4.1.4. 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 credit transfers require the formal approval of the Graduate School and must meet the conditions set out in the Academic Code (§4.6).

4.1.5. LEAVES OF ABSENCE AND FAMILY ACCOMMODATIONS

4.1.5.1. *Leave of Absence*

For exceptional reasons, and on the recommendation of 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 4.1.6) 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. (Academic Code, §5.1) Students applying for a Leave of Absence must notify the DGS and the Administrative Coordinator once they have done so, since the eForm is not routed to the DGS. Students do not receive the stipend during a leave of absence.

4.1.5.2. *Maximum Six-Week Medical Leave*

Students 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 (a) requires multiple-day hospitalization or (b) renders the student unable to engage in course work and all other Graduate School-related duties for a period of at least ten 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 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. Students may request a Leave of Absence for up to two consecutive semesters (see 4.1.5.1) for medical reasons. (Academic Code, §5.2)

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 of absence, 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. 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

4.1.5.3. *Childbirth and Parental Leave and the Family Accommodation Policy*

In situations involving childbirth, the medical leave separation period will generally begin on the actual date of childbirth up to a maximum of six weeks. In addition to the medical leave, the Graduate School offers a [Family Accommodation Policy](#).

Students who are expecting a baby should contact the DGS as soon as is reasonable, as accommodations must be applied for in advance. The Family Accommodation Policy is intended to assist graduate students who are new parents. Unlike the medical separation policy that covers any medical condition, this accommodation policy addresses a single set of circumstances: new parenthood. *It is not a leave of absence; it is an accommodation.* Students maintain their standing as students, are provided relief from full-time responsibilities and academic deadlines for up to one semester, and are eligible for financial support and the stipend. They are expected to register and enroll full-time and to remain engaged with their studies, albeit at a reduced level. Details of this engagement should be worked out in writing between the student, the DGS, and the student's primary advisor prior to the start of the accommodation. If a student wishes to devote full-time care to a newborn or a newly adopted child, the student should request a leave of absence (see 4.1.5.1). (Academic Code, §5.3)

4.1.6. WITHDRAWAL FROM THE PROGRAM

To withdraw from the University before the end of the semester, a student must inform the Medieval Institute (the DGS and the Administrative Coordinator) and the Graduate School, as well as complete the Registrar's Separation from the University form. Prorated refunds may be available according to the rules in force in the Graduate School.

If a student withdraws before the course discontinuance deadline, the courses in which the student was registered will not be recorded. Grades of W are given when a student withdraws after the mid-semester course discontinuance deadline. If a student drops out of the University without following the procedure described above, a grade of F is recorded for each course.

To re-enter a program, the student must follow the readmission process. 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. (Academic Code, §5.4 and §5.7)

4.2. EVALUATION OF STUDENTS

4.2.1. GRADUATE GRADES

In addition to the information noted here, also see 4.2.5 below for further grading policies in the Medieval Institute. Listed here are graduate grades and the corresponding number of quality points per credit hour. (Academic Code, §4.3)

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

4.2.1.1. *Grade Point Average (GPA)*

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. For students with graduate status at Notre Dame, GPA computation takes into account only those grades earned in Notre Dame graduate courses. 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 it to count towards completion of the degree.

4.2.1.2. *Incompletes*

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, including whether they are permitted. 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. A professor need not grant an Incomplete in a course. When a student receives a grade of I, he or she has 30 calendar days from when grades were due (for the semester in which the I was given) to complete the coursework. The instructor of record then has 14 calendar days to report the grade. 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 coursework is not completed within the given time frame, the grade of I will be changed permanently to a grade of F. Extensions for Incompletes require formal approval from the associate dean for academic affairs in the Graduate School. The associate dean reserves the right to seek

appropriate documentation from the Office of Disability Services if a request for an extension beyond the usual 30 calendar days is made for mental or physical health reasons. (Academic Code, §4.4)

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.

Dissertation directors should not give a grade of I in courses registered as S/U. The 30-day extension granted by the grade of I is intended to permit a student to finish course assignments specified by a syllabus for a class. If a student has not demonstrated progress on their dissertation by the end of a semester, he or she must receive a U, indicating that progress was not made *during the semester*.

4.2.1.3. *Satisfactory (S) and Unsatisfactory (U)*

The grades of S and U are used in courses without semester credit hours, as well as in research courses, exam and proposal preparation, and dissertation writing. Students enrolled in exam preparation and doctoral research will be awarded S/U grades each semester by their advisors. 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. If a student receives a U grade in two consecutive semesters, the Graduate School will place her or him on probation (see Academic Code, §5.6.3), which triggers the discontinuation of funding, and possible termination. See also 4.2.5 on Academic Good Standing.

4.2.1.4. *Auditing and Withdrawal*

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 (see 4.1.2.2. 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. A student may withdraw from a single course without fully withdrawing from the university. (But see 4.1.6 on withdrawing from the program.)

4.2.2. ACADEMIC GOOD STANDING

4.2.2.1. *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. (Academic Code, §5.7) Please note that these GPA numbers reflect a minimum for good standing in the Graduate School. 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 advisor. 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 advisor 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 be recorded in a written memorandum. (See 3.3.4)

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, the Graduate School places the student on probation. (Academic Code, §5.6.3)

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.

4.2.2.2. Loss of Academic Good Standing

If a student does not meet the criteria for academic good standing, the Medieval Institute may place him or her 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 will automatically place a student on probation if any one of the three following situations obtain: a) the student has a cumulative GPA below 3.0 (B) in any two semesters; b) the student has not passed the candidacy examinations by the end of the eighth semester; or c) the student earns a U in research for two consecutive semesters. (Academic Code, §5.6.3) When students are placed on probation, the Graduate School will issue a formal letter informing the student of this status and setting stipulations and a timeframe within which the student must meet them in order to return to academic good standing. Probationary status entails loss of the stipend and reduction of tuition coverage, so that students on probation must pay for one credit each semester. (Academic Code, §5.6.2)

4.2.2.3. Termination or Dismissal

If a student does not meet the stipulations outlined in the probationary letter, the Graduate School may terminate the student. 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. The DGS will notify students in writing of the decision to dismiss them from their program of study for academic reasons. This notification will also be sent to the associate dean for academic affairs. The student may appeal the decision per the grievance and appeal procedures (see 2 above and Academic Code, §5.7).

5. FUNDING, GRANTS, AND EMPLOYMENT

5.1. FUNDING

Stipends, health insurance, and tuition support are different forms of internal funding that follow different rules and have different timelines.

5.1.1. TUITION

Graduate students may receive a tuition waiver 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. (See 3.4.5.4) Take note that a student must be enrolled, and tuition must be paid, in the semester in which a student defends the dissertation, including summer term.

5.1.2. [HEALTH INSURANCE](#)

Doctoral students are ‘eligible’ for a health insurance subsidy through Year Eight of study. However, the health insurance subsidy is tied to the stipend. Students who are not currently receiving stipends will also not receive the health insurance subsidy. Students may waive the university’s health insurance program. If they choose the university’s program, they will receive a lump sum in October which covers the health insurance fee. They must pay the fee through the IrishPay system, but the Office of Student Accounts knows the subsidy or credit is forthcoming. They do not expect students to pay health insurance charges before October. Details on paying/waiving the health insurance for Academic Year 19/20 may be found [here](#).

5.1.3. [COLLEGE STIPENDS](#)

With the offer of admission to the Medieval Institute, a student is promised a fellowship stipend for five years, provided that he or she maintains academic good standing as defined above (§4.2.2). Students are not permitted to receive a stipend simultaneously with another major fellowship or salary. If a student receives an external fellowship and does not draw a stipend from the university for one year during Years 2-5, s/he is guaranteed a stipend from the College of Arts & Letters for Year 6. Duffy and Gabriel Fellowships and certain special university fellowships also guarantee stipend funding for a sixth year. Students who have received childbirth accommodations are generally granted sixth-year stipend funding. (See 5.1.7.3. for the application procedure.) All of these guarantees are conditional upon good academic standing.

Stipend levels vary, and basic levels may increase slightly over time in accordance with Graduate School allocations. In general, there are two kinds of stipends in the Medieval Institute: regular fellowships and special university fellowships. Students in receipt of special university fellowships should consult their offer letters for details of their particular funding package. A student should consult with the DGS and the Graduate School if there are questions about a stipend. In many cases, the Administrative Coordinator can also provide answers to stipend questions.

5.1.3.1. *Incoming Students*

Students entering the program must comply with Federal I-9 requirements and submit their social security number before receiving their first stipend payment. Incoming students without a social security number must apply for one. See the Graduate School’s [Incoming Students Checklist](#) and the [International Student Checklist](#) for guidance on the paperwork required when starting at Notre Dame.

5.1.3.2. *Disbursement Schedule*

Stipends are disbursed in 24 payments, twice per month, in the same payroll periods as exempt staff, on the 15th and last day of each month. The academic year has 18 pay periods and runs 8/16 - 5/15 (9 per semester); the summer has 6 pay periods (5/16 - 8/15). Note that the AY pay period begins 8/16, meaning that the first payment will be received 8/31. The payment schedule will also be off in December because of staff holidays. Students will find the dates of their stipend payments in the [payroll calendar](#) (graduate students belong to the category “Salaried”).

5.1.3.3. *Taxes and Tax Withholding*

Stipends are considered taxable income. Students should set their tax withholding via InsideND (search for “Tax Withholding” to find the W4 form). Students are, however, FICA exempt during the Academic Year by virtue of being registered and enrolled as full-time students. (In summer, this requires registration in the 0 credit Summer Independent Research course, which serves as a placeholder only.) Students should nevertheless set up tax withholding and will likely receive refunds when they file. For more in-depth tax questions, please contact Rick Klee in the Tax Office or email questions to ndtax@nd.edu.

International students should turn to [International Student and Scholar Affairs](#) for help with filing taxes.

5.1.3.4. *Owed Service*

All Medieval Institute students receiving a stipend are considered to “owe service” in semesters three through six of their stipend (years 2-3). For students receiving the Duffy or Gabriel fellowships, their normal owed service is postponed by a year. (See 5.1.4) According to [Graduate School policy](#), this service must be relevant to their career goals. (See §3.5.3 and 3.5.4) Sometimes “service” means assisting a faculty member as a Research Assistant (RA). If there is a choice, students should opt for a project assignment/internship or a teaching assignment, depending on what their goals are and what experience and training prepares them for these goals. Service assignments are made by the DGS in consultation with individual departments, campus units, or organizations and with each student.

5.1.4. [MEDIEVAL INSTITUTE FELLOWSHIPS](#)

Students in their second year are eligible to apply for the Gabriel and Duffy Fellowships. These fellowships provide a year of stipend support between years two and three of study. They carry their own requirements and service load and they postpone all milestone expectations and owed service by one year. Students who receive a Duffy or Gabriel fellowship will be eligible for the Arts & Letters 5+1 post-doctoral program if they finish the degree by the end of their sixth year, for them technically Year Five. However, in accordance with College of Arts and Letters policy, the guaranteed Year 6 funding will cover only 9 months and ends in May.

Students receiving the Duffy or Gabriel fellowships are encouraged to apply for the Graduate School’s [LASER](#) (Leadership Advancing Socially Engaged Research) program, which supports and provides training for the kind of outreach and engagement service required by these fellowships.

5.1.4.1. *Duffy Fellowship*

This fellowship allows the holder to take a third year of courses at Notre Dame for the purpose of (1) substantially broadening the interdisciplinarity of their dissertation research, (2) developing skills and enhancing knowledge that will prepare the student for an ambitious and effective program of research, and (3) gaining significant disciplinary expertise that the student needs to prepare for their future career. Obvious uses of the fellowship would be to acquire a further research language unrelated to those one knows or to gain intensive experience of a different scholarly approach, whether archeological, art-historical, digital-humanities, historical, literary, etc., but the possible uses of the Fellowship will not be restricted to these. Duffy Fellows will also work ten hours a week for the Medieval Institute helping to coordinate its community engagement activities.

Applicants must submit a 2-page proposal that (1) outlines the program of studies they intend to follow, (2) explains how that course of studies will add significant interdisciplinary breadth to their work and prepare them for their dissertation research, and (3) makes clear how that added breadth will make it possible to contribute decisively to crucial, contemporary scholarly discussions. The applicant’s primary advisor must submit a letter expressing her/his approval of the plan and clarifying how the third year of courses is in the best interests of the student.

Applications for the Duffy Fellowship will be reviewed by a subcommittee consisting of two members of the Graduate Committee as well as the DGS. The two selection committee members should not have conflicts of interest with any of the applicants. Normally, the committee should convene in the weeks after the applications have been submitted to reach a decision. The DGS should communicate the decisions to all applicants as soon as possible, but certainly before the end of the fall semester.

5.1.4.2. *Gabriel Fellowship*

The [Astrik L. Gabriel History of Universities Collection](#) contains a very impressive collection of books, journals, an extensive group of offprints, photocopies of hard-to-find articles, and pamphlets covering all aspects of medieval education, supplemented by Abbot Gabriel's own notes on medieval colleges (especially those in Paris) and microfilms of about two thousand medieval manuscripts containing cartularies, statutes,

matriculation lists, expense accounts, and other documents directly related to the study of medieval universities.

Named in honor of Abbot Astrik L. Gabriel, long-time director of the Medieval Institute, the Gabriel Fellowship allows the holder to take a third year of courses at Notre Dame for the purpose of (1) substantially broadening the interdisciplinarity of their dissertation research, (2) developing skills and enhancing knowledge that will prepare the student for an ambitious and effective program of research, and (3) gaining significant disciplinary expertise that the student needs to prepare for their future career. Second-year PhD students from any department at Notre Dame may apply for the fellowship. At the end of the fellowship year they must submit a statement that outlines their scholarly engagement (over the past year and into the future) with the materials in the Gabriel collection (e.g. by a comprehensive exam list, conference presentation or abstract, planned use in the dissertation proposal, etc.). Gabriel Fellows will also work ten hours per week for the Medieval Institute helping to coordinate its community engagement activities.

Applicants must submit a 2-page proposal that (1) describes how they will make use of the Institute's Gabriel collections, (2) outlines the program of studies they intend to follow, (3) explains how that course of studies will add significant interdisciplinary breadth to their work and prepare them for their dissertation research, and (4) makes clear how that added breadth will make it possible to contribute decisively to crucial, contemporary scholarly discussions. The applicant's primary advisor must submit a letter expressing her/his approval of the plan and clarifying how the third year of courses is in the best interests of the student.

Applications for the Gabriel Fellowship will be reviewed by a subcommittee consisting of two members of the Graduate Committee as well as the DGS. The selection committee members should not have conflicts of interest with any of the applicants. Normally, the committee should convene in the weeks after the applications have been submitted to reach a decision. The DGS should communicate the decisions to all applicants and to the departmental DGS of the recipient as soon as possible, but certainly before the end of the fall semester.

5.1.5. [EMPLOYMENT WHILE ON STIPEND](#)

5.1.5.1. *Payment for Teaching, Research, and Project Assistance*

Students do not receive payment for teaching, research assistance, or other work undertaken as a service requirement in years 2 and 3, nor for any additional such work done for Notre Dame while the student is in receipt of a stipend, if the work is deemed related to their professional development and academic training. What forms of work are relevant to a student's training is at the discretion of the DGS and the Graduate School, in consultation with the student and their advisor.

If a student is no longer in receipt of a Notre Dame fellowship or stipend and he or she teaches a class for the university, payment for this work will be arranged by the department in question.

5.1.5.2. *Payment for Other Work*

The university permits students to take on additional paid work (not connected to their academic training) over and above their owed service up to a total of 20 or absolute maximum 24 hours per week. Work that puts the students above the 20 hour per week threshold must be approved by the Graduate School. Such work includes assistance with the MI research blog, work in library shelving or circulation, employment as a [CLSC Peer Tutor](#), or assisting faculty with research. Certain additional fellowship programs also fall into this category, such as the [LASER](#) program and the [Nanovic Graduate Fellows](#) program. All students must consult with the DGS before seeking or accepting such work.

5.1.5.3. *Paid Employment Outside of Notre Dame*

Students must inform the DGS if offered employment outside of Notre Dame (e.g. an adjunct course at another local college or university) while they are still receiving a Notre Dame stipend. This employment must be approved by the DGS, the Graduate School's Financial Coordinator, the Graduate School's Associate Dean, and the Arts and Letters Associate Dean responsible for the Medieval Institute. If/when a

student applies for a sixth year of dissertation funding, the record of this employment may affect that application negatively.

5.1.6. [STIPEND POLICIES FOR LEAVES OF ABSENCE AND FAMILY ACCOMMODATIONS](#)

The various forms of Leaves of Absence, Medical Leaves, and Family Accommodations, as well as their various effects on the fellowship and stipend eligibility, are outlined in 4.1.5.

5.1.7. [DISSERTATION FUNDING BEYOND FIVE YEARS](#)

Students are expected to be proactive in seeking outside teaching opportunities, grants, and fellowships with which to support themselves while they are researching and completing the dissertation. Students should consult their dissertation director as early as possible in their study to plan for a sixth year of funding. If students receive an external fellowship in Year 2-5, the College will provide a stipend for Year 6. The ideal year to receive such external funding is in Year 4 and students will have to apply for it at the beginning of Year 3.

Year 6 stipend funding covers nine months and ends in May. Notre Dame will never provide stipends for students beyond the sixth year. Students requiring funding for Year 7 must seek external fellowships or employment.

5.1.7.1. *External Grants and Fellowships*

Early in their course of study, students should begin seeking potential grants and fellowships for archival research abroad (e.g. Fulbright, DAAD, Chateaubriand) and should apply broadly in Year 3, hoping to be funded in Year 4. Students seeking external funding should consult the Graduate School's [Office of Grants and Fellowships](#) for a list of possible options. Students seek funding for dissertation completion should also consult the [Academic Jobs Wiki](#), which also maintains a list of dissertation fellowships. Some major professional organizations offer dissertation completion fellowships, such as the MAA's [Schallek](#) and [Baldwin](#) Awards, the [AMS 50](#), the [AAUW](#), or the [AJS](#). Students should seek opportunities within their disciplinary networks.

In many instances, applications will be due already in September. Plan ahead and keep in mind that most grants and fellowships have application deadlines many months before the start of the award. The Graduate School's Office of Grants and Fellowships offers a variety of services to assist with grant writing.

5.1.7.2. *Internal Grants and Fellowships*

Medieval Institute students are eligible for internal sixth-year or post-doctoral funding, including fellowships from the Nanovic Institute for European Studies, from the Notre Dame Institute for Advanced Study (NDIAS), from the Center for the Study of Languages and Cultures (CSLC), and through Writing and Rhetoric.

5.1.7.3. *Sixth-Year Stipends*

A sixth year of funding will not always be available. The Dean's Office will prioritize supporting students who have ambitious, yet realistic dissertation projects and who have already achieved a record of success through peer-reviewed articles, grants, and/or awards. Students who collect a stipend while on childbirth accommodation in their first five years normally will receive funding for at least one semester in their sixth year, provided they are in academic good standing with their program. For more on leaves and accommodations (see 4.1.5).

Stipends for Year 6 are always granted for nine months, regardless of circumstance, even if a funding guarantee was secured by reason of an external fellowship in years 3-5.

Students must undergo the Year 4 application process even if they are guaranteed funding for their sixth year through external fellowships or other special university funding. Students who are not granted Year 6 funding during the Year 4 application process have a second chance and may reapply in Year 5.

IN YEAR 4: Students planning to finish in six years must apply for Year 6 funding during Year 4. By the second week of February in the eighth semester (Spring Year 4), they must submit a report to their dissertation director and to the DGS. This report will include

- an updated CV,
- a summary of the research and/or further training they have completed,
- an assessment of whether this work changed or confirmed the direction of the dissertation, and
- a timeline for completion of the dissertation (if necessary, revised from the proposal).

In addition, the dissertation director must submit a statement confirming the projected timeline for completion and the student's ability to achieve the stated goals. The DGS will use this information to report to the divisional associate dean by the first week of March. Students who are off by one semester because of childbirth accommodations or any leave of absence must still adhere to this deadline, because the fiscal year corresponds to the academic year.

IN YEAR 5: Students in Year 5 who have not already been granted a sixth year of funding from any source may apply for such funding from the College. By the second week of February in the tenth semester (Spring Year 5), they must submit a report to their dissertation director and to the DGS. This report will include

- an updated CV,
- a statement justifying the need for an extra year,
- a revised timeline for completion of the dissertation, and
- a list of external funding sources to which they have applied for dissertation completion.

The DGS will use this information, along with a statement of support from the dissertation director, to report to the divisional associate dean by the first week of March. Students who are off by one semester because of childbirth accommodations or any leave of absence must still adhere to this deadline, because the fiscal year corresponds to the academic year.

5.1.7.4. Payment 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 for opportunities at local colleges and universities. Holy Cross, St. Mary's, IUSB, and Goshen College have in the past hired Notre Dame graduate students as adjunct instructors.

5.1.7.5. Loans

In exceptional circumstances, it may prove 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.

5.1.8. STUDENTS BEYOND THE SIXTH YEAR

Students beyond the sixth year are never eligible for stipend support through Notre Dame and must find funding from an external source. Students are eligible for tuition remission through Year 8.

5.2. GRANTS AND SUPPLEMENTARY FUNDING

5.2.1. RESEARCH BUDGETS AND DISCRETIONARY FUNDS

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 Coordinator works with student to arrange travel and manage expense claims, which must be filed through [Concur](#). Expenses and reimbursement requests must be filed within a month after the dates of the conference and must be accompanied by a program excerpt showing the conference dates and the student's name.

By means of its endowed funds, the Institute can usually support students in the acquisition of digitizations 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. In all cases, the Institute expects that students will apply to another source for available and eligible funding before requesting Institute support.

5.2.2. [INTERNAL GRANTS AND FELLOWSHIPS](#)

There are several different sources to support travel to participate in conferences and to conduct short-term research. Medieval Institute students are eligible for internal funding through large and small grants from within Notre Dame, including fellowships or grants from the Institute for Scholarship in the Liberal Arts (ISLA), the Nanovic Institute for European Studies, the Liu Institute for Asia and Asian Studies, the Kaneb Center for Teaching and Learning, the Center for the Study of Languages and Cultures (CSLC), the Graduate Student Union (GSU), and through the Graduate School Professional Development Awards (GSPDA). Any student with funding needs should consult the [website](#) of the Graduate School's Office of Grants and Fellowships, which compiles funding sources from various units at Notre Dame.

The Medieval Institute has a limited annual budget to support graduate 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. Specifically, for all students admitted beginning in 2022-23, the MI offers \$800 per student per year for the first five years of study. This money rolls over from year to year. For students admitted prior to 22-23, the MI has a pool of common funding that averages out to about \$800 per student per year. This money does not roll over.

5.2.3. [EXTERNAL GRANTS AND FELLOWSHIPS](#)

External grants and fellowships come in many forms: some provide funding to travel for conferences or research while others provide dissertation support. Plan ahead and keep in mind that most grants and fellowships have application deadlines many months before the start of the award. Before the end of the third semester (Fall Year Two), every student should consult with the graduate fellowship advisor in the Graduate School's [Office of Grants and Fellowships](#) for a full list of possible options. Whether or not students believe they will need a grant this early, they should meet with a OGF staff member to familiarize themselves with the service and normalize the encounter.

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. Students should begin applying for smaller Notre Dame internal grants in their first year. Starting in the third year, every student should apply for at least one grant or fellowship from an external source (either short- or long-term) per year and give a record of their application(s) to the DGS and the Administrative Coordinator. The Graduate School's Office of Grants and Fellowships offers a variety of services to assist with grant writing.

5.3. 5+1 POST-DOCTORAL FELLOWSHIP

The following information is derived from College of Arts and Letters 5+1 website. For more detailed information, deadlines, and procedures, see the information posted [here](#).

Students who finish in five years (i.e. complete all requirements by the Graduate School's August graduation deadline before what would otherwise be the 11th semester of graduate study) are guaranteed a one-year postdoctoral fellowship with a salary, full benefits and access to professional development funds. Students who have taken a Leave of Absence, received childbirth accommodations, or received the Duffy/Gabriel fellowship are eligible for this scheme, provided they complete their dissertation within the revised timeline

agreed with the DGS and approved by the Graduate School and the divisional dean in the College of Arts and Letters.

There are two tracks for the 5+1 post-doc: a teaching/research track and an internship track. Students may apply for both.

The internship track will be higher-paid, but very competitive. There will only be ten available each year. Students should begin checking these opportunities early and pursuing project assistantships or contacts that will prepare them for a specific internship within the 5+1 scheme.

The teaching track will be paid slightly more than the base graduate stipend. Students should consult the DGS if they are concerned about what this means in real terms for them. It will entail a 1-1 teaching load.

Students should consult the DGS about sixth-year funding or the 5+1 at the end of Year 4 to create a plan for applying. International students should consult the DGS, the dean's office, and ISSA if they wish to pursue the 5+1 post-doc, for advice regarding its effect on visa status.

CAVEAT

Sections Four and Five of this document largely compile and facilitate access to information about University and Graduate School policies and stipends. For authoritative information, please consult documentation and staff at the Graduate School or in the College of Arts and Letters. In the case of any disagreement between the policies outlined in any section of this Handbook and those in documents provided by the Graduate School, the College of Arts and Letters, Human Resources, or the University, those policies will prevail.

6. APPENDIX I: DEGREE REQUIREMENTS CHECKLIST

6.1. M.M.S.: Master in Medieval Studies

6.1.1. COURSEWORK

- History
- Literature
- Philosophy/Theology
- Art/Music
- Paleography (Latin or Greek)
- Medieval Research Language 1
- Medieval Research Language 2
- Non-Medieval 1
- Non-Medieval 2
- 42 credits of coursework total

6.1.2. EXAMS

- Medieval Research Language Exam
- Other Research Language Exam 1

6.1.3. OTHER

- Research Ethics Training through Graduate School
- New TA Training through ND Learning / the Kaneb Center

6.2. Ph.D. in Medieval Studies

6.2.1. EXAMS

- Other Research Language Exam 2
- Major Field Exam
- Minor Field Exam 1
- Minor Field Exam 2
- Minor Field Exam 3
- Oral Qualifying Exam

6.2.2. DISSERTATION

- Dissertation Proposal
- Proposal Defense

- Dissertation Midcourse Review
- (if applicable) Year 6 Funding Application/Report
- Dissertation Formatting Check
- Dissertation Defense
- Dissertation Final Submission

7. APPENDIX II: LINKS TO RESOURCES

The grad reps and the DGS maintain a google drive with relevant forms, policy documents, etc.

The master link is [here](#).

Sample exam lists are [here](#).

The Code of Conduct is [here](#).

This Handbook and relevant Graduate School and University policies may be found [here](#) and [here](#).

A list of fellowships and grants may be found [here](#).

Please do your part to help the community by sharing your own exam lists and adding fellowships or opportunities you know about to the list.

8. APPENDIX III: ESTABLISHING SHARED EXPECTATIONS

This handout may also be found on the Graduate School's website at <https://graduateschool.nd.edu/graduate-training/intellectual-community/sharedexpectations/>

The relationship between a faculty mentor and graduate student is critical to the success of both individuals. A key component to the development of a positive and supportive relationship between advisors and students and a positive climate among a research group is the establishment of shared expectations. All faculty advisors and graduate students are encouraged to hold conversations, both individually, as research groups where relevant, and as programs, to establish shared expectations for students, the mentors, and the departments. The best practice is to treat these as ongoing conversations that are reviewed periodically, especially after key milestones are achieved when the needs and expectations may change. Typical times are:



Examples of topics to discuss include:

Academic Requirements

- ⇒ Learn about the academic requirements to obtain the degree. *This is particularly important in the Medieval Institute*, since many of the advisors also oversee students in their home department whose degree requirements are different.
 - Consult your Program Handbook, The Graduate School's [Bulletin of Information](#) and The Graduate School's [Academic Code](#)
- ⇒ List any key points or clarifications to discuss together:
 - _____
 - _____
 - _____
 - _____
- ⇒ Identify your graduate program's requirements for maintaining satisfactory progress toward the degree. Discuss together the Graduate Handbook's Milestones chart and Degree Requirements Checklist. Identify additional milestones specific to your discipline, career goals, and training.
 - _____
 - _____
 - _____
 - _____
- ⇒ Outline the program's teaching opportunities / requirements
- ⇒ Discuss how your graduate program assesses progress
- ⇒ Determine the program's process and timeline for periodic reviews
- ⇒ Discuss the role of the mentor vs the role of the DGS and the role of other faculty in the program. What information, feedback, and guidance should you expect from each source?
- ⇒ Talk about how, and how often, feedback should be sought / provided

Professional Development

- ⇒ Learn what professional skills are expected of those in the discipline (in addition to discussing this with mentors, consider making an appointment with a [Grad Career Services Consultant](#))
 - _____
 - _____
 - _____
 - _____
- ⇒ Discuss what intellectual and [professional development activities](#) beyond the disciplinary academics should be pursued
 - _____
 - _____
 - _____
 - _____
- ⇒ Identify opportunities for internships or other enrichment experiences or additional training
- ⇒ Talk about how the balance between research / academic responsibilities, extra-curricular activities, and personal time is maintained to ensure overall wellness
- ⇒ Identify resources available to support all aspects of wellness.
- ⇒ Discuss how professional networks can be developed and maintained, both within Notre Dame, and across external networks
- ⇒ Learn how the degree / training is best framed for different job opportunities across various career paths

Department Culture

- ⇒ Talk about the typical culture within the discipline, or the specific research group
 - Learn about typical work hours (start, stop, total, safe to work alone, weekends, holidays, etc.)
 - Discuss time off for vacation and other leaves
 - Establish the frequency of mentor – mentee meetings
 - Ask about preferred modes of communication and typical response times (phone call or email? are responses expected on evenings and weekends?)
 - Determine the lead time for requested feedback
 - Discuss evaluation criteria and frequency for research performance
 - Review the requirements for [responsible conduct of research](#)
 - Learn how the contributions of appropriate others are acknowledged in the work
 - Determine what work space is available to grad students
 - Determine what meeting space is available / appropriate for those teaching to meet with students
 - Discuss what behavior is expected / prohibited to ensure fair, respectful, and appropriate [treatment of all persons](#)

(The following are much more difficult and your dissertation director may not be well informed. If you need to have a conversation of this kind, there are different offices you can turn to for support. Your DGS may be able to help you find strategies for framing the conversation, as well.)

Legal Requirements

- ⇒ Discuss how [FERPA](#) requirements are observed
- ⇒ Learn about how appropriate [accommodations for students with disabilities](#) are identified and provided (Note: Disabilities can be both physical and mental)
- ⇒ Review what is required as a mandatory reporter for [Title IX](#)
- ⇒ Learn about the [resources that are available](#) to support mandatory reporters, potential complainants and respondents

Financial Wellness

- ⇒ Review the financial expenses associated with the degree program, and the resources available to support those expenses
 - [University imposed fees](#)
 - _____
 - _____
 - Research supplies and equipment
 - _____
 - _____
 - Publication expenses
 - _____
 - _____
 - Research travel expenses ([Graduate School Resource](#))
 - _____
 - _____
 - Conference presentation expenses ([Graduate School Resource](#)) ([GSU Resource](#))
 - _____
 - _____
 - Supplemental training expenses ([Graduate School Resource](#))
 - _____
 - _____

9. APPENDIX IV: TIMELINE AND MILESTONES

See attachment for a visual depiction of the program requirements and professionalization milestones over an idealized five years of study.

Note that preparation for the dissertation should begin already in the first year and consume an increasing amount of each student's time, replacing coursework and owed service.

Activities in the professionalization band are organized into three areas or skills that are necessary for an academic career: Development of Oral Presentation Skills, Grant Writing and Application Experience, and Development of Publication Record. Delivering clear and engaging oral presentations, making convincing bids for project funding, and composing clear and accessible written arguments are all skills that one will need throughout an academic career. They are also transferable to other forms of work and career paths, but not always in immediately evident ways, especially in the case of journal articles, for example. If students are interested in non-faculty careers, they should consult with the DGS and the Graduate Career Center to design a personalized professionalization plan.