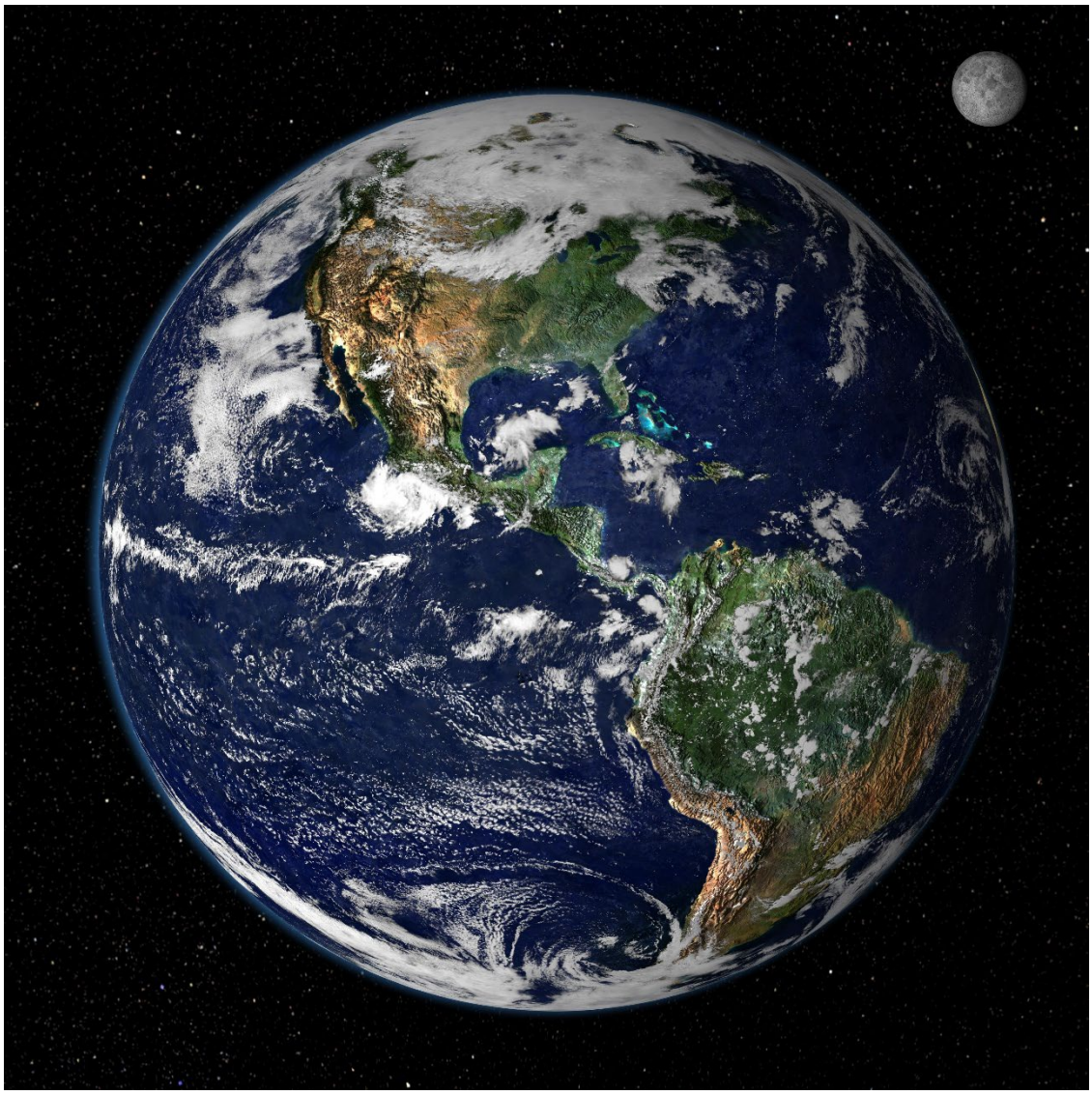
The Michele Bowman Underwood Department of Modern Languages and Literatures

University of Miami



Academic Year 2026-2027

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I. WELCOME

We are delighted to have you in our Ph.D. program. This handbook provides essential information about course requirements, exams, professional and intellectual development, mapping your studies at UM, and other helpful advice.

Faculty and students have contributed some thoughts on how to make the most of your graduate experience:

- The first year can be overwhelming. Concentrate on your courses. You have three or four more years to do extra-curricular activities.
- In consultation with your advisor and professors, plan to attend most MLL talks and presentations: they are an integral component of your professional training.
- If you have questions about your courses, ask.
- Seek out peer review from your student colleagues. You are an excellent resource for one another.
- Keep your long-term dissertation goals in mind while exploring new concepts, regions, theories, and methodological approaches. You are here to expand and deepen your projects.
- Seek advice from your peers, advisors, professors, and the DGS.
- Familiarize yourself with library resources as soon as possible: go on a tour and use Interlibrary Loan.
- If you do not hear back from an advisor or faculty member after three days, follow up.
- Good writing takes years to develop. Aim to communicate clearly and succinctly. Seek feedback from student colleagues and faculty before submitting your work.
- Consider your best seminar papers to be drafts of conference presentations and published articles.
- After your first year at UM (and earlier, if your faculty advisors approve), seek to present one-to-two conference papers and to publish one peer-reviewed article per year.
- Critique is an essential part of academic life. Listen to constructive criticisms, discuss them with your advisors, revise your work accordingly, and do not give up.
- Your professional success will be determined by what you do in and outside of class: research, presentation, publication, conference organization, and networking are all essential skills.
- Take some time to rest mentally and physically every week.
- To teach is to learn. To be a university professor is to be a lifelong student.
- Be timely in completing program requirements. Keep your long-term goals in mind.
- Communicate clearly, honestly, and frequently with your dissertation director and committee members. They are your most important advocates on campus.

Practical Reading

The following publications are recommended (even if some of them are decades old, they are still relevant):

Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. NY: Holt, 1998.

Casanave, Christine Pearson. *During the Dissertation: A Textual Mentor for Doctoral Students in the Process of Writing*. University of Michigan Press, 2020.

Evans, David, Paul Gruba, and Justin Zobel, *How to Write a Better Thesis*. Melbourne: Melbourne University Publishing, 2014.

Hyatt, Laura and Carol M. Roberts. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation,* Fourth Edition. Thousand Oaks, CA: Corwin Press, 2023.

Kamler, Barbara and Pat Thompson. *Helping Doctoral Students Write*. New York: Routledge, 2006.

Kelsky, Karen. *The Professor Is in: The Essential Guide to Turning your Ph.D. into a Job.* New York: Three Rivers Press, 2015.

Paltridge, Brian, and Starfield, Sue. *Thesis and Dissertation Writing in a Second Language: A Handbook for Students and Their Supervisors*. United Kingdom, Taylor & Francis, 2019.

Peters, Robert L. *Getting What You Came For: The Smart Student's Guide to Earning a Master's or a Ph.D*. New York: Noonday Press; Farrar, Straus and Giroux, 1997.

Single, Peg Boyle and Richard M. Reis. *Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text*. Stylus Publishing, 2009.

Professional Organizations

There are many professional organizations to join: some are general and others focused on specific topics. Be selective but at the very least join two. Here are some key organizations to consider:

- Modern Language Association of America (https://www.mla.org). The MLA is the main professional organization for students and professors of language, literature, and cultural studies and publishes a widely used style guide, teaching and publishing guides, an on-line bibliography, journal, and job information list. Most initial academic job interviews take place via zoom or at the annual January conference. Membership includes a subscription to *PMLA*.

- Association of Language Departments (ALD) (https://www.maps.mla.org/About-MAPS/ALD/A-Letter-to-Our-Community) This professional organization offers professional development, guidance, and resources to support language departments, programs, and centers and it publishes the *ALD Bulletin* (https://www.maps.mla.org/Bulletins/ALD-Bulletin-formerly-ADFL-Bulletin)

- American Association of Teachers of French (http://www.frenchteachers.org). This association focuses on French teaching, from elementary to university levels. Membership includes a subscription to *The French Review*.
- American Association of Teachers of Spanish and Portuguese (https://www.aatsp.org). This association focuses on teaching, from elementary to university levels. Membership includes a

subscription to *Hispania*, a major journal in the field of Spanish and Portuguese language and cultural studies.

- Brazilian Studies Association (http://www.brasa.org/). An international, interdisciplinary group of scholars who promote Brazilian studies in all fields.

- Caribbean Studies Association (https://www.caribbeanstudiesassociation.org). An independent professional organization devoted to Caribbean studies from a multidisciplinary, multicultural point of view. It is the primary association for scholars and practitioners working in the Caribbean Region (including Central America and the Caribbean Coast of South America).

- West Indian Literature Conference. The West Indian Literature Conference is an annual academic event that brings together scholars, writers, and artists to advance the creative and critical exploration of Caribbean literary traditions and cultural discourse. The conference travels between Caribbean locations, including the different campuses of the University of West Indies and the University of Miami.

- Le Groupe de Recherche Grammaires Créoles (GRGC) (https://www.sfl.cnrs.fr/seminaire-grammaires-creoles). This research group is open to all professors and students interested and engaged in the linguistic study of Creole grammar.

- Latin American Studies Association (https://lasaweb.org/en/). International, interdisciplinary organization of scholars focused on Latin America.

- LINGUIST List (https://linguistlist.org/home/) provides a forum where academic linguists can discuss linguistic issues and exchange linguistic information. With the aid of contributions from subscribers, Indiana University, and the publishing community, LINGUIST List offers support to graduate students in Linguistics and summer interns, who serve in return as editors of the list and help with the development and maintenance of the list and website.

- The Association for Computational Linguistics (ACL) (https://www.aclweb.org/portal/) is a scientific and professional organization for people working on natural language processing.

Consult with your professors about other possible organizations specific to your field of study.

II. PH.D. PROGRAM

The Ph.D. in Literary, Cultural, and Linguistic Studies offers two major concentrations: 1) Literary and Cultural Studies and 2) Critical Studies of Language/Linguistics. Students in each concentration may opt to develop a secondary field of expertise in the other.

Our program is a triad comprised of 1) the coursework; 2) the breadth and qualifying exams; 3) the dissertation prospectus defense and the successful completion of a dissertation. The coursework is not solely a preparation for the exams or the dissertation, but rather, a series of explorations of questions, issues, problematics, periods, and domains pertaining to the scholarly research of the faculty and aimed at training students in a pluri-disciplinary and comparatist way.

The program is designed primarily to prepare students for careers as university professors and research scholars. Students develop advanced language, teaching, and research skills that lend themselves to other professions, as well. While the primary language tracks are Hispanophone, Francophone and Lusophone studies, a variety of geographic, temporal, and theoretical concentrations allow students to carry out innovative and interdisciplinary research projects, often with a transnational focus.

Basic Program Requirements:

The requirements set out below for the Ph.D. in Literary, Cultural, and Linguistic Studies are minimum requirements. The Graduate Studies Committee, Director of Graduate Studies, and individual advisors may set additional requirements.

1. The requirements:

    a. for students entering on the "five-year plan" (with a B.A. or M.A., see below), passing satisfactorily a minimum of 60 credit hours in approved courses. 45 credits must be graded, 30 of which must be open to graduate students only. Twelve dissertations (combined 830, 840, and 850) credits must be taken.
    b. for students entering on the "four-year plan" (with an M.A. in a closely related field, see below), passing satisfactorily a minimum of 48 credit hours in approved courses. 33 credits must be graded, 24 of which must be open to graduate students only. Twelve dissertations (combined 830, 840, and 850) credits must be taken.

2. Passing MLL 701, MLL 711, MLL 799, and a minimum of 18 graded credit hours in the area(s) of research emphasis to be determined on an individualized basis in collaboration with the graduate advisors. 15 out of the 18 credit hours should be in MLL. However, students may petition the GSC to take 3 more credit hours in an outside department only if the class directly relates to the student's research project.

3. For students in the Literary and Cultural Studies concentration, three credits of Critical Studies of Language/Linguistics and three credits in any Arts and Sciences discipline focusing on Colonial or Early Modern Studies (eighteenth-century or earlier).

4. Nine credits in Literary/Cultural Studies or Critical Studies of Language/Linguistics, for students pursuing an optional minor concentration.

5. In addition to proficiency in English and the major language of study, demonstrating the following:

    a. reading knowledge of two other languages; or
    b. holistic knowledge of one other language (e.g. university studies completed in the language at hand; passing a course at the 300-level with a grade of B or better).
    c. For those students specializing in Medieval, Early Modern, or Colonial Latin American Studies, must also demonstrate reading knowledge of Latin.

    Note: Appropriate languages of study will be determined in collaboration with students' advisors. (e.g.: Students of Latin America may be encouraged to study Portuguese or an indigenous language. Students focusing on Early Modern Spanish or French Studies may be encouraged to study Italian. Students working in the French-speaking Caribbean many need to take Haitian Creole; etc.).

6. Passing a Breadth Exam. The exam consists of two parts (a research paper revised for publication and two undergraduate syllabi with a pedagogical rationale and an annotated bibliography each). Depending on the student's interests, the exam shall reflect different research and/or teaching areas, according to one of the following configurations (modifications may be made provided the student still demonstrates a broad command of the research and teaching fields):

    a. three periods of literature/culture in one region; OR

b. three periods of literature/culture in two regions; OR
c. two periods of literature/culture in one region AND one area of critical language studies; OR
d. two areas of critical language studies and one period of literature/culture in one region.

Please consult with your committee members regarding how to achieve appropriate breadth in your materials and oral examination.

7. Passing a Qualifying Exam during the Spring of the third year on an approved topic. The exam typically includes three bibliographies focusing on:

   a. literature, cultural studies, or (socio)linguistics;
   b. critical theory.
   c. a cognate discipline (e.g. history, sociology, philosophy, law, art, film, digital humanities, linguistics, etc.). Students may opt to take classes to prepare for the cognate list, but coursework is not required.

8. Successfully defending a dissertation prospectus in early Fall of the fourth year.

9. Completing and defending satisfactorily a dissertation during the Fifth year.

10. Satisfying the requirements of the Graduate School as stated in the *Graduate Bulletin*.

Timeline of Expected Progress

Students are expected to complete their degrees on time and with sound scholarly achievement. Every student is reviewed annually to evaluate progress toward the degree. While personal matters may understandably cause delay, lack of timely progress may result in non-renewal of the teaching assistantship and/or dismissal from the program.

Some elements of the plans outlined below are suggestions (e.g. the timing for fulfilling the language requirement) while others define expected progress (e.g. the timing of exams). While most students are expected to complete the degree in five years, those entering with an M.A. in a relevant field may petition during their first semester to follow the accelerated 4-year plan of progress. If approved, this choice is irrevocable for funding purposes.

	5-year Plan	**4-year plan**
1st semester:	3 courses (including MLL 711, Introduction to Critical Theory I) Work on language requirement	3 courses (including MLL 711, Introduction to Critical Theory I) Work on language requirement Identify cognate discipline. April: choose Breadth Exam areas and committee Recommended: Apply for summer research funding.

2nd semester:	3 courses (including MLL 701: Introduction to Second Language Teaching) Work on language requirement April: choose Breadth Exam areas and committee June and July- Make progress on reading lists linked to Breadth exam	2 courses (including MLL 701: Introduction to Second Language Teaching) **and** MLL 797 (three credits of Breadth Exam readings) Work on language requirement Identify professor to work on cognate list. April: Breadth Exam May: choose Qualifying Exam committee June: Work on abstract to send to a conference. July: work on developing a research paper for publication
3rd semester:	3 courses Work on language requirement Identify cognate discipline. Recommended: Apply for summer research funding.	3 courses Finish language requirement. Work on cognate list Finalize Qualifying Exam lists. Recommended: Apply for summer research funding.

4th semester:	2 courses **and** MLL 797 (three credits of Breadth Exam readings) Work on language requirement Identify professor to work on Cognate List. April: Breadth Exam May: choose Qualifying Exam committee Recommended in June: Work on abstract to send to a conference. Recommended in July: Work on developing a research paper for publication	2 courses **and** FRE/SPA 830 – 3 credits Work on language requirement April: Qualifying Exam May: Turn in Dissertation Pre-Prospectus (3-5 pages) to Chair and Committee. Begin preparation of Dissertation Prospectus Deadline to fulfill all requirements except MLL 799. Recommended in June: Work on abstract to send to a conference. Recommended in July: Work on developing a research paper for publication

5th semester:	2 Courses **and** FRE/SPA 830 – 3 credits Finish language requirement. Work on Cognate List All requirements must be met by the end of this semester! Finalize Qualifying Exam lists Recommended: Apply for summer research	MLL 799 (Dissertation and Professionalization Seminar **and** FRE/SPA 840 – Post-candidacy dissertation-6 credits First Month: defend Dissertation Prospectus Dissertation work. <u>After passing Prospectus Defense: Fill out the Admission to Candidacy Form</u> Recommended: Apply for intramural and extra-mural dissertation completion and summer grants
6th semester:	2 courses **and** FRE/SPA 830 Pre-candidacy dissertation – 3 credits April: Qualifying Exam May: Turn in Dissertation Pre-Prospectus (3-5 pages) to Chair and Committee. Preparation of Dissertation Prospectus Deadline to fulfill all requirements except MLL 799. Recommended: June-July: work on developing a research paper for publication	850 research in residence – 1 credit Dissertation work Recommended in June: Work on abstract to send to a conference. Recommended in July: work on developing a research paper for publication

7th semester:	Enroll in MLL 799 (Dissertation and Professionalization Seminar) 840 – Post-candidacy dissertation-6 credits By October: Defend Dissertation Prospectus <u>After passing Prospectus Defense: Fill out the Admission to Candidacy Form</u> Recommended: Apply for intramural and extra-mural dissertation completion and summer grants	850 research in residence – 1 credit Job search / attendance at job market workshops Recommended: Fellowship applications
8th semester:	Enroll in 850 research in residence – 1 credit. Dissertation work Recommended in July: Work on developing a research paper for publication	850 – 1 credit Recommended: Job search/fellowship applications Dissertation defense Application for Graduation-see **Graduation Checklist** for relevant links and deadlines.

9th semester:	Enroll in 850– Research in residence – 1 credit. Dissertation work Recommended: Job search / attendance at job market workshops	
10th semester:	Enroll in 850 – Research in residence– 1 credit. Dissertation defense Recommended: Job search / fellowship applications Application for Graduation- see **Graduation Checklist** for relevant links and deadlines.	

Courses and Credits

- In your first and second years, you should work towards fulfilling requirements, which are designed to provide a solid grounding in critical theory and breadth of knowledge in your field. It is expected that students will take the courses offered in their major research languages (FRE/SPA/POR/MLL) usually every semester, which will change every semester depending on the rotation among faculty.

- In your second and third years, you should continue to develop your knowledge in literary, cultural, and linguistic studies while exploring topics of particular interest. You should identify the field of your relevant cognate field (e.g. History, Philosophy, Communications, Digital humanities, Linguistics etc.) and take any coursework if needed to prepare for your Cognate for the Qualifying Exam.

- Independent Studies: Students can elect to take up to two Independent Studies. Students wishing to do so must submit a petition to take a Directed Reading (Independent Study) for approval by the DGS and the GSC. A syllabus must be submitted with the petition.

- Your course grades must reflect an overall grade point average of at least 3.3. Grades of B are cause for concern. If you receive such a grade, you should consult with your professor, faculty advisor, and/or the DGS. B- is the lowest passing grade.

- Incomplete. Courses should be completed before the end of the semester in which they are taken. Incompletes are discouraged, **as no student is eligible to sit for any graduate exam (breadth or qualifying) or defense with an unresolved incomplete.** On the *rare* occasion that a faculty member accords a student an Incomplete, the completed work should be submitted for grading no later than January 15 for Fall courses, or June 1 for Spring courses. The GSC generally considers work not completed within one semester as evidence of unsatisfactory progress, which may jeopardize future appointments to a teaching assistantship.

- All other requirements, including coursework (except for MLL 799) must be completed before the semester in which you take your Qualifying Exam. However, the language requirement may be completed during the semester of the Qualifying Exam.

- Students entering the program with previous graduate coursework (M.A. or otherwise) can petition for up to two course requirements to be waived. Requests must be made during the first semester of study and accompanied by documentation that demonstrates that the coursework is equivalent to that offered in the program. In consultation with an MLL faculty expert in the relevant area of study, the GSC evaluates all waiver requests.

- Students with graduate credits that have not been applied toward an M.A. degree can request having up to 6 credits transferred. Credits that have counted toward another degree cannot be transferred; credits more than 6 years old cannot be transferred. Requests must be made no later than the second semester of study. The GSC evaluates all transfer requests.

- Graduate Concentrations and Certificates: Students can pursue graduate concentrations in Caribbean Studies and Early Modern Studies and/or graduate certificates in Second Language Acquisition and Digital Humanities. Courses taken to complete these concentrations and certificates can fulfill other requirements in the program.

Advising and Annual Review

When you enter the program, you will be assigned a faculty advisor whose research interests may or may

not align with yours. Your advisor's role is to assist you in choosing courses, meeting faculty relevant to your interests, deciding how to fulfill the language requirement, requesting course waivers and transfer credits, deciding whether to petition for a 4-year plan, and choosing the Breadth Exam areas and committee. ***The advisor and student MUST complete and submit a copy of the LCLS tracking form to the DGS and the Graduate Studies Administrator for record-keeping (see Appendix). It is imperative to keep an accurate account of the student's progress towards completion. This should be accompanied by a copy of an unofficial transcript. The Graduate Administrative Assistant will add a copy of this form *every* semester to the student's file.***

- After passing the Breadth Exam you will select a Qualifying Exam chair and committee in consultation with your advisor. Your Qualifying Exam chair usually becomes your advisor. It is fine to change advisors and committees as you move from one stage to another, as the Breadth Exam committee, Qualifying Exam committee, and Dissertation committee all serve different functions. It is also fine to work with the same professors throughout the process. Should you wish to change advisors in the middle of a stage, you must obtain approval from the DGS and your new advisor.

- Each Spring the DGS and your advisor will review your progress and help you plan for the following year. The review concerns the quality of academic and teaching performance and extra-curricular professional development, based on 1) grades and written reports from the professor of each course taken in the previous two semesters; 2) a report from your current exam or dissertation committee; and 3) your teaching, lab, and/or tutoring supervisors. Lack of acceptable progress will be documented and communicated to students when necessary. It is imperative for the graduate student and advisor to have submitted the LCLS tracking form to complete this assessment. It should be submitted to the DGS and Graduate Administrative Assistant immediately after the advising meeting for course registration.

- Throughout the program, you should consult with your advisors and the DGS about degree requirements, progress toward the degree, and any other general program questions. You hold the ultimate responsibility for understanding and fulfilling all program requirements.

Language Requirements

The purpose of the language requirements is to develop transnational literacy and ensure the student's ability to engage in a broad range of texts and scholarships. Languages should support the student's areas of interest. For example, students interested in Caribbean Studies might need reading knowledge of Spanish, French and/or Haitian Creole; specialists in Renaissance Studies might need knowledge of Italian; scholars of Latin America might choose Portuguese, French, or an indigenous language. Students specializing in Medieval Studies, Early Modern Studies, or Colonial Latin American Studies must have reading knowledge of Latin (please see below).

- The Latin requirement can be fulfilled by satisfactory work in LAT 725 or by following the LAT 101-102 sequence. Students who have taken university-level Latin within the last four years can request to have the requirement filled by equivalency. Requests must be made during the first semester. The GSC evaluates all equivalency requests.

- The language requirement can be met by demonstrating reading knowledge of two languages other than English and the language of study. Reading competency exams are offered each Spring semester. No student will be permitted to take more than one reading competency exam in a single semester. Students can prepare for reading exams on their own or by enrolling in graduate-level sections of basic language courses for zero credits. For instructions on how to enroll in these courses consult with the DGS and MLL's undergraduate administrative assistant.

- Students can also fulfill the language requirement by demonstrating in-depth knowledge of one language other than English and the language of study. Holistic knowledge can be demonstrated with a grade of B or higher in a 300-level course or higher or by providing transcripts of a secondary or university-level education conducted in that language. In all cases, the language must be pertinent to the course of study and meet the approval of the students' advisors and the GSC.

Breadth Exam

The purpose of the Breadth Exam is to assess students' mastery of fundamental issues in literary, cultural, and/or linguistic studies and to prepare them for the profession. The Breadth Exam demonstrates sufficient knowledge of works and problems of fundamental importance to students' selected fields of study across a broad range of materials, time periods, and cultural forms. It also demonstrates that they master the major debates and theoretical approaches of their selected research fields. It establishes that students have the basic knowledge necessary to identify specialized topics for dissertation research and will be qualified to teach those fields when they graduate.

The Breadth Exam consists of two parts, described in greater detail below:

1) A research paper revised for submission to a peer-reviewed publication. (This paper is a substantial revision of an essay completed in an MLL course during the first year).
2) Two undergraduate syllabi; one for an introductory survey course and one for an advanced-topics, thematic course. The syllabi will each be accompanied by a short essay justifying the student's choices and a supporting annotated bibliography.

The purpose of this exercise is to prepare the different parts of the exam in dialogue and collaboration with the faculty member mentoring the student in each part of the exam.

There are four possible configurations of research areas for the exam:

a. three periods of literature/culture in one region ; OR
b. three periods of literature/culture in two regions; OR
c. two periods of literature/culture in one region AND one area of critical language studies; OR
d. two areas of critical language studies and one period of literature/culture in one region

Diverse configurations may be proposed for consideration by student's examination committee and the GSC. Examples include:

a)
- Colonial, 19th-, and 20th/21st-Century Spanish America or Caribbean
- Golden Age Spain and 19th-, 20th/21st-Century Spanish America or Caribbean
- Renaissance, 19th, 20th/21st-Century France

b)
- 19th-, 20th/21st -Century Spanish America and Brazil/Lusophone
- 20th/21st-Century Spain, 19th-21st-Century Global Hispanophone, 20th/21st-Century Spanish America
- Maghrebi Literature; 19th Century France; 20th /21st Century Francophone

c)
- 20th/21st-Century France and 20th/21st-Century Francophone; Bilingualism
- 20th/21st-Century France; 20th/21st-Century Spanish America; Critical Sociolinguistics

d)

- Critical Sociolinguistics; Bilingualism; and 20th/21st-Century Spanish America or Caribbean

Reading Lists

Breadth Exam reading lists include key genres and canonical texts of the period and should be reflected in the syllabi crafted for undergraduate courses (for students who already have experience teaching upper division courses, syllabi for graduate seminars may be proposed but must receive approval from the committee).
Syllabi for critical language analysis should include fundamental texts in the fields of (socio)linguistics, (socio)cultural theory, socio-cognitive approaches to second language acquisition, or ideologies of language.

Reading lists are available on-line. The Core reading lists include additional, fundamental works from all periods and all genres. Once the exam committee is established, students should consult with the members responsible for each area regarding their exam preparation. These reading lists should serve as a guide for the design and crafting of the two syllabi that will demonstrate mastery and command of major research areas.

Planning and Committee Composition

The student will assemble a committee of three MLL faculty members, one of whom will serve as Chair of the exam. Students select their exam committee no later than late April of their second semester and take the Breadth Exam in their fourth semester of study. Students should agree on a work and meeting plan with their exam committee before the end of their second semester, so that preparation for the exam can commence during their first summer of the PhD. After writing several drafts of all three exercises (syllabi with accompanying materials and research paper), the student will submit the work to the committee by the stated spring deadline. However, students should submit drafts of their publishable essay and syllabi and complete all readings before the semester of the exam to allow sufficient time for additional consultation with committee members prior to the due date. (See suggested work calendar below.)

The Breadth Exam committee includes one faculty member from each exam area (this may include the faculty member with whom the student has authored the original research paper selected for expansion, but it does not have to be the same person). Students are responsible for asking professors to serve on their committees and should seek advice from the advisor they were assigned during the first two years of their PhD studies. The advisor does not necessarily need to be on the committee but should serve as a resource for the student and facilitate the work between the respective committee members. Administrative decisions regarding the exam are made by the Breadth Exam Committee chair in consultation with the DGS.

Breadth Exam Format:
Students will defend each of the following three artifacts (one essay and two syllabi) in a scheduled 3-hour oral examination within **two weeks** of submission of the final version of the written documents.

> 1. SELECT a research paper completed during the first year of MLL Grad courses. The required paper to be revised for publication **must originate from a course taken in MLL**. Papers written for courses in other departments cannot be used for this exercise. Transform the paper with significant revision into a scholarly article by March of year two (5000-7000 words: appropriate

length to be decided in consultation with committee members based on the required length of two or three potential publication venues in the student's areas of interest). While it is recommended, it is not required for the student to retain the same faculty member with whom they developed the original project.

2. Design TWO Syllabi. One of them should be a major area survey demonstrating breadth and knowledge of the canon (for example, Nineteenth-Century Latin American Literature, Medieval Literature, Survey of Francophone Literatures, Introduction to Sociolinguistics, etc.). The other syllabus, for an advanced undergraduate course developed with a specific theme, should demonstrate depth and be based on the student's research fields (for example: Gender and sexuality in twentieth- and twenty-first-century Latin American literature, the recovery of historical memory in twentieth- and twenty-first-century Peninsular culture, Decolonizing contemporary Francophone literature, Early Modern French Theater). The syllabi should be designed for undergraduate courses, and students must use the Breadth exam reading lists provided by the department to choose the texts to be included in the exam. Students will be allowed to **add up to five primary or critical readings** of their choosing in consultation with their committee members. Students must meet often with the exam committees to show members several drafts of the syllabi for their comments and guidance.

Questions that may help in the preparation of the syllabi include but are not limited to the following:

- What is the title of your course?
- What are the main learning objectives for students in this course?
- What will students be able to do upon completion of the course?
- For the advanced course syllabus, what is the thematic focus of the course?
- What is the geographical and temporal scope of the course?
- What is the language in which you will teach the course (English, French, Spanish, Portuguese)?
- What is the level of the course? That is, to what type of student are you pitching it? Majors in your target language or minors? First-, second-, third-, or fourth-year undergraduate students? Where does the course fit in the sequence of a major?
- What will be the teaching modality of the course? Lecture-based, discussion-based (Harkness style), problem-solving based?
- What type of primary texts (film, fiction, poetry, documentaries, history, etc.) will you use and why?
- Will you include theoretical and critical readings? If so, consider the level of your students and choose appropriately.

Other helpful pedagogical questions to consider in the preparation of your syllabi include but are not limited to:

- What do you think will be challenging about teaching this course?
- What other readings (besides those on your syllabus) will you have to complete before teaching this class? (this will help you with the annotated bibliographies)
- How will you improve students' writing in this class?
- How will you improve your students' reading proficiency in this course (helping them move from an intermediate to an advanced level)?
- How will you improve your students' speaking abilities in this class?
- Which texts will be more difficult for your students to grasp and why? How will you change your pedagogical approach to account for this difficulty?
- Describe a typical day in your course. What will your students learn? What will they prepare for that day? How will you prepare?

In addition to designing the syllabi, students will have to:

A. Accompany each syllabus with an 8-10-page paper explaining literary/cultural, pedagogical, and bibliographic choices.
B. Accompany each syllabus with a critical annotated bibliography (approximately 5-8 books and 5-8 articles in each bibliography). These bibliographies do not necessarily include the texts that the student will incorporate into the syllabi. They represent the knowledge that the student, as an instructor of these courses, ought to have to teach them competently. These bibliographies may include both primary, secondary (including literary history manuals), and theoretical sources, to be decided in consultation with the committee members. Each entry in the bibliography should include the following two components:
    1. A detailed description or summary of each source (in the case of critical and theoretical sources, summarize the author's thesis).
    2. Explain how each source relates to the specific purpose or theme of the course and how it helps the instructor to prepare the course.

Students will defend their choice of primary (or foundational in the case of critical studies of language) and critical texts in their essays and in the oral defense, demonstrating deep familiarity with the canon and its criticism.

Additional guidelines for syllabus design:

Syllabus 1: Survey course: Student should design a course equivalent to one of the following courses offered in the department as a comprehensive course in their areas/field of specialty.

For Spanish:

SPA 302. The Culture of Spain.
SPA 303. The Cultures of Spanish America.
SPA 301. Interpreting Literary and Cultural Texts in Spanish.
SPA 307. Interpreting Literary and Cultural Texts in Spanish for Heritage/Native Speakers.

For French:

FRE 301. Introduction to French and Francophone Studies.

For Portuguese:

POR 301:Introduction to Global Luso-Afro-Brazilian Literary Genres.

For Linguistics:

SPA 401. Introduction to Hispanic Linguistics.
FRE 401. Introduction to French Linguistics.

Syllabus 2: Basic Topics Course: For the topics course syllabus, students will also use the Breadth Exam Reading lists to design a course that can focus on a period or subfield (a specific century, contemporary or early modern periods, Socioloinguistics, Phonetics), and/or a theoretical debate (gender or queer studies, migration studies, decolonial theory).

For Spanish:

SPA 325. Topics in Spanish-Language Cinema.
SPA 330. Topics in Gender and Sexuality.
SPA 340. Migration Studies.
SPA 353. Colonial Spanish American Topics.
SPA 354. 19th-Century Spanish American Topics.
SPA 355. Studies in 20th and 21st Century Latin American Literatures and Cultures.

SPA 360. The Caribbean through Literary Studies.
SPA 362. Caribbean Cultural Studies.
SPA 363. Medieval and Early Modern Peninsular Topics
SPA 364. 18th and 19th Century Peninsular Topics
SPA 365. Studies in 20th and 21st Century Spanish Literatures and Cultures

For French:

FRE 302. The Cultures of France.
FRE 303. The Cultures of Francophone Africa, Canada, and/or the Caribbean.
FRE 325. Topics in French-Language Cinema.
FRE 330. Topics in Gender and Sexuality.
FRE 340. Migration in Literary and Cultural Studies.
FRE 345. Franco-Maghrebian Studies.
FRE 346. African Studies.
FRE 360. The Caribbean through Literary and Cultural Studies.
FRE 363. Medieval and Renaissance Topics in French.
FRE 364. Early Modern Topics in French.
FRE 365. 19th Century Topics in French.
FRE 366. 20th and 21st Century Topics in French.

For Portuguese:

PORT 353: Brazilian Poetry
PORT 354: The Modern Brazilian Novel
PORT 363: Contemporary Luso-Brazilian Film
PORT 364: The Brazilian Short Story

For Linguistics:

SPA 402: Spanish Second Language Acquisition
SPA 422. Topics in Hispanic Linguistics: Possible topics include phonetics/phonology, pragmatics/discourse analysis, sociolinguistics, sociocultural theory, bilingualism, syntax, language variation.
SPA 440. Phonetics
FRE 322: Topics in Global French Culture: can be a course on phonetics/phonology, pragmatics/discourse analysis, sociolinguistics, sociocultural theory, bilingualism, syntax, language variation or creolistics.
FRE 422. Topics in French Linguistics: Language Contact and Language Change in French

The final version of the written components of the exam **must have been seen and commented on either orally or in writing by all committee members at least two weeks before the final due date for submission of the exam. Under no circumstances will a student be permitted their exam materials by the deadline if committee members have not seen previous versions of it.**

Students who fail to meet with one or more of the committee members prior to the exam may have their examination postponed or suspended depending on the committee's assessment of the student's preparation. The student will not be allowed extra time to complete the program.

<u>Oral defense</u>: Students will be asked to make an opening statement in which they supplement their written documents—the research article and two syllabi with their respective annotated bibliography and explanatory essays. The committee will then ask questions about the research essay and syllabi, interrogating theoretical and bibliographic choices, as well as scholarly debates chosen for the focus of the respective courses. The student may be examined about *any* work included in the research paper, the syllabi, and/or the student's annotated bibliographies. The language or languages in which the oral

exam is conducted is at the discretion of the committee members. Students will be advised in advance regarding the committee's choice.

One portion of the exam **must be in English and at least one portion of the exam in the target language (French, Portuguese or Spanish).** For example: if the essay is in English, one syllabus, accompanying essay, and critical annotated bibliography must be in the target language or vice versa. Also, because of the nature of the exam, it is mandatory that students consult regularly with the members of their committee, starting at the end of the Spring semester of their second year, as stated above and suggested in the schedule below.

Grading Scale:

1. Pass
2. Pass pending remediation (no more than one section)
3. Fail

Students can remediate no more than one failed area of the exam. Remediation should be approved by the committee within one month of the oral exam. Hence, students should submit their revised failed area sometime between May 31 and June 15 (date to be decided by committee members) to give sufficient time to the committee to approve the remediation. Students who fail more than one area of the exam must withdraw from the Program. Students who fail a second time must withdraw from the program by the end of the academic year. Students who pass the Breadth Exam but who do not complete the Ph.D. may request a terminal M.A. degree. Students who do not pass the Breadth Exam will not receive a terminal M.A. degree.

Studying for the Exam

Each student brings a different set of prior readings to the Breadth Exam and will devise a personalized method of study. Committee members can provide general guidance and should be consulted regularly to verify understanding of terms and classifications (i.e., movements, genres, critical debates, etc.) and to check the student's understanding of appropriate pedagogical goals for the syllabi. As indicated above, students should submit drafts of their publishable essay and syllabi and complete all readings before the semester of the exam to allow at least one month for additional consultation with committee members prior to the due date. **The student may not consult with the committee members after turning in the final version of the written materials, and before the oral exam. However, they can seek guidance from the advisor (if not on the committee) or the DGS.**

Protocol for Breadth Exam Committee:

- Faculty should meet with students during the late spring semester of the student's second year, to discuss research areas, possible research essay, and potential courses that reflect these research areas, so that students can begin preparation over the summer.
- Faculty should discuss the scope and genre of questions they will ask on the oral exam and their suggested guidelines for preparation of the publishable essay, and the two courses the student will design that reflect major research areas and relevant scholarly debates in those areas. Faculty and students should refer to the core reading lists for guidance when crafting the syllabi.
- Faculty should not meet with students after exam materials have been submitted.
- The Oral Defense is designed as an exercise where the student should be able to engage in the major scholarly debates relevant to their selected fields with the faculty examiners.

Suggested Schedule for Preparing for the Exam:

Success on the upcoming exam requires a **sustained, multi-semester commitment**. To ensure passing

results, students must begin their preparation during the summer following their first year and maintain a rigorous, continuous study schedule throughout their entire second year. Leaving preparation to the last minute is not a viable strategy for this examination. To stay on track, you are expected to establish personal deadlines for the summer, fall, and spring terms leading up to the exam date.

Use the suggested calendar of activities below to build your study schedule starting the second semester in the program:

By May 15: Student decides on the paper they intend to revise for publication and the themes of the two courses. Student must select the three faculty committee members and invite them to serve in the student's committee. Do not wait until after the summer to compose the committee.

May 15-August 15: Student decides on the materials to be included in the two syllabi and the approximately 20-32 items in the annotated bibliographies (10-16 items for each course). Student must dedicate the summer to read as much as possible. Student ought to start working on their annotated bibliographies, without which, they would not be able to make cogent choices for their syllabi. However, student should not assume that they will have access to their committee members during the summer. They should work on their own until the beginning of the Fall semester.

By August 31: Student sends to the committee a list of the readings chosen for the syllabi and the bibliographies. Student should always fold in committee's feedback in their plans. (For example, the committee may suggest that student add new books and/or articles. Hence, student does not necessarily need to have a completed reading list at this point).

By September 30: Student should have the course descriptions and the outlines of the syllabi (with the general topics for each of the 14 weeks/28 classes in a semester). Student should send these materials to the committee and incorporate the committee's subsequent feedback to their work. Student should start working on the revisions to the paper now. Student ought to continue developing their two annotated bibliographies.

By October 31: Student should decide on the approach and/or leading questions for each one of the courses in both syllabi, along with the type of assessments their courses will have. Students should send these ideas to their committee and include their feedback. Student should send the first version of their revised paper to the appropriate member of the committee. Student ought to continue developing their two annotated bibliographies.

By November 30: Student should settle on the readings for each of the 28 classes in each syllabus and should send this version to the committee. Incorporate the committee's feedback. Student ought to continue developing their two annotated bibliographies.

By January 31: Student ought to continue developing their two annotated bibliographies. Student finishes refining the reading and assignments for the 14 weeks of each syllabus, based on the feedback received from the committee. Student ought to start working on developing the two accompanying essays. Student sends the most current version of the revised, publishable paper to the committee member supervising it.

By February 28: Student completes the final versions of the annotated bibliographies and at least half of the essays accompanying the syllabi. Student finishes the essay for publication. Student sends all the materials to the entire committee for feedback. Include the committee's final suggestions to all the work.

By March 7 (approximately) or two weeks before the exam date: Student turns in final version of all exam materials. Since student will not be able to contact the committee between the deadline and the defense, student ought to use that time to prepare for the oral defense.

Qualifying Exam

The Qualifying Exam prepares students to work on their dissertation proposals and should demonstrate the ability to think critically about methodological issues and to assess theoretical trends in the field(s) of interest.

The Qualifying Exam is defined around a broad, student-selected theme and typically covers three approaches to that theme. It includes three reading lists that focus on the following:

1) **Critical Theory** within literary and cultural studies, or **foundational/theoretical texts** in linguistics/critical studies of language;
2) **Primary texts** in the main field of study (for those pursuing the literary and cultural studies concentration) or **case studies/methodology** (for those pursuing the linguistics/critical studies of language concentration); and
3) **A cognate discipline** (e.g. history, sociology, philosophy, law, art, film, digital humanities, linguistics, etc.). Approved cognate discipline to be determined in consultation with graduate advisor. Students may opt to take courses to prepare the reading list for the cognate discipline in the Qualifying exams, but coursework is not required.

Recent themes include Gender and State Violence, Indigeneity, Blackness in the Americas, Urban Development, Diaspora, Bilingualism, Islamic Feminism in the Global Hispanophone, Silence in Performance Art, Women's Writing in Latin America and the Caribbean, Second Language Acquisition, Language Variation and Social Meaning in Euskera.

The Qualifying Exam committee consists of four members, typically three from MLL and one representing the cognate field. Committee members should be chosen for their expertise; they may or may not be former members of the student's Breadth Exam committee or future members of the dissertation committee. Students are responsible for asking each professor to serve on their committees and one professor to serve as Chair. The Chair will then serve, moving forward, as the student's academic advisor.

Students develop a reading list tailored to their topics in consultation with committee members. The process begins upon completion of the Breadth Exam and reading lists should be finalized during the following semester. The list comprises three sections, each representing one approach to the topic under study. Students should submit final copies of their reading list to each of their committee members, the DGS, and the Graduate Administrative Assistant.

Students take the Qualifying Exam during April of their sixth semester. Exams are conducted as follows:
1) Students receive three possible questions per field (theoretical, primary, cognate) three weeks prior to the exam.

2) Students receive (on exam distribution day) one or two of the three questions per area (to be determined in advance by each committee member).

3) Students have one week to complete their exams and should turn in answers of 15-20 double-spaced, typed pages per field.

4) At least one area of the exam must be written in English and one in the primary language of study. While students may consult their texts and notes, time is best spent reflecting on the questions and synthesizing ideas. Citations may be helpful in composing answers but are not required.

An oral defense lasting 2-3 hours will take place one week after the written exam. The discussion may be in English, the language of concentration, or both (students should consult with committee members

regarding language of the exam ahead of time). In addition to discussing the written exam, students will consider relationships among the different approaches represented by the list areas and projected dissertation interests.

Grading Scale:
1. Pass
2. Pass with remediation (no more than one section may be remediated)
3. Fail (exit program)

Committee members will communicate exam results (pass or fail) to students at the conclusion of the oral exam. In order to pass, examinees must pass each area. Students failing one or more areas must retake the exam by no later than the beginning of the following semester in a format to be determined by the committee. Students who fail the exam a second time will withdraw from the program by the end of the academic year and may petition to receive a terminal M.A. degree.

One purpose of the oral exam is to help students transition to the dissertation proposal. **To this effect, after the oral exam of the Quals, and by June 10-15, the student must submit a 3-5 page dissertation abstract, or "pre-prospectus" to the entire qualifying exam committee, as well as to the DGS and the Graduate Administrative Assistant. The abstract should briefly articulate the approach, scope, and general research questions to be proposed in the dissertation.**

Tracking Candidacy

The Graduate School tracks all students' progress towards candidacy. This tracking means being enrolled in the sequence 830-840-850, (a combined total of 12 credits in 830, 840 and 850 are required) which indicate progress towards the degree as follows:

- 830 ("Pre-Candidacy Dissertation") for students who have not yet passed the Qualifying Exam.
- 840 ("Post-Candidacy Doctoral Dissertation") for students who have are preparing for the prospectus defense and are not taking any more courses (except MLL 799).
- 850 ("Research in Residence"), for one credit, for students who are writing their dissertations.

Note: Enrollment in these courses, even if for one credit, indicates full-time student status

Dissertation

- Choosing a dissertation director. After the Qualifying Exam, students begin work on the dissertation. The first step is to choose a director with expertise in the areas of interest. The dissertation director may or may not be the chair of the Qualifying Exam committee. Students are responsible for asking faculty members to serve as their dissertation directors and committee members. Consult with the DGS if you encounter difficulties making arrangements.

- Develop your topic in consultation with your director before the end of the semester in which you take your Qualifying Exam. Consult, read, and write as much as possible, keeping in mind that you will defend your Dissertation Prospectus at the beginning of your fourth year in the program. The dissertation's primary texts or cultural products of study must include a substantial number of works in one of the three target languages of the doctoral program: French, Portuguese or Spanish. Comparative work with other languages represented by at least one faculty member in the department (such as Arabic, Mandarin Chinese, or Italian) is nevertheless encouraged.

- The dissertation committee comprises at least four members: three of whom must be

faculty members in MLL, one of whom must be external to the Department. The chair and at least two of the other committee members must be members of the Graduate Faculty. A well-balanced committee should have a range of expertise and experience. Students are responsible for requesting the participation of all members. Faculty have the right to decline a request to participate or to impose specific conditions on their participation.

- The duties of the committee are: to advise you on your research; to meet on a regular basis to review progress and expected results; to read, critique, and approve the dissertation prospectus; to read and comment on drafts of the dissertation; to meet, when the dissertation is completed, to conduct the dissertation defense; to ensure that the dissertation is a contribution to knowledge written in lucid, correct language, and submitted in approved form; to help prepare you for the job market.

- The Dissertation Prospectus consists of a description of the proposed research (approximately 15-20 pages), including an overview of the subject; rationale for the project; proposed contribution to the field; outline of projected chapters; and preliminary bibliography. The prospectus should be developed in consultation with all members of the dissertation committee.

- The Dissertation Prospectus defense takes place typically no later than October following the Qualifying Exam. The committee must receive the prospectus in final form two weeks prior to the defense. The defense is oral and typically lasts between two and three hours. The defense provides the student an opportunity for extended conversation with committee members to help clarify and develop ideas. If the prospectus is not approved, students may present a second defense by the end of the given semester. If the prospectus is not approved the second time, the student must withdraw from the program at the end of the academic year and may petition to receive an M.A. degree.

- Admission to Candidacy for the Ph.D. takes place after the prospectus is approved and the student and committee members fill and submit the Admission to candidacy dynamic form. Students have limited time to complete the dissertation before their credits expire: four years from passing the Qualifying Exam or eight years from entering the program, whichever is later.

- The Dissertation is a draft manuscript for a scholarly book comprising at least 200 pages of text. In this manuscript, students are expected to develop an original idea and demonstrate how their analysis adds to existing scholarship. Throughout the process of research and writing, students should work closely with all committee members, especially the director. Ways of working together depend on the group: students and committee members should have clear mutual expectations. At the beginning of the process, students should consult *Electronic Theses and Dissertations webpage of the Graduate School* (https://www.grad.miami.edu/electronic-thesis-and-dissertation/index.html) to familiarize themselves with filing procedures in advance of their completion date.

- Registration while writing the dissertation: To maintain eligibility to receive the degree, students must maintain continuous registration for at least one-credit per semester in 850 (i.e. Fall and Spring) until the semester of the dissertation defense. After the end of the guaranteed funding period (five years in the program) tuition fees are the student's responsibility if a tuition waiver is not available.

  The dissertation defense takes place once the committee has approved a complete draft of the dissertation. The full committee must receive the approved draft **one month before the defense**. The defense is oral and lasts approximately three hours; it is open to the public (and

to anyone you wish to invite). Committee members will ask questions first and then the chair of the dissertation committee may invite questions and comments from the audience. The dissertation will either be approved (with "pass" or "pass with distinction") or not approved. If the work is not met with approval, a second defense may be held at a later date so long as the term of candidacy has not expired. **Students are responsible for filling all the required forms right after the defense (e.g., departmental certificate of defense, university certificates of defense, signature pages).** For further guidelines, consult with the Graduate Administrative Assistant and see the "Recommended Practices for Dissertation Committees" in the Appendix.

- Scheduling the defense. Defenses should be scheduled during the regular academic year, usually spring of the 5th year before the deadline issued by the Graduate School (unless the student has received a fellowship from CAS or another entity for a sixth year). Once the defense date is decided, students must notify the graduate school by submitting a Defense Notice Form. Dissertation defenses demonstrate the culmination of the student's scholarly research in a public forum. As such, summer defenses are highly discouraged, and should be scheduled only in the event of an emergency. Students wishing to defend in the summer must submit a formal petition to the Graduate Studies Committee requesting a summer defense with its rationale. Students are responsible for all associated matriculation fees; however, students may petition the GSC to advocate for a tuition waiver from the Department.

- Filing the Dissertation. It is not uncommon for approved dissertations to require revision. There may therefore be a delay between the defense and the filing of the dissertation with the Graduate School. Students must file before candidacy expires (within eight years of entering the program or four years of passing the Qualifying Exam). There are four filing dates per year (Fall, Spring, and two in Summer), in advance of the last day of classes (see the current academic calendar). Unless a formal leave of absence is granted, students must be registered continuously prior to and during the semester in which they file. **Students are responsible for complying with regulations and timetables set by the Graduate School** and must supply all materials as specified by the Graduate School. Dissertations are typically published on the UM ETD and Proquest UMI databases.

Recommended Practices for Dissertation Committees

In the spirit of encouragement for our intellectual community, all-but-dissertation (ABD) students should arrange a meeting with each member of their dissertation committees at least once per semester. The purpose of these meetings is to discuss dissertation writing progress, research opportunities (grants, conferences, symposia, workshops, etc.) and publishing opportunities with which they would like to have the support of their committee members. Given faculty interest in encouraging effective scholars and teachers, these meetings should also serve to discuss teaching plans during the doctoral program, practices for balancing teaching and scholarship, and general preparation for a successful career.

Students are expected to maintain ongoing consultation with committee members throughout the development of the dissertation.

Dissertation directors should review chapters and necessary revisions should take place before feedback is solicited from other committee members.

Dissertation directors should consult with the entire committee before planning a defense.

The final draft of the dissertation is due at least one month prior to the defense. Students who miss this deadline will have their defenses postponed.

Graduation

Upon filing the dissertation, students **must apply to graduate by filing a form with the Graduate School**. See more information here: https://www.grad.miami.edu/policies-and-forms/clearance-process-for-graduation/index.html. There are four application deadlines per year (Fall, Spring, and two in Summer) available on the current academic calendar. Graduation ceremonies take place in Fall and Spring (the Spring one is substantially larger). Students graduating in Summer are eligible to participate in ceremonies the preceding Spring or following Fall or Spring.

Graduation with Honors

Students with a GPA of 3.8 or higher will receive an Award of Academic Merit from the Graduate School.

Please read carefully the Graduate School's Student Handbook for other policies and details:https://www.grad.miami.edu/_assets/pdf/2025-2026-graduate-student-handbook.pdf

III. GRADUATE STUDENT TEACHING

Graduate student teaching is a fundamental aspect of professional preparation. Many faculty positions involve language instruction at diverse levels as well as instruction in literature, cultural studies, and/or linguistics. Graduate students should have formal training and practical experience to compete successfully for faculty positions and to meet the challenges of those positions with skill. The faculty encourages students to seek a range of teaching experiences but considers satisfactory progress toward the degree the principal criterion for approving requests for advanced pedagogical experience (e.g. teaching beyond the 100- level, co-teaching or mentor teaching with a faculty advisor, etc.).

First-year teaching assistants (TAs) typically work as tutors in the MLL Language Laboratory or in administrative support positions for ten hours per week or as Graduate Assistant Editor for the Cuban Theater Digital ArchiveAll students are required to take MLL 701 ("Introduction to Second Language Teaching: Theory and Practice") during the semester they enter the classroom as TAs. MLL 702 ("Bilingualism") is a prerequisite to teach heritage courses.

Throughout the academic year, language program directors organize a series of workshops to provide training and build awareness of methods and approaches to classroom language acquisition and assessment.

Preparing to Teach

During the first year of the program, TAs gain professional and technological experience working in the MLL Language Laboratory under the supervision of the lab director. TAs also gain pedagogical experience by participating in language tables and tutoring sessions for learners at various levels of undergraduate study.

100- and 200- Level Instruction

TAs begin their classroom teaching at the 100-level in the language of their primary concentration (French 101/102; Portuguese 101/102/105; Spanish 101/102) during their second year in the program. Once they have successfully taught 101 and 102 in subsequent semesters, TAs may teach a 200-level course, a heritage language course, or a course in a language other than that of their primary concentration, usually during their third year. Teaching at the 200- level is contingent on positive teaching evaluations and good progress toward the degree.

Graduate students' teaching is evaluated at the end of every semester through an online form administered by the College of Arts and Sciences. In addition, a course coordinator or language program director conducts a classroom visit and observation at least once during the semester. The basic language program director should submit an evaluation of TA performance in the student's annual review.

Advanced-level Instruction

Opportunities for TAs to gain pedagogical experience at more advanced levels include: a) teaching advanced language courses; b) mentored teaching with a faculty member (defined below); and c) co-teaching with a faculty member (defined below). These opportunities are sought by request to the DGS and must be approved by the student's faculty advisor and the Graduate Studies Committee. Teaching opportunities at advanced levels are contingent on teaching performance, good progress toward the degree, and course availability. Ideally, every graduate student should have each of these opportunities once.

TAs may be assigned advanced courses if a tenured or tenured-track faculty member is teaching the same course during the same semester and agrees to serve as supervisor, co-teacher, or mentor for the course. Faculty overseeing these courses should include a performance evaluation in the student's annual review.

Teaching 202 and 203

TAs may be nominated to teach 202 or 203 on the basis of excellent teaching, outstanding academic performance, and good progress toward the degree. The DGS, the student's dissertation director, and the Graduate Studies Committee must approve nominees. TAs may be assigned to teach 202 or 203 if a T/TT faculty member is teaching 202 or 203 in the same language during the same semester and is willing to supervise and mentor the TA. Mentors should observe the TA's class at least three times during the semester (after the beginning, in the middle, and toward the end of the semester). TAs will observe the faculty mentor's class every day for the first three weeks and at least once every two weeks thereafter, as deemed appropriate.

Mentored Teaching

Students in years three or above may participate in mentored teaching to prepare for a future co-teaching experience. Mentored teaching entails the student accompanying a faculty member in a 300- or 400- level course for a limited portion of the semester (typically between one and two weeks) assisting in the preparation, teaching, and evaluation of one or more units of the course. Mentored teaching does not replace the graduate student's regularly taught course and can be carried out at any time during the semester with approval by the advisor, instructor, DGS, and GSC.

Co-teaching

Co-teaching experiences require that students in years four or five have previously completed at least one successful teaching mentorship. Ideally, students should have taught at the 202 or 203 level at least once prior to their co-teaching experience.

With faculty oversight and supervision, co-teaching students may offer sufficiently enrolled survey courses at the 300-level (e.g. 301, 302, 303); or, in some cases, topics courses at the 300 or 400 level. In all instances, supervising faculty shall remain the instructor of record, attend all class sessions, and oversee all facets of the co-teacher's work

Supervised Teaching

Fifth-year students who have done co-teaching and who are exceptionally prepared to assume greater independence and responsibility in the classroom (as determined by the advisor, language program director, DGS, and GSC), may in rare cases request supervised teaching. Per this arrangement, supervising faculty will approve the course syllabus and materials prior to the beginning of the semester, and TAs will be responsible for preparing, teaching, and grading their own courses. Supervising faculty will participate in classroom activities and meet with TAs at least once every two to three weeks, offering guidance throughout the semester and before final grades are submitted. Supervised Teaching Assistants appear on record as primary instructors for their courses, requiring that supervising faculty maintain a regular teaching load.

Co-teaching and supervised teaching shall be requested one year in advance by submitting a special teaching request form and proposal, and must be approved by the DGS, GSC, and the scheduling committee. In all instances, enrollments must be sufficient (per the Department and the College of Arts and Sciences) for collaborative teaching initiatives to take place. Ideally, collaborative teaching experiences should be done at least once during a student's career.

Special teaching loads may be requested for year four to conduct pre-dissertation research abroad. Only in exceptional cases may students in year five request a special teaching load, as the Department's expectation is that fifth-year students will have completed the bulk of their research and remain in residence to participate in seminars offered by the Job Placement Officer, finish writing, and defend their dissertations.

All special teaching load requests must be accompanied by a research and writing plan and must be approved by the dissertation advisor before they are submitted to the DGS and GSC. Students granted a special teaching load are required to submit a detailed summary of their progress to the GSC one month after returning to campus.

While the Department wishes to maximize the number of graduate students who can take advantage of these opportunities, teaching assignments ultimately depend on scheduling needs and undergraduate enrollment, making it impossible to guarantee co-teaching or special teaching assignments to all students.

Other teaching opportunities

Opportunities to teach in the Bachelor's in General Studies (BGS) program or other university programs/units will be announced when they arise and should be sought by request to the DGS with the approval of the student's advisor and the GSC. Teaching opportunities beyond the department are contingent on teaching performance and good progress toward the degree.

During their fourth and fifth years, MLL students can request to enroll in the Writing Studies Teaching Practicum course. This pathway is particularly beneficial for those who are unable to secure a co-teaching experience within the MLL department. Upon completing the required language teaching sequence and the Writing Studies Teaching Practicum, these students can be formally considered for teaching opportunities in the Writing Studies Department (typically an Introduction to College Writing class), providing them with essential, hands-on classroom experience.

Faculty members should consult the GSC before asking students to serve as substitute teachers or to engage in other forms of ad-hoc teaching. Faculty members will not require advanced-level teaching as condition of their intellectual or professional support for graduate students.

IV. FINANCIAL SUPPORT

Teaching Assistantships

- Required work: Teaching Assistantships may include a combination of work in the language lab, tutoring offices, and classroom. Usually, first-year students work as tutors in the language laboratory, assistants to faculty in administrative positions, or research assistants. Beginning in the third semester, the customary teaching responsibility is two courses per year (approximately fifteen hours per week).
- A teaching assistantship is full-time employment per the Graduate School, the College of Arts and Sciences, and the Department of Modern Languages and Literatures. In exceptional cases, students may be granted approval for other part-time or temporary work. Students should seek advice and approval from the DGS and faculty advisors before accepting any employment during the semester. Unauthorized employment is a violation of the terms of the assistantship and can result in the loss of university support.

- Renewal of Teaching Assistantships: The department has a limited number of competitive teaching assistantships. TAships are awarded annually and are usually renewable for five years. The GSC will decide whether to renew TAships at the end of each year based on academic performance (including a minimum GPA of 3.3), teaching evaluations, and progress toward the degree.

Fellowships

- Information on extra-mural fellowships can be found under the "Fellowships, Financial Aid, and Other Funding Opportunities" section of the graduate program website: https://www.grad.miami.edu/about/costs-fellowships-and-other-funding/fellowships,-financial-aid,-and-other-funding-opportunities/index.html on the left-hand menu: https://www.grad.miami.edu/about/costs-fellowships-and-other-funding/fellowships,-financial-aid,-and-other-funding-opportunities/external-fellowships-and-scholarships/index.html

- Information on intramural fellowships can also be found under the "Fellowships, Financial Aid, and Other Funding Opportunities" section of the graduate program website: https://www.grad.miami.edu/about/costs-fellowships-and-other-funding/fellowships,-financial-aid,-and-other-funding-opportunities/index.html on the left-hand menu: https://www.grad.miami.edu/about/costs-fellowships-and-other-funding/fellowships,-financial-aid,-and-other-funding-opportunities/graduate-school-fellowships-and-scholarships/index.html

  The College of Arts and Sciences awards a limited number of dissertation completion fellowships to advanced graduate students on a competitive basis. The College of Arts and Sciences Dissertation Award is a departmental-level stipend without teaching duties for students expecting to complete their dissertations the following year. Four to six of these awards are granted annually across all disciplines in the College (https://www.as.miami.edu/academics/graduate-studies/grants-and-fellowships/index.html)

  The Center for the Humanities accepts three graduate fellows annually (http://www.humanities.miami.edu/programs/fellows). Students will receive notification of these and other competitive awards over the course of the academic year.

Funding for Travel to Conferences

The Department of Modern Languages and Literatures encourages professional activities for

graduate students, especially the presentation of papers at scholarly meetings. Students must consult with their advisors before sending abstracts to scholarly conferences. Once the advisor has approved an abstract and it has been accepted at scholarly meeting, students complete the Travel Request Packet with the Graduate Administrative Assistant. The packet includes application forms from various funding sources, which include:

- GAFAC (Graduate Activity Fee Allocation Committee): up to $500 for one trip per year. Note: Students are eligible only if they have paid a Student Activity Fee. Funds are awarded for presenting papers or attending an event.

- Max and Peggy Kriloff Graduate Student Travel Fund (College of Arts and Sciences): up to $500 for one event to supplement departmental and GAFAC support. Funds are awarded only for presenting papers.

- MLL: up to $800 per year to support conference presentations, depending on simultaneous application to other available sources. The GSC considers applications for funds three times per year: twice in the fall and once in the spring. Support is contingent on funds available.

Before going to a conference, consult with your advisor and request the most recent reimbursement policies and forms from the Graduate Administrative Assistant.

Funds for Research Travel

Original research, oftentimes requiring travel, is necessary for successful completion of the program. Students working in Latin American and Caribbean Studies can apply to the UM Institute for the Advanced Study of the Americas (UMIA) for summer research travel grants (the deadline is usually mid-Spring). Visit the UMIA website for more information:
https://mia.as.miami.edu/events/grants/students/umia-field-research-grants/index.html
Depending on the availability of tuition funding, the Department may offer Graduate Student Research Travel Grants to conduct research abroad.

Summer Support

The College of Arts and Sciences offers competitive Summer Doctoral Micro-Grants of up tp $5,000 to Ph.D. students who have completed their Qualifying Exams. Eight to ten awards are granted annually across all disciplines in the College. Typically, students who will have passed their exams by the award period are eligible to apply. For more information: https://www.grad.miami.edu/about/costs-fellowships-and-other-funding/fellowships,-financial-aid,-and-other-funding-opportunities/graduate-school-fellowships-and-scholarships/summer-doctoral-micro-grants/index.html

Financial support for summer work in the Department of Modern Languages and Literatures is often available for tutoring, language lab work, and teaching. Any student applying for teaching in the summer can do so after they have taught at least one year in the Basic Language Program at MLL. In case of limited resources, priority is given to students who have received the least amount of financial support in previous summers and are making good progress towards completion of the degree. The application deadline is early December of the previous year.

Internship Programs

Paid and unpaid internships provide opportunities to gain work experience related to broad variety of linguistic, cultural and/or scholarly issues over the summers or during the academic year. Internships are typically approved and monitored by the advisor and the DGS. Once approved, students register for MLL 699 (for 1-3 credits). International students must complete an additional application with the Office of International Students and Scholars (consult ISSS for details).

Beginning in AY 15-16, UM initiated the UGrow Program to provide training and experience for developing careers inside and outside of the academy. UGrow Fellows work as interns in place of their regular teaching assignments. MLL students can apply to the UGrow Program after they have taught for a year (two semesters) in the basic language program. For more information, consult the UGrow website: http://www.as.miami.edu/academics/graduate-studies/ugrow/.

V. CAREER DEVELOPMENT

Conferences

Regular conference participation is necessary for successful completion of the program, as well as for developing professional contacts, intellectual confidence, and feedback from specialists in the field. Two conferences per academic year is an acceptable number after the first year in the program. Students must get approval from their advisors before submitting abstracts and funding requests.

Publishing

A record of publications in peer-reviewed journals is important to professional success. Students should work with their faculty advisors to find suitable venues for their research. Publishing one article per year—ideally, a revised seminar paper or conference presentation—is a good goal during years 2-5 of the graduate career.

Job Search

Many students envision a future as college and university professors. The program is designed to support this goal, and we offer an extensive sequence of workshops throughout the year to support the academic job search. The Job Placement Officer, DGS, and dissertation committee members all assist students in the job application process.

Late August	• Consult with your dissertation committee on the status of your dissertation and plans for completion. • Draft your CV and cover letter and seek feedback from your professors. • Plan on asking 3-5 professors for letters of recommendation.

September	• MLA begins posting job openings online. • Department workshops on preparing application.
October	• Provide recommenders with polished CV. • Develop an extended piece of polished writing you can use for a writing sample. • Draft application letters.
November	• Check the MLA listings regularly. • Send application letters. • Make sure that all your recommendation letters are on file.
December	• Check the MLA listings regularly. • Continue sending application letters. • Department workshop on MLA/Video conferencing • Mock interviews. • Video Conferencing interviews with prospective employers start
January	• MLA convention (with some jobs offering in-person interviews). • Video Conferencing interviews with prospective employers continue • Practice "job talks" and mock on-campus interviews.
February-June	• Continue checking MLA listings, as well as department postings.

The Department also offers workshops on how to prepare for non-academic jobs. Students are encouraged to explore their non-academic career interests, values, and skills through the non-for-profit, free ImaginePhD website: https://www.imaginephd.com

VI. ADMINISTRATIVE INFORMATION

Academic Calendar

https://registrar.miami.edu/dates-and-deadlines/academic-calendars/index.html

Summary of Roles

- Faculty Advisor (FA): primary contact for academic advicee on courses, languages, credit requirements, waivers and transfer advice, decisions about plan of study, exam areas, committee members, special requests, etc.
- Graduate Administrative Assistant (GA): primary contact for information on registration status, university policies, payroll, travel requests, departmental and university forms and procedures, record keeping, etc.
- Director of Graduate Studies (DGS): final approval of registration and plans of study, course rotation, general program advising, any questions not resolved by your faculty advisor or the GS; referral of special requests and petitions to the GSC, etc.
- Graduate Studies Committee (GSC): final approval of special requests, waivers, and transfers; review of progress; re-appointment to teaching assistantship; approval of program requirements and policies; admissions; TA renewals; ad hoc funding matters, etc.

Graduate Student Listserv and Email Etiquette

All students are registered to receive postings from the student listserv (mllgrad@listserv.miami.edu) regarding program issues, deadlines, conference announcements, jobs, etc. Anyone can send messages to the listserv, but only graduate students receive them.

Doctoral students are expected to check their university email daily during the workweek and respond promptly to all communication from faculty and MLL staff. Traveling, attending conferences, or being away from campus does not exempt students from this requirement; maintaining reliable email access or

promptly catching up upon return is expected. Consequently, deadlines missed due to a failure to monitor or manage email correspondence in a timely manner will not be extended.

Photocopies

UM has adopted the "U-Print" program, a user-friendly application based on GreenU initiatives that encourage responsible printing and copying. Students receive an annual allowance of 130 UPrint Credits. One UPrint credit is equivalent to one dollar, that is, approximately 2,000 copies at $.05 a page. For a complete guide to UPrint, visit: https://studentsupport.it.miami.edu/uprint/

The departmental photocopiers support teaching activities. There are a number of ways you can acquire free or low-cost copies for other purposes:

- For items on electronic course reserve, Richter library has UPrint printers available.
- The Graduate Student Association (GSA) office in at the Whitten University Center, Room 2300C offers free printing, scanning, faxing, copying and Internet access to all UM graduate students (https://um-gsa.org/about/)
- The Department of International Student & Scholar Services (ISSO) office in the Whitten University Center, Suite 2275 allows copying for a very low fee.
- Use departmental scanners.

Technical Support

For questions concerning support for the computers in the TA office, you should first contact MLL's Office Manager at 284-5585. Should she not be available, you can contact Computer Support Services in the College of Arts and Sciences (https://www.as.miami.edu/faculty-and-staff/computer-and-web-support/index.html) at 284-4223; techsupport@mail.as.miami.edu

Library Purchases

Richter Library maintains an automatic approval system for domestic and foreign books. You may nonetheless come across gaps in the holdings as you pursue your research. Please bring these gaps to the attention of your professors so they can make a purchase request.

Leave of Absence

If for non-academic reasons you need to interrupt your studies, you may request a leave of absence by writing to the DGS specifying the reason for the leave and its desired length. The advisor, DGS, GSC, the Associate Deans of the College of Arts and Sciences, and the Dean of the Graduate School, must approve all leaves.

There are provisions for taking one paid parental leave (of up to 12 weeks) during your PhD studies. Details can be requested directly from the Dean of the Graduate School.

Rarely will an authorized leave of absence exceed one year; the maximum is two years. If approved, the validity of credits will be extended by the period of the leave. There are administrative procedures with which the student will need to comply to reenter the program after a leave of absence. Please consult with the DGS and the Graduate Administrative Assistant before you go on leave.

Academic Policies

- Grievances. If you have grievances about a policy, academic decision, or any other matter, consult with your advisor and the DGS. If matters are not resolved to your satisfaction, you have further recourse to the Chair of the Department, the Senior Associate Dean for Research and Graduate Education of the College of Arts and Sciences, and the Dean of the Graduate School. Unless they have been demonstrably negligent, professors and committee members have final authority regarding academic decisions. You may see how to initiate a grievance or a grade appeal here: https://www.grad.miami.edu/_assets/pdf/grade-appeal-and-grievance-process.pdf

- Graduate Student Honor Code. The University of Miami expects graduate students to adhere to the highest standards of ethics and academic integrity. All forms of academic fraud are prohibited. Violations include but are not limited to plagiarism, cheating, incorrect AI use, collusion, falsification, violation of professional ethics, or misrepresentations of research data or other information. Students must certify that all work (whether an examination, dissertation, thesis, research paper, research project, form of creative expression, experimental data, or any other academic undertaking) submitted for evaluation, presentation, or publication meets these standards. Graduate students are expected to respect the diversity of the community and to respect the rights of others—of property, privacy, opinion, and expression. Students found in violation of these standards are subject to disciplinary actions by the department and/or the Graduate School, which may include expulsion from the program and the University. For further information, refer to the Graduate Student Honor Code (https://www.grad.miami.edu/_assets/pdf/graduate_student_honor_code.pdf) and the Graduate School's page on Academic Integrity: https://www.grad.miami.edu/policies-and-forms/academic-integrity/index.html

University of Miami - Title IX Notice of Nondiscrimination

The University of Miami does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the University of Miami's Title IX Office, the U.S. Department of Education's Office for Civil Rights, or both. The University of Miami's Title IX Coordinator information is as follows:

University's Title IX Office
Maria Sevilla, Title IX Coordinator
6200 San Amaro Drive, Ste. 230 Coral Gables, FL 33146 Telephone: 305-284-8624
Email: titleixcoordinator@miami.edu Website: www.miami.edu/titleix

The nondiscrimination policy and grievance procedures can be located at www.miami.edu/titleix, under the "Policies and Procedures" tab.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator or file an online report through at titleix.miami.edu.

VII. GRADUATE STUDENT ACTIVITIES AND SERVICES

Departmental Representatives
Each year, MLL graduate students elect six representatives:

1) A representative (and alternate) who can attends faculty meetings. The representative is responsible for sharing information from these meetings with MLL students, as well as sharing concerns of MLL graduate students with the MLL faculty.
2) A representative (and alternate) to the Lecture Committee, who attends meetings and coordinates the students' nominations of invited speakers.
3) A representative (and alternate) to the Graduate Student Association, who serves as the MLL Senator to the Graduate Student Senate which meets several times during the year. The senator is responsible for sharing information from these meetings with MLL graduate students, as well as sharing concerns of MLL graduate students with the Graduate Student Senate.

The University of Miami Graduate Student Association (GSA) is a student-governed body committed to promoting effective graduate student participation in university affairs, advocating on behalf of the UM graduate student body, and improving the quality of life for all UM graduate and medical students. The GSA serves as the liaison between the graduate student body and the administration. More information on the GSA is available here: https://um-gsa.org

The Graduate School offers a variety of services and information regarding change-of-status, fellowships, graduation, dissertation writing, applications for candidacy, housing, dental and health insurance, short-term loans, and Wellness Center fee waivers. Links to these and other resources are available here: https://www.grad.miami.edu/index.html

VIII. APPENDIX: TRACKING PROGRESS

Ph.D. in Literary, Cultural, and Linguistic Studies

Student Progress Checklist and Tracking Record
Date:

Name:_____ ID #:_____ Admit Term: _____

Advisor's Name: _____
(**Advisor must review and **sign** this form to be turned in at the beginning of each semester with a copy of previous semester's unofficial transcript to the Graduate Administrative Assistant and DGS*)*

PhD track: (underline) 4/year (48 graded credit hours) or 5/year (45 graded credit hours)

Cognate Discipline: _____

Please indicate if you are declaring a concentration/certification

Certificate or Concentration	Y/N	Semester/AY declared	Semester/AY Completed
SLAT			
Digital Humanities			
Caribbean Concentration			
Medieval & Early Modern			
Cognate Field (with or without optional coursework)			

*If declared concentration/certification, please fill in table below

Concentration or Certificate	Intended or actual Courses Number	Course title	Semester/AY (ie. fall 2020)	Grade
Example: SLAT	*Spa 201-c*	*Adv Spanish*	*Fall 2020*	*A*

Basic Curriculum Requirements

Courses	Course Number	Professor	Semester/AY	Credit	Final Grade	Notes
Field Course 1						
Field Course 2						
Field Course 3						
Field Course 4						
Field Course 5						
Theory 1	MLL 711					
Theory 2 (optional)						
Pedagogy	MLL 701					
Linguistics/ Critical Studies of Language						

Colonial or Early Modern Studies						
Readings for Breadth (*credits don't count toward 45 required)						
Readings for Qualifying (*credits don't count toward 45 required)						
Dissertation Seminar	MLL 799					
Elective course						
Elective course						
Elective course						

Basic Curriculum Requirements *Five-year track only

Course	Professor	Semester/AY	Credit	Grade	Notes
MLL 830 preadmission to candidacy					
MLL 840 post candidacy					
MLL 850 writing the dissertation					
MLL 850 writing the dissertation					

List any incomplete course(s)

Course Name & Course #	Professor	Reason for incompletion	Work to be completed	Expected/due date of completion	Final Grade/ Date

Language Requirement

Reading Competency Exam	Languages (must be 2)	Date Completed (Semester/AY)	Final Result

Language Requirement Upper division undergraduate Courses (300+ level)	Course Number	Date Completed (Semester/AY)	Final Grade

*If you have/ will complete Language Requirement due to significant preparatory/ university work in a language relevant to your research field (but NOT your primary language field).

Submitted documentation to advisor (Y/N)	**Date of Submission (Semester/ AY)**	**Relevant Research Language**

Independent Studies *only 2-3 per career are allowed relevant to research study*

Course	**Professor**	**Semester/AY**	**Credit**	**Grade**	**Notes**

Breadth Examination

Exam Date (or expected date - semester/ AY) * this should be done by May 15th of spring semester of 2nd year	**Committee members**	**Areas examined**	**Final Result** (Pass/ Fail)
	Chair: Additional:		

Qualifying Examination

Exam Date (or expected date – semester/ AY) *this should be done by May 15th of spring semester of 3rd year, after the Breadth Exam	**Committee members** *please note if members have been contacted and confirmed participation	**Topic**	**Final Result** (Pass/ Fail)
	Chair: Additional: Outside member:		

Dissertation Prospectus

Date (or expected date – semester/ AY) *this should scheduled no later than September 30 of 4th year	**Committee members** *please note if members have been contacted and confirmed participation	**Topic**	**Final Result** (Approved/ Not Approved)
	Chair:		

	Additional: Outside member:		

Dissertation Defense

Date (or expected date – semester/ AY)	**Committee members** *please note if members have been contacted and confirmed participation	**Topic**	**Final Result** (Approved/ Not Approved)
	Chair: Additional: Outside member:		

Mentored Teaching
*two mentored teachings are required to apply for co-teaching.

Semester/AY (ie. fall 2020)	**Course # and section**	**Course title**	**Professor**	**Describe activities you performed**

Co-teaching

Semester/AY (ie. fall 2020)	**Course # and section**	**Course title**	**Professor**	**Student evaluation average on Likert scale**	**Describe activities you performed**

Courses Taught
*if any of the courses was taught by more than one instructor, please indicate so. Please include any summer courses taught.

Your year	**Course # and section**	**Course title**	**Semester/AY** (ie. fall 2020)	**Student Evaluation (Y/N)**	**Student evaluation average on Likert scale**	**Co-instructor**
2nd Year						
3rd Year						
4th Year						
5th Year						

Language Lab
*worked in the language lab during the summer

Semester/AY (ie. fall 2020)	**Professor**	**Describe activities you performed**

Additional Information

Please list publications (books, refereed articles, book chapters, abstracts, book reviews, etc.):

Please list conferences/meetings at which a paper, poster, or panel commentary was presented:

- Conference name and Date:
- Title of paper delivered:

Have you taken a Leave of Absence (Medical /Other) or a Parental Leave?
Please describe leave type, semester, and academic year and indicate dates it was approved, and estimated date of return:

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Advisor Reviewed Progress

Semester/AY	**Actual Date of Review**	**Professor Signature**	**Notes**

Office Use Only
Date Received:
Notes:

GRADUATION CHECKLIST

Student Name:

Deadline: must be submitted the semester before you intend to graduate. Please complete the following items (using the links provided). Once completed, please email a copy of the completed form to nxp1190@miami.edu for your file.

Completed	Item	Date submitted
☐	**Application for Admission to Candidacy Form** https://www.grad.miami.edu/policies-and-forms/forms/index.html (a dynamic form, once completed it will be automatically sent to committee members for approval.)	
☐	**Apply for Graduation in Canelink** *a copy of completed form must be submitted for Graduation Clearance https://commencement.miami.edu/candidates/application-for-graduation/index.html Deadlines: • Fall 2026: September 9, 2025 to October 9, 2026 • Spring 2027/Summer 2027: February 3, 2027 to March 3, 2027	
☐	**Defense Notice Form** https://www.grad.miami.edu/policies-and-forms/forms/index.html When you and your committee have decided on a firm defense date, time, and location, complete the Defense Notice Form. Do not submit this form until the final defense date has been confirmed with your committee. Students must defend before the Last Day to Defend deadline of their desired graduation semester. Visit the ETD Submission Deadlines By Semester section under the ETD tab to view the deadlines for upcoming semesters. Deadline to defend • Fall 2026: November 6, 2026 • Spring 2026: March 26, 2027 • Summer D 2027: June 25, 2027	
☐	**Certificate of Defense Approval** https://www.grad.miami.edu/policies-and-forms/forms/index.html Graduate students must complete the Certificate of Defense Approval form before the defense and have each committee member electronically sign the form after the successful defense. This form is the student's proof of successful defense of the Master's thesis, doctoral dissertation, doctoral essay, or lecture recital essay.	

2026-2027 GRADUATE PROGRAM DATES:

Open House Fall 26: Friday, September 18, 3 pm
Open House Spring 27: Friday April 30, 3 pm

Grad student orientation-Friday August 21, 2026- 4-6 pm

Prospectus: Friday September 25
Prospectus Defenses: October 14-23 (Fall Recess is Oct 10-13)

Spring break March 6-14

Breadth Exam:
- Due Date: Monday, March 22
- Defenses: April 5-9

Qualifying Exam:
- Questions Distributed: Friday, March 5
- Final Questions Assigned: Friday, March 26
- Responses Due: Sunday, April 4
- Oral Defenses: April 12-16

Grad students meeting with chair –one in Fall, two in Spring

GRADUATE STUDENT CONFERENCE PLANNING CALENDAR

Decide the topic and title of the conference- Sept 15, 2026

Image, title and info for poster design-**if designed by MLL staff**- September 30, 2026

CFP ready to be sent out-October 2, 2026

Decide and invite keynotes- October 15, 2026

Receive paper and panel proposals-November 6, 2026

Request hotel and travel reservations-November 13, 2026

Send paper acceptances- December 1, 2026

Complete the program-December 15, 2026

Program design- **if designed by MLL staff-**January 11, 2027

Issue invitations to anyone participating in the program as chair an moderators-January 15, 2027

Issue invitations to faculty and students to attend the conference-January 15, 2027

Submit plans for meals (lunches, dinners, receptions, etc)-January 25, 2027