Doctor of Philosophy in English Program Handbook

English Department Contact Information:

Chairperson

Andrew Newman, Humanities Building 2020
andrew.newman@stonybrook.edu

Graduate Program Director

Simone Brioni, Humanities Building 1104
simone.brioni@stonybrook.edu

Graduate Coordinator

Charles Edwards, Humanities Building 2096
charles.j.edwards@stonybrook.edu

Department Website

Graduate Catalog

Updated September 2026

Table of Contents

English Department Contact Information: 1
Department Website 1
Graduate Catalog 1
Table of Contents 2
Mission and Vision 3
General Information 3
Graduate Catalog 3
Benchmarks for Progress in the Ph.D. Program 3
Student Self-Reflection and Goal Setting 5
Teaching Responsibilities 6
The Foreign Language Requirement 6
Coursework 7
The General Examination 9
Dissertation Prospectus Meeting 11
English Advancement to Candidacy 11
English Dissertation Defense: Administrative Process & Requirements 12
Advanced Certificates 16
Award of M.A. Degree to Ph.D. Students: 16
Leaves of Absence and Withdrawals 17
Removal from the Program 17
Appeals and Grievances 17
Useful Resources 18

Mission and Vision

The English Ph.D. program at Stony Brook is committed to fostering a community of intellectual curiosity, scholarly rigor, creative inquiry, pedagogical excellence, and critical engagement with literature, theory, media, and culture. We aim to develop scholars who are not only experts in their fields but also educators, colleagues, and public intellectuals prepared to contribute meaningfully within and beyond academia.

We believe that doctoral education should encourage the pursuit of meaningful, original scholarship; sustained self-reflection; and collaborative mentorship. As such, we support each student's path toward professional fulfillment, personal growth, and public contribution.

General Information

All students in the English Ph.D. program are full-time and hold five-year Teaching Assistantships with tuition scholarship; they teach one course each semester. Graduate Council and Turner Fellows follow the same path but enjoy a year of full funding and tuition waiver without teaching obligations.

While the Graduate School allows up to seven years for degree completion for a student who has a previous graduate degree or who has accumulated 24 credits in a degree program, we aim to support students in advancing to candidacy by the end of year three and approaching completion of their dissertations by the end of year five, aligned with the five-year funding package. Our structured mentorship, benchmarks, and values-centered approach are designed to help students succeed in their professional future—whether in academia, public humanities, education, publishing, media, nonprofits, or other sectors of the culture industry.

Graduate Catalog

This handbook provides guidance based on the policies and procedures in the official Graduate Catalog, recognized by Stony Brook University. The Graduate Catalog takes precedence over this handbook. Students are responsible for knowing and following the University's rules, requirements, and deadlines as outlined in official sources, including the Graduate Catalog and Academic Calendars. For detailed program requirements, students should consult the English Department website.

Benchmarks for Progress in the Ph.D. Program

Benchmarks are not just requirements—they are milestones of achievement, designed to affirm students' intellectual, pedagogical, and professional development as they progress toward their degrees. The program's structure allows completion within five years while maintaining flexibility and support. The benchmarks described here will help facilitate that timely and successful completion.

In addition to these structural benchmarks, students should regularly reflect on their progress and goals with faculty mentors and the GPD. Annual self-assessments and regular mentorship meetings are recommended. More details on the self-reflection process are below.

Please Note about Benchmarks:
Failure to meet any academic benchmark will result in written probation for the following semester. The student will be formally notified of this status. Teaching Assistant (TA) funding will remain in place during the probationary period; however, failure to complete the missed benchmarks by the end of that semester may result in the loss of funding in the subsequent term. Students who have exceeded the standard five-year funding period may apply to teach as adjunct instructors, provided they are making satisfactory academic progress.

- Year 1: Understanding the doctoral program, foundations of graduate study, and coursework.
    - Fall
        - Complete EGL 600 plus 6 additional graduate credits
    - Spring
        - Complete 9 graduate credits
        - Students must maintain a 3.50 grade-point average (GPA) or better each semester and a minimum individual course grade of B or higher.
        - Departmental review of all first-year students at the end of the academic year
        - GPD will contact each student with a progress report and suggestions for improvement, as warranted.
        - See incomplete grade policy under coursework.

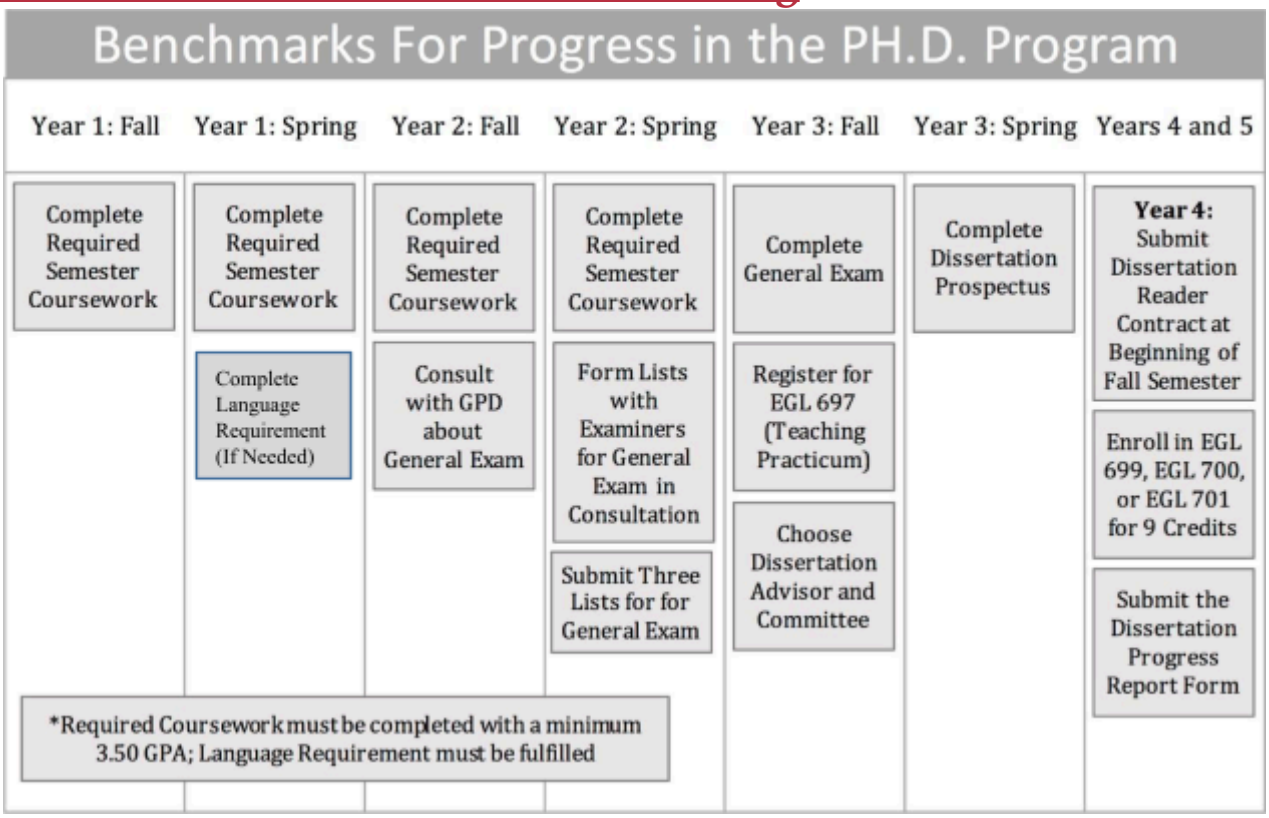
- Year 2: Coursework continues; begin planning for exams and thinking about dissertation topics
    - Fall
        - Complete 9 graduate credits
        - Meet with GPD regarding objectives and expectations of General Exam
        - Begin to form a General Exam committee in consultation with the GPD.
    - Spring
        - Complete 9 graduate credits (including EGL 697 or a language course)
        - Form lists with three examiners for General Exam in consultation with GPD
        - Departmental review of all second-year students at end of year
        - GPD will contact each student with a progress report and suggestions for improvement, as warranted.
    - By the end of the second year:
        - Required coursework must be completed with a 3.50 GPA or better
        - Language requirement must be fulfilled
        - Three lists for the General Exam must be submitted.

- Year 3: Exam, professionalization, and prospectus
    - Fall
        - Complete General Exam by the end of the semester

        - Choose dissertation advisor and committee
        - Begin meeting with dissertation writing group
    - Spring
        - Consult with committee regarding Dissertation Prospectus (see p. 13)
        - Submit Dissertation Prospectus to GPC and complete Prospectus Meeting by the end of semester.

- Years 4 – 5: Dissertation
    - The Dissertation Reader Contract must be submitted by the beginning of the start of the semester following successful completion of the Prospectus Meeting.
    - Students must be enrolled in EGL 699 (Dissertation Research), EGL 700 (Dissertation Research Off-Campus, Domestic) or EGL 701 (Dissertation Research Off-Campus, International) for 9 credits in order to maintain full- time status. See the policy on S/U courses, below.

Student Self-Reflection and Goal Setting



Students are invited to regularly reflect on their goals, challenges, and development. At key points—end of each year, prior to exams, and while drafting the dissertation—we encourage written self-assessments and goal-setting conversations with faculty mentors. We recommend the following touchpoints for goal-setting and self-reflection:

- Start-of-Year Goals Statement (each fall): What do you hope to learn, produce, and experience this year?
- Mid-Year Check-In (January): What's working? What needs adjustment? What roadblocks have you encountered or do you foresee, and how can you navigate them?

- Annual Meeting with Advisor or GPD: Discuss progress, challenges, and evolving goals
- Professional Development Plan (Year 3+): Identify opportunities for publication, teaching development, or non-academic career exploration.

We encourage students to envision their dissertations not only as contributions to academic knowledge, but also as projects with potential relevance to public discourse, teaching, and broader conversations in the culture industry. Professionalization workshops, writing groups, and career-focused events are available throughout this phase, and students should take advantage of these resources to imagine and prepare for diverse futures.

Teaching Responsibilities

Teaching is central to professional identity as a scholar. Each stage of your teaching assignments—beginning as a TA and advancing to course design and independent instruction—mirrors your scholarly development. Students will assist as Teaching Assistants in large lecture courses in English in their first and second years, and they may teach 100-level English courses or composition in their third and fourth years. TAs are expected to share grading responsibilities equally with the instructor and provide comprehensive support for the course. TAs are also expected to teach at least one class session per semester for the course they support. The collaborating faculty member must provide feedback about the lesson, highlighting both strengths and areas for improvement. Fifth-year students may apply to teach available sections of EGL 204 (Literary Analysis and Argumentation) or 300-level courses. Official TA guidelines for the department are available at this link.

Department of Writing and Rhetoric Teaching Placement:

As part of the PhD program's teaching requirements, each student will spend one academic year teaching in the Department of Writing and Rhetoric (DWR). This arrangement is part of an interdepartmental agreement facilitated by the Dean's Office and is a formal component of your teaching duties. Priority for DWR teaching assignments will be given to students who express interest in teaching writing and see it as a valuable addition to their professional profile. After that, assignments will be made based on seniority, typically involving students in their fourth or fifth year of study. While we aim to meet demand with volunteers and senior students, the exact distribution may vary depending on cohort size and availability. Students can expect to be notified in their fourth or fifth year if they are selected to teach in DWR. ***This assignment is not optional.*** Once selected, participation is required as part of the program's teaching obligations. We strive to manage this process fairly, balancing student interest with program needs. However, final decisions are determined by departmental agreements and institutional requirements and are not subject to negotiation.

Students whose assistantships have run out may apply to teach as adjunct instructors when these opportunities become available. Teaching assignments are determined based on departmental needs, teaching expertise, and course availability.

The Foreign Language Requirement

Our department values multilingual education as a foundation for critical thinking, cultural understanding, and educational equity. Multilingual education enhances students' communication and problem-solving skills while fostering inclusion, understanding, and respect for diverse identities. We encourage work in translation studies and comparative literature, emphasizing the importance of bridging cultures through language and storytelling.

To support these goals, all students must demonstrate proficiency in a language other than English by the end of their second year. This can be fulfilled in one of three ways: obtaining a grade of B or higher in a 500-level translation course or other graduate course offered in a second language or literature (e.g. FRN 500, GER 500; courses at other institutions may meet the requirement with the permission of the English GPD), passing a translation exam, or using a second language in substantial research work. A student may also propose to use coding languages in fulfillment of a language requirement. Students will not be permitted to take the General Examination without satisfying the foreign language requirement

Coursework

Students take eleven courses in total, seven of which must be 600-level doctoral seminars. All courses must be passed with a letter grade of B or better

*****Please Note about the eleven-course requirement:***

No course numbers in the EGL 69X range will count toward the eleven-course requirement. (Except for 698 practicum courses that are graded A-F, with permission of GPD)

English 600, the Pro-Seminar: The Discipline of Literary Studies: All students must take English 600 in the first fall semester of entry into the program (or as soon as it is offered). English 600 qualifies as one of the required doctoral seminars.

Additional English Courses:

Although our doctoral program does not require particular courses other than EGL 600, students are strongly encouraged to take at least two seminars outside of their field(s) of intended specialization. On a practical level, taking courses in other periods enables students to market themselves as generalists when they apply for academic positions. On an intellectual level, a broad training provides students with a deep history of the period(s) in which they intend to work. Students should consult with their advisors and the GPD before they register for courses in order to develop a plan of study that will both build a coherent body of knowledge for their scholarly work and position them to teach a wide variety of courses later in their careers.

Courses Outside the Department:

Students may take up to five graduate courses in other departments, but they must receive the GPD's approval in the semester before which these courses are to be taken. It is recommended, however, that students take most of their course work in the English Department, as this is important for the development of close mentoring relationships with the English faculty. Close ties with the English faculty in the student's area of study are crucial—in respect to forming exam and dissertation committees, and in terms of attaining the most effective guidance for job placement.

I-UDC Courses:

Students may take graduate courses through the Inter-University Doctoral Consortium only after they have completed one full year of doctoral study at Stony Brook. Students must officially register for such courses through the I-UDC in order for a course to count as one of the eleven required courses. Registration requires the approval of the GPD, the Graduate School, and the instructor; consult the Graduate School's website for the appropriate forms. GSO offers partial reimbursement of commuting expenses for students taking I-UDC courses; consult the GSO website for additional information.

Incompletes:

Faculty may choose to grant graduate students an Incomplete. University policy requires that the Incomplete be made up—the work must be submitted to the faculty member—on or before the beginning of the next semester. Students who take Incompletes in the fall must finish their work before the first day of class in January, and those who take Incompletes in the spring must finish their work before the first day of class in fall. After that, the Registrar automatically converts the "I" to an "I/F" and calculates it as an "F." If the Incomplete is not made up on this schedule, the grade for the course will remain an "I/F." Students who have special circumstances that justify having more time to make up the Incomplete should meet with the Graduate Director, then file a written request for an extension. The Graduate Director will make a decision on each case in consultation with the Graduate Program Committee (GPC) when deemed necessary. Requests should explain the circumstances, detail the work completed to date on the seminar paper (or other assignment), and set a realistic timetable for finishing it. Although decisions will be made on a case-by-case basis, the GPC's goal is to keep Incompletes—and particularly multiple Incompletes—from being carried over from semester to semester.

Full Time Enrollment: To maintain full-time status (necessary for tuition scholarship) students must enroll for:

- 12 graduate credits if you are G3 status (Ph.D. students who entered without the M.A. and have completed fewer than 24 graduate credits).
- 9 graduate credits if you are G4 status (Ph.D. students who entered with the M.A. or have completed 24 graduate credits).
- 9 graduate credits if you are G5 status (Ph.D. students who have advanced to candidacy).

The following courses may be taken to fulfill full-time status, but they do not count toward the eleven courses required for the Ph.D.:

- EGL 690—Directed Readings (for G4 students studying for exams & working on special fields).
- EGL 697—Practicum in Teaching English Literature (for students in the spring semester of their second year and the fall semester of their third year; S/U grading)
- EGL 699—Dissertation Research on Campus (for students who have advanced to candidacy).
- EGL 700—Dissertation Research off Campus, Domestic.
- EGL 701-- Dissertation Research off Campus, International.

Please Note about enrollment sections:

Enroll in these courses under the section number of your advisor. If your advisor is on leave, use the section number of another committee member in the English department or the section number of the graduate director (and notify him or her).

Please Note about full-time status:

To maintain full-time status, all students must register for a minimum of 1 graduate credit during the summer term in which they intend to graduate. GRD 800 is available to fulfill this requirement, and eligible students will receive a Graduate Tuition Scholarship.

S/U grades

The courses above are graded on a Satisfactory/Unsatisfactory basis. Students enrolled in Directed Reading (690) or Dissertation Research (699, 700 or 701) are required to consult with their instructors at the beginning of the semester and to submit a brief written statement indicating their plans for the course. At the end of the semester, if they do not otherwise demonstrate their progress (for example, by passing examinations or submitting written work) they should submit a brief report. The purpose of this requirement is not to hold students to quantitative benchmarks (i.e., numbers of pages read or written) but rather to ensure a minimal level of accountability for these courses.

Minimum Grade Point Average:

To remain in good standing students must maintain a grade- point average (GPA) of at least 3.5 in courses numbered 500 or higher. Students whose GPA falls below 3.5 will be placed on academic probation. Students will receive formal written notification of their probationary status. When a student's cumulative graduate grade- point average falls below 3.5 for grades attempted in courses numbered 500 and above, the student shall be placed on probation for the subsequent semester. A student on academic probation who fails to achieve a 3.5 cumulative GPA by the end of the second semester on probation will usually not be permitted to re-enroll. Students who do not maintain a minimum GPA of 3.5 jeopardize their TA assignment (and stipend) in the English department.

The General Examination

The General Examination marks a significant formative and professional milestone. Its preparation challenges students to deepen their critical thinking, sharpen pedagogical strategies, and cultivate scholarly rigor. The exams serve multiple purposes: they consolidate disciplinary knowledge, scaffold areas of likely dissertation research, and broaden students' engagement with the wider field or fields in which they work. In doing so, they help students map the intellectual terrain of their disciplines—an essential step in preparing to teach. At the same time, the exams offer an opportunity to expand general knowledge beyond one's immediate specialization. For instance, a student focused on late twentieth-century dystopian fiction might use the exams to explore the broader history of science fiction, the twentieth-century novel, or even global traditions of long-form prose. These varying levels of generality support different research trajectories and career goals, helping students emerge as versatile scholars ready to contribute meaningfully to academic discourse.

Timing and Eligibility:

Students must complete the General Examination by the beginning of their third year, no later than the fifth semester. The foreign language requirement must be fulfilled before sitting for the exam.

Committee Formation

The examining committee consists of three faculty members: a chair selected by the student and two additional members appointed by the (GPD) in consultation with the chair. The chair is responsible for convening the session, managing time, and moderating the proceedings; they will pose their questions last. At least two of the three members must be affiliated with the English Department. The committee should be finalized no later than the end of the fourth semester, and preferably earlier.

In most cases, the chair will be the faculty member who advises the dissertation, although this is not required. While some continuity between the general examination committee and subsequent dissertation committees is advisable, it is not required: members of the general examination committee need not serve on the dissertation prospectus or dissertation defense committees.

Exam Format and Structure:

The exam can take up to three-hour oral examination conducted by the student's committee. The exam proceeds as follows:

1. Opening remarks: The chair briefly introduces the format and structure of the examination.
2. Student presentation: The student provides a brief (1–3 minute) overview of their research project and reading lists.
3. Examination rounds: Each committee member has up to 40 minutes to conduct their examination, based on their area or list. This is followed by a 10-minute period during which other committee members may ask additional questions or offer comments.
4. Deliberation: After all rounds are completed, the student leaves the room while the committee deliberates.
5. Outcome: The student is invited back into the room and informed of the result. If the student passes, the committee signs the appropriate form, which the student must submit to the Department Manager.

Committee members are not required to use the full allotted time. Short breaks may be taken at the discretion of the student and committee.

Reading Lists:

It is recommended that the structure consist of three parts: one part should focus on a literary or cultural period of recognized significance, while the other two parts may either address a different literary period or explore a specific area of scholarly interest—such as a genre, critical issue, or theoretical approach. Students work with each examiner to develop a reading list for their respective section. These lists can reflect traditional literary periods, noncanonical texts, or custom chronological spans (e.g., 1750–1850 or transatlantic texts from 1890–1945). Sample lists will be provided upon request as many lists are individualized to the student's interest and research.

Requirements

Students are strongly encouraged to consult individually with each examiner well in advance of the examination. While preparation methods may vary by faculty member, the following norms apply to ensure consistency and adequate support across the program:

- Each examiner must meet with the student at least twice during the preparation period—once early on to clarify expectations and reading lists, and again closer to the exam to discuss progress and address questions.
- Examiners are encouraged to provide guidance on the scope of the material, sample questions, or general expectations for the exam.
- Some faculty may offer additional support, such as mock exams, regular check-ins, or targeted feedback on study outlines or sample responses.
- Other examiners may expect more independent preparation, but must still be available for at least the two required meetings.

It is the student's responsibility to initiate contact with each examiner and to schedule meetings in a timely manner. These conversations are essential to aligning expectations and preparing effectively for the examination.

Deadlines

- One Month Before the Exam: Students must obtain committee approval for all three reading lists and submit them, along with a signed approval form, to the Graduate Office.
- Two Weeks Before the Exam: Students must notify the Graduate Office in writing of the exam's date, time, and location. Early communication is encouraged to secure room availability.

Dissertation Prospectus Meeting

The dissertation prospectus meeting marks a pivotal transition from student to scholar. It provides an opportunity for students to present a clearly defined research agenda and receive strategic feedback from faculty. A successful prospectus meeting demonstrates: 1. Clear articulation of the project's scope, purpose, method of inquiry and scholarly contribution; 2. Evidence of independent thinking and ownership of the project; 3. Collegial and responsive engagement with feedback.

The prospectus meeting:
is a conversation—not a defense—between the student and their committee. Its aim is not to finalize a binding contract but to assess a thoughtful and well-developed initial vision for the dissertation. The discussion centers on the student's chosen topic, methodological approach, and plans for moving the project forward. The dissertation prospectus committee consists of three faculty members selected by the student, with at least two members from the English Department. Approval of the prospectus by the committee is required for advancement to candidacy.

To prepare,
students must draft a written prospectus (1,500–3,000 words or approximately 7–10 double-spaced pages) outlining the dissertation's central argument, methods, structure, and scholarly significance. This document should be accompanied by a 5–10 page double-spaced bibliography that includes a preliminary list of primary and secondary texts foundational to the project.

Scheduling and Deadlines:
The meeting must occur no later than the sixth semester, typically in the second semester of the third year, and only after all coursework for the English Ph.D. is complete. To schedule the meeting, students must submit a scheduling form to the Graduate Office at least three weeks in advance. The Graduate Office will then arrange the location. Students must submit the prospectus and the bibliography to their committee members no later than four weeks before the scheduled meeting. Within one week following the meeting, students must submit a summary of the discussion—including key feedback and suggestions—to the dissertation chair. The chair will review and approve the summary, then forward it to the Graduate Program Office to be filed. If the committee does not approve the prospectus, the student must schedule a second meeting within the sixth semester.

English Advancement to Candidacy

What is advancement?

Advancement is the milestone that moves a student from doctoral student to Ph.D. candidate (G5 status). It marks the point where a student has finished the program's earlier requirements and is now cleared to begin the dissertation, the capstone project representing an original contribution to knowledge. Reaching candidacy signals that a student is ready to shift from coursework and exams into sustained, independent research, carried out in ongoing collaboration with faculty mentors through multiple rounds of revision.

When should I advance?

Students typically advance to candidacy at the end of their third year, once they've completed all coursework, passed their comprehensive exam, and had their prospectus approved.

What is the process for advancement?

1. Once the comprehensive exam and prospectus are complete and approved by the exam committee contact the Graduate Program Coordinator to review your records to ensure you meet all requirements of advancement.
2. You will be given permission to enroll in 9 credits of dissertation credit (EGL 699, 700, 701) with your primary dissertation advisor.
3. The GPC will fill out an advancement form with the graduate school. This should be submitted by the designated date published by the graduate school each semester.
4. Once submitted the graduate school will review and approve the advancement.

English Dissertation Defense: Administrative Process & Requirements

About the Dissertation

A successful dissertation demonstrates original research, clarity of argument and method, critical thinking, sustained critical engagement with texts and scholarship, a clear contribution to the field, and, when appropriate, a capacity to communicate its significance beyond the academy. While traditional written dissertations remain a strong model, the department also recognizes and supports multimodal dissertations—scholarly works that integrate various forms of media and expression. These may include digital media, creative works, physical artifacts, symbolic notations, and more, accompanied by rigorous written analysis.

Recent examples accepted by the department include a graphic novel and an essay film, both of which met the highest academic standards while showcasing innovative approaches to scholarly inquiry. These projects exemplify how multimodal formats can powerfully convey complex ideas and research findings.

Students are encouraged to consult the Stony Brook University Institutional Repository for models of successful theses and dissertations, including multimodal works. This evolving approach reflects our commitment to inclusivity, accessibility, and the diverse ways knowledge can be created and shared.

Dissertation Advisor and Committee

Dissertation Advisor

Each student undertaking a dissertation must select a Dissertation Advisor within the Department, who will serve as the primary mentor and guide throughout the research and writing process. The Dissertation Advisor is typically a faculty member with expertise in the student's chosen area of research.

Students are expected to work closely with their Dissertation Advisor, maintaining a regular schedule of meetings to discuss progress, receive feedback, and address any challenges encountered in the research. These meetings should occur at intervals mutually agreed upon, typically no less than once per month. In addition to working with the Dissertation Advisor, students should also plan to meet with other members of their dissertation committee as needed, with the frequency and format of such meetings determined in consultation with the full committee.

Students are encouraged to consult with the GPD when selecting a Dissertation Advisor, particularly if they have questions about potential faculty matches, research alignment, or departmental expectations. The GPD can offer guidance and help ensure a good fit between student and advisor. It is also possible to request a change of Dissertation Advisor if necessary; such changes must be made in consultation with the GPD and may require departmental approval. Students may additionally request the appointment of a secondary advisor, especially when interdisciplinary guidance is beneficial. All such arrangements should be discussed with and approved by the GPD.

Dissertation Committee Composition

The composition of the dissertation committee must also comply with university policy and include:

- A chairperson who is internal to the student's degree program
- The dissertation advisor(s), also internal to the program
- One member with no conflict of interest (COI) in relation to the student—typically, but not necessarily, external to the program or university
- At least one additional member who may be internal or external to the program.

In consultation with their committee and director, students may choose to include additional outside readers if appropriate. English Graduate Faculty Affiliates—faculty from other Stony Brook departments—may serve as "inside" members on English Ph.D. exam committees.

Course Registration

While writing the dissertation, students must enroll as follows:

- **Fall/Spring:** EGL 699, 700, or 701 for 9 credits. A permission to enroll form is required.
- **Summer:** GRD 800 with the Graduate School

The dissertation director should serve as the instructor of record. If the director is on leave, students may register with another committee member or, with permission, the GPD. See the S/U course policies for further guidance.

Preparing for the Defense

1. Discuss Timing with Your Committee

Begin discussions with your committee regarding when you are ideally looking to defend and whether you're prepared. This conversation should take place 1–2 semesters prior to the semester you intend to defend.

2. Share Your Dissertation with Your Committee

The dissertation should be shared with the committee within an appropriate amount of time for them to read it. The recommended timeframe is 8 weeks before the defense date, though this may vary depending on your committee's preferences.

3. Select a Defense Date with Your Committee

A defense date should be discussed with your committee. Please note:

- The defense needs to occur on the Stony Brook campus.
- Both the Chair and Primary Advisor should be physically present during the dissertation. Additional members may be present via video conference or in person.
- The date should allow enough time to account for possible revisions before the due dates of the Adobe signature page and ProQuest submissions (see the Graduation section below).

Scheduling the Defense

Four Weeks Before the Defense Date

- If the committee agrees the dissertation is ready for defense, the student will schedule the defense with the Graduate Program Coordinator. This is a formal step separate from final acceptance, which occurs during the defense itself.
- The Graduate Program Coordinator then submits the Dissertation Examining Committee Appointment Form (also referred to as the Dissertation Defense Committee form) to the Graduate School for approval. This form is due at least 4 weeks before the defense.

Three Weeks Before the Defense Date

- **Defense Announcement and Room scheduling:** Once the committee has agreed upon a date, fill out the Dissertation Announcement Form (can only be one page) and email it to the Academic Coordinator

to request a room. The Academic Coordinator will complete the "place" portion of the form, confirm the room with the student, and submit the form to the Graduate School. This form is due 3 weeks before the defense date; however the earlier this can be submitted the better.

The Dissertation Defense

The dissertation defense is a public colloquium open to all Stony Brook faculty and graduate students. During the defense, the student presents their research findings and responds to questions from the Dissertation Examining Committee.

- All committee members are required to attend; outside readers may participate via videoconference.
- The Chair facilitates the defense proceedings and is selected from among the internal committee members.
- The student begins with a 10–15 minute presentation summarizing the key results of their research.
- Each committee member then participates in a round of questions for approximately 20 minutes, conducted in a mutually agreed-upon order. The advisor always poses questions last.
- After questioning, the committee adjourns briefly for deliberation. The committee will then determine if the defending student passed, passed with revisions, or did not pass and needs additional time to revise the dissertation.
- The entire defense typically lasts between 2 and 3 hours.

Graduation and Dissertation Submission Process

IMPORTANT: Review the Graduate School Calendar for Dates Pertaining to the Steps Below.
THE DATES ARE NOT NEGOTIABLE

Committee Appointment

- Departments must submit the Dissertation Examining Committee Appointment Form to the Graduate School at least 4 weeks before the defense.

Applying for Graduation

- PhD and DMA students can only apply for graduation through the Google Form.

Dissertation and Adobe Signature Page Submission

- Submit the Adobe signature page after the committee has approved the dissertations completion with you.

- Ensure your dissertation follows the approved formatting.
- Upload your dissertation to ProQuest.

Final Completion Statements

- Departments must submit completion statements for candidates who have completed all their degree requirements, which will officially begin the degree completion process with the Graduate School.

What if I miss the submission deadlines or need more time to complete my dissertation?

If you are unable to complete and submit your dissertation by the specified date, you will need to:

- Discuss revisions and additional time with your committee members and inform the Graduate Program Director and Graduate Program Coordinator.
- Enroll in EGL 699, 700, or 701 (Fall/Spring, 9 credits) or GRD 800 (Summer) with the Graduate School.
- Change your graduation date
- Submit the signature page and ProQuest upload

Advanced Certificates

Students wishing to obtain advanced certificates in Art and Philosophy; Cultural Analysis and Theory; Media, Art and Cultural Studies, Women's and Gender Studies, and Teaching Writing are encouraged to do so. These certificate programs offer additional training in the specified areas. Please contact these departments directly regarding the certificate programs and requirements, as they are distinct from the English Ph.D.

***Please Note about Advanced Certificates:**
The English Department cannot advise students on the requirements of the advanced certificate programs, and students must seek advising from those departments directly. English department students need the approval of the GPD in order to join an advanced certificate program. As stated on page 9, English department students need the approval of the GPD in order to enroll in any of the courses taken outside of English, even if they are towards an approved advanced certificate program.

Award of M.A. Degree to Ph.D. Students:

Students who enroll in the Doctoral Program in English who do not already have an M.A. degree are eligible to earn an En Route M.A. in English. To receive an M.A., the student must:

- Complete 10 three-credit graduate courses with a 3.0 overall grade point average. At least one of these courses must be on a literary historical period before 1800. Only one may be an independent study (EGL 615).
- Complete the foreign language requirement for the doctoral program as described above.

- Submit an M.A. thesis. Typically, the thesis will be a revision and expansion of a seminar paper, in response to the thesis advisor's feedback. Students will not enroll in EGL 598: Thesis Research, but in a 600-level class with their thesis director. Otherwise, the thesis requirements correspond to those for the M.A. program, described in the M.A. Handbook.
- Apply for Graduation (for the M.A. in English Literature)

Leaves of Absence and Withdrawals

If there is a semester in which a student plans not to enroll for classes, s/he must apply to the Graduate School for an official leave of absence. If the student fails to do so, enrollment in the program will lapse. Upon re-application to the program, the student will be subject to a $500 re-admission fee.

Students who choose to withdraw from the program must submit a letter of intention to the GPD and the Graduate School. If within a period of three years they desire readmission, they must submit a formal written request to the GPD, including a description of their plan for completion. If readmitted, they may be requested to repeat certain requirements, such as coursework or examinations.

Students who have been away from the program for more than three years must apply for readmission through the Graduate School. They should consult with the GPD before doing so, as readmission is not automatic. They may need at least some new application materials in addition to those on file, such as letters of recommendation from department faculty, and/or to retake some coursework that is no longer current.

Removal from the Program

A student may be removed from the PhD program for failure to meet academic, professional, or programmatic standards. Grounds for removal include, but are not limited to:

- Failure to maintain satisfactory academic progress, including unmet coursework requirements or unsatisfactory performance on qualifying or comprehensive examinations.
- Inadequate progress on the dissertation, as determined by the advisor, dissertation committee, or program director.
- Violations of academic integrity or professional conduct, as defined by university policies.
- Failure to meet deadlines or expectations set forth by the program, department, or Graduate School.
- Non-compliance with university or departmental policies, including continuous enrollment requirements.

Before removal, the student will be notified in writing of the concerns and given an opportunity to respond. In most cases, a written warning or probationary period will precede formal removal, unless the situation warrants immediate action. Final decisions regarding removal are made by the grad school upon program recommendation. Students have the right to appeal removal decisions in accordance with the university's grievance or appeal procedures.

Appeals and Grievances

Students who wish to address concerns or disputes regarding academic decisions, or other matters related to their graduate studies may submit an appeal or grievance. All such issues are reviewed by the Graduate Appeal and Grievances Committee, which is responsible for ensuring fair and consistent processes are followed. For guidance

or to initiate the appeal or grievance process, students should contact the GPD or the Department Chair. They can provide further details on the procedures, and necessary documentation required for the appeal or grievance process. The committee will assess the matter thoroughly, taking into account all relevant information and ensuring due process is observed.

Useful Resources

At Stony Brook

- Graduate Career Coaching
- PhD Career Ladder
- Graduate Students Toolkit
- Counseling and Psychological Services
- Depression and Suicide Prevention Resources
- The Writing Center (Humanities 2009)
- University Libraries
- Use of Generative AI

For Students and Advisors

- Putting the Humanities PhD to Work (Duke University Press, 2020) by Katina L Rogers
- Career resources from the MLA
- Imagine PhD (Graduate Career Consortium)
- Finding Your Purpose (zine/workbook by Hannah Alpert-Abrams)
- Next-Generation Dissertations
- MLA Doctoral Study Career Planning Guide
- How to Get an Academic Job (Jennifer Furlong and Stacy Hartman)
- Career Boot Camp doc (Chris Golde and Beth Seltzer)
- Career Diversity Five Skills (AHA)
- Academic Job Market Support Network on Humanities Commons + Alt-Ac Support Network (created by Hannah Alpert-Abrams; includes sample application materials)
- Open Grants: Database of grant application materials to various funders

Structures, Courses, Etc.

- Preparing Publicly Engaged Scholars: A Guide for Innovation in Doctoral Education, plus resources (ACLS)
- Promising Practices in PhD Professional Development (Council of Graduate Schools)
- Prior Work in Humanities PhD Professional Development (CGS)
- Mentorship Resources (CGS)
- PhD Placement Practicum (Adam G. Hooks; info about CVs, cover letters, course structure, etc)
- Sample syllabi (University of Texas)
- CIMER: Center for the Improvement of Mentored Experiences in Research
- PD Hub: Professional development resources for STEM students and postdocs; useful to look to as an example

Innovative Programs

- ACLS Leading Edge Fellowships
- University of Michigan History Labs
- UVA Praxis Program & Scholars' Lab
- CUNY:
    - Futures Initiative
    - PublicsLab
    - Transformative Learning in the Humanities (CUNY)
    - CUNY Peer Leaders (cross-campus undergrad program)
- University of Iowa Humanities for the Public Good
- History Harvest (Illinois)
- Bass Connections (Duke)
- Tulane Mellon Graduate Program in Community-Engaged Scholarship + Handbook
- Humanities Without Walls

People's Stories

- TRaCE Narratives (McGill University)
- Imagine PhD Job Families
- Papa PhD podcast (David Mendes da Silva)
- Beyond the Tenure Track podcast (Fatimah Williams)
- GradCast podcast (Syracuse University)
- Rocking the Academy podcast (Mary Churchill and Roopika Risam)
- Vitamin PhD podcast (Boston University)
- PostDoctoral podcast (Rebbecca Kaplan)

Graduate Student Contacts

Please note that you can always contact the Graduate Program Coordinator or CC them on communications.

- **gradrecords@stonybtook.edu:** registration/enrollment issues, transfer credits, academic standing and status, transcripts, leave of absence requests, general academic record questions and holds.
- **grad_graduation@stonybrook.edu:** adobe signature page, proquest, graduation, degree conferral, diploma.
- **gradfinance@stonybrook.edu:** charges on your student account.
- **hrs_benefits@stonybrook.edu**: questions regarding your employee NYSHIP insurance.
- **state_payroll@stonybrook.edu:** issue with your paycheck
- **hrs_timeatt@stonybrook.edu:** issues with your Solar timecard
- **studenthealthinsurance@stonybrook.edu:** issues with the graduate health insurance or charge on your account due to not waiving the student health insurance